Influence on Socio-Economic Variation in the Learning of English on the Sixth Semester

Students (Period 2021-I) of the Bachelor in Modern Languages English and French

Universidad del Cauca, Sede Santander de Quilichao

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Bachelor's degree to opt for the title of

Licenciado en Lenguas Modernas Inglés y Francés

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Approval Date

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In first place, I want to say thanks to God and my family for giving me the support, love, the encourage and the patience for having me as a daughter and being the person who I am. In second place, I had to thank our chairperson Edwin Parra, he was the guide for this research and the ones who believed we could make this possible, thank you, teacher. In third place, I want to thank my partners, we had our hard and great times in this, but now, we have our reward and we improved a lot in our skills; thank you colleagues, another step completed. And finally, I want to thank my friends and the rest of people for being all the time there, their advises and support made us better people.

Lizeth Dayana Otero O.

Abstract

In the following research project is intended to know and achieve through the general and specific objectives the influence that social and economic realities have in the English learning process of the students from the sixth semester of Modern Languages Program in the University of Cauca. In addition, this study was also carried out to corroborate that this topic's nature is based on sociolinguistics, where there was also research about previous studies related to this idea in order to have multiple sources that can actually prove the truthfulness and essence of the research made above.

A descriptive quantitative methodology was established by means of surveys, made to 18 students concluding a great influence of the socioeconomic factor on the students of the program, as achieving that the results found the type of influences that this relationship of socioeconomic variation and learning English as a foreign language has. These influences are based on technological, social, economic, ethnic and academic aspects. Finally, recommendations are specified at the methodological, academic and practical level for a future continuation and variation of the idea of this project.

Résumé

Dans le projet de recherche suivant est destiné à connaître et atteindre à travers les objectifs généraux et spécifiques de l'influence que des aspects sociale et économique ont dans le processus d'apprentissage de l'anglais des étudiants du sixième semestre du programme de langues modernes à l'Universidad del Cauca. En outre, cette étude a également été réalisée pour confirmer que la nature de ce sujet est basée sur la sociolinguistique, où il y avait aussi des

recherches sur des études antérieures liées à cette idée afin d'avoir de multiples sources qui peuvent prouver la véracité et l'essence de la recherche faite ci-dessus.

Une méthodologie quantitative descriptive a été établie au moyen d'enquêtes, avec les nombre d'étudiants de langues concluant une grande influence du facteur socioéconomique sur les étudiants du programme, en réalisant que les résultats obtenus nous montrent le type des influences de cette relation de la variation socioéconomique et l'apprentissage de l'anglais comme langue étrangère a. Ces influences sont fondées sur des aspects technologiques, sociaux, économiques, ethniques, universitaires. Enfin, des recommandations sont précisées au niveau méthodologique, académique et pratique pour une future continuation et variation de l'idée de ce projet.

Resumen

En el siguiente proyecto de investigación se pretende conocer y lograr a través de los objetivos generales y específicos la influencia social y económica que tienen en el proceso de aprendizaje de inglés los estudiantes de sexto semestre del Programa de Lenguas Modernas de la Universidad del Cauca. Además, éste estudio también se llevó a cabo para corroborar que la naturaleza de este tema se basa en la sociolingüística, donde también hubo investigaciones sobre estudios anteriores relacionados con esta idea con el fin de tener múltiples fuentes que realmente pueden demostrar la veracidad y la esencia de la investigación realizada anteriormente.

Se estableció una metodología cuantitativa descriptiva por medio de encuestas, con un cierto número de estudiantes concluyendo una gran influencia del factor socioeconómico en los estudiantes del programa, logrando que los resultados encontrados nos muestra el tipo de influencias que tiene esta relación de variación socioeconómica y aprendizaje del inglés como

lengua extranjera. Estas influencias se basan en aspectos tecnológicos, sociales, económicos, étnicos, académicos y familiares. Finalmente, se especifican recomendaciones a nivel metodológico, académico y práctico para una futura continuación y variación de la idea de éste proyecto.

Keywords: social variation, students, learning, English, sociolinguistics, sociocultural.

Content

Introduction

Learning a second language became a key objective in all social contexts, as it has become a relevant piece to establish knowledge and communication gaps between other 5 speakers, in addition to giving the individual a connection to another culture other than the maternal one. However, it is necessary to understand whether or not there are factors that facilitate the learning of a second language and whether they are influential positive or negative, as explained by the author Lopez et al., (2014) where he speculates that when embarking on learning a new language, it may be necessary to consider whether within the social context and its previous academic development have been variants, which in some way or another were part of its development in the foreign language, and that this process addresses a greater understanding of the new culture and relationship with English speakers.

Part of the mission of the Bachelor's Degree in Modern English-French Languages (PLLMIF) of the Universidad del Cauca aims at the comprehensive development of students as future teachers and involves not only optimal language management, but as humans capable of helping the transformation of society, starting from the student environment, as this goal is explained, the educative process encompases a variety of views, referring to pedagogical and humanistic approaches, just as the mission explains, "Acorde con su labor educativa y con la misión de la institución a la cual pertenece, busca el desarrollo profesional y social del estudiante mediante la implementación de procesos investigativos que conlleven a la consolidación de conocimientos específicos, pedagógicos y socio humanísticos, útiles para la formación de seres humanos idóneos y creativos." Aiming to personal purposes and goals of each student, where it

is possible to build a wholesome being, in this case as a teacher as one more helper in the world, contributing to the world's constant change.

It should be noted that, throughout the learning of a foreign language such as English in the educational environment, the future subjects have the possibility to find components that could in some way harm this process. One of them is the social variation, defined by Pinillos (2008) "The social or diastatic variation recognizes the different characteristics in speech according to the sociocultural strata, such as age, culture, gender, profession, among others, within a linguistic community" (n.p). As the previous quote lets us know that there are factors that have a part in social phenomena, in this case in terms of linguistics, which pretends as well to contribute to academic research in the Caucano Alma Mater, regarding students wellbeing.

In this way, the research aims to find and describe the characteristics of the possible influence of economic social variation in the learning of English, which was executed in the Universidad del Cauca with students of the sixth semester, of the Bachelor's Degree in Modern Languages English and French period 2021-1. For this research, a descriptive quantitative approach was used, since the process of this study collected quantitative data through the main characteristics of the subjects. By this way it was possible to obtain detailed and accurate information.

Within the methodology it was necessary to analyze and understand specific details of a subject and a community in order to get and to establish an influence (in this case) of the mentioned variations with the sixth semester students. During the journey that the methodology used, a few steps were carried out for the purpose of the primary to handle in a correct, orderly and sequential way the data; among them: the selection of the participants, the informed consent, and the survey as a study tool.

For the implementation of this process, it was necessary to use a survey, which was semi-structured. It involved open questions and multiple-choice questions, which usually the subjects to study had to answer on a mandatory basis, but they were supported by the researchers if there was a concern or difficulty at anytime. It should be noted that despite the situation that was being faced due to Covid-19 Pandemic, the process of conducting the survey was carried out through Google Forms; in those terms any information via email or other resources that might have been required during the research.

Problem Statement

Nowadays, we find ourselves in a globalized world that allows us to connect with people from all over by the use of technological advances, just for telling a short example. As a result, the importance of learning a foreign language like English has been reflected. English is one of the main languages in the world, there are several countries that teach or work with it, as well as a mother tongue or second language, and people who learn this language as a hobby or need. Due to the process of globalization where every day this language takes more strength, there are university careers, bilingual schools, language institutes, etc.; which makes the acquisition of this foreign language easier for some people, by means of strengthening academic and cultural exchange programs where experiences and knowledge can be shared.

One of these universities that have included in their undergraduate careers the learning of English in a professional way is the Universidad del Cauca, which since 2013, has incorporated in the Santander de Quilichao Branch the Bachelor's Degree in Modern Languages English and French; this way the individual has a closer approach with the English which is a foreign language and understand for the first time with a language that in public schools is not taught as the French language, in addition to having a pedagogical training, linguistics and ethics within the Bachelor's Degree.

By understanding and learning more about the environment, context, and experience within the degree, it was opportune to carry out research that was related to social and economic variables, that develop and establish needs and interests by carrying out a recognition 9 that as mentioned by Areiza et al., (2004) are represented by the social strata, which are nothing more than economic, ethnic and reputation rankings within different cultures.

At the region-wide level, due to this, it can be found different cultures, social strata, ways of living, accents, among others. In Colombia, like many other Latin American or third world territories, in the Regionalization headquarters, there are numerous forms/manifestations of social variation since, mainly, there are students from all over Southwestern Colombia and different studies have shown that social and monetary conditions have an influence on a student's learning. According to the research Socioeconomic factors that influence the learning of English in high school students in Colombia 2016-2018, Guerrero & Cubides (2019) conclude that according to the economic position of the students (1, 2, 3), they cannot exceed the basic levels implicit in the English subject (A-, A1, A2), because they are students who do not have sufficient financial resources to have access to a private institution where a high level of foreign language teaching prevails and where the family does not have the means to help in their learning process.

The ideas related to the learning process and other difficulties are some of the circumstances students may experience during their journey in the university. However, as a student community, there has not been any involvement/ engagement proposed by the university and its departments (bienestar, vicerrectoria, semilleros) dedicated to study the backgrounds of students nor has made any pronouncement regarding those different situations.

In perspective, this research aims to internalize a search between economic social variation and learning a second language (ENGLISH), depending on the factors that arise during the investigation procedure. In fact, it is necessary to be clear and bear in mind that there are certain concepts that will allow a better understanding of what is being done, in order to know what is happening with the students of the program. As a result, the following question had been asked:

What is the influence of the Economic social variation in the learning of English on the students of the sixth semester of the program Bachelor's Degree in Modern Languages English and French, Santander de Quilichao in the learning of a foreign language.

Rationale

The main purpose of this project is the innovation, it brings to the Language Program, due to is necessary to seek for the first time a new research route that involves knowing how the learning process is, making them realize the different factors that can influence their learning, through the discovery and reflection that not only they but we as researchers will develop in this experience.

We must bear in mind that Santander de Quilichao is a small town that has been home to one of the Universidad del Cauca branches for about 7 years, in which there have been problems related not only to the physical structure but also to some social aspects too. This town is known for being hugely affected by the guerilla and gangsters who have disturbed the peace of the town. In cultural matters, Santander also has wide diversity that includes arts, foods, ethnic groups from all social classes, highlighting the indigenous and Afro- Colombian communities.

All of them make Santander the multicultural town it is recognized for. Furthermore, the new information provided by this project goes for the social contexts of the students, the different places they come from as well as their culture and the data obtained by the sociolinguistics research, as Nisa (2019) explained in his definition: the sociolinguistics is a category of the linguistics, which is the responsible of the relation between language and society, because they have a dependency each other; whilst this works with the behaviour, social context where the language is involved, in order to find the factors, which can help or not to develop the language.

This reason is joined to the fact that our alma mater has been growing and hosts more students in comparison to the previous year; therefore, more people from more places of

Colombia are becoming part of this process, where they can achieve a strong aptitude and attitude through practice, theory and social capabilities. Likewise, this project pretends to make the program and the people on it to be aware of the possible situations that can emerge because of this research and its purpose which goes around the social factors that shall be considered when someone signs up in college; while involving the contexts, conditions, and the way they might have a role in the acquisition of a new language highlighting the oral skill. In the same way, this includes the experiences of the researchers in their own processes, taking into account that they belong to different departments of the country even though it is not fair, there are several cultural differences in their dialects as well.

This research not only provides information, data, analysis, to the modern languages program, but also allows to other disciplines to be part of this, whilst each one of them can be found in it, in order to show the reality of the students, the impact that each discipline (linguistics, psychology and health) has on them and the possible solutions through this process. According to this, teachers and students could help in the body of this research not only by obtaining more ideas, new knowledge and providing meaningful data and analysis, but also by noticing how important, interesting, recent work can be to our colleagues and the university.

Objectives

General Objective

To describe the influence of the socio-economic in the learning of English on the students of the sixth semester of the Bachelor's Degree in Modern Languages English and French, Santander de Quilichao in the learning of a foreign language.

Specific Objectives

1. To identify the socio-economic variation found in the sixth semester students of the Bachelor's Degree in Modern Languages English and French, Santander de Quilichao.

