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

THE DEGREE OF COMMUNICATIVE COMPETENCE, SPECIFICALLY, THE SOCIOCULTURAL COMPETENCE IN THE TARGET LANGUAGE (L2) OF UNDERGRADUATE STUDENTS IN THEIR SENIOR (5TH) YEAR OF THE MODERN LANGUAGES MAJOR IN THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR IN 2014

PRESENTED BY:

LOPEZ TOLENTINO, CLAUDIA DEL CARMEN   LT09003
VASQUEZ GONZALEZ, JOSE RODRIGO   VG08011

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH

FIDEL NAVIDAD MORALES, M.Ed.
RESEARCH ADVISOR

EDGAR NICOLÁS AYALA, M.A.
COORDINATOR OF GRADUATION PROCESSES

JANUARY 29th/ 2015

MAIN UNIVERSITY CAMPUS,   SAN SALVADOR,   EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Mario Nieto Lovo, Engineer.
PRESIDENT

Ana María Glower de Alvarado, M.A.
ACADEMIC VICE-PRESIDENT

Oscar Noé Navarrete; M.A.
ADMINISTRATIVE VICE-PRESIDENT

Francisco Cruz Letona, B.A.
ATTORNEY GENERAL

Ana Leticia Zavaleta de Amaya, Doctor.
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

José Raymundo Calderón Moran, B.A.
DEAN

Norma Cecilia Blandón de Castro, M.A.
VICE-DEAN

Alfonso Mejia Rosales, M.A.
SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

José Ricardo Gamero Ortiz, M.A.
HEAD OF DEPARTMENT

Edgar Nicolás Ayala, M.A.
COORDINATOR OF GRADUATION PROCESSES

Fidel Navidad Morales, M.Ed.
RESEARCH ADVISOR

EVALUATING COMMITTEE

Fidel Navidad Morales, M.Ed.
Miguel Ángel Carranza Campos, M.A.
Juan Carlos Cruz Cubias, M.A.

ACKNOWLEDGEMENTS:

By: Claudia del Carmen Lopez Tolentino.

José Rodrigo Vásquez González.

1. To God:

For his relentless love and mercy. We acknowledge him as our stronghold and as the one who gave us the strength and wisdom to succeed in every trial we have faced during the process of this investigation.

2. To our parents:

We would like to appreciate all the support they have given us during the whole process of this investigation. They have encouraged us, motivated us, and gave us advices whenever we went through difficulties. Moreover, what we really are very thankful for believing in us and in our project. Finally, thanks for everything.

3. To Fidel Navidad Morales, M.Ed:

This project would have never been accomplished without all your wisdom; we would like to thank you very much for your patient and for being in touch with us every time we needed your help. It is because of you that we have learned: "With a huge sacrifice, results are way better than the ones expected". Thanks a lot Mr. Navidad.

4. To Jacqueline Lopez Tolentino:

Thank you very much for all your assistance regarding the statistical aspects of our project, in other words, when we dealt with numbers. In addition, thank you for all the tips you gave us in relation to the presentation of our project. Thanks a lot.

INDEX

INTRODUCTION

The research project begins with the premise of the importance of developing the sociocultural competence in undergraduate students in their senior (5th) year of the Modern Languages Major at the University of El Salvador. Since the development of this competence is really important when learning a foreign language, specifically English, this project seeks to identify the degree this group of students has acquired related to the sociocultural competence.

The sociocultural competence emerged as a component within the creation of the Communicative Language Teaching (CLT) in the 1980´s. Through the years, there have been different models of the CLT; among of all these models, this project is based on the one proposed by Marianne Celce-Murcia in 1995 found in her book *"Communicative Competence: A Pedagogically Motivated Model with Content Specifications"*.

Therefore the researchers made use of a quantitative approach due to the reason of expressing with numbers the results of this investigation. In addition, the instrument selected to accomplish the objectives and research question is a questionnaire.

Another section of the investigation concerns the data collection; in this one, researchers present the results and analysis found with the implementation of the instrument.

To finish with, the main findings, conclusions and recommendations are presented as a last of this project.

CHAPTER I: RESEARCH STATEMENT

A. Statement of the problem

"The Degree of Communicative Competence, specifically, the sociocultural competence in the target language (L2) of undergraduate students in their senior (5th) year of the Modern Languages major in the Foreign Language Department of the University of El Salvador in 2014".

B. Objectives

General Objective:

To identify the degree within the communicative curriculum related to the sociocultural competence in undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014.

Specific objectives:

1. To recognize the different strategies undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador use to develop and/or improve their sociocultural competence.

2. To classify students according to their degree of the sociocultural competence in order to have a global vision of the development of this competence once this learners are about to finish the Modern Languages major.

3. To determine which of the different strategies that students use are the most effective ones for them in order to have an intermediate-mid degree of the sociocultural competence.

C.   Research questions.

General Question

      What is the degree of the sociocultural competence in undergraduate students in their senior (5th) year of the Modern Languages major at the University of El Salvador?

Related Questions

- What are the different strategies that undergraduate students in their senior (5th) year of the Modern Languages major at the University of El Salvador use to develop and/or improve their sociocultural competence?

- What is the classification according to the degree reached of the sociocultural competence in undergraduate students who are in their senior (5th) year of the Modern Languages major at the University of El Salvador in 2014?

- What are the most effective strategies that undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014 use in order to reach an "Intermediate-mid" degree of the sociocultural competence?

D.   Justification

- ✓ **Time:** Semester 02-2014.

- ✓ **Place:** University of El Salvador.

- ✓ **Space**: The Foreign Language Department.

- ✓ **Scope:** Students in their senior (5th) year of the Modern Languages major who registered the subjects corresponding to the last semester of the major.

- ✓ **Model**: *Communicative Competence: A Pedagogically Motivated Model with Content Specifications.* Proposed by Marianne Celce-Murcia.

The following study has as a main purpose to present the sociocultural competence as a necessary component when learning a foreign language, in this case, English, and more specifically related to the knowledge about the culture of the United States. In addition to this, given the nature of this competence, is what has grabbed the attention of the research team, being able to know if students have developed this competence during the major, and if they have, what is their degree related to the sociocultural competence?

To gather all information related to the sociocultural competence, this could be found in books, small articles, documents, internet, etc… also in the library of the FLD at UES. Besides, teachers of the FLD could provide to the research team with different resources to get the most accurate information related to the topic in order for this research project to be as good as possible.

In this sense, the model proposed by Marianne Celce-Murcia which is found on her book: "*Communicative Competence: A Pedagogically Motivated Model with Content Specifications*" has been the one selected as the main base for this research to take place at the Foreign Language Department of the University of El Salvador during the

semester 02-2014 with undergraduate students in their senior (5th) year of the Modern Languages major. Besides, the instrument has been based on the model presented above as well.

The transcendence of this project relies on the conception, as mentioned before, of exploring social and cultural elements as necessary contents when learning a foreign language, in this case English. This is why the research team has recognized the project as "brand new and innovative" for the Foreign Language Department at the University of El Salvador.

Finally, this research will give teachers of the FLD, an opportunity to see from a new and different perspective the dimension and relevance this topic has, and hopefully teachers will take more into consideration this competence when creating the syllabus of English courses.

E.   Theoretical framework

This section presents all the information of interest related to the object of study of this research. The entire information is presented in a chronological order for better understanding and it starts with behaviorism and finishes with the sociocultural competence.

Introduction

Before the 20th century, the language teaching methodology faced a dilemma between two *approaches*[1]: Get the learners to use the language (this means, to speak and understand it) versus get learners to analyze it (this means, to learn the grammatical rules). During the classical Greek and Medieval Latin periods of history, both of them shared the same emphasis on teaching people to use foreign languages. The first one, classical Greek and the Latin, both were used as *"lingua francas[2]".*

That means, higher learning was spread through these languages all over Europe in fields such as philosophy, religion, politics and business; thus, the educated elite became fluent speakers, readers and writers of the appropriate classical language. It is possible to assume that teachers or tutors of that time used informal and direct approaches in order to transmit the form and meaning of the language being taught, the techniques used were aural-oral without any language textbook, instead, they were

---

[1] Approach: an enlightened viewpoint toward teaching. It provides philosophy to the whole process of instruction.

[2] Lingua franca: A language used for communication between two or more groups that have different native languages. It may be a standard language.

using hand-copied written manuscripts[3] of some sort, also a few texts in the target language or some lists with equivalent words in two or more languages.

The period of the Renaissance[4].

Thanks to the invention of the printing press, the formal study of Greek and Latin became highly popular in the massive production of books made at that time. During this period, the classical Latin became the formal object of instruction in schools, rather than the Latin used for everyday purposes, this Latin began to be abandoned as a lingua franca.

Johann Amos Comenius[5]

The most famous language teacher and methodologist of that time was Comenius, a Czech scholar and teacher, who published books regarding his teaching techniques between the years 1631 and 1658. To mention some of his techniques:

- ✓ Use imitation instead of rules to teach a language
- ✓ The students repeat after you
- ✓ At first, use a limited vocabulary
- ✓ Help your students practice reading and speaking
- ✓ Teach language through pictures to make it meaningful

---

[3]Manuscript: A book or document written before the invention of printing.

[4] Renaissance: A cultural movement that spanned the period roughly from the 14th to the 17th century, beginning in Italy in the Late Middle Ages and later spreading to the rest of Europe.

[5] Johann Amos Comenius: Innovator who first introduced pictorial textbooks, written in native language instead of Latin.

For instance, Comenius, for the very first time made explicit an *inductive*[6] approach to learn a foreign language, in which its goal is to teach the use rather than the analysis of the language being taught.

Comenius' perspective lasted for some time, by the nineteenth century, the systematic study of the grammar and of classical texts re-emerged in schools and universities throughout Europe. It marked the appearance of the *Grammar Translation-Method*[7]; this one became firmly deep-seated as a method for teaching many languages, besides Latin. However, the years passed and by the end of the nineteenth century, the *Direct Method*[8] demanded the ability to use rather than to analyze a language, and it became a viable alternative to the Grammar-Translation Method.

The Audio-Lingual and Oral Situational Approach

It was until the 1930's and early 1940's, when World War II created imperative for American military to quickly and efficiently teach foreign language learners how to speak and understand a language. The US government hired linguists to help teaching languages and developing materials: This is how the Audio-lingual Approach was born; its essence was based heavily on structural linguistics and behavioral psychology.

Whereas in Britain, the same process gave origins to the *Oral or Situational Approach*[9], this one, promoted organizing structures around situations that would give the learner the maximum chance to practice the target language with "practice".

---

[6] Inductive: The use of particular examples to reach a general conclusion about something.

[7] Grammar Translation Method: A method of teaching foreign languages derived from the classical method of teaching Greek and Latin in which grammar is the center of it.

[8] Direct Method: A method often use in teaching foreign languages, it refrains from using the learner's native language and uses only the target language.

[9] Oral or Situational Approach: Based on structural view of language. Speech, structure and focus on a set of basic vocabulary are seen as the basis of language teaching.

Language Teaching Approaches

Besides all the approaches that have been briefly explained before, there are other four approaches to foreign language teaching that were widely used during the final quarter of the twentieth century, by summing all of them, there are nine approaches:

1. Grammar translation
2. Direct
3. Reading
4. Audiolingual (USA)
5. Oral Situational (Britain)
6. Cognitive
7. Affective Humanistic
8. Comprehension Based
9. Communicative

The entire information presented before has worked as an introduction for this theoretical framework. This has been made with the purpose of presenting a general overview of some historical background related to second and foreign language teaching during the twentieth century[10].

---

[10] The introduction has been based on: Celce-Murcia M. (2001). Language Teaching Approaches: An Overview. Teaching English as a Second or Foreign Language (pp. 3-11). Los Angeles: University of California.

Behaviorism

Behaviorism focuses on the belief that changes in behavior are an outcome of stimulus-response associations made by the learner. In other words, behaviorism highlights those behaviors and actions that can be directly observed from the learner.

Behaviorist learning theory has had an important influence in education. Throughout the 1950s and 60s behaviorism remained influential, although since that time new theories have begun to make substantial *inroads*[11] in general acceptance. This theory is relatively simple to understand because it relies only on observable behavior and describes several universal laws of behavior. It is particularly associated with Skinner.

B.F. Skinner[12] had the belief that all behavior (including language) was learnt through repetition and positive or negative reinforcement.

Skinner is famous for his research on operant conditioning and negative reinforcement. He developed a device called the *"cumulative recorder",* which showed rates of responding as a sloped line. Using this device, he found that behavior did not depend on the preceding stimulus. Instead, Skinner found that behaviors were dependent upon what happens after the response. Skinner called this *"operant behavior"*. Skinner tried to account for verbal learning and language within the operant conditioning paradigm, although this effort was strongly rejected by linguists and psycholinguists.

---

[11] Inroad: A sudden hostile incursion.

[12] B.F Skinner: He was an American psychologist, behaviorist, author, inventor, and social philosopher. He is perhaps the most predominant figure in American psychology. He was an experimental psychologist at Harvard who developed behaviorism as a position in learning.

Audio lingual method

Background

In the period when the United States entered into World War II, rapidly, educate both, government and army personnel was essential in order to make them orally proficient in the languages of their allies and enemies as quick as possible. Hence, to achieve this goal, the United States needed linguists to *set up* [13]special training programs emphasizing on fast and easy foreign language acquisition. This teaching technique was initially called the *"Army Method"* [14]and was the first to be based on a behavioral theory.

As stated before, this method is based on Skinner's principles of behavior theory, the Audio Lingual method assumes that a human being can be trained using a system of reinforcement. Correct behavior receives positive feedback, while errors receive negative feedback. However, the emphasis of this method was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. In other words, the audio-lingual method is presented in small, carefully controlled structural units and practiced through mimicry-memorization and drills or pattern practice. Errors are meant to be avoided at all costs, since only good habits should be reinforced. (Correct use receives positive feedback and on the contrary, incorrect use, receives negative feedback)

Some characteristics of this method are:

✓ Drills are used to teach structural patterns

✓ Set phrases are memorized with a focus on intonation

✓ Grammatical explanations are kept to a minimum

---

[13] Set up: To arrange something, to lay plans for.
[14] Army Method: Also known as "audio-lingual method" or "new key", a style of teaching used in foreign languages.

Therefore, after World War II, the "army method" became strongly popular all over the United States when learning a foreign language from about 1947 until 1967; however in the 1960's many linguists started to criticize the theoretical foundation of this approach since students were found to be unable by the time to use skills learned in the classroom in real communication.

Noam Chomsky [15], a linguist who strongly criticized this approach based on behaviorism, he held that Audio-Lingual method could not function as a model of how humans learn languages. Subsequently, this method lost its popularity at that time and Chomsky introduced his new theory about language acquisition, linguistic competence and performance.

Noam Chomsky: Competence and Performance

Noam Chomsky revolutionized the study of language and the science and philosophy of linguistics with a series of insights. His major insight was that "*Language theorists must not ignore the internal mental states of agents when trying to account for their linguistic behavior*" (Chomsky, 1965). Contrary to what Behaviorists claimed, language use is much too complex to be described in terms of environmental stimuli and responses. Chomsky argued: *"Language must be described by formulating the grammar*

---

[15]Noam Chomsky: An American linguist, philosopher and intellectual prodigy. Since 1955, he has been a professor at MIT and has produced controversial theories on human linguistic capacity. Chomsky is widely known as the "father of modern linguists"

for it and assuming that speakers already know this grammar" (Chomsky, 1965); in other words, Chomsky held that languages are *innate.* [16]

The conception of communicative competence came about in reaction to the following assertion made by Chomsky: *"Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance* [17] *".* (Chomsky, 1965).

Chomsky clearly distinguished the description of language form (competence) and language use (performance) and established that the speaker-listener´s internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists.

Communicative Language Teaching

Background

The origin of the Communicative Language Teaching (CLT) can be traced to concurrent developments in Europe and North America, with different factors such as social and academic reasons. In Europe, there was an increased demand for language

---

[16]Innate: Existing from birth, native

[17] Reading #9: Richards, J. C., & Rodgers, T. S. (1986). Approaches and Methods in Language Teaching. CUP, pp 64-86

learning due to the fact that *European Common Market* [18] led to widespread European migration; subsequently there was a large population who needed to learn a foreign language either for work or personal reasons. Education was one of Europe's major areas of activity and educators at that time realized that to motivate students, an approach with a more immediate *payoff*[19] was necessary.

On the other hand, in North America, the Communicative Language Teaching is the product of educators and linguists who had grown dissatisfied with the Audio-lingual method; they felt that students were not learning enough realistic language; in other words, students were at a loss to communicate in the culture of the language studied. Interest in this new way of learning, the communicative style teaching *mushroomed*[20] in the 1970's; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular. Internationally, the new trend of curriculum in schools offering foreign languages rose worldwide in the 1960's and 1970's as a part of modernization and leaving behind the idea that foreign languages were confined only to the elite academies.

What Is Communicative Language Teaching?

The Communicative Language Teaching is considered an approach to language teaching and it is based on the theory that primary function of language use is: "Communication". Its primary and main goal is, for learners, to develop the

---

[18]European Common Market: It was an international organization created by the Treaty of Rome of 1957. Its aim was to bring about economic integration, including a common market, among its six: Belgium, France, Italy, Luxembourg, the Netherlands and West Germany.

[19] Payoff: A good result, the advantage or benefits that is gained from doing something, a reward

[20] Mushroomed: To multiply, grow, or expand rapidly

Communicative Competence, simply, this means making use of real-life situations that demands communication.

Dell Hymes and the Communicative Competence.

It did not take too much time before the notion of an idealized linguistic competence proposed by Chomsky came under attack. In 1972, in the United States, the sociolinguist and anthropologist *Dell Hymes*[21], was the first, among many distinguished language scholars; who reacted to Chomsky's concept of linguistic competence, in 1972 Hymes redefined this term and stated that the goal of language teaching is to develop *"communicative competence"* in terms of the appropriateness of sociocultural significance of an *utterance*[22]. (Hymes, 1972).

However, Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, all of this in applying his knowledge of the language in actual performance. For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess (competence) that enable them to produce grammatically correct sentences in a language (performance).

In contrast, Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes' theory of communicative competence was a definition

---

[21] Dell Hymes: He was a linguist, sociolinguist, anthropologist, and folklorist who established disciplinary foundations for the comparative, ethnographic study of language use.
[22] Utterance: power, style, or manner of speaking.

of *"What a speaker needs to know in order to be communicatively competent in a speech community"*. (Hymes1972). In Hymes' view, a person who acquires communicative competence acquires both knowledge and ability for language use.

For instance, Hymes held that communicative competence is the ability to use the grammatical competence (stated by Chomsky in 1965) in a variety of real communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

The components of the Communicative Language Teaching

By 1980, after the conception of the "communicative competence" given by Hymes, the linguists Canale and Swain proposed a theoretical framework in which they outline the contents and *boundaries*[23] of three areas of communicative competence:

❖ Grammatical competence

❖ Sociolinguistic competence

❖ Strategic competence

Three years later, in 1983 Canale proposed a more elaborated model. This new model adds a fourth component, subsequently according to his model; Canale posited four components for the development of the communicative competence:

1. Grammatical competence: The knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).

2. Sociolinguistic competence: The mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).

---

[23]Boundaries: The limits of an activity or experience.

3. Discourse competence: The ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).

4. Strategic competence: The knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

The years passed and different linguists made new proposals of the CLT, critics came along, advantages and disadvantages for every model as well.

At this point of the theoretical framework, the researchers have selected the model of CLT proposed in 1995 by Marianne Celce-Murcia, Zoltan Dornyei and Sarah Thurrell, which is called in their book: *"Communicative Competence: A Pedagogically Motivated Model with Content Specifications"*.

Why this model?

This model was selected as the basis of this research because the sociocultural competence plays a more important role in the whole model of the CLT. In addition, the components that comprehend the sociocultural competence are easy to understand and are very well explained, also there are some examples for every component. In the book, this Sociocultural competence is considered as mandatory when learning a foreign language, in this sense, learning a foreign language also demands to acquire the knowledge of areas such as: social and cultural of the country whose mother tongue is the one selected to learn.

Communicative Competence: A Pedagogically Motivated Model with Content Specifications.

In 1995, Marianne Celce-Murcia , Zoltan Dornyei and Sarah Thurrell created the book *"Communicative Competence: A Pedagogically Motivated Model with Content Specifications"* in which they propose a new model for the communicative competence based on previous model such as the ones of Canale and Swain, Canale, etc…
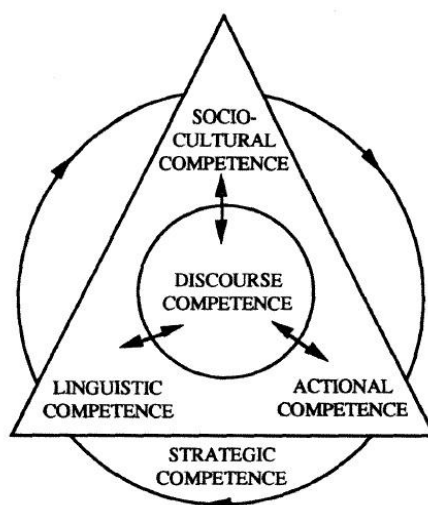
Figure 1. Schematic representation of Communicative Competence

(See Appendix: Figures, Figure 1)

This proposal of model[24] of the communicative competence is represented as a pyramid enclosing a circle and surrounded by another circle. The circle within the pyramid is *discourse competence,* and the three points of the triangle are *sociocultural competence, linguistic competence,* and *actional competence.* This latter competence (actional) is an addition to the Canale and Swain model, which is conceptualized as competence in

---

[24] Celce-Murcia, M (1995) *Communicative Competence: A Pedagogically Motivated Model with Content Specifications.* University of California.

conveying [25] and understanding communicative intent by performing and interpreting speech acts and speech act sets. Thus, it places the discourse component in a position where the lexico-grammatical building blocks, the actional organizing skills of communicative intent, and the sociocultural context come together and shape the discourse, which, in turn, also shapes each of the other three components. The circle surrounding the pyramid represents the strategic competence, an ever-present, potentially usable inventory of skills that allows a strategically competent speaker to negotiate messages and resolve problems or to compensate for deficiencies in any of the other underlying competencies.

Canale and Swain (1980)	Canale (1983)	Our Proposed Model
Grammatical Competence	Grammatical Competence	Linguistic Competence
Strategic Competence	Strategic Competence	Strategic Competence
Sociocultural Competence	Sociocultural Competence	Sociocultural Competence
		Actional Competence
	Discourse Competence	Discourse Competence

Figure 2. Chronological evolution of the Proposed Model

(See Appendix: Figures, Figure 2)

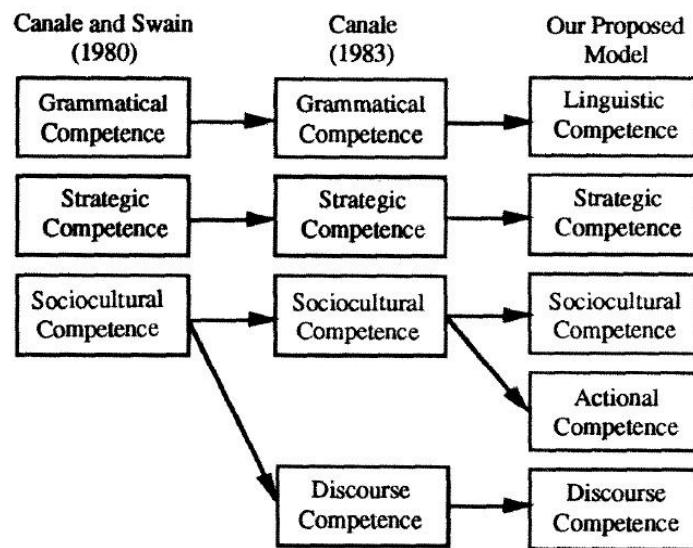Two minor, terminological differences between the model proposed by Celce-Murcia and Canale and Swain is first that in the proposed model has been decided to use the term "linguistic competence" rather than "grammatical competence" in order to indicate

---

[25] Convey: To communicate or make known; impart.

unambiguously that this component also includes lexis and phonology in addition to morphology and syntax. Second, the use of the term "sociocultural competence" rather than "sociolinguistic competence" to better distinguish it from actional competence (since the sociolinguistic dimension of communicative competence has traditionally included contextualized language functions), and also to highlight the fact that language resources are in the linguistic, actional, and discourse components while sociocultural knowledge is necessary for the appropriate deployment of the resources in other components.

The Sociocultural Competence

The sociocultural competence refers to: *"the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication* (Celce-Murcia, 1995)[26] *".*

Language is not simply a communication coding system but also an integral part of the individual's identity and the most important channel of social organization, *embedded*[27] in the culture of the communities where it is used. Language learners face this complexity as soon as they first try to apply the L2 knowledge they have learned to real-life communication, and these first attempts can be disastrous: the "culture-free," "out-of-context," this situation simply does not prepare learners to cope with the complexity of real-life language use efficiently. L2 learners should be made aware of the fact that making a social or cultural blunder is likely to lead to far more serious communication breakdowns than a linguistic error or the lack of a particular word.

---

[26] Celce-Murcia, M (1995) *Communicative Competence: A Pedagogically Motivated Model with Content Specifications.* University of California

[27] Embedded: To fix or retain (a thought, an idea) in the mind.

Raising sociocultural awareness, however, is not an easy task, because sociocultural rules and normative patterns of expected or acceptable behavior have not yet been adequately analyzed and described. Even when good descriptions are available, sociocultural rules and norms are so *ingrained*[28] in our own identity (and that of the learner) that it is difficult to change behavior based on a new set of assumptions.

---

[28] Ingrained: Fixed deep in one's mind.

SOCIAL CONTEXTUAL FACTORS
- Participant variables
    - age, gender, office and status, social distance, relations (power and affective)
- Situational variables
    - time, place, social situation
STYLISTIC APPROPRIATENESS FACTORS
- Politeness conventions and strategies
- Stylistic variation
    - degrees of formality
    - field-specific registers
CULTURAL FACTORS
- Sociocultural background knowledge of the target language community
    - living conditions (way of living, living standards); social and institutional structure; social conventions and rituals; major values, beliefs, and norms; taboo topics; historical background; cultural aspects including literature and arts
- Awareness of major dialect or regional differences
- Cross-cultural awareness
    - differences; similarities; strategies for cross-cultural communication
NON-VERBAL COMMUNICATIVE FACTORS
- Kinesic factors (body language)
    - discourse controlling behaviors (non-verbal turn-taking signals)
    - backchannel behaviors
    - affective markers (facial expressions), gestures, eye contact
- Proxemic factors (use of space)
- Haptic factors (touching)
- Paralinguistic factors
    - acoustical sounds, nonvocal noises
- Silence

Figure 3. Components of the Sociocultural Competence

(See Appendix: Figures, Figure 3)

The relevant sociocultural variables have been organized into four main components.

FIRST COMPONENT: Social contextual factors.

This component concerns the participants in the interaction and the communicative situation. It comprehends aspects such as the participants' age, gender, office (profession, rank and public position), status (social standing), social distance from and relations to each other (both in terms of power and affect) are known to determine how they talk and are talked to. Moreover, this group of factors deals with the setting of a conversation including

the gender and age differences while speaking. The social setting of a conversation can truly influence in the way in which someone speaks.

For example, in the United States, when socializing at a party, people tend to engage in a small talk about mutual friends, weather and current events. On the contrary, people who tend to divulge private information about someone they run the risk of offending the people they are talking to.

As for gender, men and women generally use the same words or phrases; this means that there are no words which are expected to be used exclusively by men or women.

SECOND COMPONENT: Stylistic appropriateness factors.

This includes variables that lend themselves to explicit instruction. The most important politeness strategies can be presented as language teaching *input*[29]. There are some elements such as: politeness strategies, degrees of formality and intonation that can vary from one language to another one. Regarding tenses, there are cultures that have different tenses which are used to address formal or informal way when having a conversation. For example, in the Greek culture, people speak in plural when they want to formally address to someone or to show respect. However, in the United States there is no formal or informal tense, nor is it customary to speak with someone in plural.

Furthermore, vulgar or *slang words*[30] and "standard" English must be learnt in order to have a useful and necessary level of appropriateness in conversations.

---

[29] Input: Exposure learners have to authentic language in use.
[30] Slang words: Words that are not considered part of the standard vocabulary of a language and that are used very informally in speech.

THIRD COMPONENT: Cultural Factors.

This component involves three main sub-components: sociocultural background knowledge of the target language community, awareness of major dialect or regional differences, and cross-cultural awareness.

The sociocultural background knowledge of the target language community is also given its importance by Van Ek & Trim in their revised *Threshold Level* [31] objectives. Some knowledge of the life and traditions, as well as the history and literature of the target speaker community is extremely useful when communicating with its members. Incorporating the knowledge of cultural factors like Christopher Columbus, George Washington, Thanksgiving, Halloween, etc…. are not intended to be a means of promoting mainstream American culture and values. Its purpose is to provide information that would enable learners to understand references that they may hear in conversation or in other situations.

The awareness of major dialect and regional differences is particularly important with languages like English, where several considerably different standard regional varieties exist. For example, if an English learner lived in Georgia or another southern state, he would most likely become familiar with southern accents and learn to understand people who spoke English with that accent. If this same person were to move to Massachusetts, where people tend to speak English in a much different accent than the south, he would probably experience some difficulty in comprehension and communication.

---

[31] Threshold Level: It is a book written by Van Ek & Trim in 1991, which provides a first specification of the minimum second language material a learner should be able to use for communication in a wide variety of everyday situations.

As for cross-cultural awareness, there are so many culture-specific do's and don'ts that without any knowledge of these, a language learner is constantly walking through a cultural *minefield*[32]. In this case, for example in the United States regarding punctuality for a meeting, people should always be on time - between 5 minutes early and 5 minutes late, no more than that.

FOURTH COMPONENT: Non-verbal communicative factors.