2. To express the conditions that students experience in relation to socioeconomic variation when learning and interacting in the second language.

3. To examine the relation between socio-economic variations and the learning of English in sixth-semester students.

Previous Studies

International Studies.

Factores sociales en el aprendizaje de un segundo idioma: el caso de la sede

del pacífico de la Universidad de Costa Rica

Authors: Rosberly lopez Montero, Maria jose Quesada chavez, Jonnathan salas

Alvarado.

Country: Costa Rica.

This article represents the results of an investigation that was carried out at the Universidad de Costa Rica with students teaching English at the Pacific headquarters, this work is important as it explores the different social conditions that influence the acquisition of a second language, through this study it can be seen how factors such as motivation, cultural and socioeconomic context, are crucial in the process of acquiring a foreign language.

In addition the researchers investigate the reasons why students have difficulties to learn a new language, they also take into account aspects such as their social context and previous studies of the students, in this way they determine if these aspects influence motivation in the learning process. The article shows that according to different studies the acquisition of a second language is influenced by factors that will strengthen or weaken it, among these factors are age, socioeconomic context, linguistic context, affective and cognitive factors, thus in the investigation, each of these factors is taken into account to make the respective analysis.

The participants of this study were 46 between men and women, from I and II of the baccalaureate career of teaching English at the Pacific headquarters of the University of

Costa Rica, the instrument they used is a survey type, which was divided in three parts, personal and academic information, agree or disagree questions, and multiple- 15 choice questions. This work is of great help for our research since it contains the factors that we want to study at the Universidad del Cauca, it also shows the entire process they did, the contexts, the population, the methodology, all this serves as a guide for our investigation.

Factores Socioeducativos en el aprendizaje del idioma inglés en el estudiantado del tercero de bachillerato de las instituciones públicas del sector norte del D.M. Quito, periodo académico 2017-2018.

Authors: Mendez Noguera Diego Armando.

Country: Quito – Ecuador.

Year of publication: 2018

In this study, the researcher will show the factors influencing the acquisition of a second language (English), which are specially social factors, that, according to an article published by the Universidad Internacional de Valencia (Valencia, 2015), it is mentioned:

There are numerous studies, which demonstrate the impact that family and social factors (social class, economic and cultural level) have on educational outcomes, which strongly influence the cognitive development of the child, its motivation and, consequently, have an important weight in their academic performance. Another factor influencing the acquisition of a second language (English), is: economic condition. In educational institutions there are students who are immersed in the field of work and who take care not only of their own expenses, but also of those of the family. One of the risks to which students, who have their money are exposed may not make good use of the resource and

waste it on unnecessary and harmful things, such as drugs, affecting their intellectual capacity. Moreover, there is also the risk that they influence their peers who lack financial resources, generating unpleasant consequences both for the educational institution, for parents and even for their own formation (García, 2000). This study is important, because it has similar circumstances and factors with economic social variation and is a guide to complement the research that is carried out, also, the data, numbers, groups, and time classification are going to allow and complement the necessary information to our work.

National Studies.

Factores que intervienen en el aprendizaje de inglés en la academia Power English de Zipaquirá.

Authors: Danna Carolina Roncancio Ruíz and María Daniela Buitrago Bello

Country/city: Bogotá, Colombia

Year of publication: 2018

In this study, the researchers will show the objectives that were used in order to clarify their purpose, the importance it has to know what are the possible factors, which affect their learning in a foreign language (English). Also, it will expose the methodology they used to examine the students, analyze the results and obtain concrete conclusions.

According to Roncancio and Buitrago, the main objective of this research was to identify the factors that have influence in the learning process of English as a second language in the students of the Power English Academy of Zipaquirá (Bogotá), because they wanted to understand what kind of factors could affect or help their process.

According to the methodology, they used 90 students from the Power English Academy of Zipaquirá, who studied the English course of the second semester of 2017. The process of the methodology was divided in two parts: From the 90 students, only 24 students were selected to do the Instrument: Placement English Test (PET) (13 women and 11 men), in order to know their communication, grammar, vocabulary in English contexts. The second part was the instrument: Semi-structured interview, which used 3 people from the first test, because they wanted to recollect more information from the students that other instruments can't have and to know the intervention of the factors in the second language.

In the results, they found internal factors such as motivation, learning strategies, socioeconomic factors, aptitude, communication strategies; and external factors such as socio-demographic, academic and tools factors, affirming that there exist abstract and concrete specifications which stop the learning process of English. According to the economic social variation, this article is important, because we can notice specific characteristics that we did not know and they help to complement our work. Also, the instruments and methodology are necessary and indispensable in the progress of this research, whilst they are easy to use and produce exclusive results.

Factores socioeconómicos que influencian el aprendizaje de inglés de los estudiantes de educación media 2016-2018.

Authors: Jessica Guerrero- Jorge Cubides

Year: 2019

Country / City: Bogotá, Colombia

-To begin, the authors needed to be clear in the objectives they were trying to achieve, in order to aim for progress, success and results. Some of them are briefly mentioned individually:

-To analyze the socioeconomic factors that impact the level of English proficiency in students who took the Saber 11 test in Colombia in the period 2018.

-To analyze the main socioeconomic characteristics of the students who took the Saber 11 tests in the 2016-2017 year in their results in the English qualification.

-To establish the determinants that are significant for obtaining high levels of proficiency in English according to the Saber 11 tests presented by students in Colombia in 2018.

-To identify the socioeconomic conditions that determine the level of English of the students who took the Saber 11 tests in 2018.

State-of-the-art:

The economic and social factors are focused in the background of each participant where it is possible to obtain information about eachself and/or their family, therefore to build a comparison between them and the rest of the population. According to Morales et al., (2012), the possible scarcity of their environment in terms of income and conditions is directly reflected in the academic performance of an individual. On the other hand, Socio-economic factors are defined as "the set of material and social conditions in which a certain family develops so that it lives comfortably, and satisfies all basic needs, since this will determine their standard of living" (Vallejo, 2010:34) these also address other types of conditions, health, labor, demographic, cultural, among others. These factors or categories are usually taken into account for demographic researches.

Likewise, the level of education of the parents directly influences the academic development of their children, since we talk about people who could achieve a high level of education, they can create contexts that encourage study in their children (Matute, 2008).

To Halpern (1986, quoted by Guerrero & Cubides, 2019) "Given the opposite case in which parents do not have an ideal educational level, their children will also have more difficulties; their life histories, customs and even poverty intervene in their learning processes" (p.22).

However, the lack of strategies in order to stimulate the learning processes of students at home and even parenting, are key to creating an academically competent individual, trying to create active environments that allow this goal to be achieved, compared to those lax and not very participative parenting methods regarding the parental role (Weiss, 2014). Since the socio-economic factor also includes the ability to obtain the different resources necessary for learning, by consequence, creative parents can raise competent children, in educational terms, so as to they will have more ways of exploration and learning during their academic process; among these options, the use of technological tools helps to have a good language learning process (Rouse, 2004).

Lastly, according to a PISA test report, focusing on the level of knowledge of a 16-year old also depends on the educational center he attends. Due to the low quality of some educational centers, the performance of the students is not high nor good either, as El Nuevo Siglo (2019), states the OCDE (Organización para la Cooperación y el Desarrollo Económico) refers to this problem in its very primary form: the toddlers, the inconsistencies begin with them. That is why they make a wake-up call to invest more in education since childhood so every person can have access to good programmes.

- Methodology:Research approached from the descriptive quantitative paradigm.

- Instruments and data:

ICFES web page with asymmetric information due to the fact that the personal data provided is incomplete: Do not know/ Do not answer (Dk/Da) (NS / NR in Spanish), therefore the information that was complete with a sample of 13,904 students was used whose variables were: gender, socioeconomic stratum, father / mother education, number of books read in the year and hours worked per week.

- Dependent variable: levels A1, A2, B1, B +, no C + levels were found: Calendars A and B

- Multinomial Logit Methodology (MNLM)

The Multinomial Logit methodology (MNLM) is applied when the dependent variable is categorical, but these categories do not have an order.

Conclusions:

- In relation to the performance levels obtained by the sample of students, the investigation showed that the highest proportion is found in the basic levels of English A-, A1 and A2.

- Regarding the Socioeconomic variables, gender was a factor to be highlighted in the performance in English, since the results show that men perform better in English levels than women.

The stratum shows that students who are in Socioeconomic strata 1, 2, 3 obtain the basic levels of English A-, A1 and A2, since they are students who lack the resources to be able to attend private schools and with high dedication to language teaching, or does not have parents who can provide support or knowledge to carry out the task.

- Since the income received by families from strata 1,2 and 3 are different in terms of the amount of salary and number of family members Generally, these families are large and have low incomes and big expenses.

- Regardless of whether they are a father or mother, if any of these have high educational levels, those are reflected in a good academic performance of their children, since they create better intellectual and stimulating environments for which the educational level of parents is an essential factor.

- It is observed how the greater the number of books read by the students, the better their results were in the tests, for which the effects of reading on the academic level of the students play an important role.

The socioeconomic factor is our main approach in this research in order to explore the background of some Colombian students, therefore, it is necessary to have previous knowledge on how things work for high school students.

Conceptual Framework

Social Variation

The most relevant, social variation is to tell how the individuals are 'divided or classified' in a certain group of people; as Diaz (2014) stated about this variation as the standards for identifying and describing linguistic and social variations and their relationship in certain environments. According to McKay & Hornberger (1995), "social variation in language might be considered from the perspective of differences between speakers in a variety of dimensions, including (1) age, (2) social class and network (3) or ethnicity, and (4) gender" (p. 165). It means that social variation covers important variants to determine and to know the impact in the society and language.

Social Variation is the main concept of this project because it involves the fundamental meaning: how to relate the social factors to the linguistic studies into a certain community in order to identify them in the Modern Languages Program students', to examine its likely presence in these people with a view to expressing the situations they have been or has led them to become part of these social differentiations in the educational process.

Social Positions

It determines the forms of socialization, it clearly separates communities from one another by hierarchizing them, considering the economical, political and social status. According to one researcher "Social position is the position within the system of social relations, so the determining factors of social position are the same as the ones that determine social relations" (Farkas, 2019:08).

To delve into this concept, Díaz (2014) has established other important factors in which the subject is evaluated, some agents are educational, professional and economic, which at the time of being analyzed, confirm to which social and economic stratum belongs the individual. Social position must be considered an indispensable element in this research because even though it represents a ranking of people in social matters, it also allows understanding at a social and cultural level the position in which this case, the students, find themselves in a society.

Place Of Residence

Although this qualitative variation might not be totally categorized as a whole term, it is indeed a proper concept due to the importance of knowing the places of residence or from which the participants have been raised or have their roots; as this allows a geographical tracing to be made where the territories are delimited and, therefore, subjects such as the rural lifestyle, urban and customs that identify them are also determined. Through the place of residence, it will be possible to see and understand in social and demographic terms how this concept is involved in research, since each municipality in the department of Cauca and Valle del Cauca has its own culture although they are 2 or 10 kilometers away, therefore there are many traditions that also vary, shall also be reflected in the procedure and conduct of the participants during the research.

Each town, village; even neighborhoods have very proper features that distinguish them from other people in their closest surroundings. According to Blanco (2013), the areas where people cohabit and reside (city, neighborhood) become an environment of great importance, as it generates an environment of socio-cultural diversity that transforms into cohabitation made by the human being, implying that each group of individuals has a certain

code of communication, relationship, rules or established rules that allow them to have distinction from others.

There may even be very distinctive local colorings in the language which you notice as you move from one location to another. In sociolinguistics, such distinctive varieties are usually called regional dialects of the language, which is the focused topic this project is approaching. The residential part is relevant due to the fact that many students of the university come from different places of the Colombian southern part, including small towns to big cities.

Income

The monetary income levels of the participants allow to know what possibilities or limitations they have in terms of achieving a stable quality of life, on this occasion, information is sought to show how it favours their academic situation, and whether they might find themselves in disadvantages of this nature, that is, if the participant has acceptable conditions of well-being as well as if they have opportunities conducive to his educational growth. It is known that Colombia is a country that has great wealth in fauna and flora, which makes it attractive to foreign eyes; however, the social inequality that presents its population does not allow to extend this wealth in other ways.