As Pennycook (1985) reiterates, *"actions speak louder than words",* with non-verbal communication carrying a significant proportion of social meaning, learners cannot realize that miscommunication is a signal of inappropriate non-verbal communication. Non-verbal communication in this model is divided into five sub-components:

1.   Kinesic behavior or body language:

This involves non-verbal signals to regulate turn-taking (e.g., breath), to indicate to the interlocutor that what he/she says is being understood, as well as affective matters (such as facial expressions), gestures and eye contact.

2.   Proxemic factors:

This concerns the speakers' use of space (e.g., physical distance between people).

3.   Haptic factors:

This concerns the role of touching in the target language community; both factors (proxemic and haptic) can be the source of serious cross-cultural tension.

---

[32] Minefield: Often used figuratively to refer to something dangerous – to something that may seem harmless, but really isn't.

4.   Paralinguistic factors:

Paralinguistic factors give the message affective depth and function as *backchannel signals*[33]. For example acoustical sounds (e.g., grunts) and non-vocal noises (e.g., hisses).

5.   Silence:

This one often carries socially and culturally determined meaning, as is expressed by phrases like *"pregnant pause"* [34] or "eloquent silence."

"The above competencies can be acquired in part through some knowledge of the life and traditions as well as knowledge of the history and literature o the target language community. An extended living experience among members of the target language group is probably the best experience for language acquisition if the learner has adequate basic preparation in both linguistic and sociocultural competence coupled with good powers of observation[35]"

To finish with, this is all the information that comprehends the theoretical framework of this inquiry, the intention has been to present the most relevant facts related on how the sociocultural competence was created and its position in the model presented by Marianne Celce-Murcia in her book *"Communicative Competence: A Pedagogically Motivated Model with Content Specifications"*

---

[33] Backchannel signals: A noise, gesture, expression, or word used by a listener to indicate that he or she is paying attention to a speaker.
[34] A pregnant pause: A pause that gives the impression that it will be followed by something significant.
[35] Alcon Soler E, Safon Jorda P. *Intercultural Language Use and Language Learning,* PO. Box 17,3300AA Dordrecht, The Netherlands, 2007. p 46

CHAPTER II: METHODOLOGY

A.   Research approach: quantitative

This research has a quantitative approach because the state of the problem deals with a specific matter of investigation that can be measured; the hypothesis has been stated from the theoretical framework in order to submit it to a statistical test that will either validate it or refuse it. Therefore, to accomplish this step, all data has been gathered through an instrument selected for carrying out this research.

B.   Type of study: descriptive

This type of study is the most appropriate for the research because the phenomenon can be described in its current status with all data and the characteristics related to the degree of the socio cultural competence of undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014.

Transversal descriptive

This design collects data in one moment or in a specific period of time. Its only purpose is to describe variables and analyze them afterwards. In other words, this is like taking a picture of something in one moment. By the definition mentioned before, the research team has decided to use this type of study because when the times come to gather all data, (administer the instrument) this step will take place in just one exact moment.

C.   Hypothesis

25% of undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014 have developed an intermediate-mid degree of the socio cultural competence.

D.   Research design: non – experimental

As for the development of this research, there has not been any kind of manipulation related to the phenomenon; instead, there has been a description of it.

Besides describing it, the research team has only observed the phenomenon as given in its natural context in order to analyze it afterwards.

E.   Sampling

This research has taken place inside the University of El Salvador, the population selected for this project was: Undergraduate students in their senior (5th) year of the Modern Languages Major who registered the last subjects of the major in Semester II-2014 of the University of El Salvador.

The total population was: 182 students who did their registration process of the last subjects of the major in the regular period established by the authorities of the School of Arts and Sciences of the University of El Salvador. This population has 54 male students and 128 female students, in terms of percentage this means:

54 male students / 183 as the whole population = 0.30 in terms of percentage, this is 30%

128 female students / 183 as the whole population = 0.70 in terms of percentage, this is 70%

By obtaining this data, it is possible to affirm that the distribution of both genders in the Modern Languages major is distributed in this way:

Male students: 30%   Female students: 70%

Based on one of the specific objectives after finishing the Modern Languages major, which is: *"Formar profesionales en el dominio de dos lenguas extranjeras" (To form professionals in the domain of two foreign languages)* **(See Appendix 1: Objectives of the Modern Languages major: French and English of the University of El Salvador).** The researchers have considered that undergraduate students in their senior (5th) year have reached an "Intermediate-mid" degree of the sociocultural competence.

F.   The sample: simple random sampling

The researchers made use of the simple random sampling with the only restriction of having a certain number of male and female students guaranteeing the representation of genders in this process, this is due to the fact of disparity of the total population among genders as previously stated before.

The calculation of the sample

Since this research comprehends a probabilistic sampling, in order to calculate the sample out of the population selected for this research, the following formula is the one selected for this step:

$$n = \frac{N \ z_{\alpha/2}^2 \ P(1-P)}{(N-1)e^2 + z_{\alpha/2}^2 P(1-P)}$$

$z_{\alpha/2}$: z correspondiente al nivel de confianza elegido para este caso se eligió un nivel de confianza del 95% lo que corresponde a un valor de z bajo la curva normal de 1.96

P: proporción de una categoría de la variable, en este caso al desconocer por completo la morfología de la población se hará uso de un criterio estandarizado para la proporción por lo que se fijará en un 50%

e: error máximo. Se tomará un margen de error permisible del 1%

N: tamaño de la población (182 estudiantes)

The result of this formula presents a representative number out of the total population equally for male and female students. The size of the sample is:

n= 62 students

The 30% of 62 students represent male students, this means:

62 students x 30% / 100% = 18.6 (this means 19 male students).

The 70% of 62 students represent female students, this means:

62 students x 70% / 100% = 43.4 (this means 43 female students)

In this sense, 19 will be male students and 43 will be female students:

19 male students / 62 as the whole population = 0,31 in terms of percentage this is: 31% .

43 female students / 183 as the whole population = 0,69 in terms of percentage this is: 69% .

Male students: 31%   Female students: 69%

Method of the selected sample: simple random sampling.

In the last semester of the Modern Languages major (Semester 10th), according to its curricula; students who register this last semester, take the following subjects:

1. Literature in English I

2. Morphology and Phonology

3. Seminar II

4. *English Didactics II / Public Opinion **(See Appendix 2: Curriculum of the Modern Languages major)**

The last subjects mentioned are elective; this means either one or the other one.

The research team asked permission to the different teachers in charge of the subjects in order to set a date and time for the researchers to administer the instrument to the sample **(See Appendix 3: Permission to administer the instrument to students, addressed to teachers in charge of the last subjects of Semester 10th)**. The participants of the sample were chosen at random in order fulfill the number of male and female students who were distributed in all the subjects of the last semester of the major, in this case the Semester II-2014.

G.   The instrument.

For effective and flawless data collection, an instrument divided in three sections has been used for this inquiry.

The questionnaire, which is the final part of the instrument, is an instrument designed to extract specific information for the sampling.

Self-elaborated Instrument.

It is necessary to mention that this instrument is an adaptation from the model proposed by Marianne Celce-Murcia related to the development of the Sociocultural Competence. Once again, the questions of the final part of the instrument have been created by the research group.

In addition, with the purpose to have very good questionnaire, the researchers asked for assistance of three different teachers of the Foreign Language Department of the University of El Salvador to serve as a panel of experts; the three teachers who gave their feedback were:

> ➢ Lic. Jorge Homero Llanes.

> ➢ Licda Yvette Henriquez.

> ➢ Lic. Frank Rodriguez.

(See Appendix 4: Feedback provided by the group of Teachers)

The very first version of the last section of the Instrument was given to them and after they provided feedback, five students were selected for the pilot test of the Instrument; the five students did not present any difficulties regarding the items for the final section of

the Instrument. Once the pilot test was done, the Instrument was ready to be administered to the sample.

This instrument was divided in three sections:

1. General data.

This first section has six questions which established the relation between the variables such as personal information and its influence in the development of the sociocultural competence. This group of variables is:

- ✓ Gender: It is a qualitative variable that has choices: Male and female.
- ✓ Age: It is a quantitative variable that asks current age of individuals.
- ✓ Currently working: It reflects if individuals are working or not.
- ✓ Major: The option individuals of the major have selected whether teaching or communications.
- ✓ Taken a subject more than once: If students have failed any subject throughout the Modern Languages major.

2. Strategies for developing the sociocultural competence.

In this section, individuals are presented with a series of questions (fourteen total) in which the researchers seek to identify the strategies that individuals use to develop and/or to improve their Sociocultural Competence. Furthermore, since one of the specific objectives is to determine the strategies individuals use to develop and/or improve this competence, statistically speaking; this will be presented in the results of this inquiry.

3. The sociocultural competence.

This final section has twenty questions with three choices of answers (A, B or C) in which only one choice is correct. The different questions have been created from the four

components of the sociocultural competence suggested in the model proposed of the book: *"Communicative Competence: A Pedagogically Motivated Model with Content Specifications"* (See figure 2: Components of the Sociocultural Competence p 21)

Since there are four components, the researchers have decided to present five questions for each component, this means a final section, as stated before with twenty questions as a total.

The components are:

1. Social contextual factors.

2. Stylistic appropriateness factors.

3. Cultural factors.

4. Non-verbal communication factors.

(See Appendix 5: Instrument created for this research with the answers corresponding to the final part of it).

Every question has a value of one point and the final part of the Instrument has been divided equally in four sections, (components of the Sociocultural Competence). In this sense, the total score is 20 points. Moreover, the group of scales is:

Score	Scale	Definition
1-5	**Elementary**	Has little interest for social and cultural areas of the target language community. His or her knowledge is very limited.
6-10	**Intermediate-low**	Has more interest about social and cultural areas of the target language community and is not afraid to interact with other people when having conversations about social and/or cultural topics, although the knowledge is limited.
11-15	**Intermediate-mid**	Has a profound interest to inform him or herself about the social and cultural areas of the target language community, considers important to inform him or herself about these areas and has an acceptable level of the sociocultural competence.
16-20	**Advanced**	It is part of his or her daily activities, has a lot of interest to know about social and cultural areas, considers important to possess this knowledge of the target language community and is able to understand within a specific context any situation he or she has to deal with.

36

---

[36] This group of scales has been based on: Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. United Kingdom, Cambridge, p.122.

As stated before in the hypothesis, the researchers have considered the "Intermediate-mid" degree as the one that undergraduate students in their senior (5th) year of the Modern Languages major have acquired at the completion of their studies.

CHAPTER III: DATA ANALYSIS

This chapter presents the results of the instrument that was administered to the sample; it has been divided in three different sections that comprehend:

1. General data: This section presents information of the participants in the study.

2. Strategies to develop the sociocultural competence: This section presents the results corresponding to the strategies that students use in order to improve their sociocultural competence.

3. The sociocultural competence: This section presents the classification of the scales of the sociocultural competence with the strategies that students previously marked as the ones they use to develop this competence. It also presents the most effective strategies to develop an "Intermediate-mid" degree of the sociocultural competence; it also presents the average grade of male, female students and both along with the average of each of the components of the sociocultural competence of male, female students and both. Finally, this section presents the degree obtained from the sample distributed in terms of percentage.

A.   Stage 1

1.   Univariate Analysis

1.1   General data

The first section of the instrument comprehends: Gender, age, currently working, major and subjects taken more than once in the major.

Graphic 1
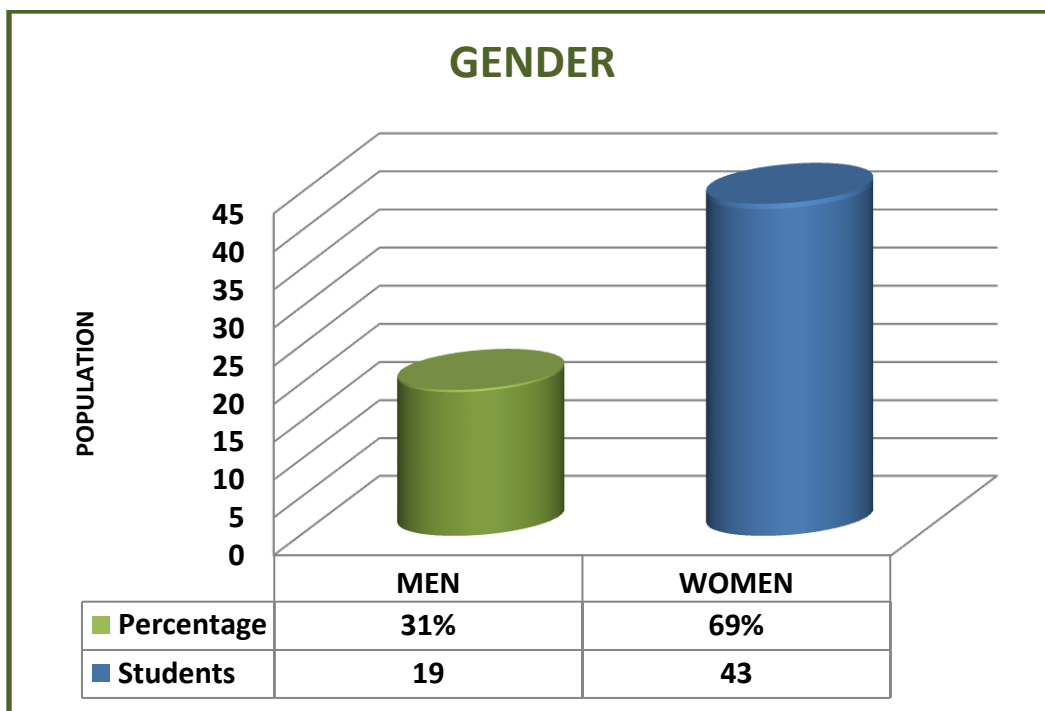
In this graphic, it is possible to observe the real panorama of the sample. As stated before in the methodology, both genders are represented equally. For male students this means nineteen students (31%) and for female this means forty-three students (69%). **(See Appendix: General Data, Table 1)**

Table 1

AGE	Students	Percentage
21	2	3%
22	16	26%
23	14	23%
24	10	16%
25	6	10%
26	5	8%
27	3	5%
28	1	2%
29	2	3%
30	2	3%
44	1	2%
Total	**62**	**100%**

For this table, it is possible to highlight that most of students by the end of the Modern Languages major were around the ages from 22 to 24 years old. Also it is noticeable that two students of the sample were 21 years old by the end of the major which is something impressive. On the other hand, there was one student who was the oldest one with 44 years old. **(See Appendix: General l Data, Table 2)**

Graphic 2

CURRENTLY WORKING

	YES	NO
■ Percentage	31%	69%
■ Students	19	43

POPULATION (vertical axis, values 0, 5, 10, 15, 20, 25, 30, 35, 40, 45)
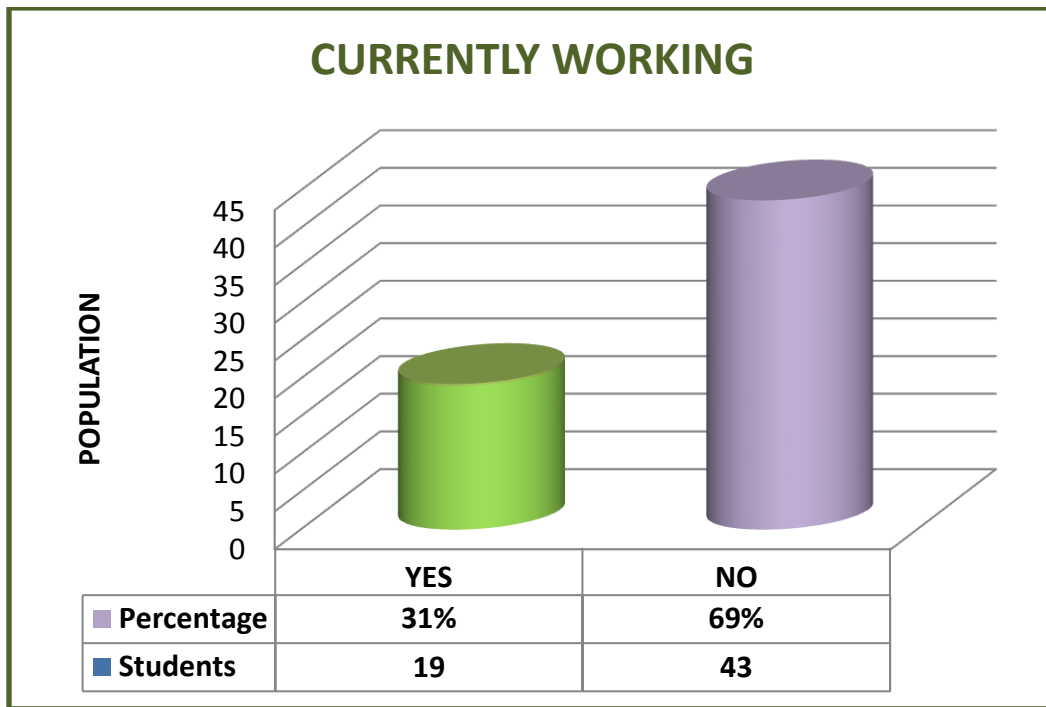
This graphic shows the percentage of students who are currently working and also who are not. There was a strong tendency of forty-three students (69%) that have focused themselves on completing the major rather than having a job. In an empirical way, this suggests that students, who currently do not work, exclusively spend their time on the development of all their English skills and competencies. It is interesting to notice that only this minority of nineteen students (31%) is about to finish the Modern Languages major and already have some kind of a job experience. **(See Appendix: General Data, Table 3)**

Graphic 3
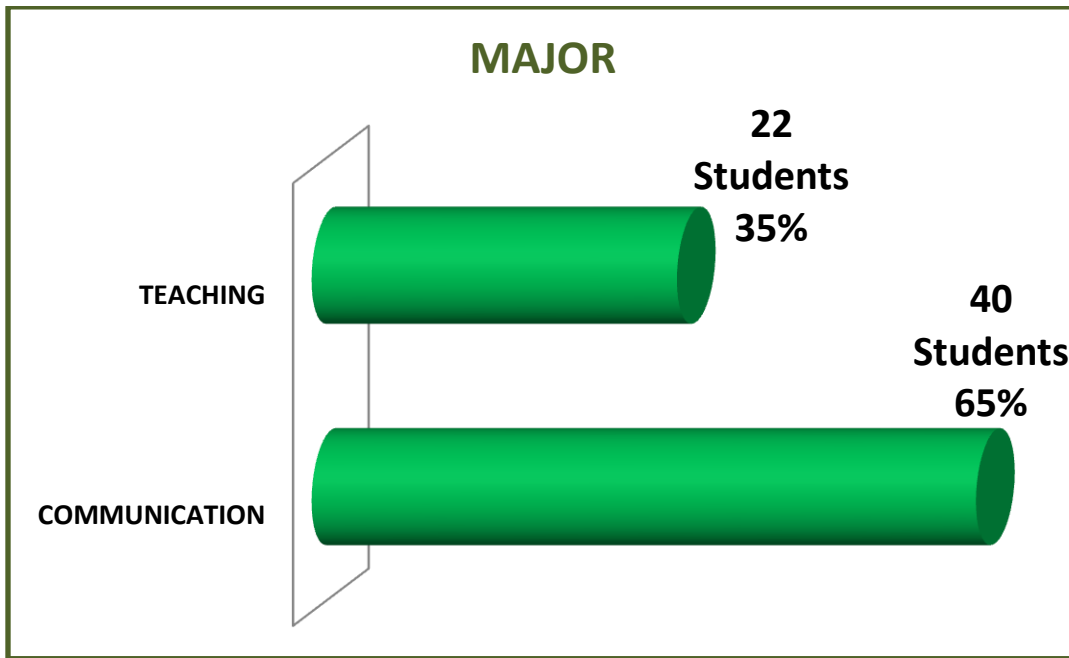
This graphic confirms that undergraduate students of the Modern Languages major have preferred taking subjects of communication rather than taking the subjects related to teaching. More than half of the sample (forty students) has chosen their major in communication. On the other hand, only twenty-two students have decided to take the subjects of teaching. Also, it is important to consider the gap between both majors; this one has a value of 18%. **(See Appendix: General Data, Table 4)**

Graphic 4

SUBJECTS TAKEN MORE THAN ONCE

YES — 40 Students 65%

NO — 22 Students 35%
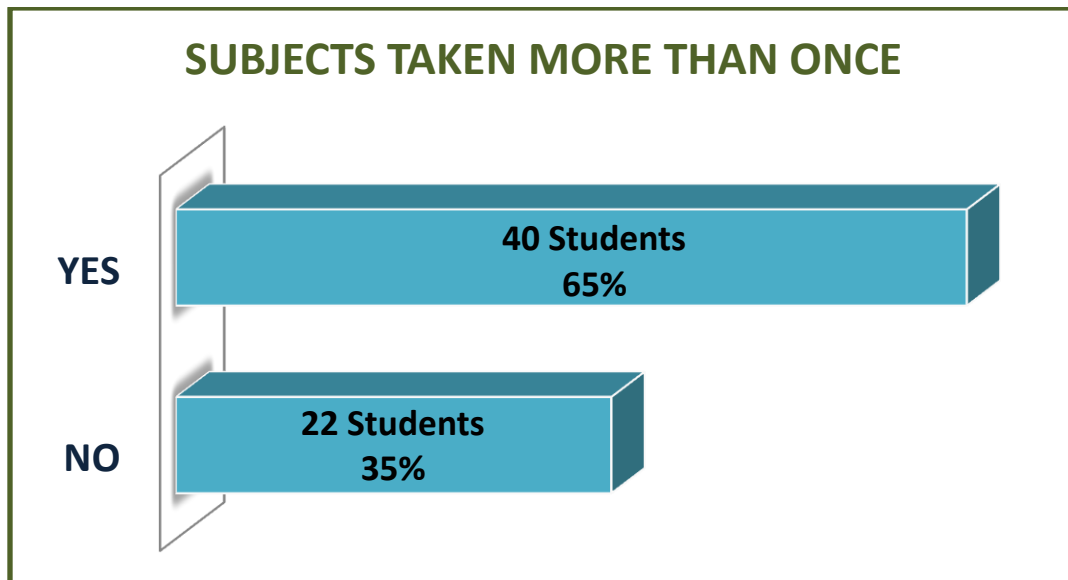
65% of the sample (forty students) has taken a subject more than once. Although this group of students has failed in either one or more subjects throughout the major, this implies the idea that they have had either two or three more chances to avoid the mistakes previously done on a particular subject. In addition, the other 35% (twenty-two students) throughout the major has not failed in any subject and this infers that this group is about to complete the Modern Languages major in the period of five years stipulated by the curriculum of the University of El Salvador. **(See Appendix: General Data, Table 5)**

1.2   Strategies to develop the sociocultural competence

This second section of the instrument included fourteen questions. The first question was related to the definition of the sociocultural competence, the next ten questions deal with different strategies that are useful to develop the sociocultural competence. Finally the last three questions of this section are linked to their personal opinion towards: the interest of teachers of FLD regarding the teaching of the sociocultural competence in their classes, the level students consider have about the sociocultural competence and the last one, but not the least, if students consider important to know about social and cultural aspects of the United States.

Graphic 5
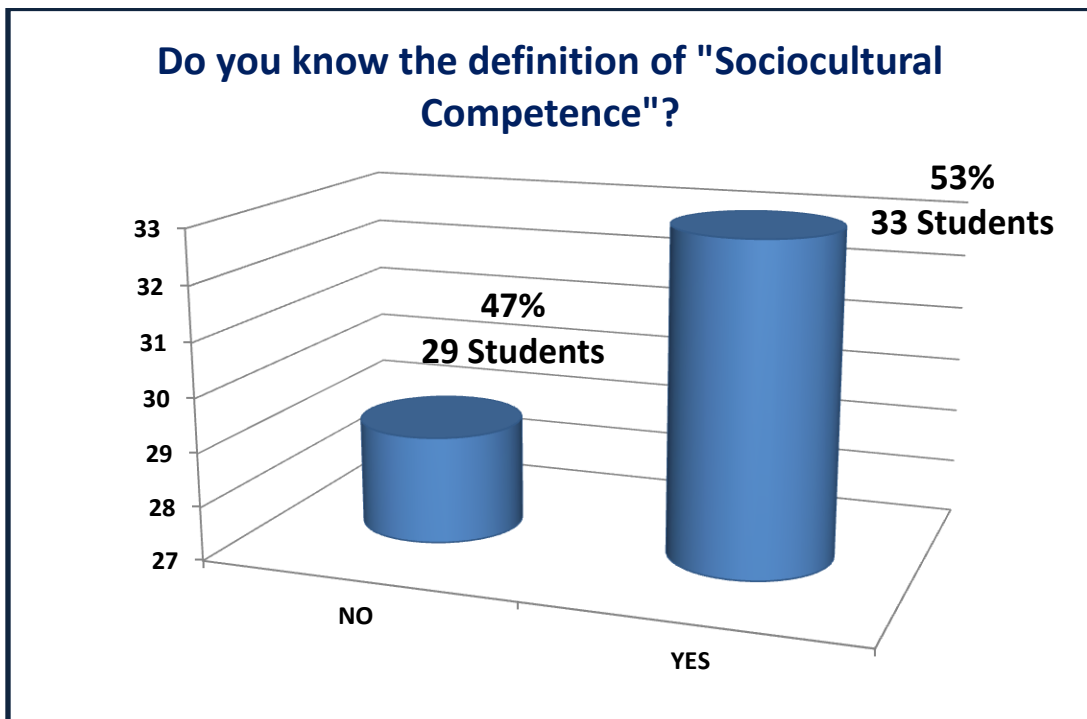
In this graphic, there is a kind of "parity" since there is a tiny difference (four students only) between the students who know the definition of the sociocultural

competence (thirty-three students) and those who does not (twenty-nine students). **(See Appendix: Strategies to develop the sociocultural competence, Table 6)**

Graphic 6

Have you ever had the opportunity to travel to the United States?

	YES	NO
Percentage	13%	87%
Students	8	54
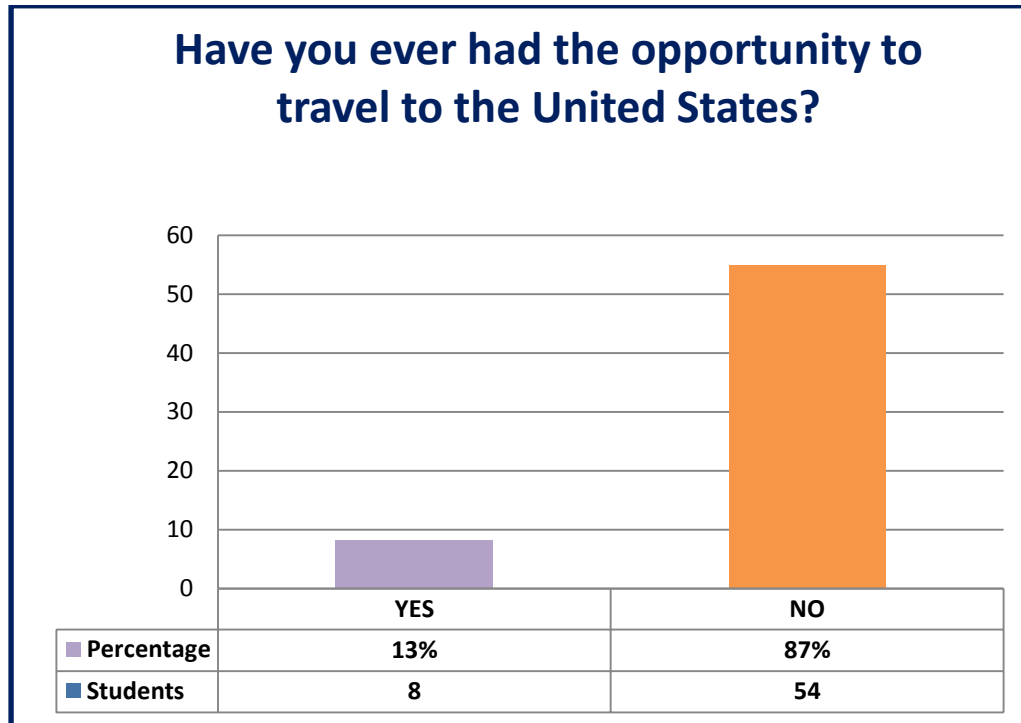
The following graphic shows that only a minority of eight students (13% of the sample) have had the opportunity to travel to the United States. The rest of students which comprehends a group of fifty-four students (87% of the sample) have not had the opportunity to travel to the United States yet. This difference may suggest the difficulty that traveling to the United States represents (American visa, flight fare, etc...) **(See Appendix: Strategies to develop the sociocultural competence, Table 7)**

Graphic 7

Do you have communication with native English Speakers?

	YES	NO
■ Percentage	37%	63%
■ Students	23	39

POPULATION (y-axis: 0, 5, 10, 15, 20, 25, 30, 35, 40)
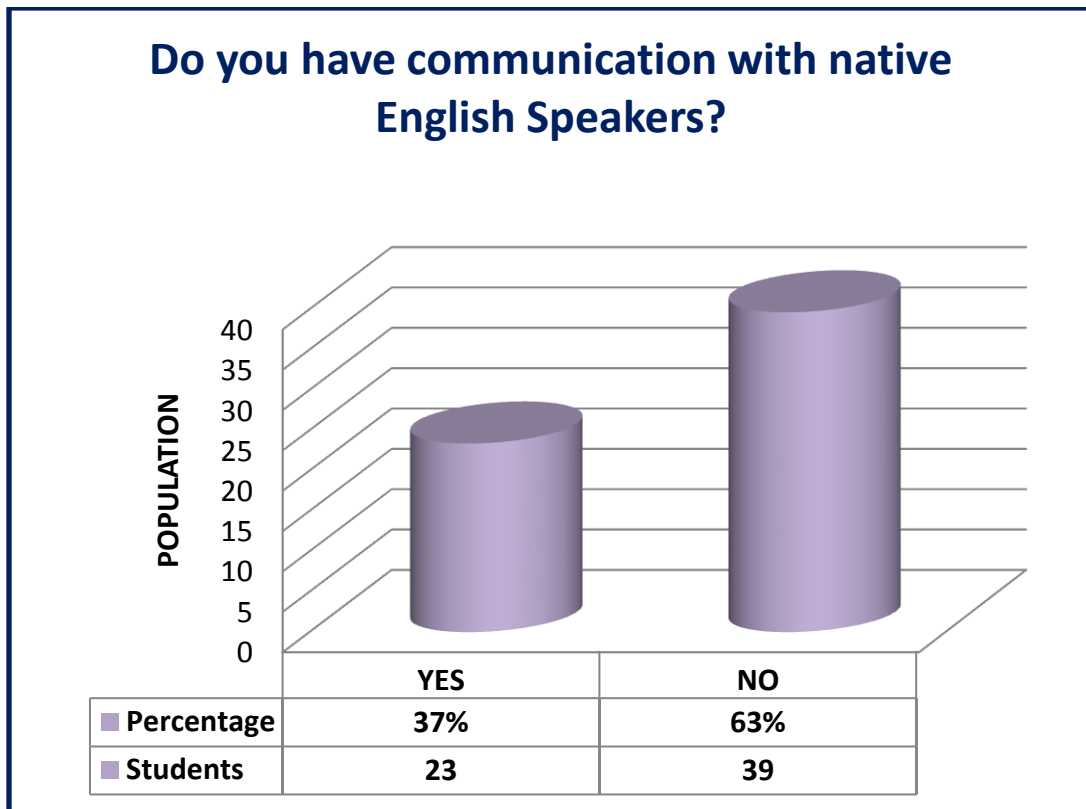
This graphic clearly presents that only twenty-three students (37%) have communication with native English speakers whereas the majority, which is thirty-nine students (63%) do not have communication with native English speakers. Despite the fact that the Modern Languages major is about learning either English or French, it was interesting to notice that more than half of the students do not have any sort of communication with native English speakers. **(See Appendix: Strategies to develop the sociocultural competence, Table 8)**

Graphic 8

Have you taken any English courses outside the University of El Salvador?

- YES
- NO

21 Students
34%
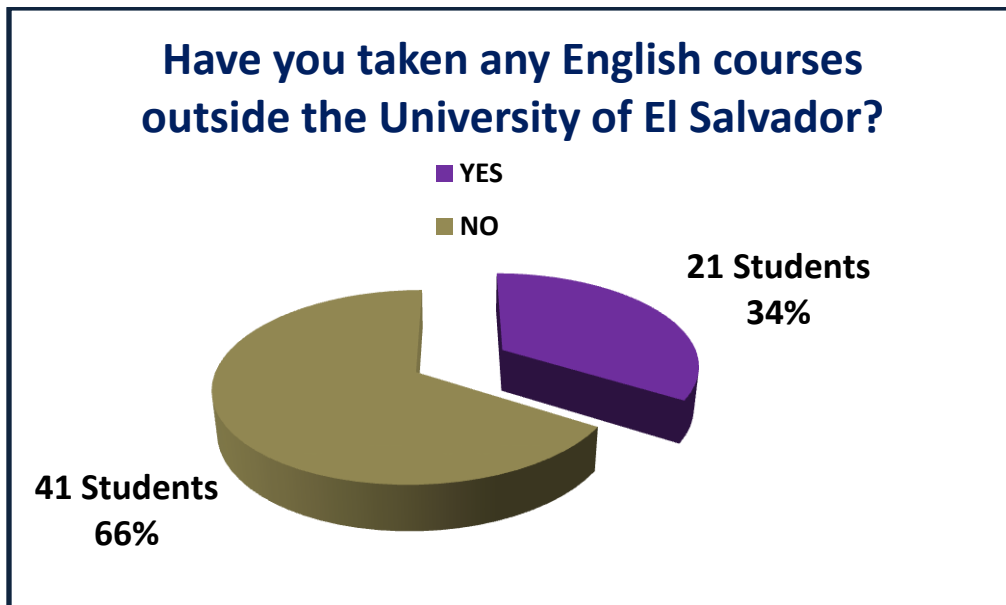
41 Students
66%

The results presented above show that only twenty-one students (34%) have taken any English course besides their major at the University. Unlike the rest of the sample, forty-one students (66%) have not taken any English course besides their major at the University. Therefore, it was noticeable that few members of the population has had the chance to improve their English skills and competencies in different language academies. **(See Appendix: Strategies to develop the sociocultural competence, Table 9)**

For this group of students who answered "Yes" the next graphic shows the Language Academy to which they went to and how long too.

Graphic 8.1

English courses taken outside the UES (Language Academies)

	AE	CCSA	CENIUES	ITCA	OCEANO Academy	Others	Pro-lingua Institute	Superate program	UCA	UDB
▪ Students	1	4	5	1	1	3	3	1	1	1
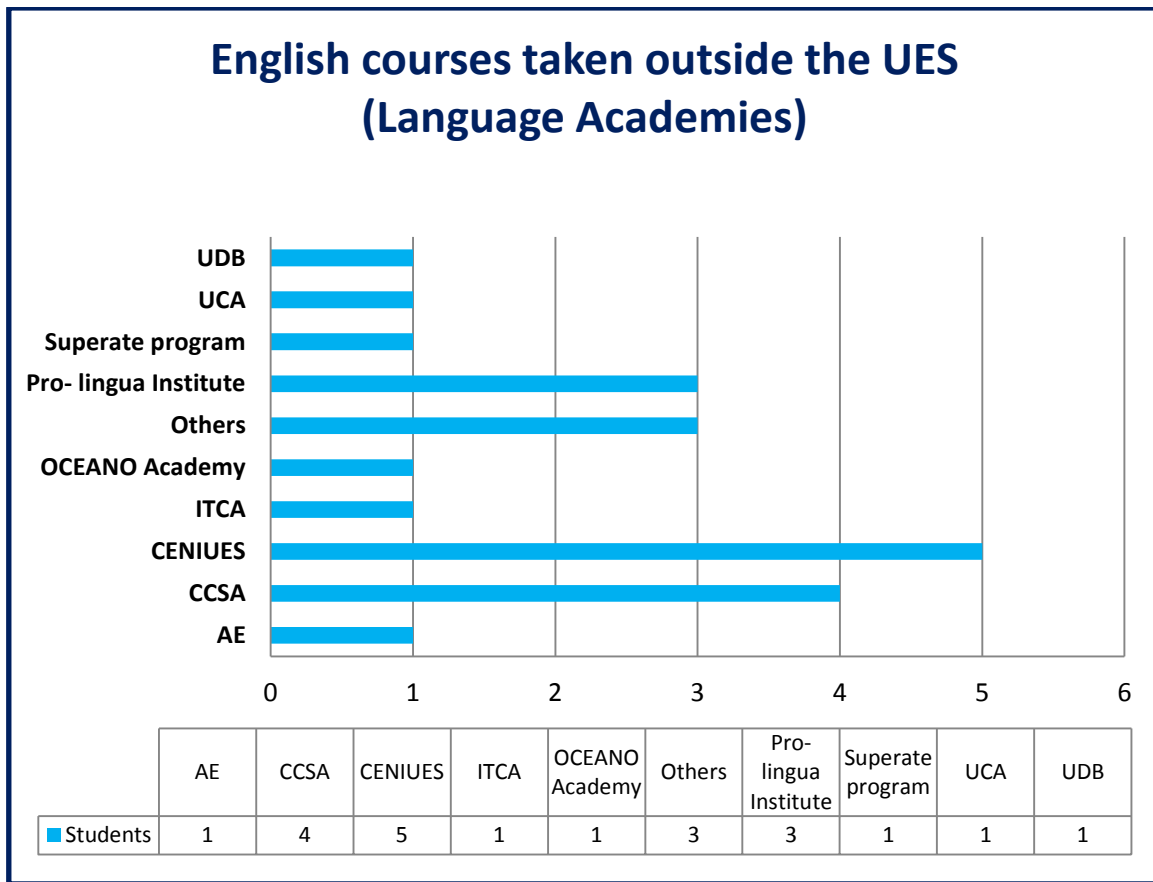
*CCSA: Centro Cultural Salvadoreño Americano
*UCA: Universidad Centro Americana José Simeón Cañas
*CENIUES: Centro de Idiomas de la Universidad de El Salvador

*ITCA: Instituto Tecnológico Centro Americano
*UDB: Universidad Don Bosco.
*AE: Academia Europea

This graphic represents only the group of students who answered "Yes" to the previous question (Graphic 8, p 46). To continue, it is important to highlight that among the list of Language Academies presented above, only CENIUES and CCSA are the most used for students when taking English courses (five students for CENIUES and four students for CCSA). Followed by Pro-Lingua Institute and "Others" with three students each and finally UDB, UCA, Superate Program, OCEANO Academy, ITCA and Academia Europea were the least used by students when taking English courses (Only one student for each of this

last group of Academies) **(See Appendix: Strategies to develop the sociocultural competence, Table 9.1)**

Graphic 8.2
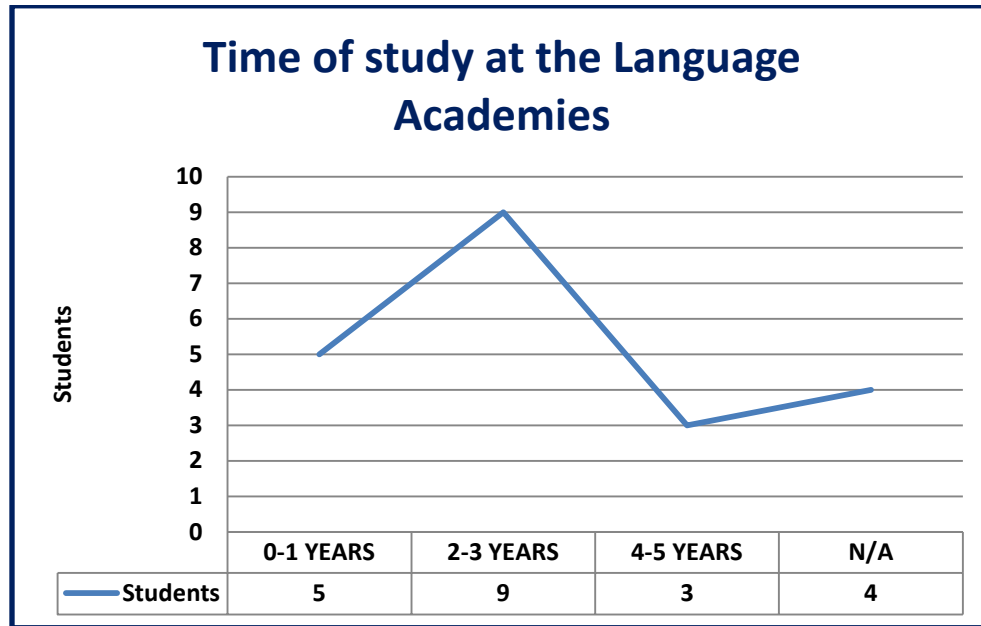
This graphic shows the time of study at the Language Academies presented in the previous graphic (Graphic 8.1, p 47). As seen here, only five students have taken courses from a period of one year. In addition, nine students, which was the majority, have taken English courses for a period of three years. And barely three students have taken courses from a period of five years. Finally, among this group of students who have taken courses, four of them did not answer how much time they spent at the Language Academy they went to. **(See Appendix: Strategies to develop the sociocultural competence, Table 9.2)**

Graphic 9

How often do you use internet as a tool to inform yourself about social and cultural aspects of the United States?

3 times per week	Every Day	Never	weekends only
7 / 11%	20 / 32%	20 / 32%	15 / 24%
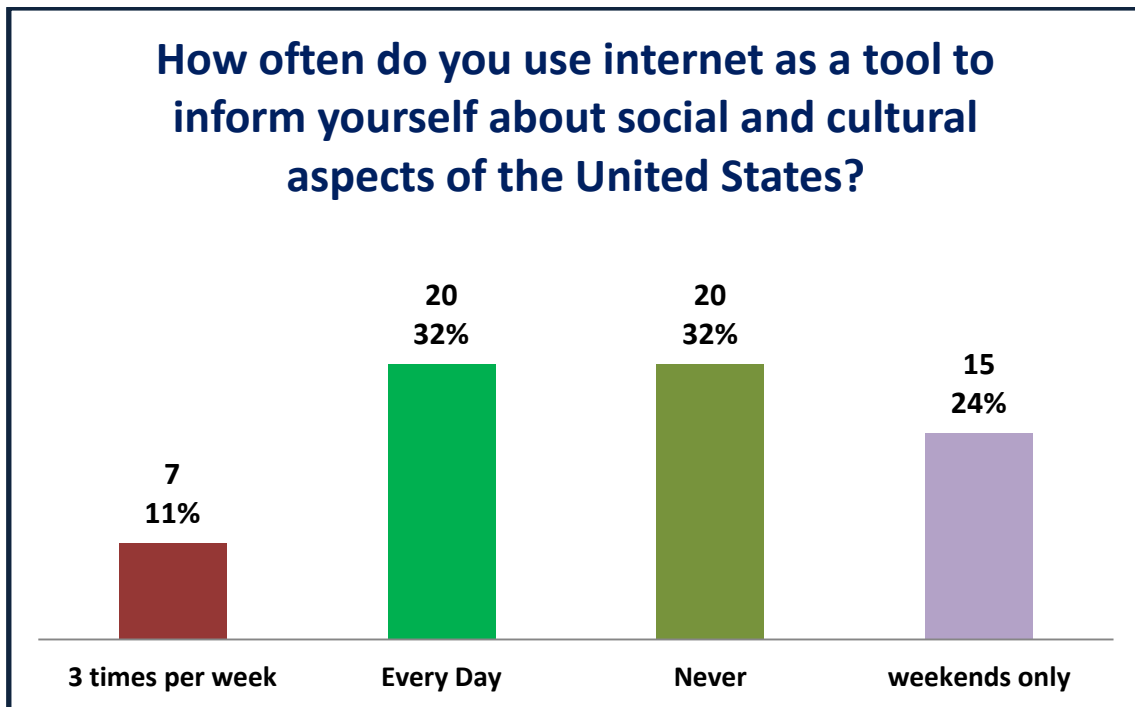
Why was this graphic so interesting? Because the entire sample may use the internet for different purposes, regarding to inform themselves about social and cultural aspects of the United States only twenty students (33%) do it every day. Whereas nineteen students (31%) never use the internet to inform themselves about social and cultural aspects of the United States. To continue, only fourteen students (31%) use the internet as a tool to know about social and cultural aspects of the United States only on weekends. Finally, a group of eight students (13%) use the internet as a tool three times per week to look about social and cultural aspects of the United States. **(See Appendix: Strategies to develop the sociocultural competence, Table 10)**

When reading about social and cultural aspects of the United States in order to improve your knowledge of it, what do you prefer the most?

BOOKS 27.42% — ARTICLES 29.03% — NEWSPAPER 9.68% — MAGAZINES 48.39% — INTERNET 45.16% — NONE 1.61%
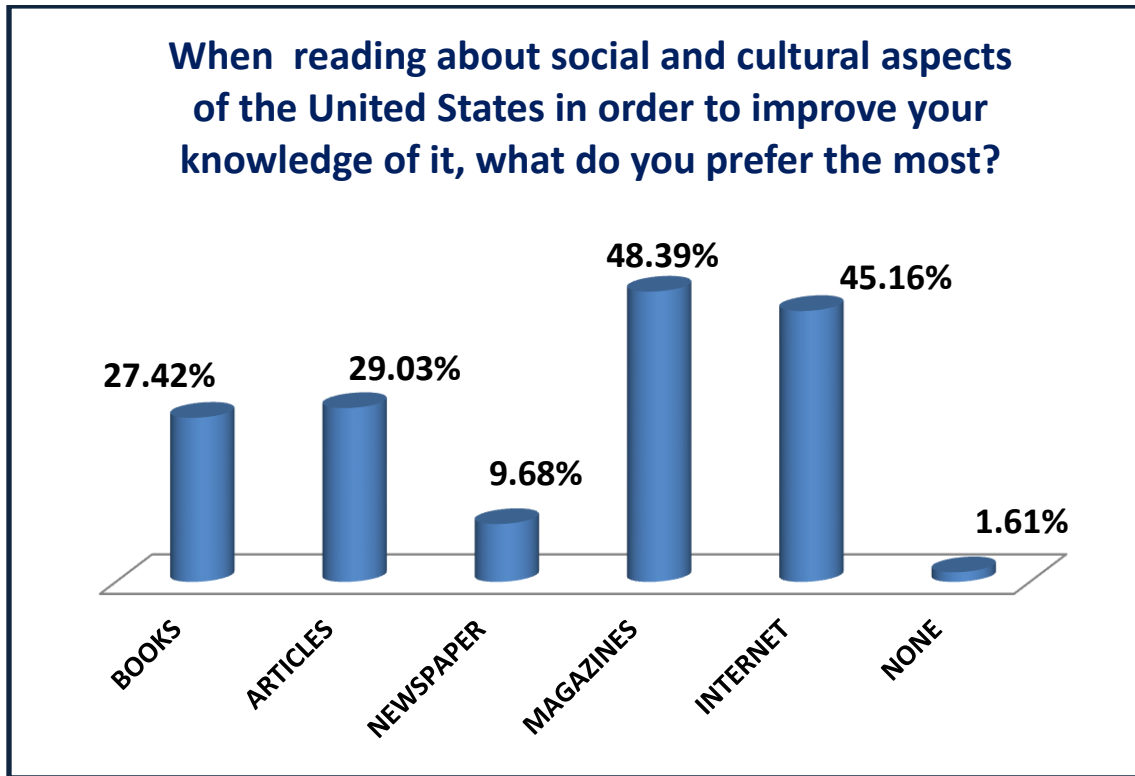
To begin with, "Magazines" and "Internet" were the most used resources of students when informing themselves about social and cultural aspects of the United States. More specifically "Magazines" are used by thirty students (48.39%) and twenty eight students (45.16%) make use of the "Internet" when reading about this group of aspects. In contrast to other strategies, this group of tools is accessible to most of the students of the Modern Languages major. In addition there was a parity between the students who read Books (seventeen students) and "Articles" (eighteen students) to inform themselves about social and cultural aspects of the United States. To finish with, only six students (9.68%) make use of the "Newspapers" and one student (1.61%) makes no use at all. **(See Appendix: Strategies to develop the sociocultural competence, Table 11)**

Graphic 10.1

How often do you read them?

■ 3 times per week ■ Every Day ■ Never ■ weekends only

15 Students
24%

11 Students
18%

33 Students
53%
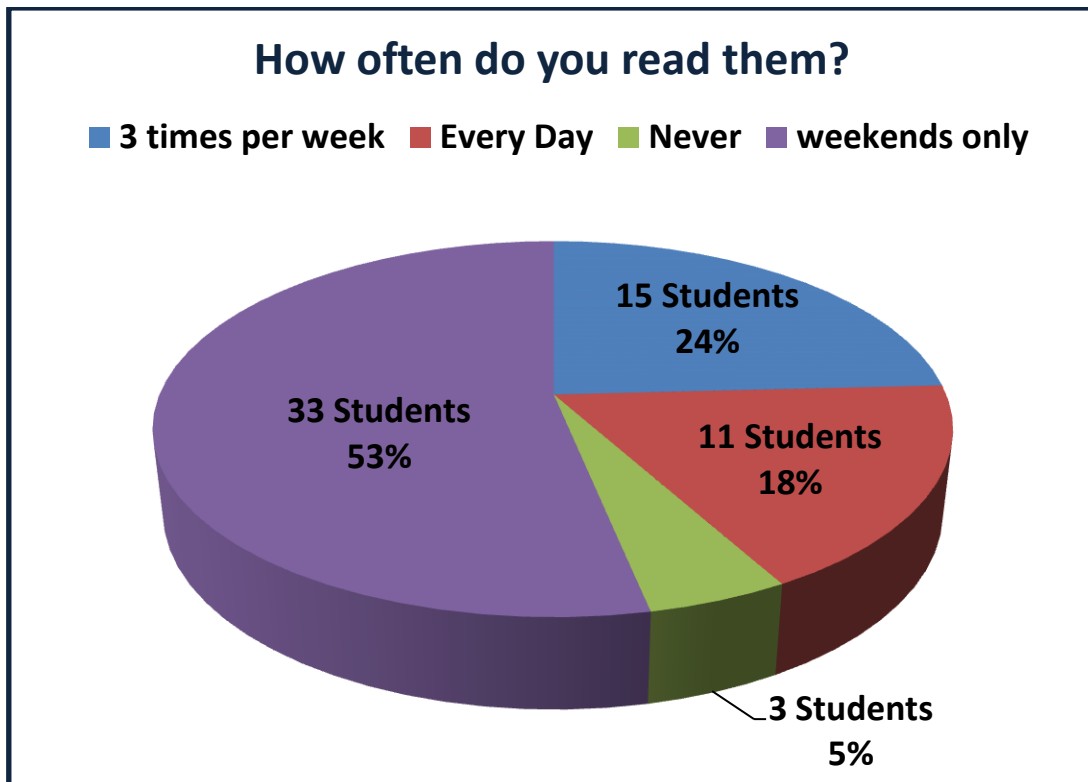
3 Students
5%

This graphic is related to the previous one (Graphic 10, p 50). It is important to clarify that the frequency students read (books, articles, newspaper, magazines, and internet) is to inform themselves about social and cultural aspects of the United States. 53% of the sample (thirty-three students) reads only "on weekends". Besides that, 24% (fifteen students) reads "3 times per week". Furthermore, 18% (eleven students) reads "every day". Finally, the remaining 5% of the sample (three students) "never" reads about social and cultural aspects of the United States. **(See Appendix: Strategies to develop the sociocultural competence, Table 11.1)**

Graphic 11

What kind of programs in English do you watch in order to know more about social and cultural aspects of the United States?

16,13%   48,39%   58,06%   43,55%   38,71%

CARTOONS   DOCUMENTARIES   MOVIES   TV SHOWS   NEWS
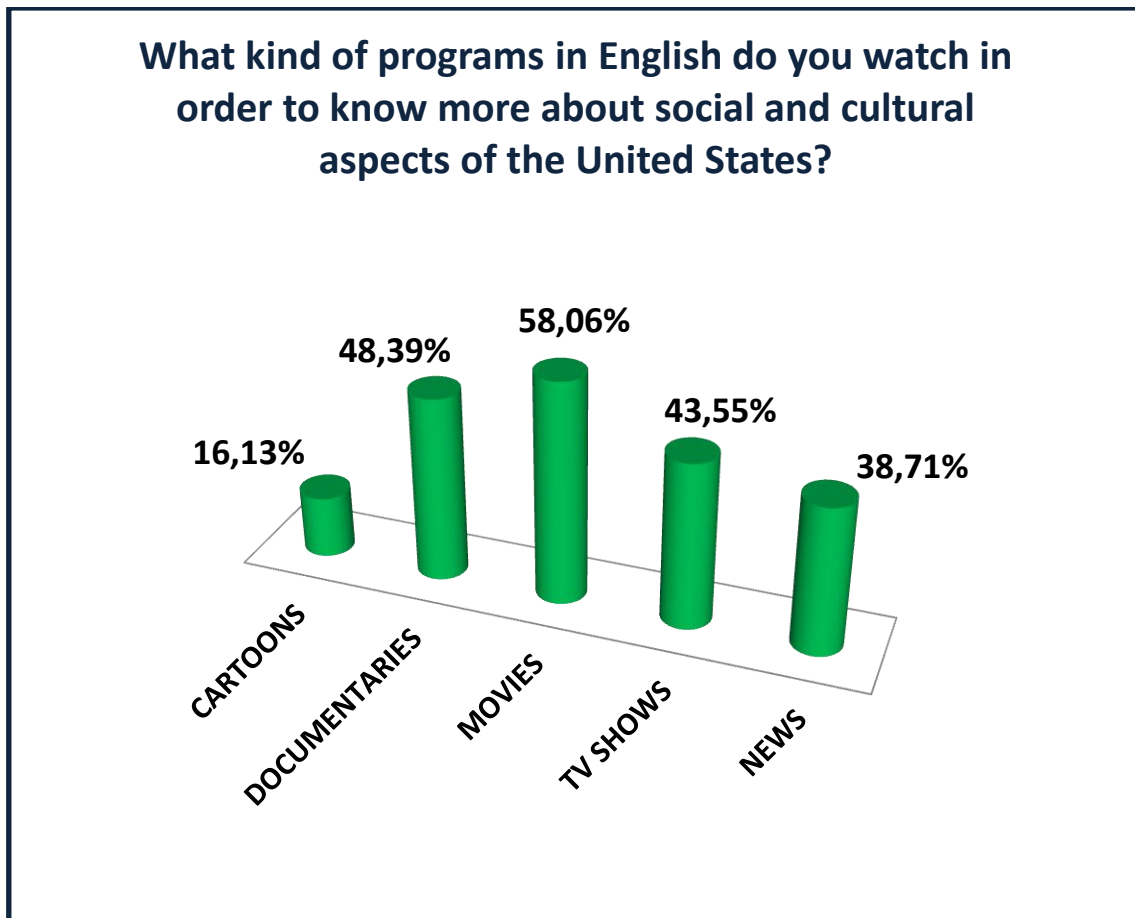
The results of this graphic show that "Movies" was the most predominant kind of program that students make use or prefer, this means a 58.06% of the total sample. Nevertheless, there was also a strong tendency of preference of students when watching "Documentaries" (48.39%), "TV shows" (43.55%) and "News" (38.71%). This may suggest that this kind of resources is really accessible for students and in contrast to the reading tools (Graphic 10, p 50) students are more comfortable of watching rather than reading. The last one, but not the least important, the remaining 16.13% of the sample, watch "Cartoons". **(See Appendix: Strategies to develop the sociocultural competence, Table 12)**

Graphic 12

Do you try to understand the message within the lyrics of your favorite music?

56 students
90%

YES

6 students
10%

NO
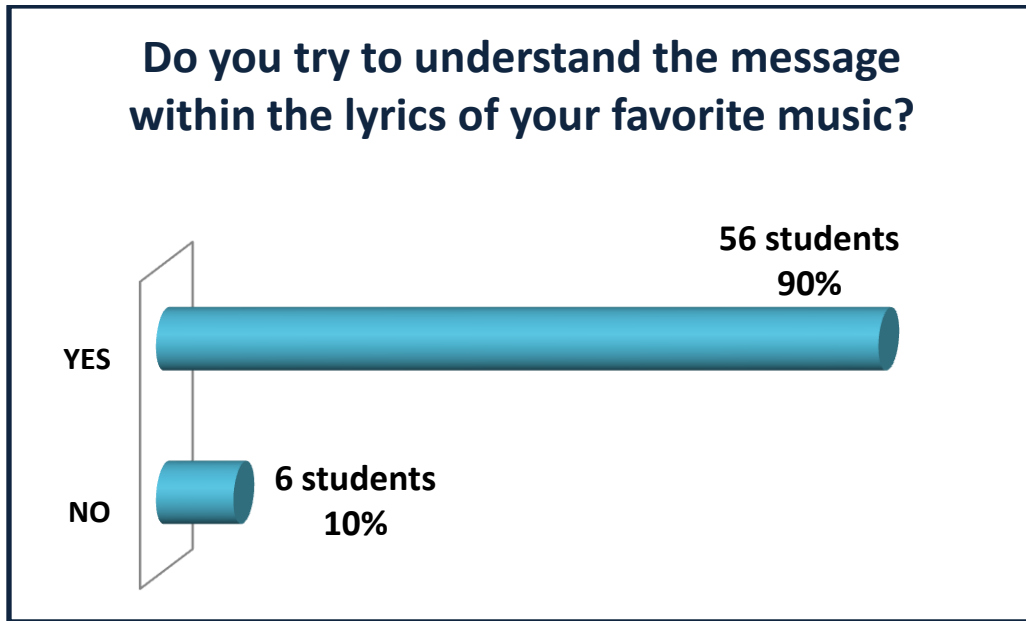
The graphic presented above clearly presents that the majority of the sample, which was fifty-six students (90%) do try to understand the message within the lyrics of their favorite music, of course this means that this group of students does some research trying to discover what they are listening regarding their favorite music. Also, this infers that they have developed their listening skill. On the other hand, only six students (10%) just listen to their favorite music but do not pay attention or at least try to know what the message is.

(See Appendix: Strategies to develop the sociocultural competence, Table 13)

Do you practice your English outside the university?