This concept comprises all of the economic matters, in order to establish its relation with educational standards and the influence on it. The Cambridge English Dictionary defines it as the money obtained by doing work or investments, but what it is known is that those ciphers can change, they are not stable and there are no exceptions, rather like a Russian roulette. Due to this fact, this research aims to certify and clarify the influence of the

income of 26 students and their academic goals and achievements, as OECD (2011, quoted by García, 2016) talked in this in concern of PISA test in 2006, mentioned that in relation to the PISA test in 2006, students who are in a condition of economic instability, are located at a level called lower tertile. In this way, it is specified that those who have a score in the upper tertile of the country are excellent, and those who are in the lower tecil have a low performance. According to this, it is key to say that there is economic and educational inequality, which go hand in hand worsening the level of learning of students in the country.

It is understood that the term resilient corresponds to the students who are smarter compared to the ones that belong to economically disadvantaged communities and is a must to clarify the population that participated in OECD research, given that it is a world wide one. It is defined as increases in economic benefits, comprising income such as profit, and activities such as sales, commissions, and interests. The income part in Colombia, which is a third world country, covers the standard of living and the type of scholarly people can get, whether it is enough or not to have a suitable lifestyle, just as parents have taught their children.

Ethnic-Cultural Origin

It is decided to work under these two terms due to its codependence with each other in this sociolinguistic related research. Colombia is a country with a wide cultural diversity, since its population has in common its abundant roots, as expressed in the policy of cultural diversity, according to MinCultura that this country is recognized for its great cultural richness because it manifests

the plurality in terms of politics, religion, ethnicities, traditions typical of indigenous peoples that are the ones that make up this nation. The various ethnic minorities enrich and provide more multi-ethnic and thus multicultural material to this nation, according to Departamento Nacional de Estadística (DANE, 2018), Afro-descendant people represent 9.34% of the total national population, the ROM, 0.006 and more than 4% in the indigenous population according to the magazine (Dinero, 2019).

Furthermore, it should be recalled that Colombia is located in South America, an indigenous land that was colonized by Spanish Europeans and exploited alongside the African population, who were forced, like the Indians, to be slaves and white workers, adding other peoples, such as the Roma, who arrived in Latin American countries in times relative to the colony, according to references in the newspaper (El Tiempo, 2008). All this historical background allows us to get an idea of the wealth of this country, its departments, cities and towns.

This is defined as a community which has specific cultural characteristics, they give them an identity, their participants are conscient to be part of the community. The behaviors, values and customs are important keys which present a common meaning and a main objective for the communities, as expressed by the Secretary of Culture, Recreation and Sport (SCRD, 2013) reiterating that an ethnic group is located as a community or group of people who for historical reasons, manifest their permanence on earth by ancestors and by stories that are intertwined, these communities are distinguished by having traits that represent their ethnicity, such as: traditions, shared rituals, language, gastronomy, music, dance, spirituality.

It is thus considered that ethnic communities have an important value like

any other type of social group, and that their presence allows for the existence of varieties of cultures and worldview. This concept helps to understand the historical background of the population, due to the diversity not only in the country but in the Cauca's region, due to the fact that every community has their own customs and traditions.

Interculturality

Interculturality is explored as a reason to distinguish and highlight different cultures, given that goes further in order to not only assure and promote equality, but also encourage relationships, learning and feedback. According to Rodriguez (2014), the mentioned concept tries to favor the relationship and the mutual learning. It is said, the ones that are at Universidad del Cauca, more specifically in the language program with its humanistic approaches. In this sense, to be understood in all its magnitude, interculturality and multiculturalism need academic environments as the core of socio-humanistic foundation in which the student is assisted by the pieces that help him to make his aesthetic and sensitive appreciation and the events (social, cultural, technical, linguistic, etc.) that occur in him. (Universidad del Cauca, Estructura Curricular, n.d.).

This is also due to the geographical location of the headquarters, where it is possible to share with its nearest region, Valle del Cauca, as are Huila and Nariño, who also contribute to the social and linguistic variety of the Alma Mater. It is possible to show that their students have very diverse backgrounds, therefore, so are their customs and life stories.

Since the program is mainly and basically about languages, the applications or uses that are derived from them; it should be taken into account that its students and their roots

besides of being culturally surrounded by their peers, they also cope with each other while engaging in cultural situations that arise and therefore accompany their learning process, noting the interculturality presented between what is one's/their own and what is being known from their peers as well as the teaching experience.

Therefore, this process implies multiple factors oriented towards the influence of the study of being, thought and knowledge of man in relation to their environments, as the author Quilaqueo & Torres (2013) explains, interculturality involves a series of ontological, philosophical and epistemological provisions, which are established in the variety of cultural models and in the subjectivity and intersubjectivity of those subjects in question about the relationships in which consents and confrontations are involved, accepting that this concept becomes an essential element to discover the behavior, attitude and knowledge of the human beings in a particular place or situation.

Likewise, the conception, developing and understanding of these ideas, allows for the elimination or reduction of ethnocentrism, which is basically defined as the strong use of 30 superiority feeling and power of someone's ethnic or social group without real and structured arguments according to Bizumic (2015), where the main goal it is to highlight the importance and role of an one and only group, factors that are not prosperous for any community due to the exclusion of the other groups and their rights as well. Since there are abysmal class differences, just as any preconceived idea about superior and inferior masses and these would be dispelled, because they do not go beyond the presumption that the predecessor generations have being in charge to perpetuate, highlighting the rejection, from not tolerating ideologies, to rejecting social positions.

In Latin America it turns out to be quite common to find classist culture, explaining the Interculturalism in this part of the continent, according to Rodríguez (2014), where the bases are in the power, not in the number of inhabitants and one of the main characteristics of these societies is inequality; where the elitist ones are small but powerful and even though the middle-low class represent a big percentage of Colombian population, the differences tend to be noticeable in terms of appearances and opportunities.

Multiculturalism

The department of Cauca has national and even international recognition for being an indigenous land. According to the Consejo Regional Indígena del Cauca (CRIC, n.d.), it is characterized by hosting the largest percentage of the indigenous population in Colombia, (it is important to understand that CRIC is a public entity with different characteristics and its main goal is to take important decisions according to politics and the economic, cultural, territorial, environmental and juridical position.)

In the same way, it is a territory that has hosted a great diversity of populations, that is, non-native, as are Afro-Colombian, mestizo and peasant peoples; in addition to everyone who has come to these lands and has fallen in love with their people, their landscapes, their art, history and gastronomy; managing to make Cauca a department that is witness to the friendly ties generated by these relations between peoples and individuals.

In regard of this, there is a friendly reminder for all the people from Cauca made by Caballero (2007) where it is a chore for Indigenous, Afro-Colombians and peasants to value all the variety in their communities, taking into account the recognizement of the multi-ethnicity and multiculturalism since this department has a vast richness in cultural matters in Colombia. Therefore, multiculturalism could be understood empirically in the analysis of the

two terms that compose it, multi as variety and on the other hand culture; assuming then, that it is the meeting of multiple cultures within a space. However, to clarify the definition, the author Olivé (1992) considers the most appropriate concept for this research is based on Pluralistic Multiculturalism which is mainly based on a pluralistic idea of knowledge, values and rules: a proposal that can be able to benefit everyone by the overcoming of rights, strictly for individuals or collectives and it would nicely fit into countries like ours, like Colombia, for example.

Following the previous explanation, Ulloa (2002) clarifies the real essence of societies, on how they properly work in order to make their people live under harmony, empathy, tolerance, acceptance and a further vision of what living in community should really mean. In other words, he mentions that societies are entirely made of populations with a variety of cultures, which are distinguished by methods in order to ensure the necessary knowledge about the world, patterns of cognoscitive, moral and aesthetic valorization, assuming that they are infinites to establish an appropriate evaluation according to a unique group of patterns.

Multiculturalism as well as interculturality, are focused on keeping a federalist ideology, where diversities are accepted and respected because that is what compounds a society and all their communities are fairly regulated, taking their needs into account (Rodríguez, 2014). Likewise, in legal terms, the Colombian Political Constitution establishes that they protect and recognize all cultural and ethnic varieties; clarifying and affirming that the country recognizes itself as a home nation of many cultures and thus achieve full harmony between peoples. Which is totally worthy thanks to all the Latin-American varieties in culture and history, those are ones of the characteristics of our people.

This leads us to think that education should then be understood in social and even political matters, since it is from this second aspect that intercultural relations can be managed in educational terms and that they are beneficial for the populations to deal with, so much so that Quilateo & Torres (2013) evoke the doubt on how to treat this type of adjustments, since it is the State that has the power to constitute the inclusion by means of the adaptation of the educational systems to the needs of the cultural populations of the country.

English Teaching.

As students and future teachers of English and French, the participants of the Bachelor's Degree in Modern Languages English and French from the beginning of their academic training have contact with the teaching of the foreign language, because some of them start teaching externally at an early stage, as they continue the tools and skills to do it, others do it in the educational practices in the last semesters of the degree.

Although the process of studying English as part of the academic program is a fundamental part of training, its proper teaching complements the training of future professionals. Since knowing the language is not the only necessary tool to be able to transmit it to future learners, pedagogical tools are also necessary that allow an adequate management of academic environments such as the classrooms of schools or universities. The English teaching has been one of the most important factors in Colombia, whilst it is necessary to increase the level of the student population, through the different academic level of the Colombian educative system, in order to obtain success in the cultural, economic and the personal development, also, it needs to get a better performance in the English teaching to increase the level according to other countries.

According to Ministerio de Educación Nacional (n.d.) in order to develop research projects it is necessary to learn another language, due to the multilingual sources on the world since most of them are written in different languages to Spanish, many of those are in English. There are other fields where English has a big prominence too, such as business, work, trades, entertainment and culture, and foreign languages are the key.

In this way the English teaching becomes an essential piece to educate, give knowledge, to create strategies to catch the attention and motivate the students to learn a foreign Language as English is. Also, the teaching of this language will permit us to know about the culture, which is relevant to be closer to it, because the majority of people have not received good bases to learn or it is difficult to understand a new language for them whilst the use of the language has not increased between the community because of the limited tools, information and use of it, making hard the English learning process and application. Then, people often have difficulties concerning working and digital environments due to the limited proficiency in the English language which is actually the most globalized one. All materials, papers and documents are easy to find in this language (Ricoy & Alvarez, 2016).

English Learning

As students of modern languages, both the participants and the researchers have begun a process of continuous learning about languages, pedagogy, linguistics and other sciences, where all work in an interdisciplinary and bilateral way. The above mentioned parts fulfill the study of 6 levels of English as a language, from basic to advanced where you learn from all your skills: oral, written and grammar. Therefore, during this research process the learning of English is involved, there are 6 semesters where apprentices experience the languages in various ways, and English is part of

the subjects established by the MEN as compulsory from school education, which means that it is not a language totally unknown to research students or the Colombian population.

The learning of English is a process that happens when a person has received a teaching of a foreign language, where he can get new knowledge both in the classroom, through teachers, activities, tools that support the learning of English and obviously the interest that the person has on it. Also, this is about how to use strategies to learn a language and have an experience of it, no matter if it was wrong or good, the fact is to learn, improve, to know the role of the student as a learner and the role of the teacher. The procedure for acquiring English as a foreign language is usually taught in the classroom, where various supervised tasks are carried out. Although this procedure is found mostly in education, students can achieve a high level of advancement in the English language (Beltran, 2017).

Theoretical Framework

Theory of Social Identity

This is one of the theories that is important for the realization of this research, this includes three central elements, such as: social categorization, social identification and social comparison. The theory of social identity is used for multicultural research and practice to understand the evolution by which individuals develop and sustain identities and social groups.

Identity theory was developed by Henri Tajfel and Jonh Turner to understand the psychological bases of intergroup discrimination, this theory seeks to clarify the psychological and social bases of intergroup behavior. Through this theory, the researchers Tajfel &Turner (1986) proposed that every single subject must classify his social world on "we" and "they", whilst it is necessary to figure out the possible variants, conflicts, relationships that can emerge from this perception. Individuals strive to have a high self-esteem, to accept themselves and be accepted into social groups, which helps them in that daily effort, this means that belonging to a social group and the relationship with it, determines largely who they are individually, in a few words, influences who they are personally.

Identity theory has three important concepts, which are: social identity, personal identity, and self-concept.

Self-Concept

For Tajfel, self-concept is a term that specifies that a person is largely formed by his social identity, it is one that is distinguished from others by his way of perceiving, thinking, evaluating himself, as the author Tajfel (1981) states individuals within a social community

understand the meaning of belonging to that group, in addition to the emotional and moral importance it represents to them.

Social and Personal Identity

In his initial statements, the author argued that the social behavior of an individual constantly changes along a continuum, by two extremes: the intergroup (when the behavior is determined by belonging to different groups or social categories) and the interpersonal (when the behavior is determined by personal relationships with other people and by the personal characteristics of each one).

One of the central elements of this theory is social categorization, which is a process that allows people to be classified into groups according to their common characteristics (gender, age, nationality). Assigning others to specific groups or categories is a way of making the perception of social reality easier.

Social categorization provides an identity or social position and, at the same time, functions as a perception perspective of reality. Individuals typically classify their social environment into internal and external groups. Tajfel and Turner suggest that this simple is enough to trigger favoritism within the group and discrimination outside the group.

The second central element of this theory is social identification. Individuals are believed to have multiple levels of identity that define who they are. At the most basic level, individuals define themselves according to individual personality traits and interpersonal relationships, and this is known as personal identity. Once they identify with a specific group, individuals try to have the same way of acting, doing things, dressing, etc., according to the rules of the group. This is important for

the self-esteem of individuals as it creates a sense of conformity in the values of these individuals.

The third element is social comparison. In order to have a positive self-concept and a social identity, individuals become involved in social comparison with other groups and look better and different from members of other groups. The dimensions in which individuals in one group differ from other groups depend on the social context. For example, race is a prominent attribute by which members of the internal and external group are defined in the United States, while it may not be a relevant attribute in other countries.

Finally, the theory of social identity informs our broad understanding of the complex social processes through which individuals interact with each other as individuals and as members of a group. This perspective is determined entirely by the socio-cultural concept in which individuals and groups reside.

Contributions to Sociolinguistics in the Teaching of Languages

For the conduct of this research, we saw fit to involve the author Francisco Moreno Fernandez, who specified one of the theories that covers concepts such as: speech community, ethnography, variationism, sociology of language, linguistic politics, among others, that theory is Contributions to sociolinguistics in the Teaching of Languages, which recognizes the importance of sociolinguistics, the impact it has on languages, the knowledge of the different communities and their reaction to the situations that arise for the teaching of both foreign languages and mother tongues.

For the author it is necessary to explain that variants of sociolinguistics are involved in the process of learning a foreign language, because for him it is of vital importance to

raise awareness and care for the language taking into account external and internal factors such as the place of residence, age, skills and ways of how children learn, as well as the use of social variation in the languages that at the end, report on possible cultural and pragmatic influences (Moreno, 1994). Thanks to this, the work will have the possibility of finding ways that help strengthen the process, or that guide to understand what happens with what is being investigated.

As far as theory is concerned, sociolinguistics has been involved in factors and facts that have undoubtedly made it possible to establish or discover the relationship between language and community, how the subject's behaviour towards the language in the communication time is reflected and how the procedure that has been required to find one or more results has been. To be more precise, the author Moreno (1994) states that the sociolinguistics has taken too much interest to establish itself between these two axes, since in both it finds more possibilities to better understand the individual in his environment when looking for more information about concepts such as variations, attitudes, registers, among others for the teaching of languages.

Sociolinguistics has been responsible for the study of attitudes, registration and social variables, which have given rise to hopes for studies in the same field and for the teaching of languages. However, the path of languages has been complex to investigate since it was always considered very novice to delve into them, therefore, in the realization of their general approaches, tries to ensure that studies conducted in this field are able to show how the language, which is an entity of variation, should look, in which the positions of the social context is related to it, creating a new variant in which it arises according to the state and situation of the subject or community, and that linguistics has a role as a key piece to help in

this process that increasingly wants to obtain more space, truthfulness, viability, security and speed (Moreno, 1994).

Ethnography of communication

Created by Mr. Hymes whose purpose is to know the understanding of communicative behaviors that are found in behavior, rules and uses in the social giving tools to communicate, that according to Moreno (1994) they have allowed to figure out the structure of the details of the situations or events that can be find in the analysis units, therefore, the only way to develop this concept is qualitatively and contributes to the teaching process.

Within this study are terms such as speaking community, communicative competence, communicative repertoire, communicative situation, communicative events and the repetition, which belongs to the learning and teaching of English. In this way, the ethnography of communication has managed to approach the acquisition process, since it is necessary to clarify how this acquisition is achieved according to the social or biological field and as the social, educational, family factors contribute or end with this process of teaching.

Sociology of language

Study of the first and second languages in the social context by Joshua Fishman, in relation to teaching and the importance of the subject. As Moreno (1994) says, the sociology of language, represented by the work of Joshua Fishman has devoted a considerable part of his research effort to social problems related to the teaching of first and second languages, not so much of foreign languages. Since the interest lay in knowing what effects it had on individuals and in the teaching of languages.

One can observe the use of terms as a domain, where one use of linguistic entity prevails over another and that of diglossia where the linguistic sign used is more valuable in formal environments and which is an important part of the teaching of languages. In addition, there are vectors such as attitude, a part of psychology that also supports the teaching of second languages, dividing into mentalist psychology, which takes care of what the being believes and its behavior, and the behaviorist who takes care of what is seen in the environment of being.

Linguistic planning

It refers to the power of communities with respect to the language used; the most powerful being can use the language in their own way, having a great impact on the educational system for the teaching of the language. In turn, this method can update or integrate language varieties (Moreno, 1994).

Variationism

Variations of social contexts exist within a community, which is part of an investigation, in which data on age, social and economic strata are obtained, in order to decipher how it influences the linguistic field (morphosyntactic, and phonetic-phonological). As the author Moreno (1994) stated that by identifying and understanding such factors in relation to language and context, it will be much easier and more accessible to work in the teaching of languages.

One must take into account the social context of each speaker, the way of expressing oneself, how one can interpret a simple statement or if one interprets it in the same way as others and whether or not this influences one's learning a second language. That is why

studying the variation, will serve as a tool to have plans that help knowledge, the work that should be done with regard to the teaching of the language.

Languages in contact

It is the interaction or shock, loan, theft that occurs between two languages, as for example, interference, which occurs when what is transmitted is not understood. This convergence, which unlike interference, has a relationship between both languages. The code change is responsible for using codes from both languages to communicate according to context, situation, speakers and grammatical and linguistic functions (Moreno, 1994).

According to research carried out by Mr. Schumann, it is said that there are social and psychological differences which in one way or another affect the acquisition of a language, according to some factors: social domain, model of integration, autonomy of the student group; cohesion of the group; size of the group; cultural affinity of both groups; attitude towards the members of the other group; duration and intensity of the coexistence within the group of the acquired language (Moreno, 1994).

Finally, the conclusions specify the degree of importance that sociolinguistics has in the teaching of languages, which has made so many contributions to support it in political, linguistic, psychological, pedagogical, social, variationist processes, among others.
In addition, it stresses that both linguists and sociolinguists must look for more alternatives or reinforcement for the knowledge of languages and society; they must study themselves to have a greater understanding.

According to the theory presented, the relevance that has in the research work is supremely important, since all the concepts that provided the article, are of great semantic value, since it is not only an attempt to find out why there is an influence of economic social variation in a foreign language, but also to find out if it can be a contribution to the history of sociolinguistics.

By dividing the theory, it was possible to identify that there are more reasons why the research has material to be able to investigate, since the information that is obtained in said text, helps to open horizons on how to investigate in the methodology, in the data analysis, in the search for more factors influencing the learning of a foreign language, as well as in the creation of new knowledge for sociolinguistic, cultural, social and contextual purposes. In this way, the work will not be limited in terms of the environment or context in which it is presented, but can expand to other contexts, providing opportunities to learn more about variation and language.

The Speech Community Theory

It is used in both sociolinguistics and anthropology to refer to a group or community that shares the same language, language characteristics, expressions, behaviors and ways of communicating. Speech communities can be large territories, such as regions, towns, cabildos, or a small community such as rural neighborhood, family or friends, these communities can have a distinctive common accent, a specific social variation, different ways of using language in different contexts and an own identity. These speech communities generally share homogeneous norms, however there are individuals within these communities who participate in several speaking communities at different times of their lives, it means, each community has norms that are partially shared,

thus the individuals who belong to it, they can use the language or behavior according to the context in which they are.

The speakers of these communities can use their language to manipulate social identities, within the University of Cauca there are several students who reside from different speaking communities, and they use their language and behaviors in a different way when they are in the university and when they meet speakers of the same community, that is to say that the behaviors vary according to the social identity with which they feel identified in a certain context. This sometimes happens with the English-speaking community in the language program, when students meet speakers of this foreign language and when they are in another space.

To conclude, the speech community can share a specific language as well as a set of grammatical norms, specific vocabulary for certain circumstances, these groups can be countries, cities, regions, political communities, religious, lifestyles, professional communities, families or groups of friends.

Contextual Framework

Santander De Quilichao

The "Tierra de Oro" or "Jamaica de los Quilichaos" was born around the 16th century and formally decreed on July 16, 1755, in the times of Nueva Granada (Proclama, 2019). Until 2018 it had 80,000 inhabitants, in a range of 400km**.

This municipality is one of the heads of Cauca, known for its ethnic, cultural and commercial variety is located in the northeastern part of the department; second city with more influx of people and proximity to other municipalities in the north of Cauca, as well as the south of the Valle, followed by the city of Popayán. According to the Gobernación of Cauca and the Universidad Autónoma del Cauca, the municipality of Santander de quilichao has been recognized by its support in the economy field, whilst the geographical position is a positive factor because of it is close to the biggest places of production and consume of the department of Valle, such as Cali, Puerto de Buenaventura, Yumbo and Buga.

Figura 1

SOCIEDAD GEOGRÁFICA DE COLOMBIA

In these places we find linguistic, cultural, gastronomic, socioeconomic wealth, and other beautiful traditions that are characteristic of our border towns between Cauca and Valle. According to national and local news, even Santander has been victim of several harassments by the FARC, turning it into a Red Flag zone and urban gangsters who might have disturbed the peace of town, this have not been an impediment to let all the cultural matters have its due place and importance to musical, artistic, social and other kinds of events. This village also has particular phenomena that can be analyzed through the matter of languages due to the multiculturalism given in this society and the background behind not only them but each person and place, especially from the other towns that surrounds Quilichao, in relation to the subject of our project: Learning a new language, English.

Universidad del Cauca

According to Universidad del Cauca's website, back to the 24th of April, 1827 to the decree made on, states the birth of the Universidad del Cauca. Being home to important politicians and academics such as Francisco José de Caldas, Joaquín de Caycedo y Cuero, Francisco Antonio Zea, Camilo Torres, José María Cabal y Francisco Antonio Ulloa. This institution is indeed one of the oldest in Colombia, according to the magasin Semana. It is charged with the history, fights and revolution of the thousands of students who have raised their minds there.

Following the previous website, more than a century later, the university decides to set down some roots and in Santander de Quilichao in 1998, with its first headquarter named La Casona which is about 200 years and one of the oldest and architectonic pieces, placed in the center of the town. By 2015, there were several programs offered in the town: Law's

School, Bachelor's Degree in Modern Languages English and French, Civil and Agro Industrial Engineering in a shared campus, named Campus Carvajal, with the Universidad del Valle located in the surroundings of Santander. According to the experiences of the oldest students and even teachers, all of this is achieved after a series of struggles with several physical infrastructure and administrative circumstances in the process of taking the university to more people in southwest Colombia and that has been improved through the years thanks to our alma mater. Since its opening, the university has hosted around more than 510 students who take part in the Bachelor's Degree in Modern Languages English and French; proudly counting with its first generation in 2018 and 3 others of the past 2 years.

Nevertheless, is important to highlight the other towns were the Universidad del Cauca has also spread its roots: Miranda, 50 kilometers away from Quilichao where it has been for 8 years and El Bordo, the newest, for 3 years and 163 kilometers from the Tierra de Oro. As it is expressed in Universidad del Cauca's website, which in spite of being smaller than the others, still represent the essence of an institution of knowledge, progress and critic thought for the understanding of the backgrounds, circumstances, solutions, answers and alternatives of social life. In addition, the well use appliance of to their slogan Posteris Lvmen Moritvrvs Edat, in educating people that can be productive not only for their communities, their world, but must important: themselves.