■ YES ■ NO

18 Students
29%
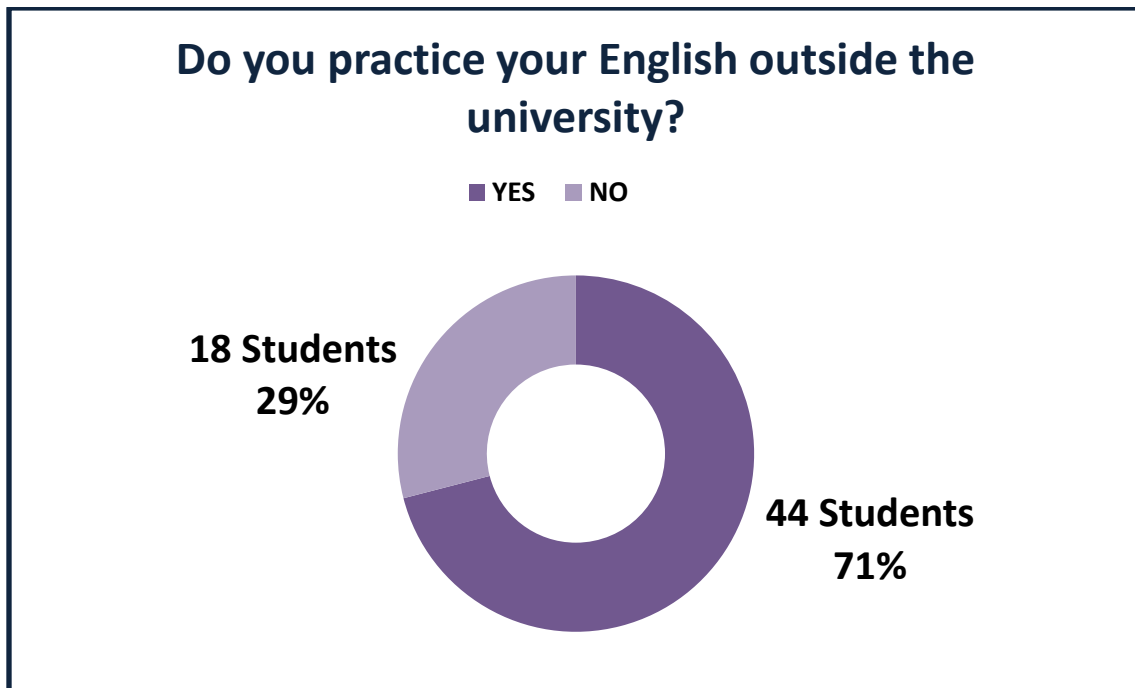
44 Students
71%

In this graphic, it is possible to observe that a 71% of the sample (forty-four students) practice English outside the university; this suggests that students put into practice their English in real life situations. In addition, it was remarkable to state that the majority of students of the Modern Languages major do practice their English outside the university. However, the remaining 29% (eighteen students) do not put into practice their English outside the university. Again, this may suggest that this last group only practice their English in classes. **(See Appendix: Strategies to develop the sociocultural competence, Table 14)**

Graphic 13.1

71% of Students who practice English outside the UES with:

Category	Percentage
Classmates	18%
Co-workers	26%
Relatives	16%
Friends	40%
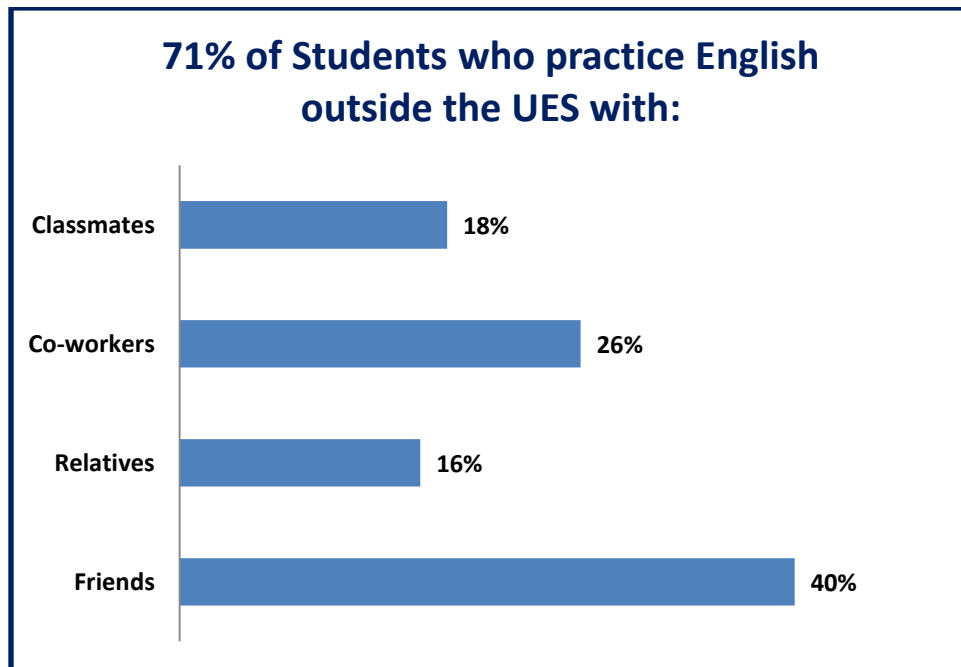
This graphic represents only the 71% of students who practice English outside the university as presented in Graphic 13 (p 54). Out of this percentage, it is noticeable that students highly prefer to speak in English with their "Friends", this is represented with a 40%. In second place is "Co-workers" with a 26%. Finally, it is possible to observe a certain similarity in percentages between "Classmates" with a 18% and "Relatives" with a 16%. **(See Appendix: Strategies to develop the sociocultural competence, Table 14.1)**

Graphic 14

Have you ever worked in the following fields?

■ YES ■ NO

18
Students
29%

44
Students
71%
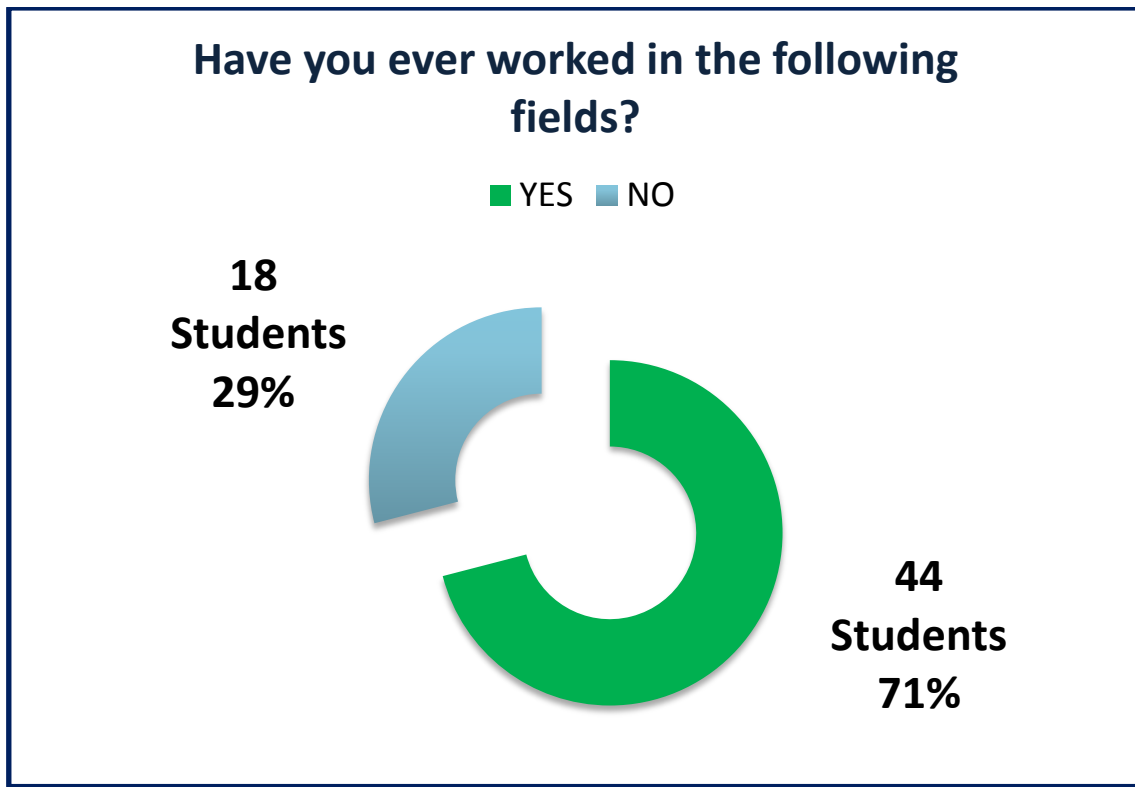
This question was included in the second part of the instrument with the purpose of knowing whether students have already worked or not in any of the following fields: Call center, Translator/Interpreter, Teacher and Tour Guide. In this graphic, 71% of the sample (forty-four students) has already worked in one or more of the fields mentioned before. In contrast to this, 29% (eighteen students) has never had the chance to work in one of the fields. **(See Appendix: Strategies to develop the sociocultural competence, Table 15)**

Graphic 14.1

71% of students who have worked in the following fields:

Tour guide — 2%

Teacher — 50%

Translator/Interpreter — 20%
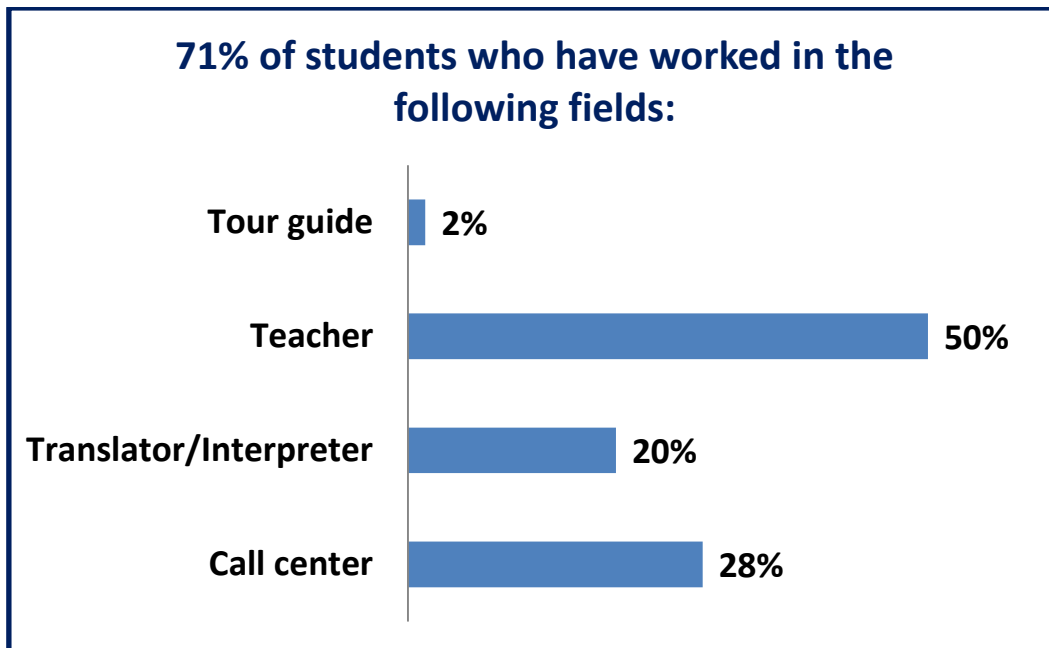
Call center — 28%

71% of students who have worked in the list of fields as the graphic 14.1 shows, a 50% has worked as a "Teacher", followed by 28% of students who have worked at "Call centers", besides a 20% has worked as a "Translator/Interpreter" and finally, only the 2% (one student) has worked as a "Tour guide". **(See Appendix: Strategies to develop the sociocultural competence, Table 15.1**)

Graphic 15

Does your teacher include information related to social and cultural aspects of the United States?

■ YES ■ NO

29 Students
47%
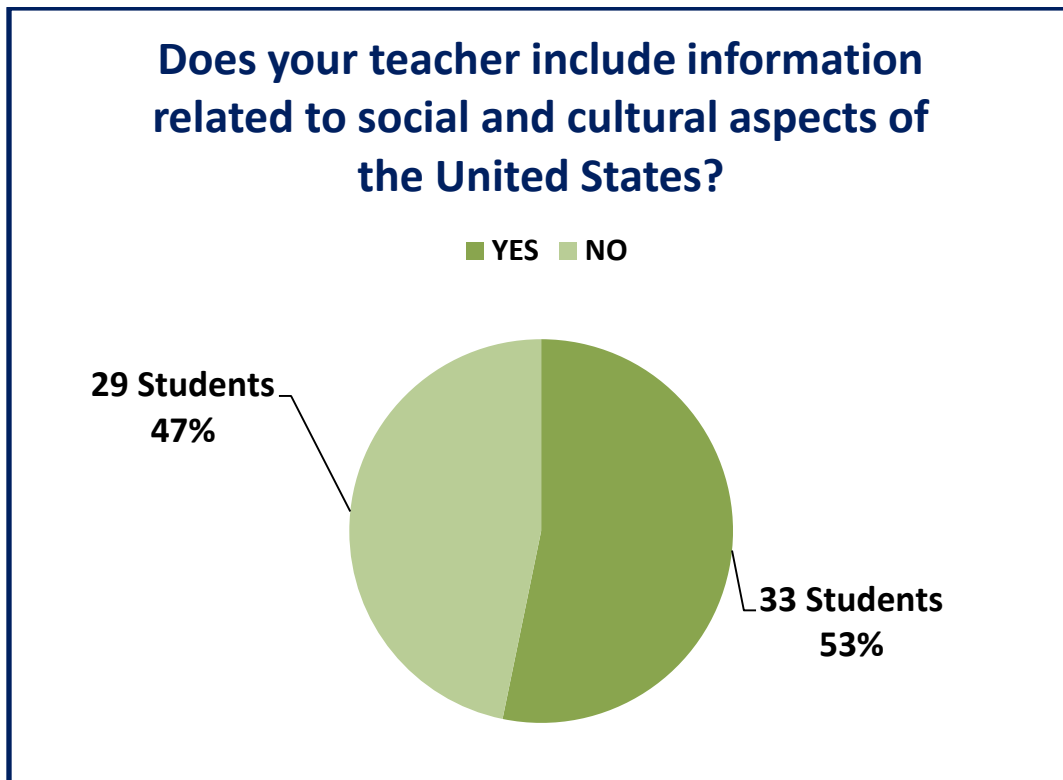
33 Students
53%

For the last semester of the Modern Languages major at the University of El Salvador (Semester 10th), students were asked if their teachers include information related to social and cultural aspects of the United States in their classes. The results clearly manifest a certain balance between both positions. More specifically, 53% of the sample states that teachers do include social and cultural aspects of the United States in their classes. However, 47% of the sample has expressed the opposite. **(See Appendix: Strategies to develop the sociocultural competence, Table 16)**

Graphic 16

In what level do you consider you are in, regarding your knowledge about social and cultural aspects of the United States?

A LOT — 4 Students 6%

SOME — 44 Students 71%

A LITTLE — 14 Students 23%
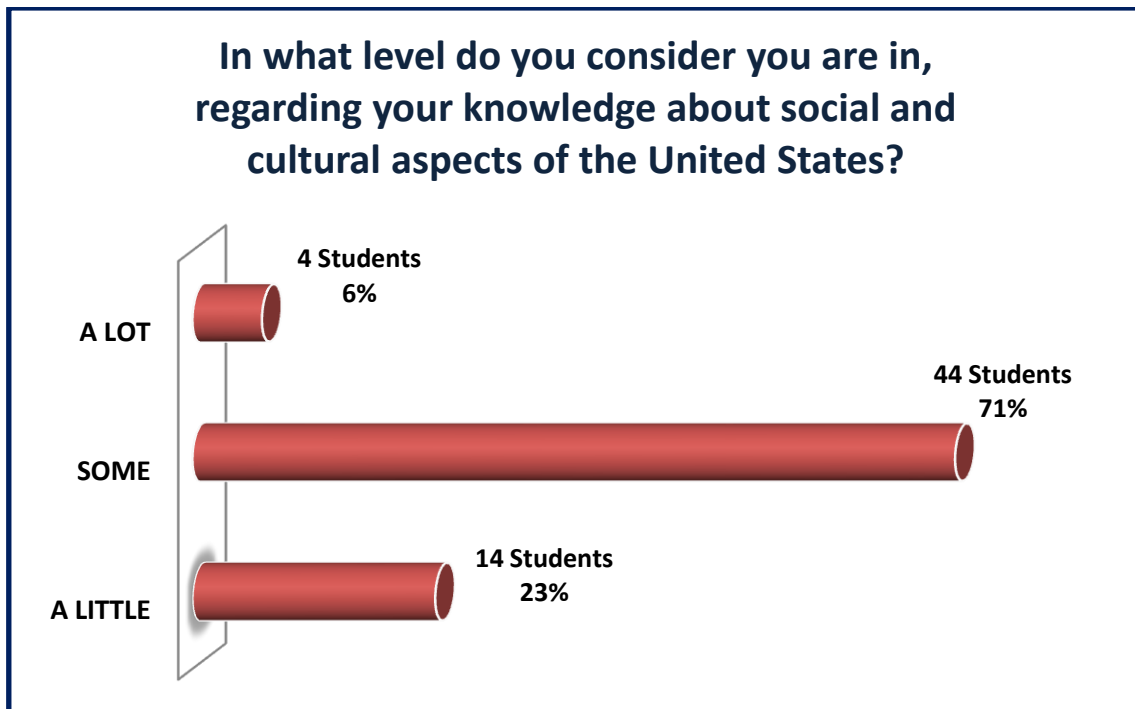
The results of this graphic states that 71% (forty-four students) of the sample that has "SOME" knowledge about social and cultural aspects of the United States, whereas 23% (fourteen students) consider to have "A LITTLE" knowledge. Finally, the remaining 6% (four students) do know "A LOT". **(See Appendix: Strategies to develop the sociocultural competence, Table 17)**

Graphic 17

Do you consider important to acquire social and cultural aspects of United States when learning English?

56 Students
90%

6 Students
10%

YES   NO
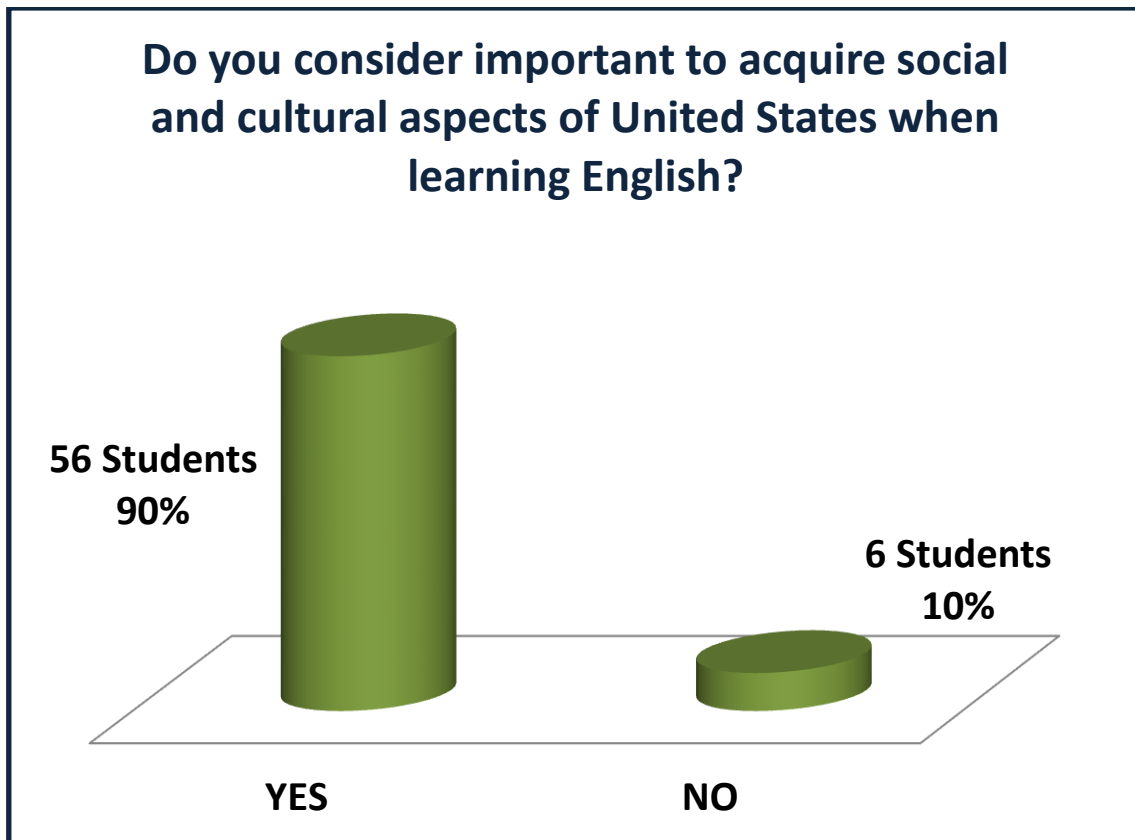
For the final graphic of section II of the instrument, the results strongly confirm that 90% of the sample considered important to acquire social and cultural aspects of the United States when learning English. On the other hand, only a 10% disagrees with this idea. **(See Appendix: Strategies to develop the sociocultural competence, Table 18)**

B.   Stage 2

1.   Bivariate Analysis

1.1   The degree of the sociocultural competence.

This final section of the instrument comprehends a series of twenty questions with multiple choices A, B or C in which only one answer is correct. The twenty questions were divided equally in five questions per component of the sociocultural competence (Four components in total). This series of questions have been based on the theory presented in the book: *"Communicative Competence: A Pedagogically Motivated Model with Content Specifications"*, then, questions were presented to three different teachers of the FLD of the University of El Salvador:

➢ Lic. Frank Rodriguez.

➢ Lic. Jorge Homero Llanes.

➢ Licda Yvette Henriquez.

(See Appendix 4: Feedback provided by this group of Teachers)

The group of teachers previously mentioned served as a panel of experts with the purpose to gather all possible feedback in order to improve the twenty questions, after taking into account the suggestions of the teachers, the questionnaire was ready to be added to the final part of the instrument.

This section starts with the presentation of the results between the strategies implemented by students to develop the sociocultural competence with the respective scales. Then, a table that summarizes the eight strategies along with the effectiveness of each of them with the four scales of the sociocultural competence in terms of percentage. In

addition, a second table that presents the effectiveness of the strategies starting from the highest to the lowest one related only with the scale "Intermediate-mid". The purpose was to present the three most effective strategies in order to reach the degree of the sociocultural competence stipulated in the hypothesis of this research.

Then, a series of graphics corresponding to the strategies previously mentioned on the table with their respective effectiveness. After the graphics, the average grade obtained from male, female students and of both genders together as the sample, along with the performance in every component of the sociocultural competence of male, female students and both as well; this has been divided in this way with the purpose to compare the performance between both genders.

Finally, the table and graphic that allow identifying the degree of the sociocultural competence in undergraduate students in their senior (5th) year of the Modern Languages major of the University of El Salvador in 2014.

Tables of the strategies students use according to the scales of the sociocultural competence (Elementary, Intermediate-low, Intermediate-mid and Advanced)

This section shows the results of the strategies students make use to develop the sociocultural competence and classifying them with their respective scales. This classification only takes into account the students who answered "YES" to the different strategies presented in the section II of the instrument.

The list of the strategies along with its respective scale is:

a) Students who have traveled to the United States.

b) Students who have communication with native English speakers.

c) Students who have taken English courses outside the University of El Salvador.

d) Students who read about social and cultural aspects of the United States: Books, Articles, Newspaper, Magazines, Internet and None.

e) Students who watch different kinds of TV programs: Cartoons, Documentaries, Movies, TV shows and News.

f) Students who try to understand the message within the lyrics of their favorite music.

g) Students who practice English outside the university either with: Friends, Relatives, Co-workers and Classmates.

h) Students who have worked in one or more of the following fields: Call Center, Translator/Interpreter, Teacher and Tour Guide.

These are the eight different strategies that have been identified as the ones that students make use to develop the sociocultural competence; the following list of graphics show the results of the relation between the strategies and the scales.

Graphic 18

13% of students have traveled to the United States

- ■ ELEMENTARY (1-5 PTS)
- ■ INTERMEDIATE-LOW (6-10 PTS)
- ■ INTERMEDIATE-MID (11-15 PTS)
- ■ ADVANCED (16-20 PTS)

12.5%

25%

0%

62.5%
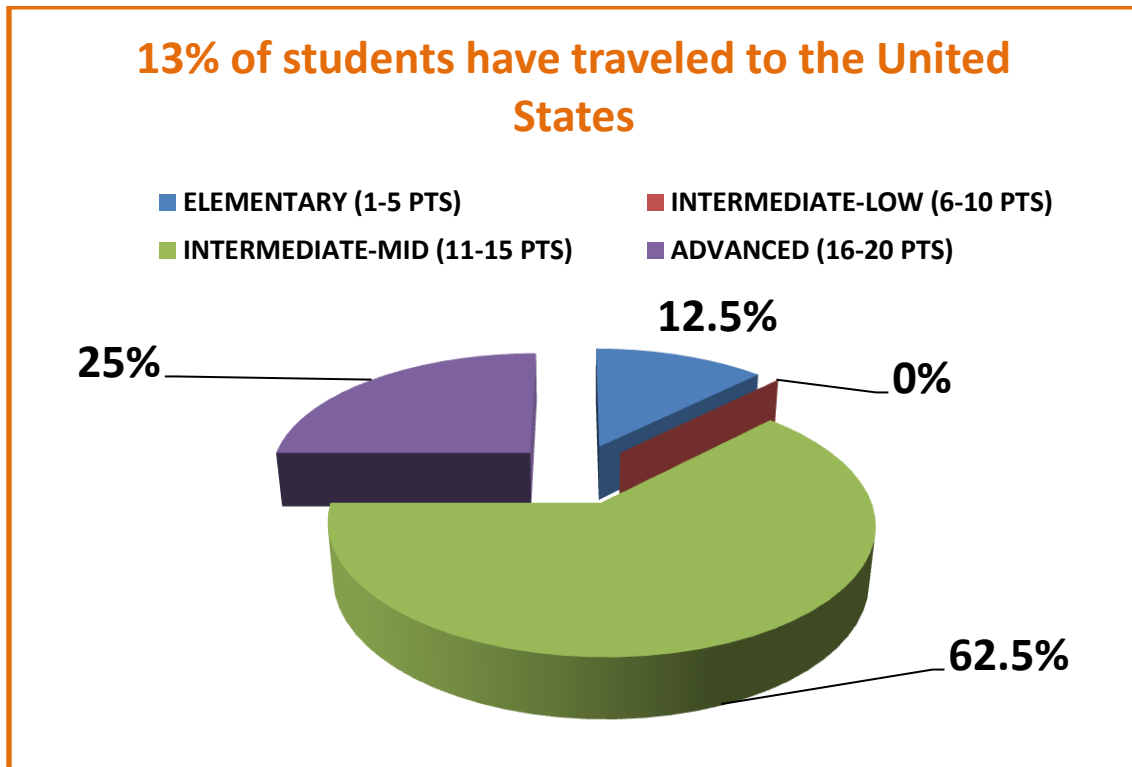
This graphic takes into account only the eight students who previously answered that have traveled to the United States (See graphic 6, p 44) in order to classify this strategy within the scales of the sociocultural competence. This means that out of the total group of students who have traveled to the United States, 62.5% which represents the majority was located in the "Intermediate-mid" scale of the sociocultural competence. Followed by a 25% corresponding to the scale of "Advanced" and finally, a 12.5% was located in the "Elementary" scale of the sociocultural competence. None of the students who have traveled to the United States was located in the "Intermediate-low" scale of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 19)**

Graphic 19

37% of students have communication with native English Speakers

		60,87%	
4,35%	13,04%		21,74%

ELEMENTARY (1-5 PTS)

INTERMEDIATE-LOW (6-10 PTS)

INTERMEDIATE-MID (11-15 PTS)

ADVANCED (16-20 PTS)
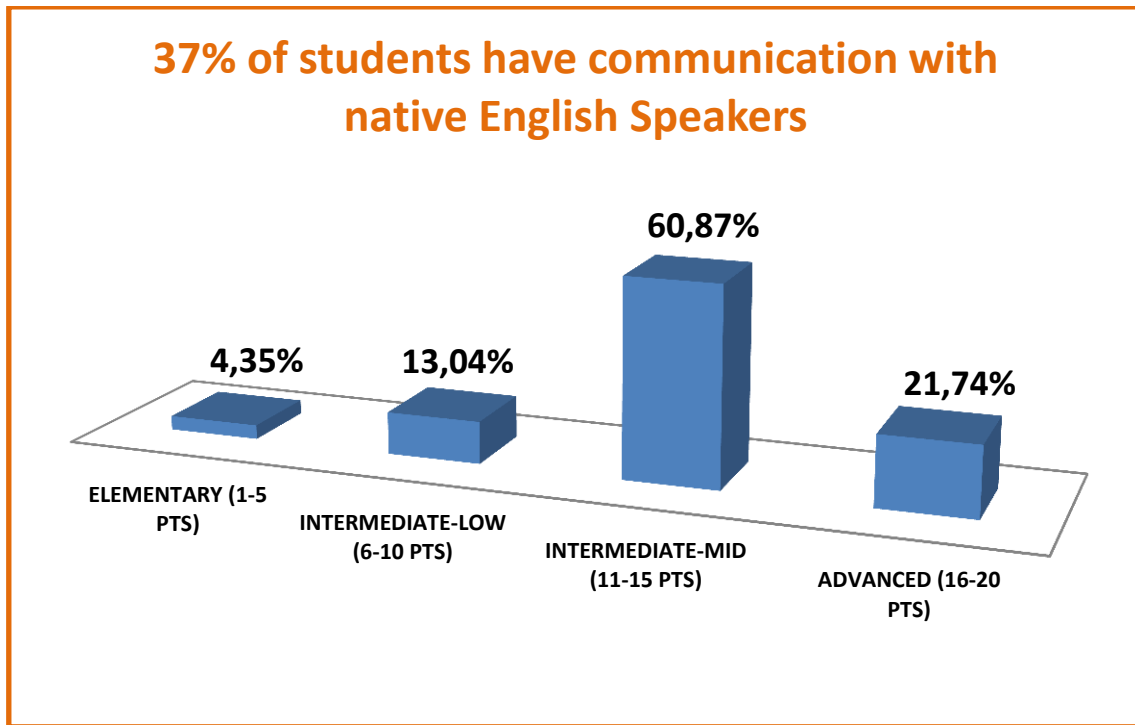
37% of students who do have communication with native English Speakers. The majority which is 60.87% were placed in the "Intermediate-mid" scale of the sociocultural competence. Only a 21.74% was placed on the "Advanced" scale, followed by a 13.04% who represents the "Intermediate-low" scale and finally, the remaining 4.35% of the twenty-three students, got to the "Elementary" scale of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 20)**