Bachelor's Degree in Modern Languages English and French

Currently, in the headquarter of Santander, where the Bachelor's Degree in Modern Languages English and French has been present since 2013 with only a few students and teachers; includes now with more than 200 students by 2020 coming from several places

among the Cauca, Valle, Huila and Nariño regions. The University has still had the chance to

graduate its first generations in Santander de Quilichao headquarters.

Methodology

Descriptive Quantitative Research

Within this research, the approach by which the process was developed is the descriptive quantitative approach, this is a quantifiable method that seeks to analyze and describe statistical data of a population, and that in some way, be of great relevance and fruitful contribution to this work, as it was used to analyze and describe the influence of social and economic variation in English language learners in the sixth semester of the language program, where all information was measured within a survey used as a primary instrument.

In addition, the selection and analysis of data were always concrete and specific, in order to find a desired answer or strong result; as stated by the authors Hernandez et al., (2010), where they propose that this type of research aims to detail the different features and characteristics that both a population or a subject possess in order to carry out the necessary study only of the parameters required by means of measurements or data collection.

First, the characteristics of the students were defined, that is, by means of the survey questions, specific and specific questions about the topics to investigate were proposed, that were, behaviors, traits, patterns, etc., it was also necessary to ask questions in which the opinion of the students about the phenomenon to be investigated was obtained.

Second, to measure the trends of the data, in which, the statistical collection was given through the data collected from the responses, also by means of graphs that allowed the visualization of the answers of the students in order to be able to develop the planned analysis.

Third, make comparisons based on the results obtained, so that either closed questions or open questions could be analyzed and thus described the results and opinions of students about the phenomenon.

In accordance with the above, it was expected that the development could be estimated by the researchers, in order to continue with the respective 58 questions, that is why the following steps for this research work were also taken into consideration.

Participants

The participants of this study were 18 students both men and women from the sixth semester of the Bachelor's Degree in Modern Languages English and French of the Universidad del Cauca. The students came from different places of the Cauca department, such as: Santander de Quilichao, Puerto tejada, Villa Rica, Toribio, Suárez, Miranda, Caloto, Guachené, Padilla, Popayán, also, the municipalities of Valle del Cauca such as: Jamundí and Cali and the region of Nariño.

Phases of the procedure.

The type of survey that was made is the internet interview survey, which consisted of interviewing the students via email, that was, through the google docs platform. The survey was semi-structured where there was a list of questions with multiple selections and others open- ended, because it needed to obtain the necessary information to develop the procedure and analyze the data, since as the author Folgueiras (2016) mentioned, this type of semi-structured interview allows researchers to discriminate the information they need, making a list of questions, which will be provided openly in order to obtain more nutritious data.

To carry out the interview, it used the steps described in Amanda Bolderstone's text, Conducting a Research Interview, where they showed the six steps to follow the selection of the participants.

The participants were the students of the sixth semester of the Bachelor's Degree in Modern Languages English and French of the Universidad del Cauca, both men and women, who came from the different municipalities of the department of Cauca and its surroundings. Bolderstone (2012) referred to some steps to follow in quantitative research, "For quantitative studies, the sample size is determined by the optimum number needed to make valid inferences about the total population to generalize the results" (p.69). The selection was made with these students, because it is quite interesting to know why this population according to their economic social variation could or could not have difficulties at the moment to learn a foreign language.

Preparing the protocol.

In this phase the students were informed about how it was going to be controlled, designed and collected their personal information, which was completely confidential. As Bolderstone (2012) "Writing a detailed protocol ahead of time will allow the researcher to thoroughly think through the project, the main interview questions and possible follow-up questions to tease out the information required" (p. 69). Everybody must know this is serious research, and the measure with the consent has to be applied and accomplished to not have complications on the procedure.

The role of the interviewer.

During the survey process, the interviewers were attentive to any concerns or doubts

that were presented to the students; the time was controlled. Interviewers were open to any opinions that students may express about how they felt during the survey. As Bolderstone (2012) explained that "Although much emphasis is placed in writing appropriate questions, the main skill the interviewer needs is to be a good listener" (p.69). The interviewers had to be neutral and objective, they could not show subjection to their students, in that way, the survey could be successful.

    Interview questions.

It was estimated that the number of questions were 58, which were divided into multiple selection and open-ended questions, in order to find variation on the responses and to analyze the perception and the way of living of the students. Here, they were able to explain and express themselves better than a yes or no, where ideas and thoughts could be strictly cut off. According to Bolderstone (2012) "…Open-ended questions are those that won't elicit a ''yes'' or ''no'' answer, and are used to allow people to tell their story in their own words" (p.70). In the development of the question, it was necessary to answer the questions in a mandatory and voluntary manner, because some of them had an utmost importance than others. The selection of the question was made in 3 specific areas: the academic, economic, social and personal information, in such a way that the students to be surveyed would give the researchers even the smallest amount of information, considering the hierarchization that was proposed from general and basic to complex data.

In order for the survey to be carried out successfully, it was given the task of conducting a pilot test, since it was necessary to know whether the questions presented have been formulated in a correct, pleasant, understandable manner.

Following the idea of Bolderstone (2012) explained about the amount of people for pilot tests, "A pilot test should always be conducted with a small number of people before the study. This will allow modification of any badly worded or confusing questions and improve the validity of the process" (p.70). For this reason, 7 pilot students from the X semester of the Bachelor's Degree in Modern English and French Languages were chosen, who cordially accepted to be part of the test. With this piloting, it was expected that an opinion, comment, suggestion, or complaint would be received about how the questions were selected and how they were formulated.

A general synthesis was presented from all the comments that students did depending on the survey:

There were 7 students interviewed from several semesters of the program, where most of them expressed slight disagreements and incongruities in the surveys, such as the organization of the questions, the mandatory nature of some and the lack of clarifications about concepts and ideas in others. Likewise, they expressed how tedious it was to fill out such long surveys, as it easily could become a monotonous and boring exercise.

The disadvantages mentioned were mainly due to the researchers' ability to use virtual tools, as in this case, where Google Forms was used. In addition, since it is such a long questionnaire, it also caused confusion in its creation and drafting, because being documents shared and worked simultaneously, there was often a risk of moving or displacing questions from their place and corresponding options.

Timing.

The survey required approximately half an hour or forty minutes, this depended on how difficult they might find answering this questionary and if they needed the researchers for any help, which would mean for them to spend more time on it. As Bolderstone (2012) made a clarification; "How long the interview lasts can depend on a number of factors, including the type of interview used" (p.70). For this reason, the researchers gave them a specific period of time, in order to be prepared for the recollection of the data and not to disturb the sequence of the research.

Preamble.

At the end of the survey, the researchers shared conversations with the students about the management of the proportioned data, according to the anonymity, security and value of the information, because it had to be clear how was going to develop the analyzes, to know if they agreed with the procedure and let them have a suggestion, opinion or request as the pilot test. As stated by Bolderstone (2012), it is important to clarify within what parameters or circumstances will be published or use all the information collected and what objective they will have in the process, in addition, the person responsible for such research must detail the method of investigation; it was also of great consideration by subjects who were aware of how the data they provide are going to be manipulated within the research work at the time of being disclosed.

Survey Analysis.

Introduction.

In this chapter we developed the analysis of the survey with a descriptive quantitative approach that was carried out on the sixth semester students of the Bachelor's Degree in Modern English and French Languages. The survey had a total of 58 open and multiple-choice questions which were related to social and economic variation and its impact on learning English. The number of responses obtained at the end of the survey was 18 responses, which was a considerable large population that allowed the identification and knowledge of the variety and the way of responding by the students in this research as we as beginners.

It is worth mentioning that on the day the survey was carried out, the researchers were present and the students, with any concerns or disagreements, did not show any refusal to carry it out, they did not take as long to respond and were very willing to collaborate. After receiving all the responses, the researchers began the task of starting with the analysis below. The multiple-choice questions have a graph that shows the population divided according to their response, the open-ended ones are only represented by sentences or paragraphs that the students wrote. Several of the questions have detailed information about what it entails (it relates to framed concepts as investigated) and the answer given by the students continues by contrasting the information. It should be said that when there are similar questions or with a similar focus, the analysis is done together and thus gathers more detailed and concrete information.

Pregunta N°2: Género biológico

Figure 2. *Género.*
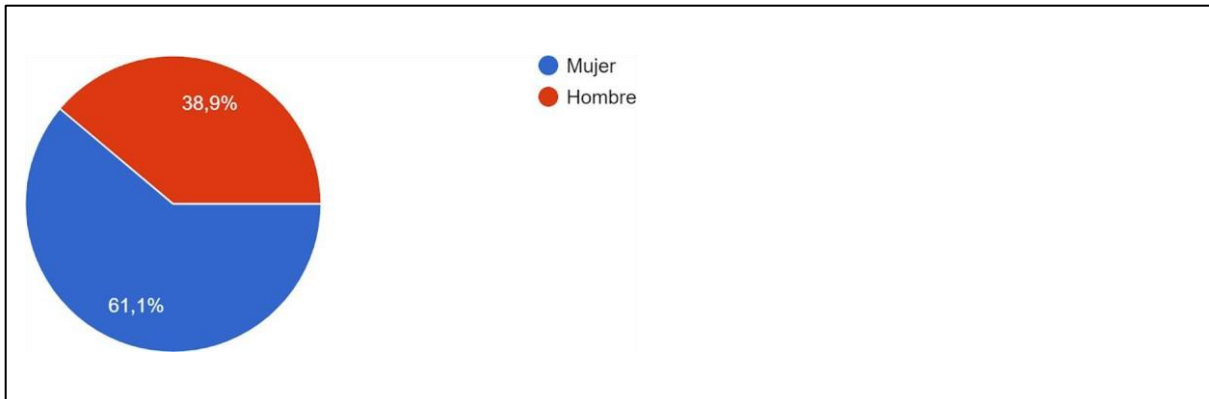
Source: Self made.

To better understand the analysis of these questions, it is necessary to consider the elements that have their respective relevance. The number of people who inhabit the world continues to grow every day, and likewise the difference in the number of men and women grows. There are currently 67 million more men than women around the world. It is the largest difference that has ever been recorded between the two sexes: 49 women by 51 men.

Today women are very important to society, we find women who participate in the economic, social, cultural and scientific fields, which in ancient times only men were involved. In the first communities that maintained their cultural and economic life in hunting and gathering, women were the ones who were in charge of gathering while the men were the ones who carried the meat. These differences made the strength activities begin to be identified with men and therefore the physical difference between the two genders.

With the passing of time, the bourgeoisie and the situations that arose throughout World War II, women had the opportunity to approach work and be able to help economically at home, with the authorization of her husband and father. "Las mujeres entonces empezaron a ser visibles en otros campos que al final de la guerra fueron complejos de retroceder" (Revista alo, 2016). Simone de Beauvior was the first woman to create a feminist movement that aimed at gender equality. Thanks to this movement, man ceased to be the center of the world and women were able to fulfill other types of roles in society. At the Universidad del Cauca, women play a very important role, which is recognized for all the work they have done and do at the university.

In one of the women's recognitions, the Panel de Mujeres Universitarias, with the participation of student representatives, members of Sintraunicol, Aspu and graduates of Alma Mater and the photographic exhibition "Relatos y Rostros de Mujeres Trabajadoras". The teacher and writer Elvira Alejandra Quintero participated in the poetic recital: Mujeres al Intemperie. At the Universidad del Cauca there are 2 teachers and one graduate: Socorro Corrales, Alejandra Miller and Salomé Gómez, who have contributed and worked in the defense of the rights of women victims of the conflict and in promoting research on the situation of Cauca women in a vulnerable situation.

Thanks to this, the woman has been able to be what she is now, she has the right to vote, to make her own decisions, to decide about her body, whether to be married or single, whether to have children or not to have them, to be able to wear the clothes that she likes, to decide whether to work or be mistresses of home. Women are part of human history, they are the ones who have given existence to all who have participated within their environment, no need to belong to a feminist movement to realize that the role of women in this society goes beyond being mothers or wives.

This means, that the majority of students who apply to a career in the humanities are inclined towards the female gender, since there has always been a superficial concept that states that women have more advantages or abilities to carry out this type of educational work, as the author Lopez (2006) proposes in his conclusion, specifying that women have a distinctive advantage with respect to variables of attitudinal, intelligible, motivational, behavioral and communicative character, unlike men whose advantage tends to be of spatial and visual character in the teaching and learning of foreign languages.

In other words, the female gender has been considered an essential element in careers that are related to the humanities and art since it allows them to develop their skills in a dynamic way, more open since it is easier for women to get along with others. On the other hand, women who decide to study foreign languages do so because they find it pleasant to learn a new language, and some do so because they have an appreciation or vocation to teach.

Pregunta N°3: Edad

Figure 3. *Edad*
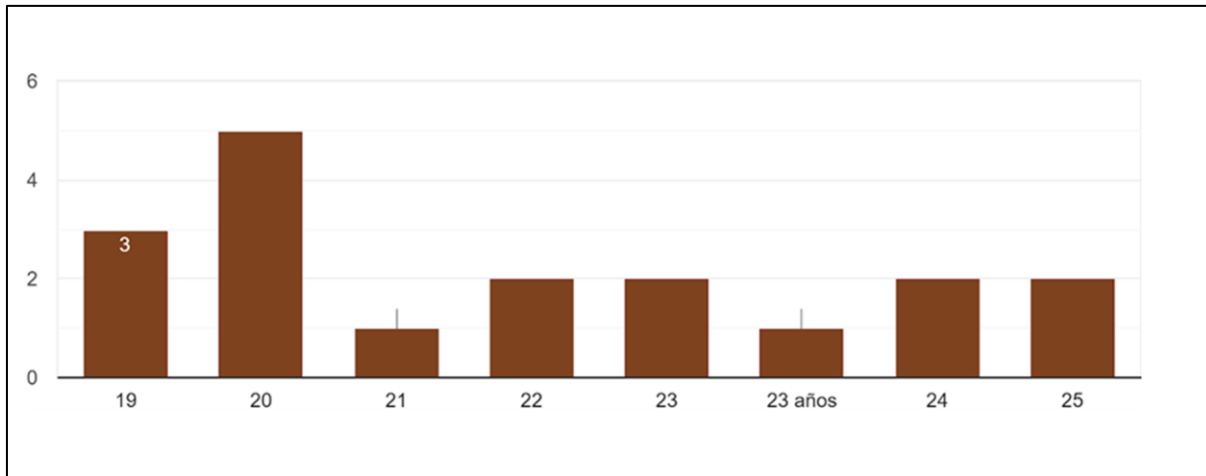
Source: Self made.

Youth is a stage in which the ability to learn, experiment, build character, take responsibility for decision-making and feel free, is forged. In 2019 it was estimated that there are approximately 1.2 billion people between the ages of 15- 24 on the planet, which represent 16% of the world's population. Youth is a "critical" stage, since young people are exposed to drug addiction, alcoholism, teenage pregnancy, criminality, unemployment, sexual problems and identity.

The youth in northern Cauca have been affected for many years by armed groups, they have been assassinated, recruited, and used. There are young people who in many cases do not have the opportunity to study, to have a job, for being stigmatized because of their race and the consequences of the aforementioned lead them to be part of gangs that fight for territory or to control drug trafficking in their neighborhoods.

In the nine months that have elapsed in 2021, six young indigenous people from

northern Cauca, between the ages of 15 and 21, have been executed by armed groups, which dispute the territory and want to have the power of drug trafficking in the area.

But there is another part of the youth of northern Cauca who have not been victims, and have not been directly affected by these problems. They have been young people who have made the decision to get ahead, to study, to make their way better and move forward.

In the north of Cauca, young people have benefited from the arrival of universities and institutes, for their academic and professional training. Thanks to this, they no longer have to travel to other cities in the country to study a professional career. The Universidad del Valle, the Sena, the Universidad del Cauca and ESAP are in search of union with the 13 municipalities that make up the Association of Municipalities of Norte del Cauca to strengthen access to higher education for the inhabitants of northern Cauca.

Within the analysis obtained, the results for the surveyed population include different ages according to the quantity of people involved in the research. This aims to determine that the majority of foreign language students in the sixth semester are located in the range of 20 to 25 years, and it is due to the fact that some young people or adults did not enter the university immediately after leaving school because of the score of both the icfes and the admission test was not sufficient to access a public university, for economic reasons (it was dedicate themselves to studying and paying for their studies with their work), reasons for sabbatical rest (to think about what to do with their life in the future) or take courses that allow them to know more of the career, in such a way that these factors may influence these students to have entered the university later than normal, since it has always been

estimated that the students recently graduated from college are projected their age of exit between 15 to 18 years.

Age is not an impediment to study, much less to learning a new language. All people have the right to learn and continue learning regardless of their age. Knowing more than one language is a very great advantage in the professional field and for many people, personally. But it does not mean that the younger you are, the easier it would be to learn a second language or that the older you are, the easier it will be.

Pregunta N°4: Seguridad social

Figure 4. *Seguridad Social*
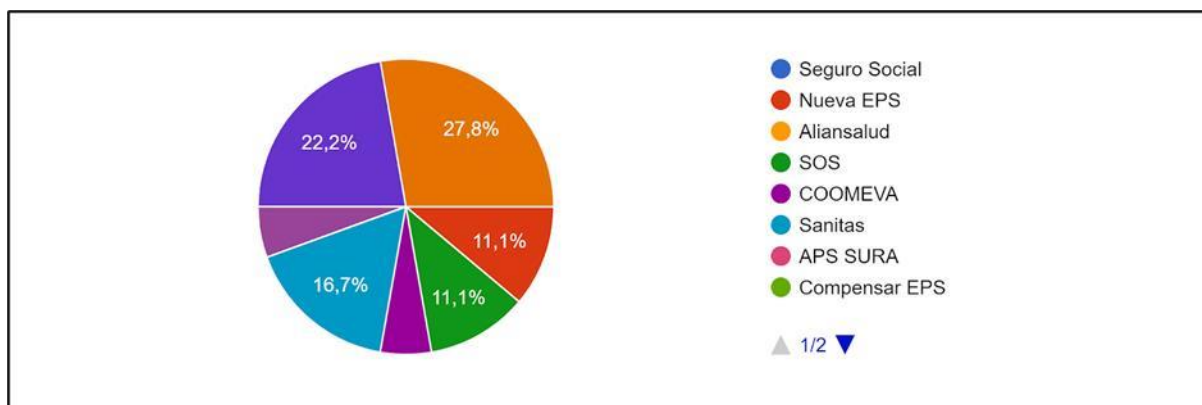
Source: Self made.

Social security is a group of services and benefits that every inhabitant of the world is entitled to, it can be from private institutions with advance payment of contributions, or by the state which must provide it for free, although partially. Social security is a fundamental right that we as citizens have, but not all people enjoy this right. People who have the privilege of enjoying decent social security are people who have a job that covers this, others are able to pay on their own economic resources to enjoy this benefit. The other percentage of the population that does not have this privilege is the population that has an informal job or are unemployed.

In Colombia, all citizens have the right to health services, either through the association of the company in which they work, by prior payment or free of charge through the SISBEN, which is a benefit provided by the state. The EPS are an important part of the Health System in Colombia, which is part of the Social Security System of Colombia, and this is directed by the National Government through the Ministry of Health and social protection.

These are the EPS that currently exist in Colombia:

Table 1

Regimen contributivo

Grupo	EPS
Alto	Alianzasalud
	Comfenalco Valle E.P.S
	Empresas Públicas de Medellín-Departamento Médico
	EPS Programa Comfenalco Antioquia
	Suramericana
	Cafesalud
Medioalto	Colpatria
	Compensar
	Luz Blanca
	Salud Total
	Sanitas
Mediobajo	Coomeva
	Fondo Pasivo Social de los Ferrocarriles
	Nueva EPS
	Salud Coop

	Servicio Occidental de Salud S.A. - EPS S.O.S. S.A.
Bajo	Famisanar
	Golden Group
	Humana Vivir
	Salud Vida
	Sol Salud

Table 2

Régimen subsidiado

Grupo	EPS
Alto	Asociación Mutual Barrios Unidos de Quibdó E.S.S
	Asociación Mutual Ser Empresa Solidaria de Salud E.S.S
	Café Salud
	Caja de Compensación Familiar de Cartagena "Comfamiliar"
	Caja de Compensación Familiar de Fenalco de Tolima Comf
	Caja de Compensación Familiar del Huila "Comfamiliar"
	Caja de Compensación Familiar de Cajacopi Atlántico
	EPS Programa Comfenalco Antioquia
	Pijao Salud
	Selva Salud
Medioalto	Asmet Salud
	Asociación Indígena del Cauca
	Asociación Mutual Empresa Solidaria de Salud de Nariño
	CAFAM
	Caja de Compensación Familiar de Córdoba Comfacor
	Caja de Compensación Familiar de la Guajira
	Caja de Compensación Familiar de Sucre

	CAPRESOCA
	COMPARTA
	Empresa Mutual para el Desarrollo Integral de la Salud E.
	Mallamas
Mediobajo	Asociación Indígena del Cesar y la Guajirao Dusakawi
	Caja de Compensación Familiar C.C.F ddel Oriente de Colombia
	Caja de Compensación Familiar de Nariño "Comfamiliar NA"
	Caja de Compensación Familiar del Chocó Comfachocó
	COMFABOY
	COMFAMA
	CONDOR
	Cooperativa de Salud y Desarrollo Integral Zona Sur Orien
	ECOOPSOS
	Manexka EPS
Bajo	Anaswayuu
	Caja de Compensación Familiar de Fenalco Seccional de SA
	Capital Salud
	CAPRECOM
	COLSUBSIDIO
	COMFACUNDÍ
	CONVIDA
	Humana Vivir
	Salud Vida
	Sol Salud

* Sí de las anteriores opciones no cuenta con ninguna, ¿usted qué tipo de servicio recibe o acude?

To this question, 6 students answered that they had another type of social security; which are: Mayamas, Emssanar, AIC, Asociación de Indigenas de Tacueyo, ninguna and EPS to be more specific. According to what is established in the definitions of how Colombians obtain their social security, the respondents were located within the following: SISBEN has a population of 4 students that is equivalent to 22.2%, which is provided by the government and that it has helped to solve more than all the social need of many citizens; COMFENALCO has 1 student that is equivalent to 5.6%; SANITAS has 3 students that is equivalent to 16.7%; COOMEVA has student that is equivalent to 5.6%; SOS has 2 students that are equivalent to 11.1%; NUEVA EPS has 2 students that are equivalent to 11.1% (these entities mentioned previously are totally private) finally, 27.8% are students who do not have any type of social security, and 5 students belong to this population.

These results showed that the vast majority of the students surveyed are positioned within the subsidized regime that is SISBEN because they do not have enough money to access a private affiliation, however, the government tries to help meet their needs priority or basic that allows them to have an acceptable well-being; and there are those who do not have any type of affiliation who, although they do not have any type of affiliation, they know how to solve their needs in terms of health, housing, among others. Those who have a private affiliation have special benefits unlike those who are in SISBEN.

The need to specify this question in the survey is based on the benefits or disadvantages that it may entail, since students sometimes have opportunities to access some type of higher education

with this type of social security, either through scholarships, monetary subsidies, in order to promote education to people who have or do not have access.

Pregunta N°5: ¿Con qué grupo étnico usted se identifica?

Figure 5. *Grupo étnico*

Source: Self made.

In Colombia, Afro-Colombian communities were recognized as a people that are part of the ethnic and cultural diversity of the country. A group of families of Afro-Colombian origin that have their own culture, share a history, and which enjoy their own traditions and customs within the countryside-town relationship, that confesses and maintains an awareness of identity that differentiates them from other ethnic groups.

The Afro-Colombian population is made up of men and women who have an African descent, such as: language, ethnicity and culture. Afro-Colombians are some of the descendants of Africans who came to Colombia as slaves. The northern part of the Cauca department is made up of 10 municipalities, which are: Santander de Quilichao, Buenos Aires, Suárez, Puerto Tejada, Caloto, Villarica, Corinto, Miranda, Padilla and Guachené. In this group of municipalities there are around 180,000 people who consider themselves Afro-Colombians. "Este grupo de municipios representa el 23,25% de

la población del Departamento; 306.700 personas de los cuales el 67,11% se reconoció como afrodescendiente en el censo DANE 2005" (Ministerio de Cultura, 2010). Of the municipalities mentioned above, the Afro population has the highest concentration in the municipalities of Puerto Tejada, Santander de Quilichao and Caloto.