Graphic 20

34% of students have taken English courses outside the UES

4.76%

23.81%

23.81%

47.62%

- ■ ELEMENTARY (1-5 PTS)
- ■ INTERMEDIATE-LOW (6-10 PTS)
- ■ INTERMEDIATE-MID (11-15 PTS)
- ■ ADVANCED (16-20 PTS)
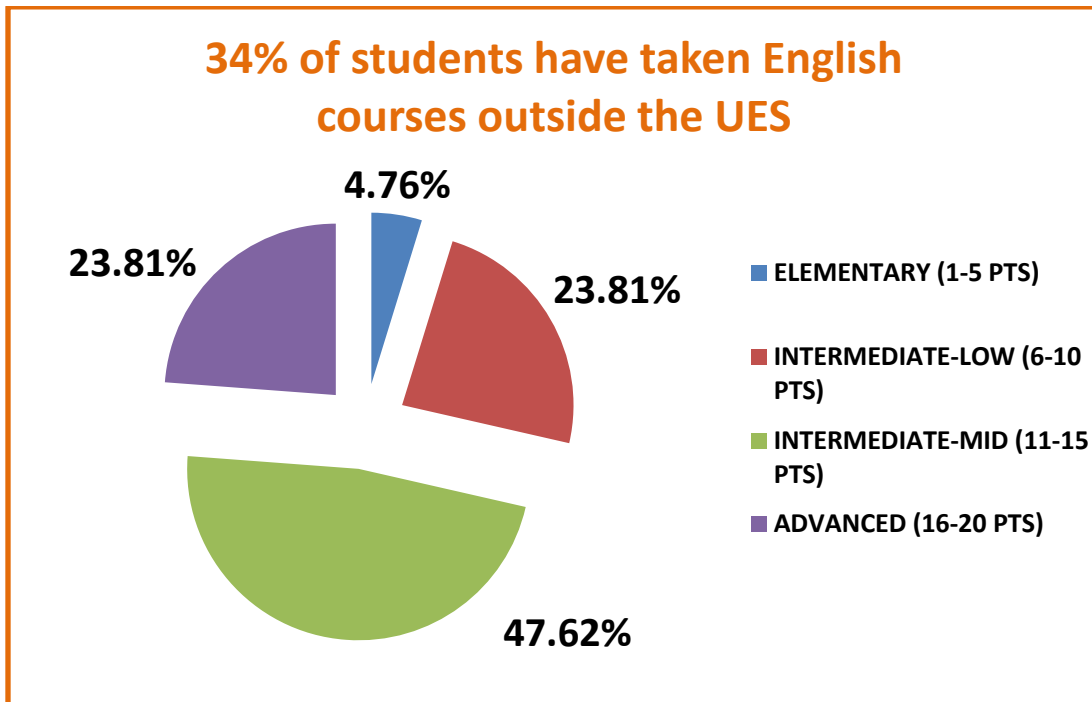
This group (twenty-one students) had the opportunity to take English courses besides their major at the university, the scale of the sociocultural competence corresponding to them, it is distributed in the following: The majority of this group, which is 47% was located in the "Intermediate-mid" scale of the sociocultural competence. As for the "Advanced" and the "Intermediate-low" scale, both of them, shared the same percentage which was 24% and finally only a minority of 5% represented the "Elementary" scale of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 21 and Table 21.1)**

98.4% of students read about social and cultural aspects of the United States
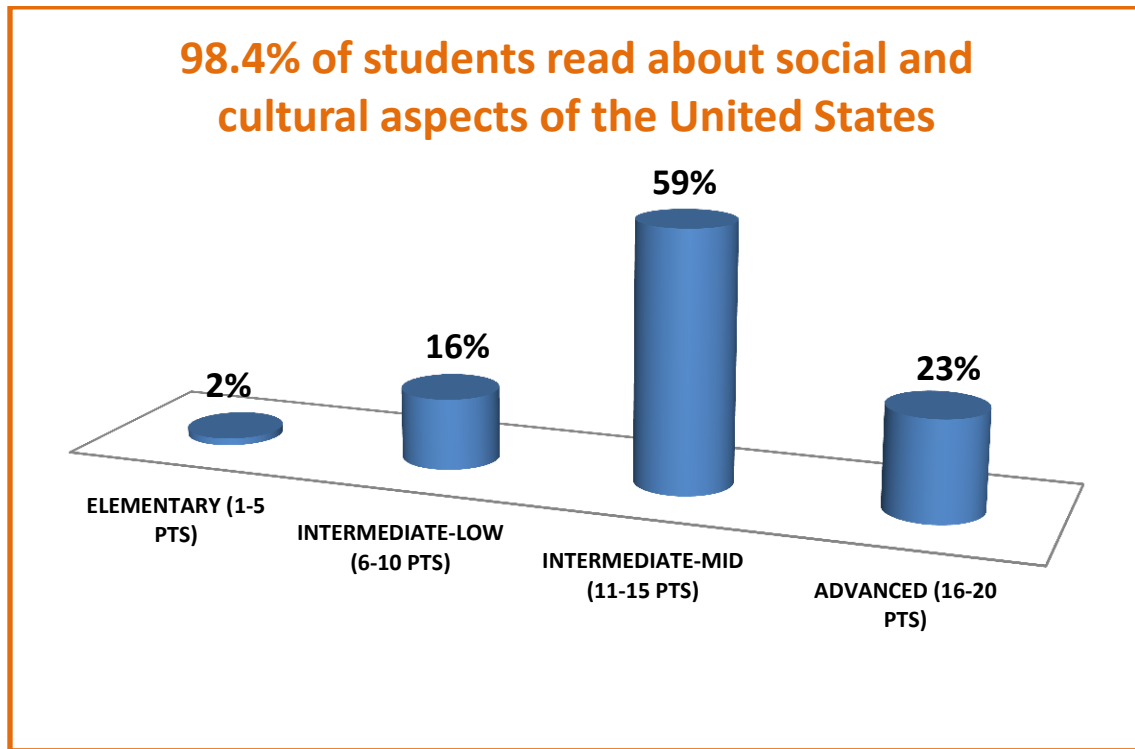
This graphic states that 98.4% (sixty-one students) has chosen at least one resource of reading such as: Books, Articles, Newspaper, Magazines and Internet.

59% of students who do read about social and cultural aspects of the United States fell in the "Intermediate-mid" scale, unlike to 23% who were in the "Advanced" scale. Moreover, a 16% of this group who reads was located in the "Intermediate-low" scale and finally, the remaining 2% belonged to the "Elementary" scale. **(See Appendix: The sociocultural competence, Table 22)**

*There was only one student who stated that does not read anything about social and cultural aspects of the United States, despite the fact, this student was located in the "Intermediate-mid" scale of the sociocultural competence **(See Appendix: The sociocultural competence, Table 22.1)**

Graphic 22

100% of students watch different kinds of programs in English

- ADVANCED (16-20 PTS) — **22%**
- INTERMEDIATE-MID (11-15 PTS) — **60%**
- INTERMEDIATE-LOW (6-10 PTS) — **16%**
- ELEMENTARY (1-5 PTS) — **2%**

The whole sample (sixty-two students) has chosen at least one type of program in English that they watch in order to know more about the social and cultural aspects of the United States, these programs are: Cartoons, Documentaries, Movies, TV shows and News.

Regarding the graphic, a significant quantity of 60% of students was located in the "Intermediate-mid" scale, followed by a 22% who fell into the "Advanced" scale. In addition, the 16% of students who watch at least one of type of program in English, were located in the "Intermediate-low" scale and finally, the remaining 2% of the sample, was located in the "Elementary" scale of the sociocultural competence **(See Appendix: The sociocultural competence, Table 23)**

Graphic 23

90% of students try to understand the message within the lyrics of their favorite music

	ELEMENTARY (1-5 PTS)	INTERMEDIATE-LOW (6-10 PTS)	INTERMEDIATE-MID (11-15 PTS)	ADVANCED (16-20 PTS)
■ Percentage	0%	14%	63%	23%
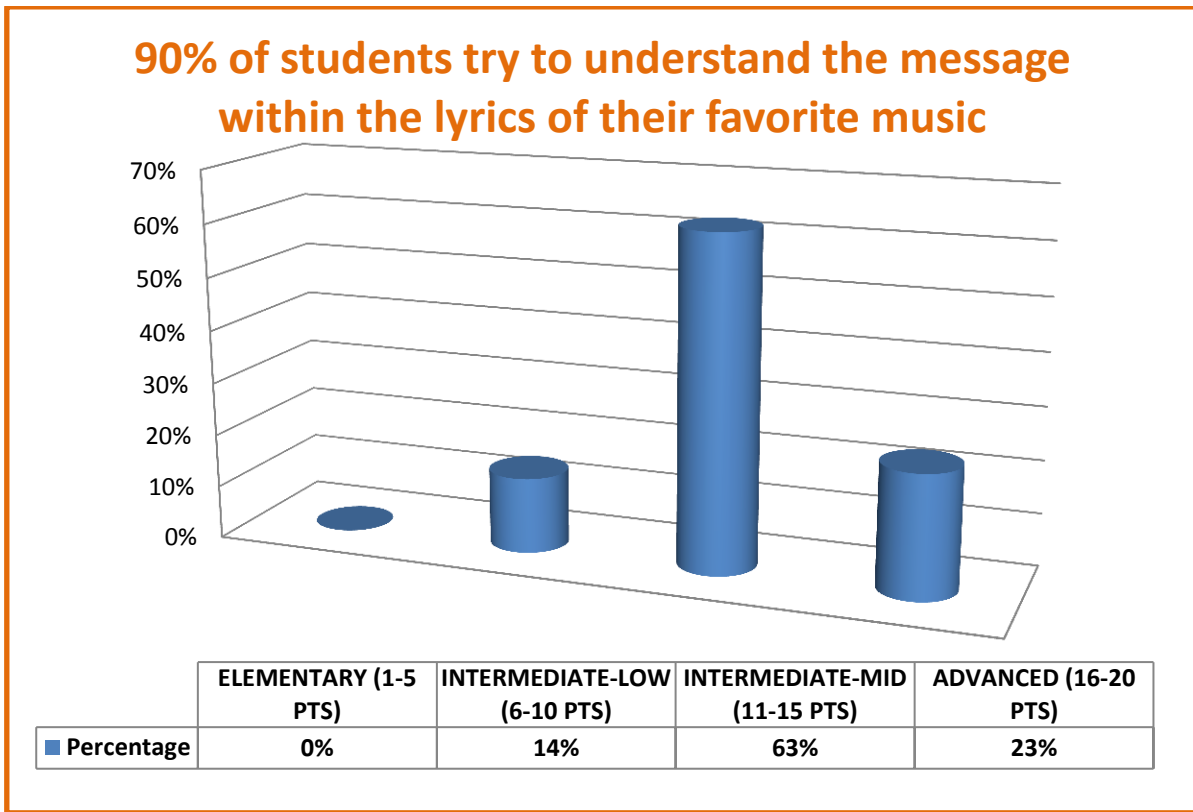
As stated in the second section of the data results (Graphic 12, p 53) out of sixty-two students, fifty-six of them (90%) manifested that they do try to understand the message within the lyrics of their favorite music. This graphic shows the relation between those fifty-six students and the scale of the sociocultural competence. The graphic clearly shows a high tendency of 63% of students who were in the "Intermediate-mid" scale of the sociocultural competence; unlike a 23% of students who were located in the "Advanced" scale. Finally, the remaining 14% was placed in the "Intermediate-low" scale, no single student out of the fifty-six who tries to understand the message of their favorite music, was located in the "Elementary" scale of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 24)**

Graphic 24

**71% of students practice English outside the
University either with:
Friends, relatives, co-workers and/or classmates**

■ ELEMENTARY (1-5 PTS)   ■ INTERMEDIATE-LOW (6-10 PTS)
■ INTERMEDIATE-MID (11-15 PTS)   ■ ADVANCED (16-20 PTS)

22.7%

2.27%

59.09%

15.9%
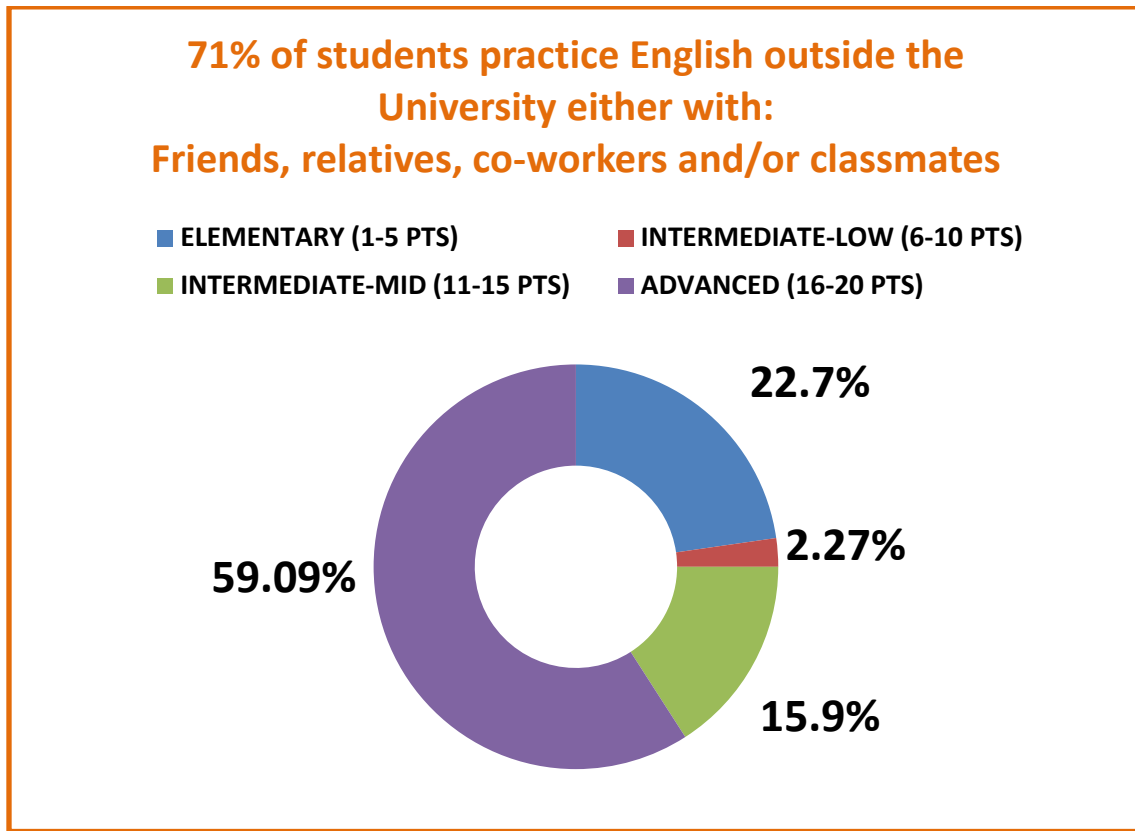
As the title says, 71% of students do practice their English outside the university either with friends, relatives, co-workers and/or classmates. Unlike the previous graphics, in this one, 59.09% of students who do practice their English outside the university were located in the "Advanced" scale, followed by a 22.73% who were in the "Elementary" scale. In addition to this, a 15.91% of students fell into the "Intermediate-mid" scale and the remaining 2.27% went to the "Intermediate-low" scale. **(See Appendix: The sociocultural competence, Table 25 and Table 25.1)**

Graphic 25

71% of students have already worked in either one or more of the following fields:
Call centers, Interpreter/Translator, Teacher, Tour guide

ADVANCED (16-20 PTS)	
INTERMEDIATE-MID (11-15 PTS)	
INTERMEDIATE-LOW (6-10 PTS)	
ELEMENTARY (1-5 PTS)	

0,00% 10,00% 20,00% 30,00% 40,00% 50,00% 60,00% 70,00%
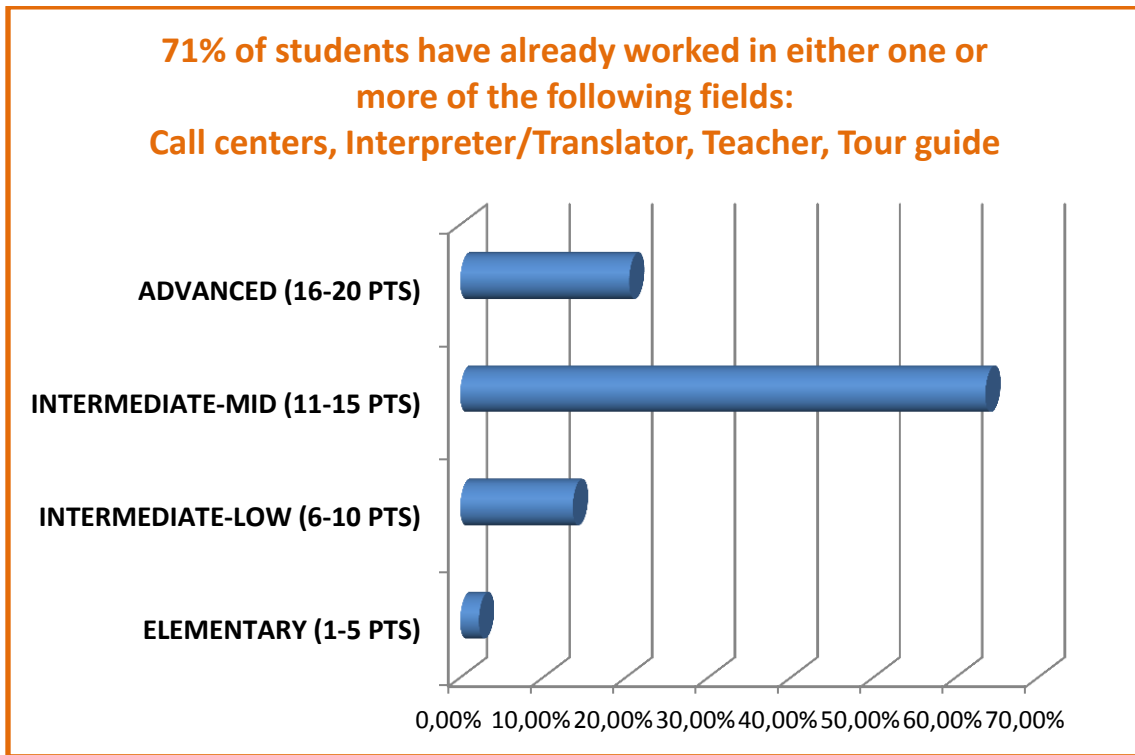
This graphic is also similar to the graphic 24 (p 70) in terms of multiple choices, when selecting one of the following answers: Call centers, Interpreter/Translator, Teacher and Tour Guide. 71% of students have already worked in either one or more of the areas previously mentioned, this fact, related to the scale of the sociocultural competence states that:

The "Intermediate-mid" scale of the sociocultural competence was the higher one in this strategy with a 63.64%. Only a 20.45% of this group reached to the "Advanced" scale. Besides, in a third place, the "Intermediate-low" scale with a 13.64% and finally, one student represented the 2.27% remaining of this total with an "Elementary" scale of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 26 and Table 26.1)**

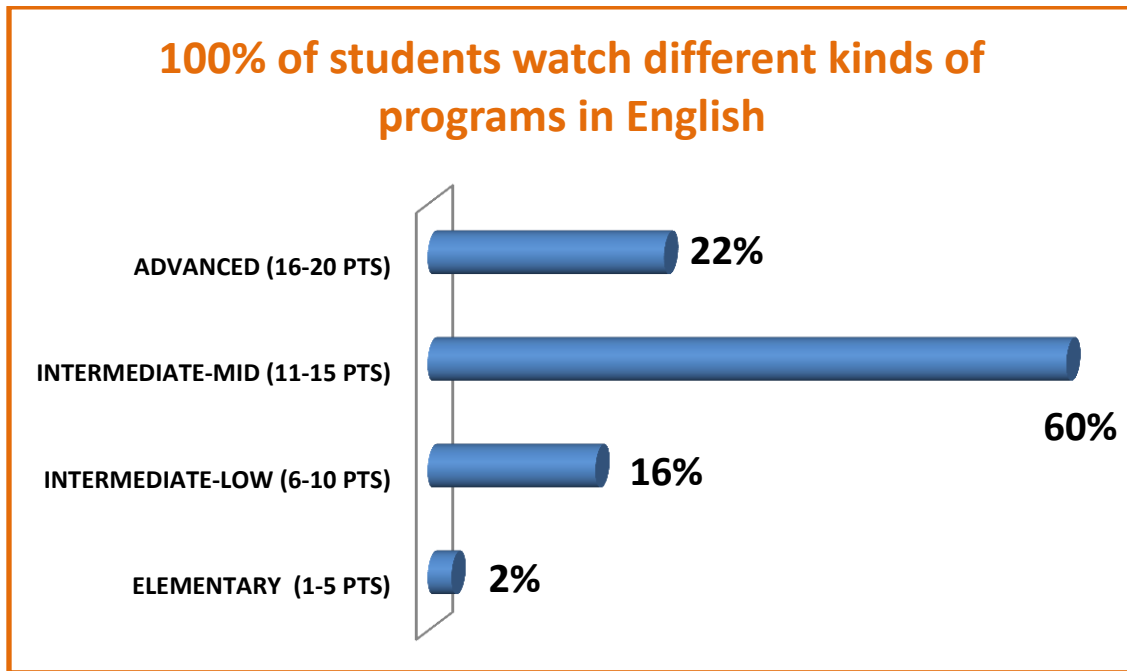**1.2** **The effectiveness of the strategies that students use to develop the sociocultural competence with the different scales.**

This table shows the effectiveness in terms of percentage of every strategy along with the different scales of the sociocultural competence, this table works as a guide to identify among all the strategies, the most effective ones for students in order to get an "Intermediate-mid" degree of the sociocultural competence.

Table 2

Nº	Strategies /Scales	ELEMENTARY (1-5 PTS)	INTERMEDIATE-LOW (6-10 PTS)	INTERMEDIATE-MID (11-15 PTS)	ADVANCED (16-20 PTS)	TOTAL
1	Watching different kinds of programs in English (Cartoons, documentaries, movies, TV shows, News)	2%	16%	60%	22%	100%
2	Having worked in different fields (call center, translator/interpreter, teacher, tour guide)	2.27%	13.64%	63.64%	20.45%	100%
3	Understand the message within the lyrics of music	0.00%	14%	63%	23%	100%
4	Having traveled to the United States	12%	0.00%	63%	25%	100%
5	Have communication with native speakers	4.35%	13.04%	60.87%	21.74%	100%
6	Reading about social and cultural aspects of the United States (books, articles, newspapers, magazines, internet, none)	2%	16%	59%	23%	100%
7	Take English courses outside of the University of El Salvador	5%	24%	48%	24%	100%
8	Practicing English outside the university (friends, relatives, co-workers, classmates)	22.73%	2.27%	15.91%	59.09%	100%

1.2.1 Table with the effectiveness of strategies to develop an "Intermediate-mid" degree of the sociocultural competence.

As mentioned on the description of the previous table, this one only presents the effectiveness of the eight different strategies in order to obtain an "Intermediate-mid" degree of the sociocultural competence, among the eight strategies mentioned in this table; the first three strategies have resulted to be the most effective ones to acquire an "Intermediate-mid" degree.

Table 3

EFFECTIVENESS OF STRATEGIES TO DEVELOP AN INTERMEDIATE-MID DEGREE OF THE SOCIOCULTURAL COMPETENCE		
Nº	**STRATEGIES TO DEVELOP THE SOCIOCULTURAL COMPETENCE**	**INTERMEDIATE-MID DEGREE**
1	**Having worked in different fields (call center, translator/interpreter, teacher, tour guide)**	**63.64%**
2	**Understand the message within the lyrics of music**	**63%**
3	**Having traveled to the United States**	**63%**
4	Have communication with native English speakers	60.87%
5	Watching different kinds of programs in English (Cartoons, Documentaries, Movies, TV shows, News)	60%
6	Reading about social and cultural aspects of the United States (Books, Articles, Newspapers, Magazines, Internet, None)	59%
7	Take English courses outside of the University of El Salvador	48%
8	Practicing English outside the university (Friends, Relatives, Co-workers, Classmates)	15.91%

1.2.2 Graphics of the most effective strategies to have an "Intermediate-mid" degree of the sociocultural competence

Table 4

Nº	STRATEGIES TO DEVELOP THE SOCIOCULTURAL COMPETENCE	INTERMEDIATE-MID DEGREE
1	**Having worked in different fields (call center, translator/interpreter, teacher, tour guide)**	**63.64%**

The first most effective strategy to obtain an "Intermediate-mid" degree of the sociocultural competence as the table 4 states is: Having worked in different fields such as: Call Center, Translator/Interpreter, Teacher and/or Tour Guide.

Table 5

SCALE	CALL CENTER	%	TRANSLATOR / INTERPRETER	%	TEACHER	%	TOUR GUIDE	%
ELEMENTARY (1-5 PTS)	1	6%	0	0%	1	3%	0	0%
INTERMEDIATE-LOW (6-10 PTS)	0	0%	2	17%	4	13%	0	0%
INTERMEDIATE-MID (11-15 PTS)	11	65%	6	50%	**21**	**70%**	0	0%
ADVANCED (16-20 PTS)	5	29%	4	33%	4	13%	1	100%
TOTAL	17	100%	12	100%	30	100%	1	100%

In table 5, it is possible to observe that among the different fields, the most effective one to reach an "Intermediate-mid" degree of the sociocultural competence is "**Teacher**" with an effectiveness of 70% (twenty-one students have reached this degree)

Graphic 26
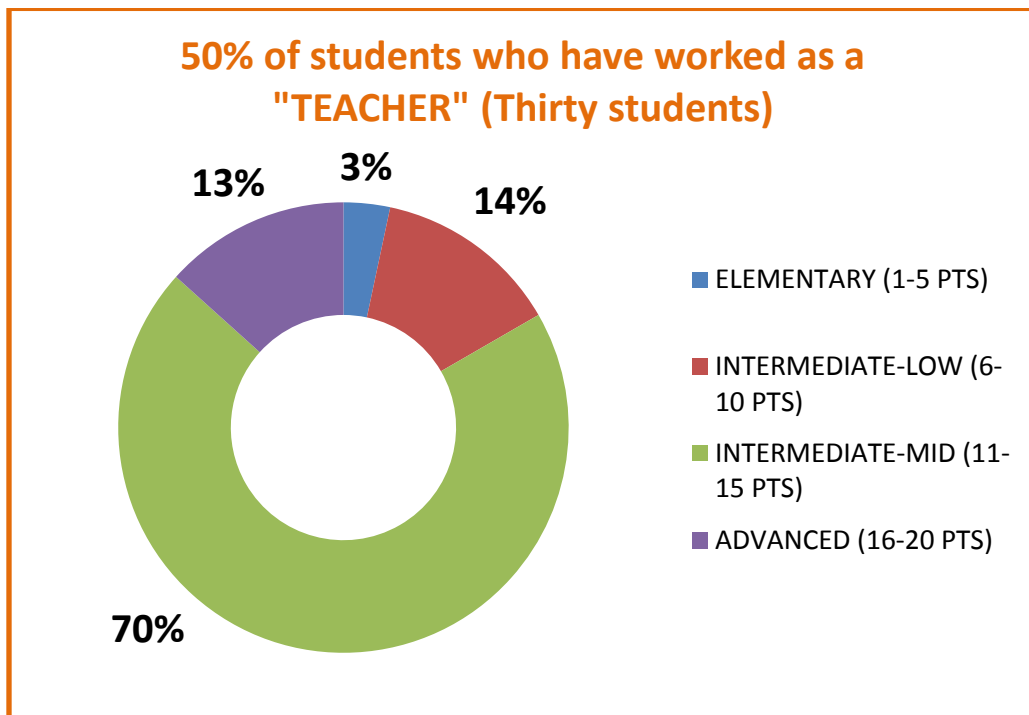
Graphic 14.1 (p 57) shows that out of the forty-four students who have worked in the different fields previously mentioned, a 50% (thirty students) has worked as a "Teacher". The explanation mentioned before helps us to understand graphic 26.

Out of the thirty students who have worked as a "Teacher", 70% of them have reached an "Intermediate-mid" degree of the sociocultural competence. 14% of them have reached an "Intermediate-low" degree, followed by a 13% that has obtained the "Advanced" degree and finally, the remaining 3% has gotten the "Elementary" degree. **(See Appendix: The sociocultural competence, Table 27)**

Table 6

Nº	STRATEGIES TO DEVELOP THE SOCIOCULTURAL COMPETENCE	INTERMEDIATE-MID DEGREE
2	Understand the message within the lyrics of music	63%

The second most effective strategy to obtain an "Intermediate-mid" degree of the sociocultural competence as table 6 states is: Understand the message within the lyrics of music. As graphic 23 (p 69) states that a 63% of students who do try to understand the message within the lyrics of their favorite music belong to the "Intermediate-mid" scale, it is now possible to confirm that this group of students (63%) who do try to understand the message within the lyrics of their favorite music, have a 63% of effectiveness in order to reach an "Intermediate-mid" degree of the sociocultural competence.