The department of Cauca is characterized by hosting most of the indigenous groups of the Colombian territory such as Paez, Totoró, Guambiano, Yanacona and Coconuco, Eperara Siapidara, Inga and Pubenense, which have been preserving the roots and customs, peace, legacy through the culture, respectful and teaching, "190.069 personas (cerca del 20% del total departamental), pertenecientes a 8 grupos étnicos reconocidos oficialmente, los cuales están establecidos en 26 de los 39 municipios del Cauca." (Consejo Regional Indigena del Cauca [CRIC]).

In recent years the Colombian government has been working to improve education for the Afro-Colombian population. The government has proposed education in 3 dimensions: autonomous education, education for competitiveness, and intercultural or ethnographic education.

At the Universidad del Cauca, there is a program of diverse communities developed by the Vicerrectoria de Cultura y Bienestar. This program has been concerned with carrying out processes of inclusion, specifically of the ethnic and cultural communities that are within the university, these main communities are the Afro and indigenous. At the Universidad del Cauca there are students from the following indigenous communities: The Misak, Yanacona, Inga, Pastos, Polindara, Quizgó, and the Awak peoples, these are equivalent to 8% of the students; The students from the Afro-Colombian community are from areas such as: Timbiquí, Guapi, López de

Micay, Patia, and the north of Cauca mainly, these are equivalent to 5% of the students.

The CIDES, Popayán's Cabildo Indígena for universities are attached to the diverse communities program, which works to strengthen and preserve indigenous uses and customs; There is also the Palenke Universitario del Cauca, created to provide students with a territorial reference within the university; and the Marrones Collective.

For Afro-Colombian and indigenous students, learning a foreign language is not very easy; since they by nature, by custom and territory, have a native language. This language is the one with which they communicate in their community and the one they are used to employ. When they leave their territory, they have to learn a second language, which is Spanish, and when they enter university they face learning two other languages, which has a strong impact on their acquisition.

According to the results obtained in this question, the following could be observed: of the surveyed population, 6 of the students equivalent to 33.3% are considered part of the mestizo community, 4 students equivalent to 22.2% are identified as Afro-descendant, 4 students equivalent to 22.2% are considered part of the indigenous community and finally 4 students equivalent to 22.2% are identified as None. These results demonstrate the diversity that the Universidad del Cauca has in its classrooms, which has allowed that any type of race is not discriminated against and that we all have access to a quality education where tolerance and respect prevail.

This is also due to the fact that in a place like Santander de Quilichao, where many people have contact among others, where the North Cauca economy has increased in recent years, it has allowed it to become the axis for the University to have located its space as North Headquarters, so that all the young people surrounding this municipality have access to study in a place as concurrent as this one. However, for some students belonging to this type of community, in which the main language is Spanish, and in indigenous communities that have their own language like NASA YUWE, learning a second or third language such as English can be a complex challenge, since the fields of grammar and relevant skills such as listening or speaking can be variables that limit them to interact and learn.

The place of residence of the student can have a positive or negative impact on learning a second language, since the opportunity of a student who lives in a main city will not be the same as a student who lives in a village in northern Cauca. For example: a student living in Cali has more opportunities to go to a cafe where foreign and local people meet, and speak in this second language. A student from a village in the municipality of Santander de Quilichao will not have this same opportunity, for these students, learning, adapting, and acquiring English and French can be a bit more complex; more will not be something impossible.

Pregunta N°6: Lugar de residencia

Figure 6. *Lugar de residencia*

    Source: Self made.

Santander de Quilichao is one of the municipalities of Cauca and is located to the north of

this department. It is better known as "Tierra de Oro". The municipality of Santander de

Quilichao borders Caloto, Jamundi, Puerto Tejada, Villarica, Buenos Aires and Caldono,

Jamundi is one of the municipalities that make up the department of Valle del Cauca, located to

the south of the department within the metropolitan area.

Cali is the capital of the department of Valle del Cauca, in Southwestern Colombia. It is a

city known as "The capital of salsa" and "the branch of heaven." Cali is located on the western

bank of Cauca River. The city is guarded to the west by the Farallones de Cali that are part of the

Western Cordillera of the Colombian Andes. It connects with the port of Buenaventura on the

Pacific coast and to the northeast with the industrial center of Yumbo" (La Sucursal Del Cielo, n.

d.).

Popayán is the capital of the department of Cauca. It is known as the white and catholic

city of Colombia and one of the oldest cities in Colombia and America. Popayán is one of the

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cities recognized by UNESCO in 2005, UNESCO named Popayán as a UNESCO City of Gastronomy for its diversity and concept for the heritage of Colombians; Puerto Tejada is one of the municipalities that make up the northern municipalities of Cauca, close to the metropolitan area of Cali; Villarica is one of the municipalities in the north of Cauca, close to the Cauca River, and it is a municipality dedicated to agriculture and they grow sugar cane.

En los primeros días de diciembre de 1985 comenzaron los rumores de que en el corregimiento Tacueyó, del municipio de Toribío, se estaba cometiendo una matanza sin precedentes. Entre noviembre de 1985 y enero de 1986, Fedor Rey, alias 'Javier Delgado' y Hernando Pizarro Leóngomez comandantes de un grupo guerrillero disidente de las Farc, asesinaron a más de cien de sus compañeros" (Rutas Del Conflicto, 2019).

Piendamo is known for being a municipality productivity in Cauca, "Es el segundo Municipio productor de café a nivel Departamental, contribuye con la economía nacional con la exportación de flores, características de sus paisajes, aptitud del uso de sus tierras y presencia institucional" (Nuevo Cauca, 2016).

The place of residence of the student can have a positive or negative impact on learning a second language, since the opportunity of a student who lives in a main city will not be the same as a student who lives in a village in northern Cauca. For example: a student living in Cali has more opportunities to go to a cafe where foreign and local people meet, and speak in this second language. A student from a village in the municipality of Santander de Quilichao will not have this same opportunity.

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According to the results expressed in this question, it can be observed that 50% of the population, which is equivalent to 9 students, reside in the municipality of Santander de Quilichao, allowing them to have better access to transportation, housing and also, students can resort to the headquarters when it is convenient for them (go to the library, do jobs, attend conversation clubs that are in force, culture programs, among others), while the other 50% of the population is equivalent to 9 students who reside in municipalities such as: Jamundi, Cali, Popayan, Puerto Tejada, Villarica, Tacueyo and Piendamo -Tunia, they have two options: reside in rent in Santander de Quilichao or travel every day. In addition, for those students who must travel, it would be difficult for them to extend their time by attending any event related to English that are outside of class hours, you must provide your money well to have to eat or for some material.

These places of residence in one way or another have a positive or negative impact on the learning of a foreign language such as English, because within the municipalities that were expressed in the answers there are some such as Cali or Popayan, because they are main cities, have a greater impact or opportunities for the students who stay there, since spaces are fostered to interact with people of different cultures (from another country) and the communication skills of the second language can be improved, unlike students who are housed in small municipalities where the degree of interaction is minimal, and only that interaction is carried out with university companions.

Pregunta N°7 - 8: ¿Usted posee alguna clase de vehículo propio? (Si se encuentra en las opciones, por favor, solo marque la opción)

Figure 7. *Posesión de vehículo propio*
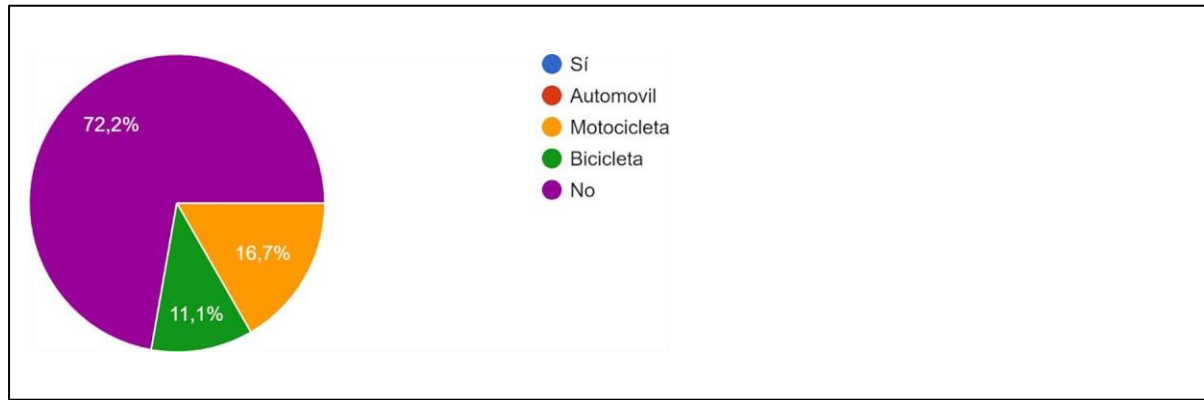
Source: Self made

In this question most of the respondents do not have some kind of own vehicle, being 72.2%, 16.7% have a motorcycle and 11.1% have a bicycle, and we realize that the purchasing power of students is not very good to be able to acquire a means of transport. Purchasing power is the amount of goods that a person can get with a fixed amount of money depending on the price level. The costs of living in a country with a devalued currency affect people's purchasing power.

Figure 8. *Medio de transporte*

Source: Self made.

In this graphic, we observe that the vast majority of those surveyed travel by inter-municipal bus, with 42.9%, 21.4% travel at home, the other 21.4% travel by foot and 14.3% travel by collective bus.

Pregunta N°9: Tipo de educación que recibió en la primaria y secundaria

Figure 9. *Educación*
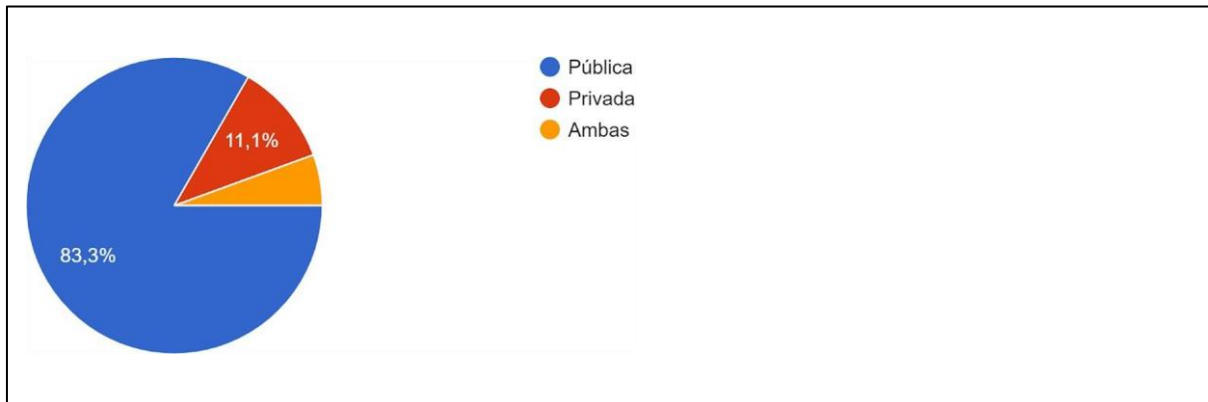
Source: Self made.

In this question, the majority of respondents received public education, with 83.3%; 11.1% received a private education and 5.6% received both education. Education is a right that every citizen has, and the school is the place destined to teach children and young people, speaking of public institutions.

It is a right of the person, of a public service that has a social function and that corresponds to the regular State and to exercise the supreme inspection and surveillance with respect to the educational service in order to ensure its quality, for the fulfillment of its obligations. purposes and for the better moral, intellectual and physical formation of the students (Ministerio de Educación, 2020).

Private institutions, you do not have the obligation to educate those who cannot afford the monthly payment. Public education in Colombia has always been criticized for the precariousness of its facilities, its teachers, etc., this due to State policies, a great difference from private education.