Graphic 27

The understanding of the message within the lyrics of music

	ELEMENTARY (1-5 PTS)	INTERMEDIATE-LOW (6-10 PTS)	INTERMEDIATE-MID (11-15 PTS)	ADVANCED (16-20 PTS)
■ Percentage	0%	14%	63%	23%
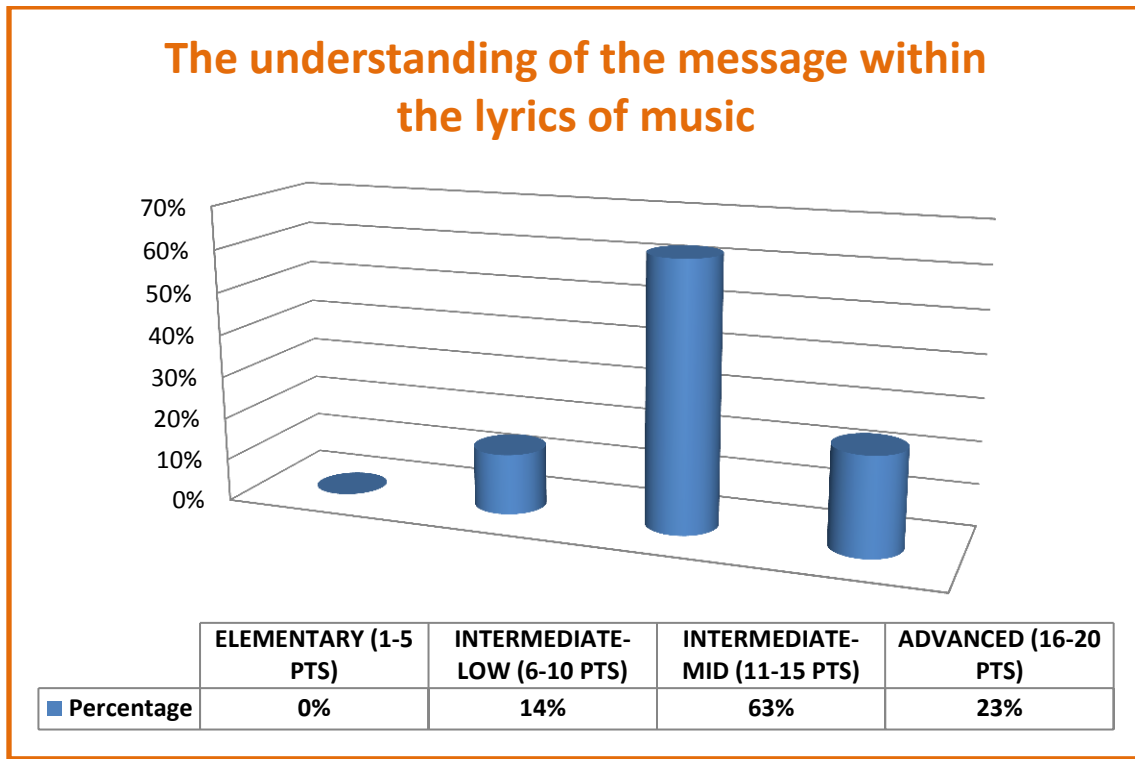
As for the second most effective strategy in order to reach an "Intermediate-mid" degree of the sociocultural competence, is the understanding of the message within the lyrics of the favorite music of the students. In addition to this idea, the graphic presents that a 63% of students who do try to understand the message within the lyrics of their favorite music, have been able to reach an "Intermediate-mid" degree of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 24)**

Table 7

| Nº	STRATEGIES TO DEVELOP THE SOCIOCULTURAL COMPETENCE	INTERMEDIATE-MID DEGREE
3	**Having traveled to the United States**	**63%**

The third and the final most effective strategy to obtain an "Intermediate-mid" degree of the sociocultural competence among the rest, as table 7 states is: Having traveled to the United States. As graphic 18 (p 64) states that a 63% of students who have traveled to the United States belong to the "Intermediate-mid" scale; the following affirmation can be stated: The strategy of having traveled to the United States, has a 63% of effectiveness in order to reach an "Intermediate-mid" degree of the sociocultural competence.

.

Graphic 28

13% of students have traveled to the United States

- ELEMENTARY (1-5 PTS)
- INTERMEDIATE-LOW (6-10 PTS)
- INTERMEDIATE-MID (11-15 PTS)
- ADVANCED (16-20 PTS)

12%

25%

0%

63%
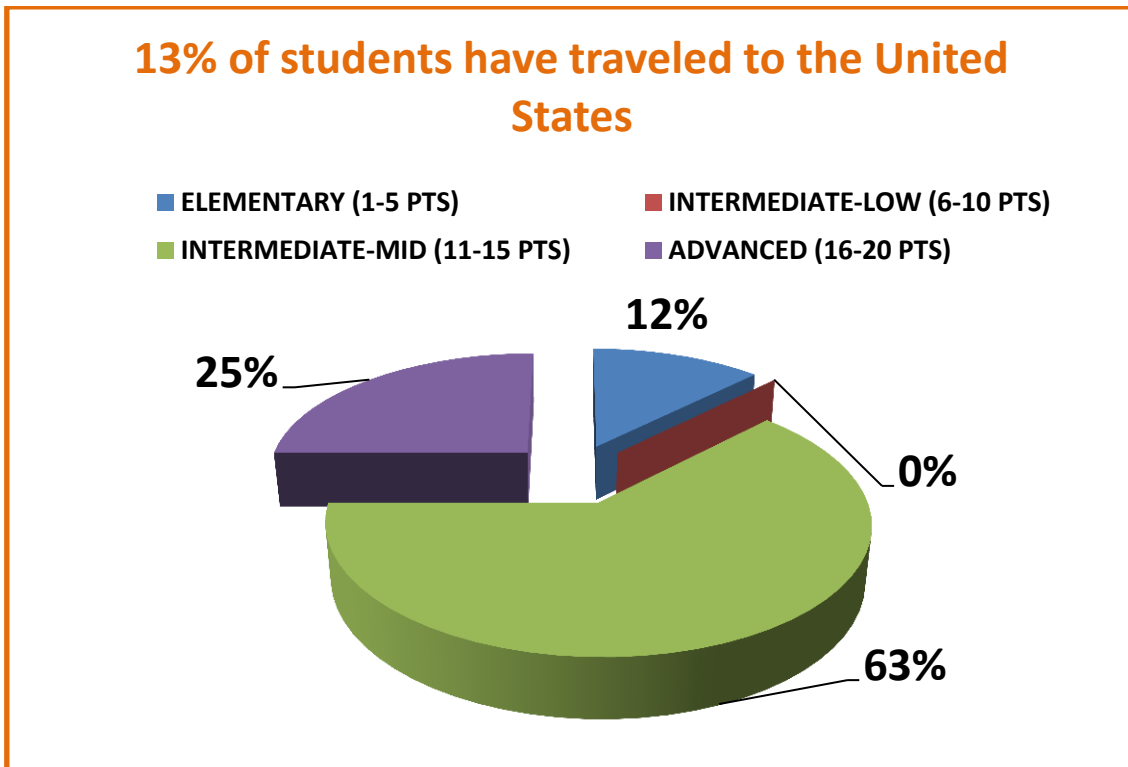
The third most effective strategy in order to have an "Intermediate-mid" degree of the sociocultural competence is "Having traveled to the United States". In addition to this idea, this graphic presents that a 63% of students who have traveled to the United States, have been able to reach an "Intermediate-mid" degree of the sociocultural competence. **(See Appendix: The sociocultural competence, Table 19)**

This achieves the objective of presenting the most effective strategies that students use to reach an Intermediate-mid degree of the sociocultural competence.

1.2.3 Average grade of the sociocultural competence and performance of every component of the sociocultural competence of male students

Table 8

AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE OF MALE STUDENTS	6.8

In order to explain where this average grade of 6.8 of male students comes from, the following information is presented:

Table 9

Score of male students	
17	13
10	12
15	15
13	15
9	5
17	14
16	14
15	15
14	15
	16
Average	**13.68**

Table 9 shows the average score of the twenty questions of the final section of the instrument that male students reached, it is: 13.68.

This average (13.68) is now turning into a grade of 10:

13.68 x 10 / 20 = **6.8**

6.8 = Average grade of male students

The explanation presented before, helps to find out how the average grade was obtained from male students as stated in Table 8 (p 80). Regarding this average, it is possible to say that male students had an acceptable performance in the final section of the Instrument.

Graphic 29
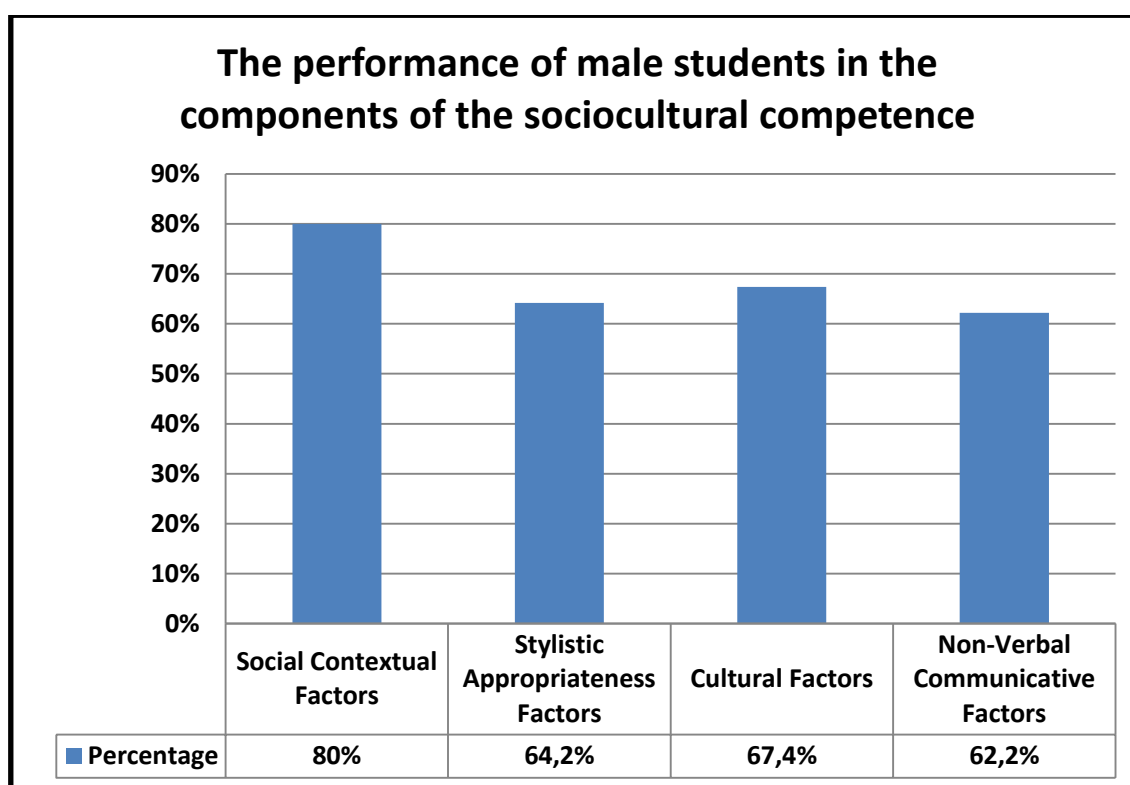
The purpose of this graphic is to present the performance of male students in every component (four) of the sociocultural competence. Among the four components, male students have had their best performance only in one component, the "Social Contextual Factors" with 80%, followed by the "Cultural Factors" with a result of 67.4%, in addition, "Stylistic Appropriateness Factors" with a result of 64.2%. Finally, regarding the last

component of the competence, which is "Non-Verbal Communicative Factors", male students had their lower performance with a result of 62.2%. Bottom-line, male students show a good development of the component "Social Contextual Factors", on the contrary, male students appear to have a lower knowledge regarding to the component "Non-Communicative Factors". **(See Appendix: The performance of male students in every component of the sociocultural competence, Table 31, Table 32, Table 33 and Table 34)**

1.2.4 Average grade of the sociocultural competence and performance of every component of the sociocultural competence of female students

Table 10

AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE OF FEMALE STUDENTS	6.5

It is also important to know where the average grade of 6.5 of female students comes from:

Table 11

Score of female students			
17	8	14	11
14	16	17	13
15	17	10	11
16	8	15	13
17	15	14	10
14	14	6	13
12	16	15	16
13	16	15	
9	11	16	
12	8	13	
14	12	10	
12	13	11	
		Average	**13.07**

Table 11 shows the average score of the twenty questions of the final section of the instrument that female students reached, it is: 13.07

This average (13.07) is now turning into a grade of 10:

13.07 x 10 / 20 = **6.5**

6.5 = Average grade of female students

The explanation presented before, helps to explain how the average grade was obtained from female students as stated in Table 10 (p 83). In contrast to the average grade of male students, (See Table 8, p 80) this one shows that female students had a similar performance too. Although it is not a huge difference between averages (three tenths), it is possible to confirm that male students obtained a slightly better average grade than female students.

Graphic 30
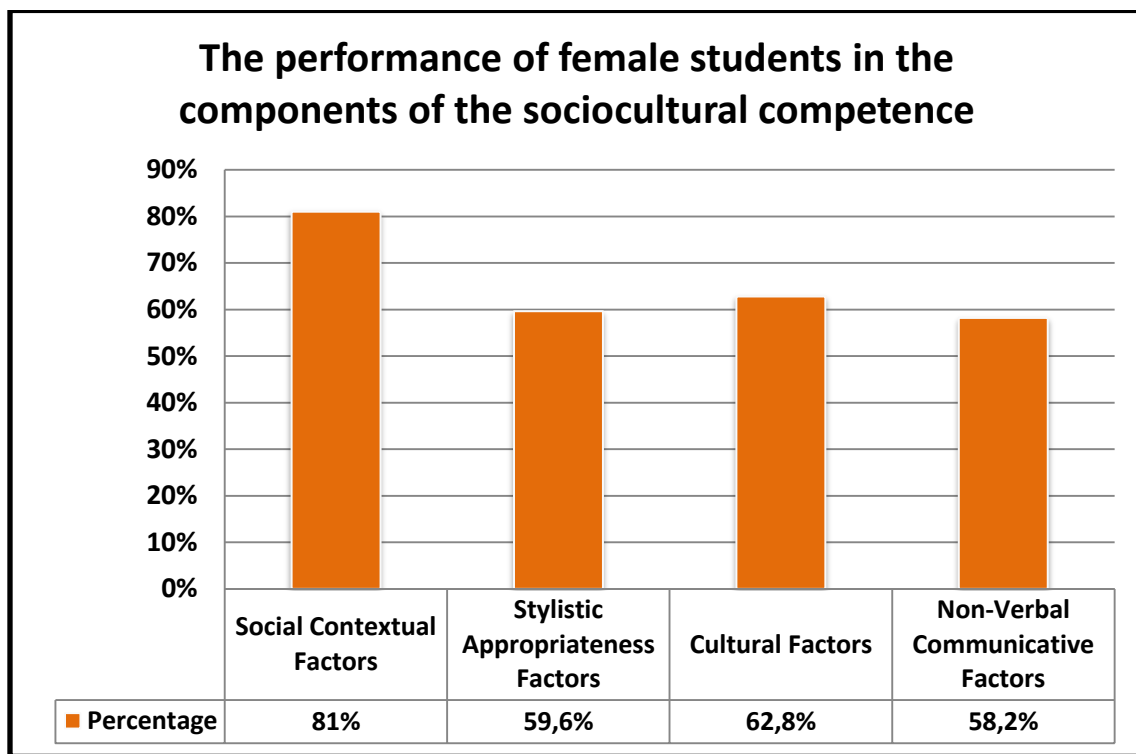
As for the performance of female students regarding each of the components of the sociocultural competence, the graphic shows that regarding the first component, which is "Social Contextual Factors" in contrast to male students, female had a better performance by only one point of difference, in this case, female students had an 81%. The second best

result of female student is the one concerning the component "Cultural Factors" with a 62.8%. An interesting factor to highlight for this graphic is that female students had a poor performance regarding the other two components, specifically with the "Stylistic Appropriateness Factors" obtaining a 59.6% and finally with the "Non-Verbal Communicative Factors", female students obtained a 58.2%. Finally, female students had a lot of similarity regarding their best and worst performance along with male students, this means that both genders had a good performance regarding the "Social Contextual Factors" but their worst performance was the "Non-Verbal Communicative Factors". **(See Appendix: The performance of female students in every component of the sociocultural competence, Table 35, Table 36, Table 37 and Table 38)**

1.2.5 Average grade of the sociocultural competence and performance of every component of the sociocultural competence of the sample.

Table 12

AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE OF THE SAMPLE (MALE AND FEMALE STUDENTS)	**6.6**

It is also important to know where the average grade of 6.5 of the sample comes from:

Table 13

Score of the sample			
17	17	6	17
14	8	10	16
15	15	15	15
16	14	15	14
17	16	16	13
14	16	13	10
12	11	10	12
13	8	11	15
9	12	11	15
12	13	13	5
14	14	11	14
12	17	13	14
17	10	15	13
8	15	13	15
16	14	9	16
			15
			16
		Average	**13.26**

Table 13 shows the average score of the twenty questions of the final section of the instrument that the sample reached, it is: 13.26

This average (13.26) is now turning into a grade of 10:

13.26 x 10 / 20 = 6.6

6.6 = Average grade of the sample

The explanation presented before, helps to explain how the average grade was obtained from the sample as stated in Table 12 (p 86)**.** This average grade clearly shows that the sample did not have an outstanding performance neither a bad one on the final part of the instrument. The result presented above shows a normal, standard or regular performance.

Graphic 31

The performance of the sample (both genders) in the components of the sociocultural competence

Percentage	Social Contextual Factors	Stylistic Appropriateness Factors	Cultural Factors	Non-Verbal Communicative Factors
	81%	61%	64%	59,4%
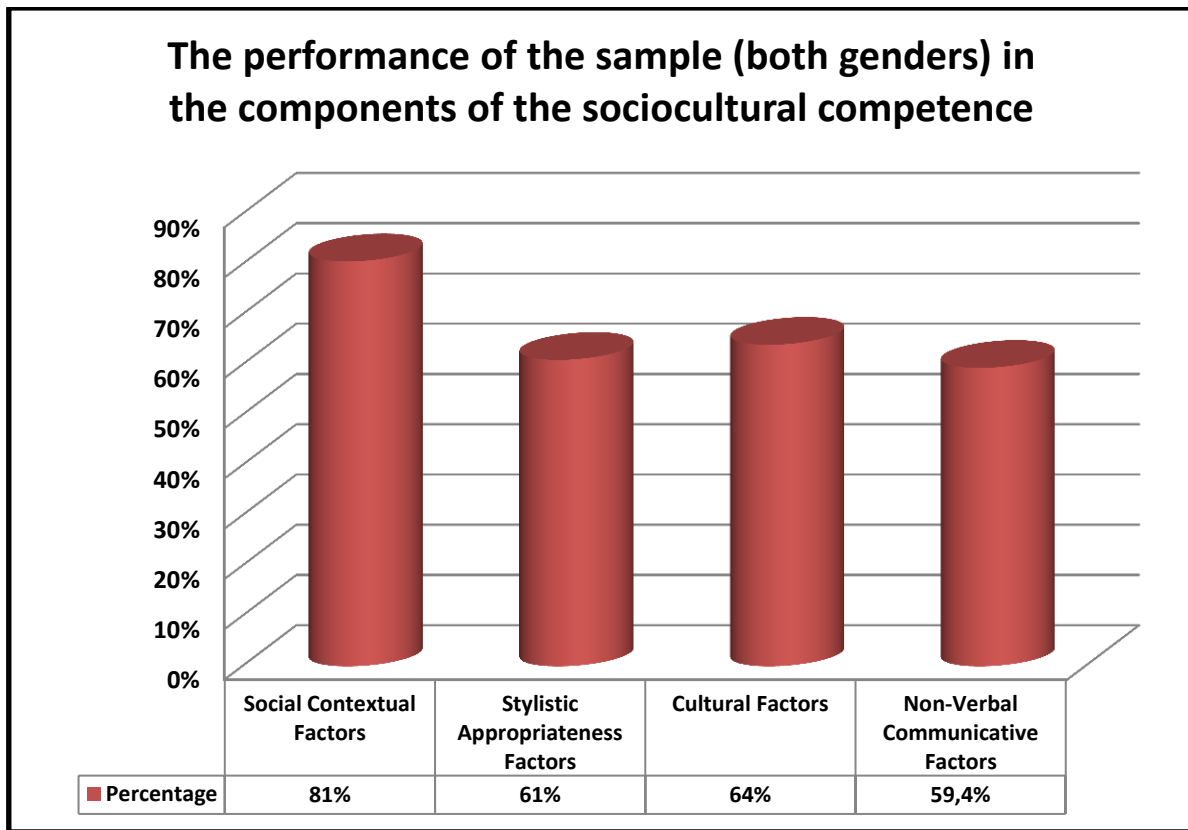
In this graphic, it is possible to notice the same tendency of results when both genders were separately analyzed before, a higher and lower performance in the exact same components, in this case where both genders are considered as one, in other words, this union called "the sample", again the result is the same. The sample has as its strongest component "Social Contextual Factors" with 81%, on the contrary, the weakest component of the sample is "Non-Verbal Communication" with a 59.4%. In addition to this idea, it is remarkable to notice a 21.6% of difference between both extremes of the components. **(See Appendix: The performance of the sample in every component of the sociocultural competence, Table 39, Table 40, Table 41 and Table 42)**

89

1.2.6 The degree of the sociocultural competence in undergraduate students in their senior (5th) year of the Modern Languages major of the University of El Salvador in 2014.

This is the final section of the findings regarding the presentation of the results, in the following table and graphic there is the response of the general objective of this research.

Table 14

SCALE OF THE SOCIOCULTURAL COMPETENCE	STUDENTS	PERCENTAGE
ELEMENTARY (1-5 PTS)	1	2%
INTERMEDIATE-LOW (6-10 PTS)	10	16%
INTERMEDIATE-MID (11-15)	37	60%
ADVANCED (16-20 PTS)	14	23%
TOTAL	62	100%

The degree of the sociocultural competence
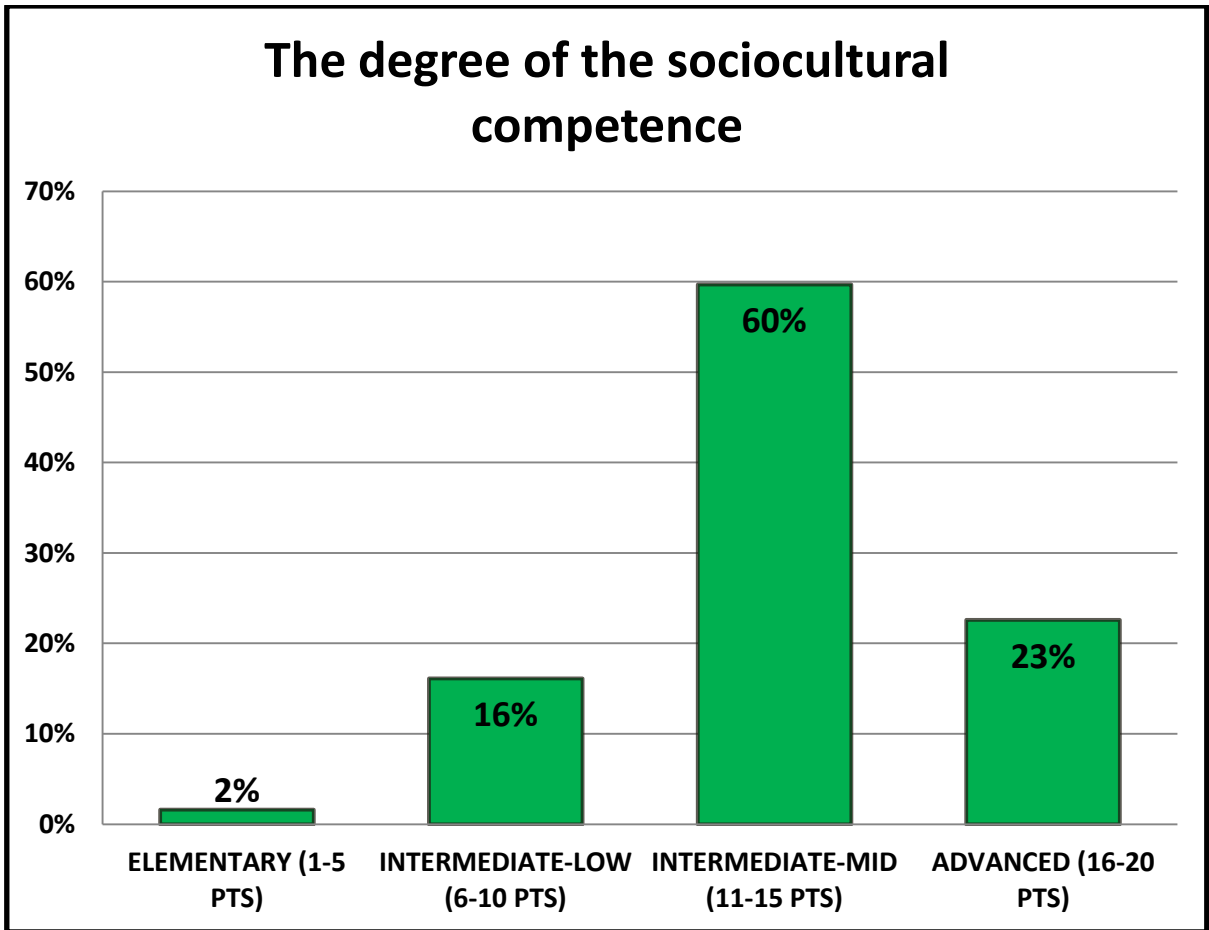
The table 14 and Graphic 32 are considered the most important ones since both of them reveal the general objective of this inquiry that finally has been accomplished. Next, it is important to observe that more than half of the students (thirty-seven students) have reached an "Intermediate-mid" degree of the sociocultural competence; this means the 60% out of the total sample.

Regarding the second higher classification, only 14 students have obtained an "Advanced" degree of the competence, in the graphic this is represented with a 23% of the total sample. However, this result manifests that it is possible to reach this degree by the

time of finishing or completing the Modern Languages major. Nevertheless, this has to be attributed to the different strategies that students use to work on this competence.

As for the third classification, 10 students out of 62 have an "Intermediate-low" degree of the competence; in terms of percentage this means 16%.

Finally, it is important to mention that one student who despite the fact is in the final part of the Modern Languages major; this student has presented a really poor domain of the competence by reaching a score of only 5 points, this score places the student in the "Elementary" degree of the sociocultural competence. (See Table 14, p 89)

C. **Stage 3**

1. **Atypical cases**

This section presents the most unusual cases of the performance of students along with their degree obtained of the sociocultural competence. It presents the case of the lowest performance which corresponds to a male student, it presents the statistics of the six higher performances of students regarding their degree obtained, from which this section highlights the most interesting cases of this last group. Every case has a brief description of their ethnographical data and the strategies they make use of.

Case N° 1: The lower grade of the final section of the instrument (5 points out of 20, degree: Elementary)

This case corresponds to the following student of the sample:

A male student of the Modern Languages major who is 29 years old, who stated that is currently working and has taken a subject more than once throughout the major. Regarding the use of strategies to develop the sociocultural competence, this student has traveled to the United States and also has contact with native English speakers. Besides, he has studied at Pro-Lingua for more than two years. He makes use of the internet three times per week in order to inform himself of social and cultural aspects of the United States, in addition, he reads magazines to inform himself only three times per week. Although he watches documentaries, TV shows and news, he does not try to understand the message within the lyrics of his favorite music. However, he does practice his English outside the university with his co-workers and has experienced working at a call-center and also as a teacher. Moreover, he affirmed that his teachers do not include information related to social and cultural aspects of the United States, he also affirmed to have "Some" level in relation

to his knowledge about the social and cultural aspects of the United States. Finally, he considered important to acquire social and cultural aspects of the United States when learning this foreign language.

Despite this student has made use of two of the three most effective strategies to reach an "Intermediate-mid" degree, he was the only one who reached an "Elementary" degree of the sociocultural competence because of his performance in the final section of the instrument; his score was 5 of 20.

Case Nº 2: Students who had the higher score in relation to the final part of the instrument.

The six students who obtained the higher score regarding their sociocultural competence are distributed:

➢ Four out of six are female students who reached the "Advanced" degree.

➢ Only two male students reached the "Advanced" degree.

The six students shared the same score: 17 of 20

Out of the six students who scored 17 points, the most interesting cases correspond to case Nº 3 and case Nº 4.

Case Nº 3: The highest grade of the final section of the instrument (17 points out of 20, degree: Advanced)

This case corresponds to the following student of the sample:

A male student of the Modern Languages major who is 30 years old, who stated that is not currently working and has neither taken a subject more than once throughout the major. Regarding the use of strategies to develop the sociocultural competence, this student

has never traveled to the United States and has no contact with native English speakers; besides, he has never taken any English course outside the university. He does not make use at all of Internet as a resource to inform himself of social and cultural aspects of the United States, but he only reads magazines on weekends. Although he only watches cartoons, he does not try to understand the message within the lyrics of his favorite music. However, he does practice his English outside the university only with his classmates; he has never worked in any of the fields (Call Center, Translator/Interpreter, Teacher and Tour Guide). Moreover, he affirmed that his teachers do not include information related to social and cultural aspects of the United States, he also affirmed to have "Some" level in relation to his knowledge about the social and cultural aspects of the United States. Finally, he does not consider important to acquire social and cultural aspects of the United States when learning this foreign language.

Although this male student has not made use of any of the three most effective strategies to reach an "Intermediate-mid" degree, he was one of the six students to obtain an "Advanced" degree of the sociocultural competence because of his performance in the final section of the instrument; his score was 17 of 20.

Case Nº 4: The highest grade of the final section of the instrument (17 points out of 20, degree: Advanced)

This case corresponds to the following student of the sample:

A female student of the Modern Languages major who is 22 years old, who stated that is not currently working and has not taken a subject more than once throughout the major. Regarding the use of strategies to develop the sociocultural competence, this female student has never traveled to the United States and has no contact with native English

speakers, besides she has never taken any English course outside the university. However, she does make use of internet to inform herself of social and cultural aspects of the United States, but only on weekends. Besides, among the resources: Books, Articles, Newspaper, Magazines and Internet, she only uses internet to read about social and cultural aspects three times per week. Although she only watches movies, she tries to understand the message within the lyrics of her favorite music. However, she never practices her English outside the university. In addition, she has never worked in any of the fields (Call Center, Translator/Interpreter, Teacher and Tour Guide). Moreover, she affirmed that her teachers include information related to social and cultural aspects of the United States, she also affirmed to have "Some" level in relation to her knowledge about the social and cultural aspects of the United States. Finally, she does consider important to acquire social and cultural aspects of the United States when learning this foreign language.

Although this female student has only made use of one of the three most effective strategies to reach an "Intermediate-mid" degree which is "Try to understand the message within the lyrics of her favorite music", she was one of the six students to obtain an "Advanced" degree of the sociocultural competence because of her performance in the final section of the Instrument; her score was 17 of 20.

D.   Stage 4

1.   Main Findings.

After analyzing all data collected through the instrument, it is now possible to present the main findings of this research.

The sample of this research which consisted of sixty-two students distributed equally in the respective gender (male and female) this has been done with the purpose to maintain the balance between genders. In addition to this idea, twelve male students out of nineteen have obtained an "Intermediate-mid" degree of the sociocultural competence. As for female students, twenty-five out of forty-three female students have obtained an "Intermediate-mid" degree as well. More than half of students, including both genders, are going to finish the Modern Languages major by having this degree of the sociocultural competence.

The second part of the instrument deals with the different strategies that students have used or currently use in order to improve their sociocultural competence, more specifically, the researchers have identified eight strategies that help students to develop or improve their sociocultural competence:

As previously mentioned, the eight different strategies that students use to develop or improve their sociocultural competence, it is important to mention the most effective ones, in this sense, there are three out of the eight strategies that are the best among students in order to obtain an "Intermediate-mid" degree of the sociocultural competence.

CHAPTER IV: ANSWERS OF THE RESEARCH QUESTIONS AND VALIDATION OF THE HYPOTHESIS

A.   Research questions

1. What is the degree of the sociocultural competence in students in their senior (5th) year of the Modern Languages major at the University of El Salvador?

The degree of the sociocultural competence corresponding to undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014, is the "Intermediate-mid", this means thirty-seven students out of sixty-two who have reached this degree (60% of the sample). It is possible to say that more than half of this group of students who are about to conclude the major have reached the degree mentioned before.

2. What are the different strategies that students in their senior (5th) year of the Modern Languages major at the University of El Salvador use to develop and/or improve their sociocultural competence?

The different strategies that students use to develop and/or improve their sociocultural competence are presented in this list:

1) Having traveled to the United States.

2) Have communication with native English speakers.

3) Take English courses outside the University of El Salvador.

4) Reading about social and cultural aspects of the United States: Books, Articles, Newspaper, Magazines and/or Internet.

5) Watching different kinds of TV programs: Cartoons, Documentaries, Movies, TV shows and/or News.

6) Understand the message within the lyrics of their favorite music.

7) Practice English outside the university with: Friends, Relatives, Co-workers and/or Classmates.

8) Having worked in one or more of the following fields: Call Center, Translator/Interpreter, Teacher and Tour Guide.

3. What is the classification according to the degree obtained of the sociocultural competence in students who are in their senior (5th) year of the Modern Languages major at the University of El Salvador in 2014?

In order to classify students according to their degree obtained of the sociocultural competence, it is affirmative to express that: One student has an "Elementary" degree, ten students have an "Intermediate-low" degree, thirty-seven students have an "Intermediate-mid" degree and finally, fourteen students out of sixty-two which is the total of the sample, have an "Advanced" degree of the sociocultural competence.

4. What are the most effective strategies that students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014 use in order to have an "Intermediate-mid" degree of the sociocultural competence?

The most effective strategies to obtain an "Intermediate-mid" degree of the sociocultural competence are the following:

1. Having already worked as an English Teacher.

2. Understanding the message within the lyrics of music.

3. Having the opportunity to travel to the United States.

B.   **Hypothesis**

25% of undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014 have developed an "Intermediate-mid" degree of the sociocultural competence.

After carrying out this research and analyzing the results of the instrument administered to the sample, it is possible to conclude that the hypothesis proposed at the beginning of this research is now proven, only with the difference that at the beginning, the percentage established was 25% and in the results, the percentage found was 60%, this is almost more than the double previously stipulated.

60% of undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014 have developed an "Intermediate-mid" degree of the sociocultural competence.

CHAPTER V: CONCLUSIONS

After accomplishing the research and analyzing the results obtained from the instruments, it is possible to conclude the following:

1. 60% of undergraduate students in their senior (5th) year of the Modern Languages Major of the University of El Salvador in 2014 have acquired an "Intermediate-mid" degree of the sociocultural competence. Despite the fact that one of the specific objectives of the major is: *"Formar profesionales en el dominio de dos lenguas extranjeras." (To form professionals in the domain of two foreign languages)*. At least a 60% of students have reached an "Intermediate-mid" of the sociocultural competence; this is twice the stipulated of the percentage in the hypothesis. Although it represents a good number, an 18% of the sample has not developed this competence during the whole major and subsequently does not accomplish the objective of the career.

2. Certainly Students do use the strategies presented in the instrument but, it is most likely to say that students do not use them exactly to develop their sociocultural competence rather; they focus on using the strategies to develop other skills or competencies of the target language, in this case English.

3. Regarding of the effectiveness of the strategies that students use to develop the sociocultural competence, there are barely three strategies that demonstrate when implemented, an "Intermediate-mid" degree of the sociocultural competence is possible to obtain.

4. In the book that has served as the main source of this research, which is *"Communicative Competence: A Pedagogically Motivated Model with Content*

Specifications" it considers the sociocultural competence hugely important when learning a foreign language. As stated in the final part of the theoretical framework (p 25), in order to develop this competence, the ideal strategy is having an extensive experience of living among members whose mother is the one being learnt. According this affirmation, one of the most effective strategies found in the data results was: "Having traveled to the United States". It is logically to say that the affirmation previously mentioned to develop this competence it does really work. Although this strategy is pretty efficient to develop an "Intermediate-mid" degree, unfortunately nowadays not all students have the opportunity to travel to that country because of different reasons such as: obtaining the American Visa, flight fare, etc...

CHAPTER VI: RECOMMENDATIONS

A. To Students:

1.1 It is truly recommend making use of the most effective strategies presented before in the data results because they help to develop the sociocultural competence.

1.2 To encourage and motivate students to do all the pertinent research regarding the contents of the lyrics of their favorite music, with the purpose to understand what the message of the songs is. This has been proved as an effective strategy to develop the sociocultural competence.

B. To Teachers of the FLD and the University of El Salvador:

2.1 It is recommended to the community of Teachers of the FLD to select contents for their courses with more social and cultural aspects of the United States or other English speaking countries, since contents like this foster the development of the sociocultural competence.

2.2 To make more use of authentic resources (extra materials) that reflects the diverse social and cultural aspects where the L2 is spoken.

2.3 The creation within the curriculum of the Modern Languages major of a new subject that involves mostly contents of social and cultural aspects of the United States or other English speaking countries. This is recommended as an extra resource to develop the sociocultural competence of the students throughout the major.

CHAPTER VII: RESOURCES

Human resources

In order to collect the data it was necessary to have the field to work with, so the following human resources helped the researchers to prove the hypothesis and answer the research question.

1. **Fidel Navidad Morales, M E.d.** Teacher of the FLD of the University of El Salvador and advisor for this research project.

2. **Researchers,** (Claudia del Carmen Lopez Tolentino and José Rodrigo Vásquez González) students of the Modern Languages major: French and English of the University of El Salvador.

3. **Group of Teachers of the FLD who served as a panel of experts,** Lic. Jorge Homero Llanes, Licda. Yvette Henríquez and Lic. Frank Rodríguez.

4. **Group of undergraduate students in their senior (5th) year of the Modern Languages major in 2014,** sixty-two students, divided in nineteen male and forty-three female students who were part of the sample and the instrument was administered to them.

Geographical resources

1. **The Foreign Language Department of the University of El Salvador,** where all the research was carried out, from advisories with Fidel Navidad Morales M E.d. and the administration of the instrument to students who were chosen as the sample.

Financial resources

Assessment	Amount
Printings	$ 35.00
Photocopies	$ 20.00
Paperwork and office supplies	$ 20.00
Transportation	$ 10.50
Internet	$ 10.00

CHAPTER VIII: REFERENCES

Books

- **Alcon Soler E, Safon Jorda P. Intercultural Language Use and Language Learning, PO. Box 17,3300AA Dordrecht, The Netherlands, 2007. p 46**

- **Celce-Murcia, M (1995) Communicative Competence: A Pedagogically Motivated Model with Content Specifications. University of California**

- **Chomsky, N. (1965). Aspects of the theory of Syntax. Boston, Massachusetts: The Massachusetts Institute of Technology**

- **Richards J.C; Rodgers T. (2001) Approaches and Methods in Language Teaching (2nd ed). Cambridge, New York: Cambridge University Press. ISBN 978-0-521-00843-3.**

- **Council of Europe. (2001). Common European Framework of References for Languages: Learning, Teaching, Assessment. Cambridge University Press**

- **Celce-Murcia M. (2001). Language Teaching Approaches: An Overview. Teaching English as a Second or Foreign Language. Los Angeles: University of California.**

Readings

- **Celce-Murcia, M (2001) Language Teaching Approaches: An Overview**

- **Reading #9: Richards, J. C., & Rodgers, T. S. (1986). Approaches and Methods in Language Teaching. CUP, pp 64-86**

Websites

- http://sitemaker.umich.edu/356.kyprianides/social_contextual_factors

- http://zakiyafit.wordpress.com/2012/06/28/language-teaching-approaches-an-overview-marianne-celce-murcia/

CHAPTER IX: APPENDICES

Section A: Documents

Appendix 1: Objectives of the Modern Languages major: French and English of the University of El Salvador, plan approved 2002

Licenciatura en Lenguas Modernas Especialidad Inglés y Francés

CODIGO: L10412

MISIÓN:

Formar profesionales en la enseñanza-aprendizaje de los idiomas extranjeros con una concepción crítica y propositiva, capaces de contribuir al proceso de desarrollo social, educativo, científico, tecnológico y desde una perspectiva humanista coadyuvar a la solución

de los problemas sociopolíticos del país.

OBJETIVOS DE LA CARRERA:

A. Generales
  ➢ Diversificar las opciones de idiomas que se ofrecen actualmente.
  ➢ Ofrecer a estudiantes del Departamento de Idiomas Extranjeros o de otras unidades, una alternativa en la enseñanza de otro idioma además del inglés.
  ➢ Ofrecer continuidad de estudios a nivel de licenciatura a Profesores de inglés y francés en El Salvador.

B. Específicos
  ➢ **Formar profesionales en el dominio de dos lenguas extranjeras.**
  ➢ Combinar el uso de los idiomas con las relaciones públicas.
  ➢ Capacitar profesionales para la enseñanza de dos idiomas: Ingles y Francés

---

Appendix 2: Curriculum of the Modern Languages major: French and English of the University of El Salvador

Ciclo 1	Ciclo 2	Ciclo 3	Ciclo 4	Ciclo 5	Ciclo 6	Ciclo 7	Ciclo 8	Ciclo 9	Ciclo 10
FRI114 – 8 UVs – Francés Intensivo I	FRI214 – 8 UVs – Francés Intensivo II	FRI314 – 8 UVs – Francés Intensivo III	FAV114 – 4 UVs – Francés Avanzado	EOF114 – 4 UVs – Expresión Oral en Francés	FFR114 – 4 UVs – Fonética Francesa	COI114 – 4 UVs – Composición Inglesa I	FYT114 – 4 UVs – El Francés y el Turismo	FTR114 – 4 UVs – El Francés y la Traducción	FYM114 – 4 UVs – Fonología y Morfología Inglesa
IBI114 – 8 UVs – Inglés Básico Intensivo	III114 – 8 UVs – Inglés Intermedio Intensivo I	GIN114 – 4 UVs – Gramática Inglesa I	GFR114 – 4 UVs – Gramática Francesa I	GFR214 – 4 UVs – Gramática Francesa II	LCI114 – 4 UVs – Lectura y Conversación en Inglés I	FYC114 – 4 UVs – El Francés y el Comercio	GAV114 – 4 UVs – Gramática Avanzada	IAL114 – 4 UVs – Introducción a la Lingüística	LTI114 – 4 UVs – Literatura en Inglés I
		III214 – 8 UVs – Inglés Intermedio Intensivo II	GIN214 – 4 UVs – Gramática Inglesa II	IAI214 – 8 UVs – Inglés Avanzado Intensivo II	OEF114 – 4 UVs – Ortografía y Estilística Francesa	ICF114 – 4 UVs – Introducción a la Civilización Francesa	LFR114 – 4 UVs – Literatura Francesa I	LFR214 – 4 UVs – Literatura Francesa II	PERA1 – 0 UVs – Programa Especial de Refuerzo Académico
			IAI114 – 8 UVs – Inglés Avanzado Intensivo I	PRG114 – 4 UVs – Pronunciación en Inglés		LCI214 – 4 UVs – Lectura y Conversación en Inglés II		SNO114 – 8 UVs – Seminario I	SNO214 – 8 UVs – Seminario II
									TRG114 – 0 UVs – PROCESO DE GRADO
PCG114 – 4 UVs – Psicopedagogía I	DGL114 – 4 UVs – Didáctica General I				DIF114 – 4 UVs – Didáctica del Idioma Francés		DII114 – 4 UVs – Didáctica del Idioma Inglés I		DII214 – 4 UVs – Didáctica del Idioma Inglés II
TCI114 – 4 UVs – Teoría de la Comunicación y de la Información I	TCI214 – 4 UVs – Teoría de la Comunicación y de la Información II				RPB114 – 4 UVs – Relaciones Públicas		OPU114 – 4 UVs – Opinión Pública		HDC114 – 4 UVs – Historia de El Salvador y CentroAmérica

110

Appendix 3: Permission to administer the instrument to students, addressed to teachers in charge of the last subjects of Semester 10th

Estimado Lic. Peter Salazar

PRESENTE

Por medio del presente escrito, solicitamos de la manera más atenta y cordial, un espacio aproximado de quince minutos de su clase para pasar el instrumento de nuestro trabajo de graduación.

El objetivo de solicitar un espacio de tiempo en su clase se debe a que nuestro objeto de estudio son las y los estudiantes de 5° año de la Licenciatura en Lenguas Modernas: Especialidad en francés e inglés.

El trabajo de graduación consiste en identificar el grado de la competencia sociocultural en las y los estudiantes de dicha carrera, en forma voluntaria se les solicitara la participación para responder a una encuesta y posteriormente un cuestionario.

De antemano, agradecemos su comprensión y esperando una respuesta positiva a nuestra solicitud, nos despedimos deseando éxitos laborales.

_____
Lic. Fidel Navidad Morales

ASESOR

_____
Claudia del Carmen López Tolentino

CARNET: LT09003

_____
José Rodrigo Vásquez González

CARNET: VG08011

Appendix 4: Feedback provided by the group of Teachers:

1. **Lic. Frank Rodriguez**

2. **Lic. Jorge Homero Llanes**

3. **Licda. Yvette Henriquez**

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

TOPIC:

"The degree of communicative competence, specifically, the socio cultural competence in the target language (L2) of undergraduate students in their senior (5th) year of the Modern Languages Major in the Foreign Language Department of the University of El Salvador in 2014 "

PRESENTED BY
CLAUDIA DEL CARMEN LOPEZ TOLENTINO   LT00903

JOSE RODRIGO VASQUEZ GONZALEZ   VG08011

FIDEL NAVIDAD MORALES, M.Ed.
ADVISOR

Teacher	Francisco Antonio Rodriguez Orqueta.
Observations	The Instrument has been built with suitable questions (items) that are according to what the researchers will Investigate. No observations found.
Date	August 25th/2014.
Signature	*(signature)* rauhodriguez.

MAIN CAMPUS, AUGUST 19TH 2014

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

TOPIC:

"The degree of communicative competence, specifically, the socio cultural competence in the target language (L2) of undergraduate students in their senior (5th) year of the Modern Languages Major in the Foreign Language Department of the University of El Salvador in 2014 "

PRESENTED BY
CLAUDIA DEL CARMEN LOPEZ TOLENTINO   LT00903

JOSE RODRIGO VASQUEZ GONZALEZ   VG08011

FIDEL NAVIDAD MORALES, M.Ed.
ADVISOR

Teacher	Jorge Homero Llanes, M.A.
Observations	Form-related mistakes. Content-related regards: why is this paper related to U.S. alone? Anglo-Saxon cultural patterns need to be extended to England, Canada and other countries which hold similar traditions.
Date	August, 19th, 2014
Signature	*[signature]*

MAIN CAMPUS, AUGUST 19TH 2014

English is spoken as a mother tongue in several countries, and this fact, in my opinion, should imply considering other English-speaking countries.

115

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

TOPIC:

"The degree of communicative competence, specifically, the socio cultural competence in the target language (L2) of undergraduate students in their senior (5th) year of the Modern Languages Major in the Foreign Language Department of the University of El Salvador in 2014 "

PRESENTED BY

CLAUDIA DEL CARMEN LOPEZ TOLENTINO   LT00903

JOSE RODRIGO VASQUEZ GONZALEZ   VG08011

FIDEL NAVIDAD MORALES, M.Ed.
ADVISOR

Teacher	Nelda Yvette Henríquez
Observations	
Date	August 22nd, 2014
Signature	

MAIN CAMPUS, AUGUST 19TH 2014

Appendix 5: Instrument created for this research with the answers corresponding to the final part of it)

University of El Salvador
School of Arts and Sciences
Foreign Language Department

OBJECTIVE**:**
To gather data related to the socio cultural competence of the undergraduate students of the (5th) year of the Modern Languages Major in the Foreign Language Department of The University of El Salvador.

Gratitude: Beforehand, we appreciate your participation and your time in order to respond the following questions.

PART I: *GENERAL DATA*

Gender: Man ☐ Woman ☐

Age: _____

Currently working: Yes ☐ No ☐

Major: Teaching ☐ Communication ☐

Have you ever taken a subject more than once? Yes ☐ No ☐

PART II: *STRATEGIES TO DEVELOP THE SOCIOCULTURAL COMPETENCE.*

Mark with an (X) the option (s) of your preference for each question.

1. Do you know the definition of "Sociocultural Competence"?

   Yes ☐ No ☐

2. Have you ever had the opportunity to travel to the United States?

   Yes ☐ No ☐

3. Do you have communication with native English speakers?

   Yes ☐ No ☐

4. Have you taken any English courses outside the University of El Salvador?

   Yes ☐ No ☐

   If your answer is (YES), mention where and how long?
   _____

5. How often do you use Internet as a tool to inform yourself about social and cultural aspects of the United States?

   Every day ☐ 3 times per week ☐ Weekends only ☐ Never ☐

6. When reading about social and cultural aspects of the United States in order to improve your knowledge of it, what do you prefer the most?

Books ☐   Articles ☐   Newspaper ☐   Magazines ☐   Internet ☐   None ☐

7. How often do you read them?

Every day ☐   3 times per week ☐   Weekends only ☐   Never ☐

8. What kind of programs in English do you watch in order to know more about social and cultural aspects of the United States?

Cartoons ☐   Documentaries ☐   Movies ☐   TV shows ☐   News ☐

9. Do you try to understand the message within the lyrics of your favorite music?

Yes ☐   No ☐

10. Do you practice your English outside the University? Yes ☐   No ☐

If your answer is (YES), who do you practice English with?

Friends ☐   Relatives ☐   Co-workers ☐   Classmates ☐

11. Have you ever worked in the following fields:

Call center ☐   Translator/Interpreter ☐   Teacher ☐   Tour guide ☐

12. In the courses you are currently taking, does your teacher include information related to social and cultural aspects of the United States?

Yes ☐   No ☐

13. According to the following scale, in what level do you consider you are in, regarding your knowledge about social and cultural aspects of the United States?

A little ☐   Some ☐   Alot ☐

14. Do you consider important to acquire social and cultural aspects of United States when learning English?

Yes ☐   No ☐

SECTION 3: THE SOCIOCULTURAL COMPETENCE

The following questions are related to social and cultural aspects of the United States. Read carefully all the items, some of them might be tricky. **Circle** the answer of your preference.

I.   *Social contextual factors in the United States.*

1. What happens when a professor uses a very simple language while explaining something to the students in an American School?
   a) The students are not intelligent enough to understand the topic.
   b) The professor does not have enough vocabulary to express himself
   c) The professor uses easy terms to simplify a complex idea.

2. In a business meeting, do people tend to speak to each other as if they were friends?
   a) Yes, they do tend to speak to each other as if they were friends.
   b) No, they do not tend to speak as if they were friends.
   c) Americans do not do business with friends.

3. When people socialize in a party, what do they try to do?
   a) They engage in a small talk in order to feel comfortable
   b) They begin a small talk in order to avoid being alone and bored.
   c) They share information related to their private lives.

4. What are the most common topics that people talk about when they first meet?
   a) Background information about them (about their life, their work, the weather, currents events, or mutual friends, etc…)
   b) Politics, religion and taboos.
   c) Both answers above are correct.

5. Read the situation: Cindy sends her boyfriend the following text message: *"Hey honey, how was the chemistry class?"*
   In this text message, the adjective ***"honey"*** is wrong because this adjective is only used for women.
   a) True.
   b) False

II. Stylistic appropriateness factors in the United States

1. There are signals of drop in loudness and pitch of an American citizen when you have a conversation with him or her. The signals mentioned before suggest:
   a) You are about to have the chance to speak.
   b) The American shows boredom or detachment about the topic.
   c) The American is a shy person.

2. Read the following dialogue between two friends:

   Roy: "*Hey Tommy, what are you doing?*"

   Tommy: "***I'm just chilling out,*** *and you?*"

   What is Tommy trying to say?
   a) He is cold.
   b) He is getting ready to go out on a date.
   c) He is relaxed.

3. Read the following dialogue between two friends:

   Andy: *How was Beyoncé's Concert?*

   Katie*:"Oh,* ***everybody had a blast.***"

   The expression ***"everybody had a blast"*** means:
   a) There was an explosion in the concert and everybody was injured.
   b) The whole audience had fun and an amazing time.
   c) Everybody had the chance to drink a new beer called "Blast" in the concert for free.

4. You are in a bank standing in line in order to pass with the teller, and suddenly you step on someone's foot accidentally. You will say to that person:
   a) "Oops"
   b) "My bad"
   c) "Watch your step man"

5. A math teacher helped one of his students to solve an exercise. The student says, "*Thank you for helping me".* What would be the answer of the teacher to those words?
   a) "You got it"
   b) "Do not mention it"
   c) "No problem"

III. Cultural factors in the United States

1. What is the attitude of Americans towards a conversation about 9/11?
a) An attitude of proud and happiness
b) An attitude of serving the community
c) An attitude of sadness and melancholy

2. When do people celebrate "Thanksgiving"?
a) The second Wednesday of November
b) The fourth Thursday of November.
c) The last Friday of November

3. One of the most famous speeches in American history ***"I have a dream"*** was said by:
a) Abraham Lincoln
b) Martin Luther King
c) Bill Gates

4. Since the states of California and New York are geographically next to each other, do habitants of the states mentioned above share the same English dialect?
a) Yes, they do share the same English dialect thanks to their geographic position.
b) No, they don't share the same English dialect because they are not next to each other.
c) Yes, they do share the same English dialect although they are not next to each other.

5. If you go to the University and the name of the person in charge of the subject is Walter White, when you have a question during his class, you will address to him in this form:
a) *"Teacher White, I have a question…"*
b) *"Professor White, I have a question…"*
c) *"Walter, I have a question…"*

IV. Non-verbal communicative factors in the United States

1. There is a conversation between Shannon and Michelle, and Shannon does not look into Michelle's eyes while speaking, this means:
   a) Shannon is being rude to Michelle.
   b) Shannon is extremely shy.
   c) The conversation is not interesting for Shannon.

2. When someone says: "*Oh, you wanted sugar not milk*"
   The interjection ***"Oh"*** means:
   a) To be afraid of something.
   b) To realize about something.
   c) To change something.

3. *"My best friend's presentation was the best among the rest, I have two words to describe it: Perfect and Excellent"*
   Based on the information mentioned above, what is the most proper gesture in this case:

Option A	Option B	Option C

4. By the end of a discussion, Charlie apologizes to Jean while he places his hand on his chest. This gesture Charlie has done is because:
   a) He is about to sneeze.
   b) He is being honest to Jean.
   c) He will recite a poem to Jean.

5. Bruce is at the bus stop and it is urgent for him to know what time it is; Bruce roughly touches on somebody's shoulder asking for the time. Bruce's action is:
   a) Appropriate
   b) Inappropriate
   c) Since this is a matter of urgency, his action is acceptable

Answers of the final section of the instrument

Part 1: Social contextual factors in the United States.

1 - C	2- B	3- A	4- A	5- B

Part 2: Stylistic appropriateness factors in the United States.

1 - A	2- C	3- B	4- B	5- B

Part 3: Cultural factors of the United States

1 - C	2- B	3- B	4- B	5- B

Part 4: Non- Verbal communicative factors in the United States

1 - A	2- B	3- C	4- B	5- B

**Appendix 6: Approval of the new topic of the
Investigation**

UNIVERSIDAD DE EL SALVADOR
Facultad de Ciencias y Humanidades
SECRETARÍA

TRANSCRIPCIÓN DE ACUERDO DE JUNTA DIRECTIVA

FECHA : Lunes, 18 de agosto de 2014
PARA : MAESTRO EDGAR NICOLÁS AYALA
Coordinador de Procesos de Graduación
Departamento de Idiomas Extranjeros

ACUERDO No. : 1081
PUNTO : V.14
ACTA No. : 30/2014 (10/2011-10/2015)
FECHA DE SESIÓN : Viernes, 08 de agosto de 2014

Junta Directiva conoció correspondencia con fecha 28 de julio de 2014, enviada por el Maestro Edgar Nicolás Ayala, Coordinador de Procesos de Graduación del Departamento de Idiomas Extranjeros quien solicita modificación de tema de investigación de trabajo de Graduación de los/as bachilleres **JOSÉ RODRIGO VÁSQUEZ GONZÁLEZ** carnet VG-08011, **ANA GABRIELA VALLE GUTIÉRREZ** carnet VG-08010 y **CLAUDIA DEL CARMEN LÓPEZ TOLENTINO** carnet LT-09003, estudiantes en proceso de grado del Departamento de Idiomas Extranjeros. Por lo anterior y con base en las atribuciones que le establece el Art. 32 letra g) de la Ley Orgánica de la Universidad dé El Salvador, con seis votos,

ACUERDA:

a) Autorizar modificación de nombre de tema de investigación de trabajo de graduación presentado por el Maestro Edgar Nicolás Ayala, Coordinador de Procesos de Graduación quien solicita modificación de tema de investigación de trabajo de Graduación de los/as bachilleres **JOSÉ RODRIGO VÁSQUEZ GONZÁLEZ** carnet VG-08011, **ANA GABRIELA VALLE GUTIÉRREZ** carnet VG-08010 y **CLAUDIA DEL CARMEN LÓPEZ TOLENTINO** carnet LT-09003, estudiantes en proceso de grado de dicha Unidad Académica. Según se detalla:

NOMBRE	TEMA APROBADO	TEMA MODIFICADO	DOCENTE ASESOR
JOSÉ RODRIGO VÁSQUEZ GONZÁLEZ VG-08011	The importance of the sociocultural competence in the development of English language proficiency of fourth-year students from Modern Languages Specialty in French and English at the Department of Foreign Languages of the University of El Salvador during the year 2014.	The degree of communicative competence, specifically,the sociocultural competence in the target language (L2) of undergraduate students in their senior (5th) year of the Modern Languages Major in the Foreign Language Department of the University of El Salvador in 2014.	Maestro Fidel Navidad Morales
ANA GABRIELA VALLE GUTIÉRREZ VG-08010			
CLAUDIA DEL CARMEN LÓPEZ TOLENTINO LT-09003			

Lo que hago de su conocimiento para los efectos legales correspondientes.

"HACIA LA LIBERTAD POR LA CULTURA"

MTRO. ALFONSO MEJÍA ROSALES
Secretario

/ac.-

125

Section B: Data results

1. TABLES FOR GENERAL DATA

Table 1: Gender of participants.

Gender	Students	Percentage
Men	19	31%
Women	43	69%
TOTAL	62	100%

Table 2: The ages of the participants of the sample.

AGE		
AGE	**Students**	**Percentage**
21	2	3%
22	16	26%
23	14	23%
24	10	16%
25	6	10%
26	5	8%
27	3	5%
28	1	2%
29	2	3%
30	2	3%
44	1	2%
Total	62	100%

Table 3: Participants who are currently working or not.

CURRENTLY WORKING		
Options	**Students**	**Percentage**
Yes	19	31%
No	43	69%
Total	62	100%

Table 4: Major chosen by the participants.

MAJOR		
Options	**Students**	**Percentage**
Communication	40	65%
Teaching	22	35%
Total	62	100%

Table 5: Participants who have taken a subject more than once.

SUBJECTS TAKEN MORE THAN ONCE		
Options	**Students**	**Percentage**
Yes	40	65%
No	22	35%
Total	62	100%

2. TABLES OF STRATEGIES TO DEVELOP THE SOCIOCULTURAL COMPETENCE

Table 6: If participants know the definition of the sociocultural competence.

DEFINITION OF SOCIOCULTURAL COMPETENCE		
Options	**Students**	**Percentage**
Yes	33	53%
No	29	47%
Total	62	100%

Table 7: Participants who have traveled to the United States.

TRAVEL TO THE UNITED STATES		
Options	**Students**	**Percentage**
Yes	8	13%
No	54	87%
Total	62	100%

Table 8: Participants who have communication with native English speakers.

COMMUNICATION WITH NATIVE ENGLISH SPEAKERS		
Options	**Students**	**Percentage**
Yes	23	37%
No	39	63%
Total	62	100%

Table 9: Participants who have taken English courses outside the University.

COURSES OUTSIDE THE UES		
Options	**Students**	**Percentage**
No	41	66%
Yes	21	34%
Total	62	100%

Table 9.1: Only 34% of participants who have taken English courses in one of the following Language Academies.

LANGUAGE ACADEMIES		
Options	**Students**	**Percentage**
Academia Europea	1	5%
CCSA	4	19%
CENIUES	5	24%
ITCA	1	5%
OCEANO English Academy	1	5%
Others	3	14%
Prolingua Institute	3	14%
Superate program	1	5%
UCA	1	5%
Universidad Don Bosco	1	5%
Total	**21**	**100%**

Table 9.2: Only 34% of participants who have taken English courses and time of study at the Language Academies. (In terms of years)

YEARS IN LANGUAGE ACADEMIES		
Years	**Students**	**Percentage**
0-1 years	5	24%
2-3 years	9	43%
4-5 years	3	14%
N/A	4	19%
Total	**21**	**100%**

Table 10: Participants who use internet as a tool to inform themselves about social and cultural aspects of the United States.

INTERNET AS A TOOL		
Options	**Students**	**Percentage**
3 times per week	7	11%
Every Day	20	32%
Never	20	32%
Weekends only	15	24%
Total	62	100%

Table 11: Participants who read about social and cultural aspects of the United States
*Answers vary because this was a question of multiple choices.

READING ABOUT SOCIAL AND CULTURAL ASPECTS		
Options	**Students**	**Percentage**
Books	17	27.42%
Articles	18	29.03%
Newspaper	6	9.68%
Magazines	30	48.39%
Internet	28	45.16%
None	1	1.61%
Total of options selected	**100**	
Total of students	62	100.00%

Table 11.1: : 100% of participants read about social and cultural aspects of the United States and how often do they do it.

FREQUENCY OF READING		
Options	**Students**	**Percentage**
3 times per week	15	24%
Every Day	11	18%
Never	3	5%
Weekends only	33	53%
Total	**62**	**100%**

Table 12: Participants who watch programs in English ***Answers may vary because this was question of multiple choices.**

PROGRAMS IN ENGLISH		
Options	**Students**	**Percentage**
Cartoons	10	16.13%
Documentaries	30	48.39%
Movies	36	58.06%
TV shows	27	43.55%
News	24	38.71%
Total of options selected	127	
Students	62	100.00%

Table 13: Participants who understand the message within the lyrics of their favorite music.

UNDERSTAND THE MESSAGE WITHIN THE LYRICS OF MUSIC		
Options	**Students**	**Percentage**
Yes	56	90%
No	6	10%
Total	62	100%

Table 14: Participants who practice English outside the university.

PRACTICE ENGLISH OUTSIDE THE UES		
Options	**Students**	**Percentage**
Yes	44	71%
No	18	29%
Total	62	100%

Table 14.1: Only 71% of students who do practice English outside the university ***This was a question of multiple choices.**

71% of students who practice English outside the university with:		
Options	**Students**	**Percentage**
Friends	23	40%
Relatives	9	16%
Co-workers	15	26%
Classmates	10	18%
Total of options selected	57	100%

Table 15: Participants who have already worked in one or more particular fields.

HAVING WORKED IN A FIELD		
Options	**Students**	**Percentage**
Yes	44	71%
No	18	29%
Total	62	100%

Table 15.1: 71% of participants who have already worked.* **This was a question of multiple choices.**

71% of students who have worked in the following fields:		
Options	**Students**	**Percentage**
Call center	17	28%
Translator/Interpreter	12	20%
Teacher	30	50%
Tour guide	1	2%
Total of options selected	60	100%

Table 16: Participants who think that teachers include information about social and cultural aspects of the United States.

TEACHERS INCLUDE INFORMATION ABOUT SOCIAL AND CULTURAL ASPECTS		
Options	**Students**	**Percentage**
Yes	33	53%
No	29	47%
Total	62	100%

Table 17: Participants with their scale of knowledge about social and cultural aspects of the United States.

SCALE OF KNOWLEDGE		
Options	**Students**	**Percentage**
A little	14	23%
A lot	4	6%
Some	44	71%
Total	**62**	**100%**

Table 18: Participants who consider important to acquire social and cultural aspects of the
United States.

IMPORTANT TO ACQUIRE SOCIAL AND CULTURAL ASPECTS		
Options	**Students**	**Percentage**
Yes	56	90%
No	6	10%
Total	**62**	**100%**

3. TABLES OF THE STRATEGIES STUDENTS USE ACCORDING TO THE SCALES OF THE SOCIOCULTURAL COMPETENCE (ELEMENTARY, INTERMEDIATE-LOW, INTERMEDIATE-MID AND ADVANCED*)*

Table 19: Strategy Nº 1: *Students who have traveled to the United States* with the scales of the sociocultural competence.

13% OF STUDENTS WHO HAVE TRAVELED TO THE UNITED STATES.

SCALE	TRAVEL TO THE UNITED STATES				TOTAL	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	1	12.50%	0	0%	1	12.50%
Intermediate-low (6-10 pts)	0	0.00%	10	19%	0	0.00%
Intermediate-mid (11-15 pts)	5	62.50%	32	59%	5	62.50%
Advanced (16-20 pts)	2	25.00%	12	22%	2	25.00%
Total	8	100%	54	100%	**8**	**100%**

Table 20: Strategy Nº 2: *Students who have communication with native English speakers* with the scales of the sociocultural competence.

37% OF STUDENTS WHO HAVE COMMUNICATION WITH ENGLISH NATIVE SPEAKERS.

SCALE	COMMUNICATION WITH NATIVE SPEAKERS				TOTAL	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	1	4%	0	0%	1	4.35%
Intermediate-low (6-10 pts)	3	13%	7	18%	3	13.04%
Intermediate-mid (11-15 pts)	14	61%	23	59%	14	60.87%
Advanced (16-20 pts)	5	22%	9	23%	5	21.74%
Total	23	100%	39	100%	**23**	**100%**

Table 21: Strategy Nº 3: *Students who have taken English courses outside the University* with the scales of the sociocultural competence.

34% OF STUDENTS WHO HAVE TAKEN ENGLISH COURSES OUTSIDE THE UNIVERSITY

SCALE	ENGLISH COURSES TAKEN OUTSIDE				TOTAL	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	1	5%	0	0%	1	4.76%
Intermediate-low (6-10 pts)	5	24%	5	12%	5	23.81%
Intermediate-mid (11-15 pts)	10	48%	27	66%	10	47.62%
Advanced (16-20 pts)	5	24%	9	22%	5	23.81%
Total	21	100%	41	100%	**21**	**100%**

Table 21.1: The classification of students who have taken courses in different language academies with the scales of the sociocultural competence.

ACADEMY	ELEMENTARY (1-5 PTS)	INTERMEDIATE-LOW (6-10 PTS)	INTERMEDIATE-MID (11-15 PTS)	ADVANCED (16-20 PTS)	TOTAL	%
Academia Europea			1		1	5%
CCSA			2	2	4	19%
CENIUES		2		3	5	24%
ITCA			1		1	5%
OCEANO			1		1	5%
Others		2	2		4	19%
Prolingua Institute	1		1		2	10%
Superate program			1		1	5%
UCA			1		1	5%
Universidad Don Bosco			1		1	5%
Total	1	4	11	5	**21**	**100%**

Table 22: Strategy Nº 4: *Students who read about social and cultural aspects of the United States* with the scales of the sociocultural competence.

98.4% OF STUDENTS WHO READ ABOUT SOCIAL AND CULTURAL ASPECTS OF THE UNITED STATES

SCALE	READ ABOUT SOCIAL AND CULTURAL ASPECTS OF THE UNITED STATES				TOTAL	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	1	2%	0	0%	1	2%
Intermediate-low (6-10 pts)	10	16%	0	0%	10	16%
Intermediate-mid (11-15 pts)	36	59%	1*	100%	36	59%
Advanced (16-20 pts)	14	23%	0	0%	14	23%
Total	61	100%	1	100%	**61**	**100%**

1* = This is the only student who does not read anything about social and cultural aspects of the United States.

Table 22.1: The classification of students who selected at least one resource of the following options and the scales of the sociocultural competence *This was a question of multiple choices.**

READ ABOUT SOCIAL AND CULTURAL ASPECTS OF THE UNITED STATES											
SCALE / OPTIONS	Books	%	Articles	%	Newspaper	%	Magazines	%	Internet	%	None	%
Elementary (1-5 pts)	0	0%	0	0%	0	0%	1	3%	0	0%	0	0%
Intermediate-low (6-10 pts)	2	12%	2	11%	0	0%	4	13%	6	21%	0	0%
Intermediate-mid (11-15 pts)	10	59%	14	78%	5	83%	16	53%	13	46%	1	100%
Advanced (16-20 pts)	5	29%	2	11%	1	17%	9	30%	9	32%	0	0%
Total	**17**	**100%**	**18**	**100%**	**6**	**100%**	**30**	**100%**	**28**	**100%**	**1**	**100%**

Table 23: Strategy Nº 5: Students who watch different TV programs and scales of the sociocultural competence. *__This was a question of multiple choices.__

100% OF STUDENTS WATCH DIFFERENT KINDS OF TV PROGRAMS

SCALE/PROGRAMS	Cartoons	%	Documentaries	%	Movies	%	TV Shows	%	News	TOTAL	TOTAL OF PERCENTAGES
Elementary (1-5 pts)	0	0%	1	3%	0	0%	1	4%	1	4%	2%
Intermediate-low (6-10 pts)	2	20%	3	10%	9	25%	3	11%	3	13%	16%
Intermediate-mid (11-15 pts)	6	60%	21	70%	17	47%	15	56%	16	67%	60%
Advanced (16-20 pts)	2	20%	5	17%	10	28%	8	30%	4	17%	22%
Total	10	100%	30	100%	36	100%	27	100%	24	100%	100%

Table 24: Strategy Nº 6: Students who try to understand the message within the lyrics of music with the scales of the sociocultural competence.

90% OF STUDENTS WHO TRY TO UNDERSTAND THE MUSIC

SCALE	UNDERSTAND THE MUSIC				Total	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	0	0%	1	17%	0	0%
Intermediate-low (6-10 pts)	8	14%	2	33%	8	14%
Intermediate-mid (11-15 pts)	35	63%	2	33%	35	63%
Advanced (16-20 pts)	13	23%	1	17%	13	23%
Total	56	100%	6	100%	**56**	**100%**

Table 25: Strategy Nº 7: *Students who practice English outside the University with the scales of the sociocultural competence.*

71% OF STUDENTS WHO PRACTICE ENGLISH OUTSIDE THE UNIVERSITY

SCALE	PRACTICE ENGLISH OUTSIDE THE UES				TOTAL	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	10	23%	4	22%	10	22.73%
Intermediate-low (6-10 pts)	1	2%	0	0%	1	2.27%
Intermediate-mid (11-15 pts)	7	16%	3	17%	7	15.91%
Advanced (16-20 pts)	26	59%	11	61%	26	59.09%
Total	44	100%	18	100%	**44**	**100%**

Table 25.1: Students who practice their English outside the University with the scales of the sociocultural competence. ***This was a question of multiple choices**.

SCALE	FRIENDS	%	RELATIVES	%	CO-WORKERS	%	CLASSMATES	%
Elementary (1-5 pts)	0	0%	0	0%	1	7%	0	0%
Intermediate-low (6-10 pts)	4	17%	1	11%	0	0%	3	30%
Intermediate-mid (11-15 pts)	17	74%	5	56%	10	67%	5	50%
Advanced (16-20 pts)	2	9%	3	33%	4	27%	2	20%
Total	23	100%	9	100%	15	100%	10	100%

Table 26: Strategy Nº 8: *Students who have worked in different fields with the scales of the sociocultural competence.*

71% OF THE STUDENTS WHO HAVE WORKED IN DIFFERENT WORK FIELDS

SCALE	HAVING WORKED IN DIFFERENT FIELDS				TOTAL	
	Yes		No			
	N°	%	N°	%	N	%
Elementary (1-5 pts)	1	2%	0	0%	1	2.27%
Intermediate-low (6-10 pts)	6	14%	4	22%	6	13.64%
Intermediate-mid (11-15 pts)	28	64%	9	50%	28	63.64%
Advanced (16-20 pts)	9	20%	5	28%	9	20.45%
Total	44	100%	18	100%	**44**	**100%**

Table 26.1: Different work fields where students have worked with the scales of the sociocultural competence. ***This was a question of multiple choices**.

SCALE	CALL CENTER	%	TRANSLATOR / INTERPRETER	%	TEACHER	%	TOUR GUIDE	%
Elementary (1-5 pts)	1	6%	0	0%	1	3%	0	0%
Intermediate-low (6-10 pts)	0	0%	2	17%	4	13%	0	0%
Intermediate-mid (11-15 pts)	11	65%	6	50%	21	70%	0	0%
Advanced (16-20 pts)	5	29%	4	33%	4	13%	1	100%
Total	17	100%	12	100%	30	100%	1	100%

4. THE EFFECTIVENESS OF THE STRATEGIES THAT STUDENTS USE TO DEVELOP THE SOCIOCULTURAL COMPETENCE WITH THE DIFFERENT SCALES.

Table 27: The most effective work field.

50% OF STUDENTS WHO HAVE WORKED AS A "TEACHER" (THIRTY STUDENTS)

THE MOST EFFECTIVE WORK FIELD		
Scale	**Students**	**Percentage**
Elementary (1-5 pts)	1	3%
Intermediate-low (6-10 pts)	4	14%
Intermediate-mid (11-15 pts)	21	70%
Advanced (16-20 pts)	4	13%
Total	**30**	**100%**

5. AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE OF MALE, FEMALE AND THE SAMPLE.

Table 28: Score of male students.

Score of male students	
17	13
10	12
15	15
13	15
9	5
17	14
16	14
15	15
14	15
	16
Average	**13.68**

This table shows the average score of the twenty questions of the final section of the Instrument that male students reached, it is: 13.68.

This average (13.68) is now turning into a grade of 10:

13.68 x 10 / 20 = **6.8**

Score of female students			
17	8	14	11
14	16	17	13
15	17	10	11
16	8	15	13
17	15	14	10
14	14	6	13
12	16	15	16
13	16	15	
9	11	16	
12	8	13	
14	12	10	
12	13	11	
Average			**13.07**

The table above shows that the average score of the twenty questions of the final section of the Instrument that female students reached, it is: 13.07

This average (13.07) is now turning into a grade of 10:

13.07 x 10 / 20 = **6.5**

Score of the sample			
17	17	6	17
14	8	10	16
15	15	15	15
16	14	15	14
17	16	16	13
14	16	13	10
12	11	10	12
13	8	11	15
9	12	11	15
12	13	13	5
14	14	11	14
12	17	13	14
17	10	15	13
8	15	13	15
16	14	9	16
			15
			16
Average			**13.26**

The average score of the twenty questions of the final section of the Instrument that the sample reached is: 13.26, as the table above shows it.

This average (13.26) is now turning into a grade of 10:

13.26 x 10 / 20 = **6.6**

6. AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE AND SCORE OF EVERY COMPONENT OF THE SOCIOCULTURAL COMPETENCE OF MALE STUDENTS.

Table 31: Score of male students in component 1: Social Contextual Factors.

Score of male students in component 1: Social Contextual Factors		
5	5	5
2	4	2
3	4	3
4	3	5
3	5	5
5	4	4
		5
Average		**4**

The table above shows that the average score of the first component: Social Contextual Factors that male students reached, it is: 4.

In terms of percentage this means:

4 x 100% / 5 = **80%**

Table 32: Score of male students in component 2: Stylistic Appropriateness Factors.

Score of male students in component 2: Stylistic Appropriateness Factors		
4	3	3
2	4	0
4	3	4
3	3	2
2	3	4
5	3	5
		4
Average		**3.21**

The table above shows that the average score of the second component: Stylistic Appropriateness Factors that male students reached, it is: 3.21.

In terms of percentage this means:

3.21 x 100% / 5 = **64.2%**

Table 33: Score of male students in component 3: Cultural Factors.

Score of male students in component 3: Cultural Factors		
5	3	5
3	4	1
5	3	4
3	4	3
2	1	3
5	4	2
		4
Average		**3.37**

The table above shows that the average score of the third component: Cultural Factors that male students reached, it is: 3.37.

In terms of percentage this means:

3.37x 100% / 5 = **67.4%**

Table 34: Score of male students in component 4: Non-Verbal Communicative Factors.

Score of male students in component 4: Non-Verbal Communicative Factors		
3	5	2
3	3	2
3	4	3
3	3	4
2	3	3
2	4	4
		3
Average		**3.11**

The table above shows that the average score of the fourth component: Non-Verbal Communicative Factors that male students reached, it is: 3.11.

In terms of percentage this means:

3.11x 100% / 5 = **62.2%**

7. AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE AND SCORE OF EVERY COMPONENT OF THE SOCIOCULTURAL COMPETENCE OF FEMALE STUDENTS.

Table 35: Score of female students in component 1: Social Contextual Factors.

Score of female students in component 1: Social Contextual Factors			
5	2	4	4
5	5	4	4
4	5	3	5
4	3	4	5
4	5	5	3
3	5	4	5
4	5	4	3
5	5	4	
3	3	5	
4	4	4	
5	3	4	
4	2	3	
Average			**4.05**

The table above shows that the average score of the first component: Social Contextual Factors that female students reached, it is: 4.05.

In terms of percentage this means:

4.05 x 100% / 5 = **81%**

Table 36: Score of female students in component 2: Stylistic Appropriateness Factors.

Score of female students in component 2: Stylistic Appropriateness Factors			
4	2	3	2
3	2	4	3
4	4	3	2
4	2	3	3
5	4	2	1
3	3	1	3
2	4	3	3
3	4	4	
2	3	4	
3	1	4	
4	3	2	
1	5	3	
Average			**2.98**

The table above shows that the average score of the second component: Stylistic Appropriateness Factors that female students reached, it is: 2.98.

In terms of percentage this means:

2.98 x 100% / 5 = **59.6%**

Table 37: Score of female students in component 3: Cultural Factors.

Score of female students in component 3: Cultural Factors			
4	2	4	2
3	4	5	3
3	5	3	2
5	2	4	3
4	4	3	1
4	3	1	2
3	4	5	5
3	4	4	
1	2	3	
3	1	2	
3	4	3	
3	4	2	
Average			**3.14**

The table above shows that the average score of the third component: Cultural Factors

that female students reached, it is: 3.14.

In terms of percentage this means:

3.14 x 100% / 5 = **62.8%**

Table 38: Score of female students in component 4: Non-Verbal Communicative Factors.

Score of female students in component 4: Non-Verbal Communicative Factors			
4	2	3	3
3	5	4	3
4	3	1	2
3	1	4	2
4	2	4	5
4	3	0	3
3	3	3	5
2	3	3	
3	3	4	
2	2	3	
2	2	1	
4	2	3	
Average			**2.91**

The table above shows that the average score of the fourth component: Non-Verbal Communicative Factors that female students reached, it is: 2.91.

In terms of percentage this means:

2.91 x 100% / 5 = **58.2%**

8. AVERAGE GRADE OF THE SOCIOCULTURAL COMPETENCE AND SCORE OF EVERY COMPONENT OF THE SOCIOCULTURAL COMPETENCE OF THE SAMPLE

<u>**Table 39**</u>: Score of the sample in component 1: Social Contextual Factors.

Score of the sample in component 1: Social Contextual Factors			
5	5	4	5
5	3	2	5
4	5	4	4
4	5	4	4
4	5	5	3
3	5	4	3
4	3	4	5
5	4	3	4
3	3	4	5
4	2	4	2
5	4	5	3
4	4	5	5
5	3	3	5
2	4	4	5
5	5	3	3
			4
			5
Average			**4.03**

The table above shows that the average score of the first component: Social Contextual Factors that the sample reached, it is: 4.03.

In terms of percentage this means:

4.03 x 100% / 5 = **81%**

Table 40: Score of the sample in component 2: Stylistic Appropriateness Factors.

Score of the sample in component 2: Stylistic Appropriateness Factors			
4	4	1	5
3	2	2	3
4	4	3	4
4	3	4	3
5	4	4	3
3	4	4	1
2	3	2	3
3	1	3	3
2	3	2	3
3	5	3	0
4	3	2	4
1	4	3	2
4	3	4	3
2	3	3	4
2	2	2	3
			5
			4
Average			**3.05**

The table above shows that the average score of the second component: Stylistic Appropriateness Factors that the sample reached, it is: 3.05.

In terms of percentage this means:

3.05 x 100% / 5 = **61%**

Table 41: Score of the sample in component 3: Cultural Factors.

Score of the sample in component 3: Cultural Factors			
4	5	1	5
3	2	3	3
3	4	5	4
5	3	4	3
4	4	3	4
4	4	2	1
3	2	3	1
3	1	2	4
1	4	2	5
3	4	3	1
3	4	2	4
3	5	3	3
5	3	5	2
2	4	3	3
4	3	2	5
			2
			4
Average			**3.21**

The table above shows that the average score of the third component: Cultural Factors that the sample reached, it is: 3.21.

In terms of percentage this means:

3.21 x 100% / 5 = **64%**

Table 42: Score of the sample in component 4: Non-Verbal Communicative Factors.

Score of the sample in component 4: Non-Verbal Communicative Factors			
4	3	0	2
3	1	3	5
4	2	3	3
3	3	3	4
4	3	4	3
4	3	3	5
3	3	1	3
2	2	3	4
3	2	3	2
2	2	3	2
2	3	2	3
4	4	2	4
3	1	3	3
2	4	3	3
5	4	2	5
			4
			3
Average			**2.97**

The table above shows that the average score of the fourth component: Non-Verbal

Communicative Factors that the sample reached, it is: 2.97.

In terms of percentage this means:

2.97 x 100% / 5 = **59.4%**

Table 43: The degree students have reached of the sociocultural competence.

THE DEGREE OF THE SOCIOCULTURAL COMPETENCE		
SCALE	**STUDENTS**	**PERCENTAGE**
Elementary (1-5 pts)	1	2%
Intermediate-low (6-10 pts)	10	16%
Intermediate-mid (11-15 pts)	37	60%
Advanced (16-20 pts)	14	23%
TOTAL	62	100%

Section C: Figures.

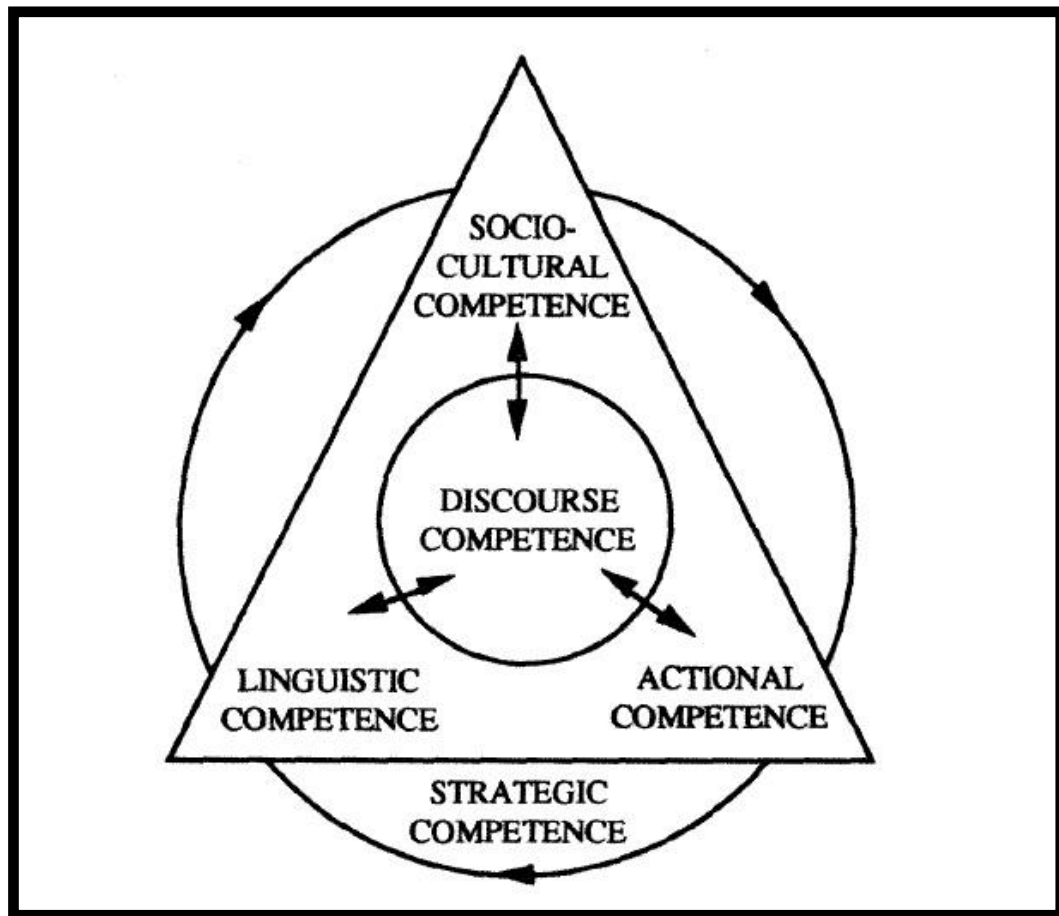**Figure 1: Schematic representation of Communicative Competence.**

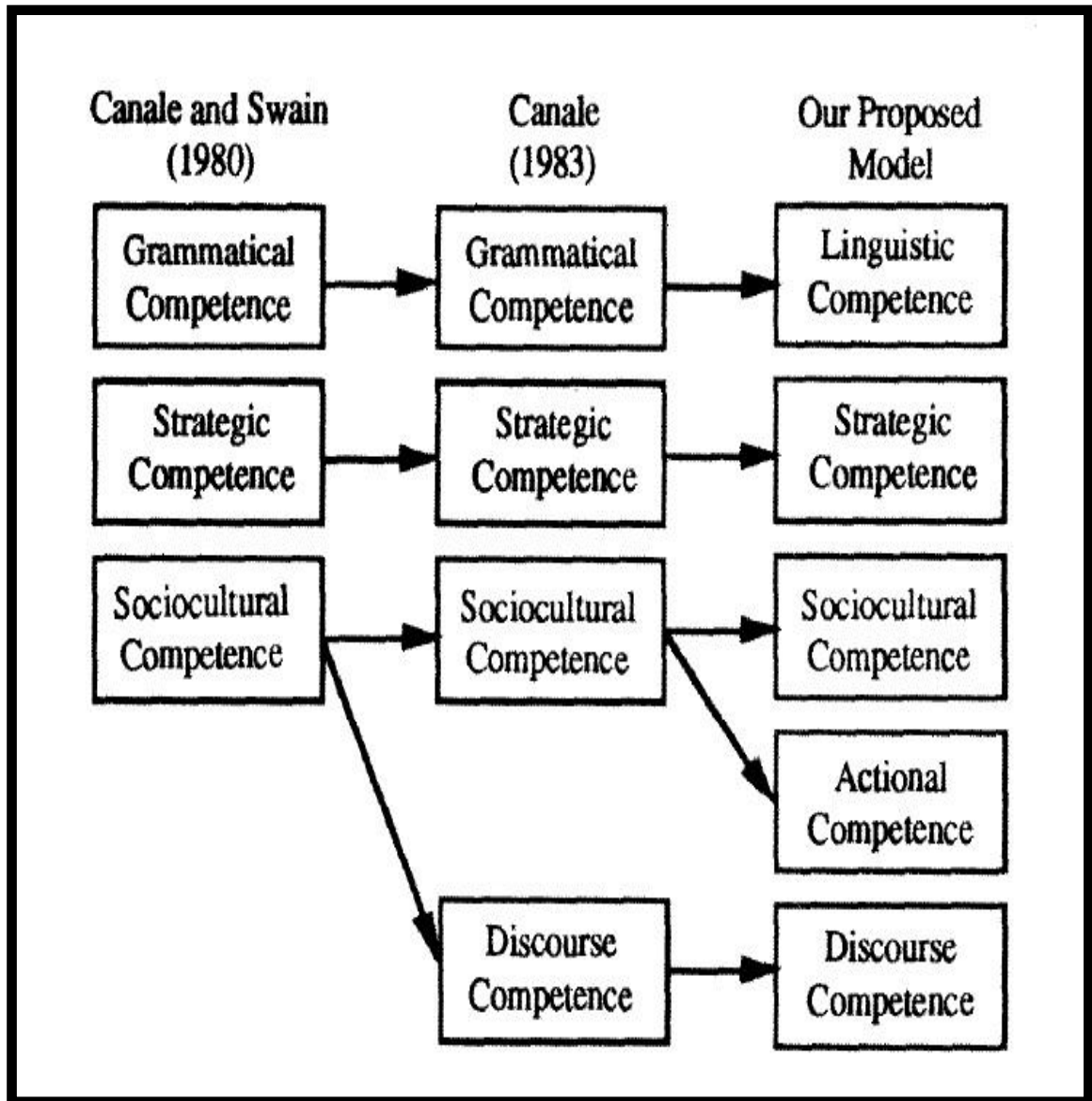**Figure 2: Chronological evolution of the Proposed Model.**

Figure 3: Components of the Sociocultural Competence.

Table 4. Suggested Components of Sociocultural Competence

SOCIAL CONTEXTUAL FACTORS
- Participant variables
  - age, gender, office and status, social distance, relations (power and affective)
- Situational variables
  - time, place, social situation

STYLISTIC APPROPRIATENESS FACTORS
- Politeness conventions and strategies
- Stylistic variation
  - degrees of formality
  - field-specific registers

CULTURAL FACTORS
- Sociocultural background knowledge of the target language community
  - living conditions (way of living, living standards); social and institutional structure; social conventions and rituals; major values, beliefs, and norms; taboo topics; historical background; cultural aspects including literature and arts
- Awareness of major dialect or regional differences
- Cross-cultural awareness
  - differences; similarities; strategies for cross-cultural communication

NON-VERBAL COMMUNICATIVE FACTORS
- Kinesic factors (body language)
  - discourse controlling behaviors (non-verbal turn-taking signals)
  - backchannel behaviors
  - affective markers (facial expressions), gestures, eye contact
- Proxemic factors (use of space)
- Haptic factors (touching)
- Paralinguistic factors
  - acoustical sounds, nonvocal noises
- Silence