Public education in Colombia is economically in charge of the State, and private education is supported by students, parents, who are in charge of making the monthly payment to the institution. Public educational institutions in Colombia do not have the tools or the human team to develop adequate teaching of English and other areas. The demand in public educational institutions in Colombia is great, and despite this, the intensity of the hours assigned to the English area is not enough compared to private schools, which, in large numbers, students become bilingual and they have more contact with the language.

It is a matter of vital importance to analyze the educational quality of teaching and, in the same way, of the learning of English in public education. A low quality in the teaching and learning of English means a notorious limitation in the workplace. In addition, a person with good proficiency in English generates more sociocultural and intercultural skills that will facilitate the development of personality, attitudes and skills within different social contexts.

Nevertheless, private educational institutions in Colombia have adequate and sufficient tools to develop an adequate teaching of different subjects but overall English in bilingual institutions. The hourly intensity that these schools assign to the English area is more than enough, so that their students have a high level of English. On many occasions, their teachers are international or have specialized in other countries where their main language is English, and these characteristics make their teaching level higher. sometimes, in public

institutions, English teachers are people who are not adequate to teach this area, but due to the low demand for English teachers, the government and institutions assign this area to any other teacher.

Pregunta N°10 - 11: Antes de ingresar a la universidad, ¿usted ya había estudiado o frecuentado el inglés? Si su respuesta es SÍ:

Figure 10. *Estudios previos del inglés*
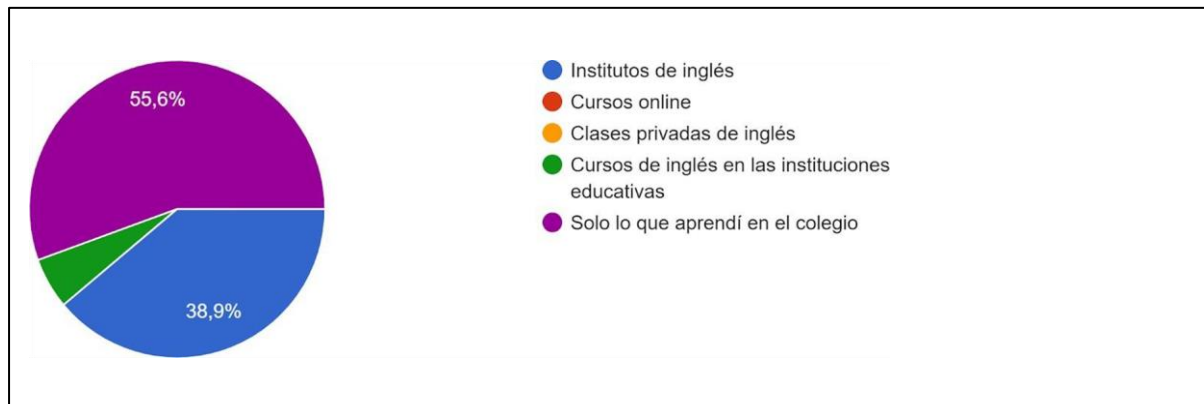
Source: Self made.

In this question, 55.6% of the respondents only knew what they learned in school, 38.9% had the opportunity to study in English institutes and the other 5.6% took English courses in educational institutions.

Previously, English courses were only offered in private institutes that had foreign teachers and / or certified teachers. These courses had very high costs, which only certain people could afford. Today we have the advantage that these courses are taught free of charge, in person or not in person. SENA has this course, to learn English for free and certified, on YouTube there are also courses that are offered for free and many people are benefited.

Figure 11. *Carencia de estudios previos del inglés.*
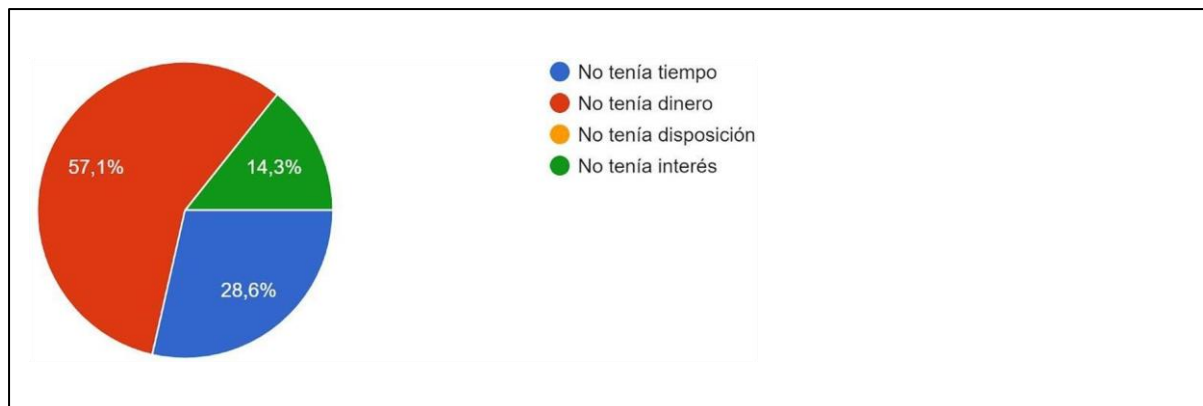
Source: Self made.

In this graphic we observed that 57.1% of the respondents did not have the financial resources to study English before entering university, 28.6% did not have time and 14.3% had no interest.

Pregunta N°12, 13 - 14: ¿En su lugar de residencia, considera usted que ha tenido fácil acceso a librerías o internet? / Cuenta con fácil acceso de conexión a internet en su lugar de residencia? Si su respuesta es SÍ, por favor especifique. / Si su respuesta anterior fue NO, ¿Con qué recursos cuenta usted para realizar sus deberes académicos?

Figure 12. *Acceso de librerías e internet.*
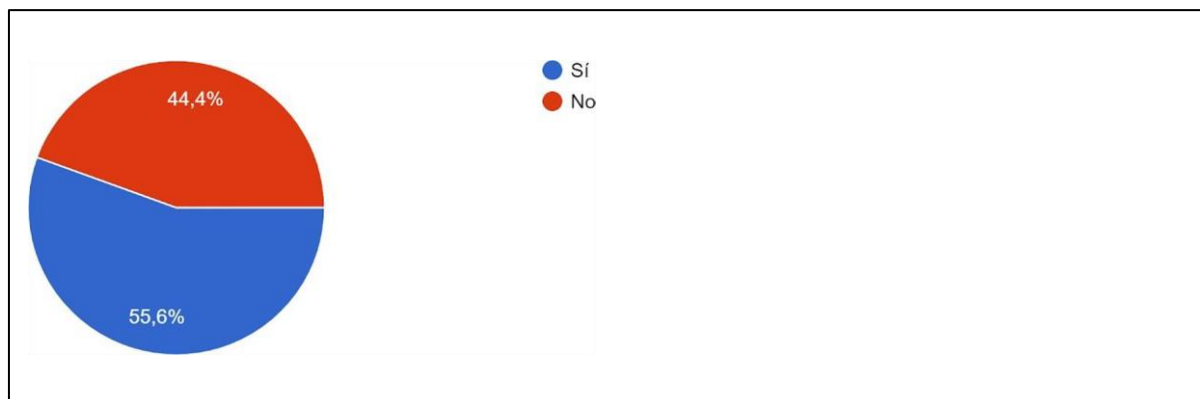
Source: Self made.

The internet today is the most efficient network we have and through which all kinds of information are shared, people can have the opportunity to explore, search, get information, have fun, learn and teach being one of the most important inventions that has created the human being.

"The Internet concept has its roots in the English language and is made up of the word inter (which means between) and net (from network which means electronic network)" (Equipo editorial Etecé De Argentina, 2021), in order to access the internet, web browsers are used, such as: Google Chrome, Internet Explorer, Mozilla Firefox and Safari, which can be provided in several types of internet connection, such as: Telephone lines, cable, satellite and power lines.

The internet has several advantages, which help us to communicate with people who are long distance, find updated information, buy products, play online games. And some kind disadvantages that can be dangerous for us, like: digital crime, online harassment, exposure to inappropriate content, violation of privacy.

Libraries are a place where books are kept that provide all kinds of information, which can be accessed by all types of users. In the libraries there are personnel in charge to help users with any type of doubt or concern. In libraries, unlike the internet, information is found in physical books, which users can rent to be able to take them to their place of study, residence, work, etc. Before the advent of the internet, all information was in libraries. In libraries you can find informative and investigative articles, dictionaries, reading books, newspapers, dictionaries.

About the results that we could find from these question, the surveyed population were divided according to their two answers: the 44,4% of the population affirmed that they do not have access to go, stay or get information at the libraries or internet connection, the reason is

because of the location where they live, the economical resources, they do not have the possibility

to appreciate a place and have tools like these, also the authority itself does not provide the

resources to give an educational element like the library or internet connections. The other 55,6 %

of the population just confirmed a positive answer, showing that these students can afford a ride to

the library, or they might have a library at their homes, also, they can pay a considerable amount

of money for a good internet connection, in order they can have the necessary information to learn

a new language like English.

Figure 13. *Accesibilidad de conexión.*

Source: Self made.

In this graphic, most of the students, 82.4%, have home wi-fi, 11.8% recharge their cell

phone and 5.9% have a relative's Wi-Fi.

Figure 14. *Medios de aprendizaje del inglés.*

Source: Self made.

In this graphic, 33.3% of the students carry out their academic homework with their own effort because for this population this is the only way to improve in their skills or increase the English learning; the other 33.3% opinion / help from parents, tutors or superiors and that is due to because all of the previous factors have a previous knowledge or studied the language, and this might be an advantage for this population, whilst they can interact, learn and improve each other; and the other 33.3% of the population have tried to learn with another method that can work so well for them.

Pregunta N°15: ¿Usted posee o cuenta con herramientas tecnológicas que le permitan experimentar un mejor aprendizaje del inglés?

Figure 15. *Herramientas tecnológicas.*
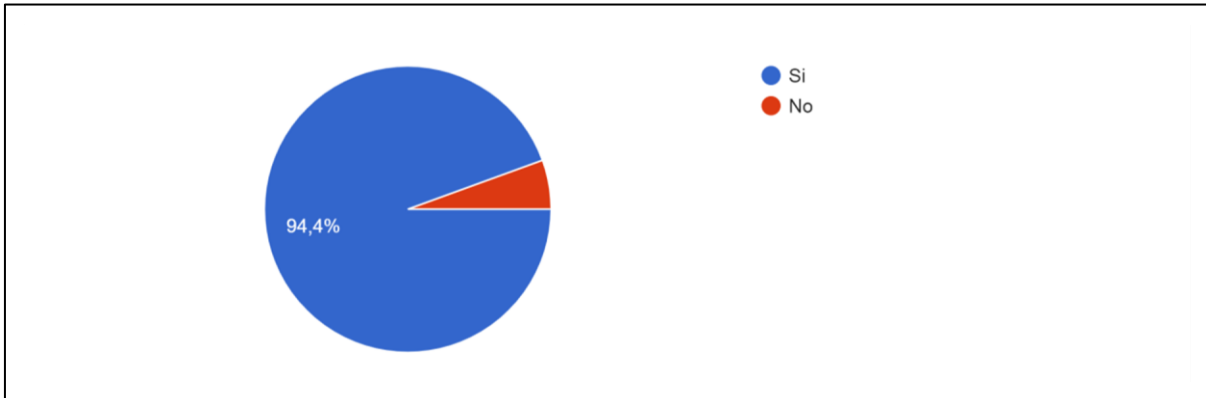
Source: Self made.

In the first place, it is necessary to take into account how the concept of technological tools is called, since without a doubt, they have become one of the most important products (one could say) in recent years and that they have not only served to be of help to users, but also to be able to learn from them and evolve more and more. According to the portal Euroinnova Business School (n.d.) the technological tools are certain programs that include everything related to Software and Hardware, and their objective is in the development of an obligation or work in a virtual environment, in addition any subject is able to make use of these.

That is why they have intervened in society by acting positively, providing users with comfort and agility within them. One of the tools that has stood out within this technological world for many years has been the invention of the computer, and it cannot be denied that it has been an element of great need for people of any age, since it provides uses for the fields professional, educational or interactive, it provides information and a variety of options to make life less complex. This instrument, as explained by the author Chadwick (2001) has been a

great influencer in people's acting, thinking and reflecting, since both the human being and this machine work together to increase, improve, develop the skills that the brain uses in activities but that are concrete, necessary and reduced; in addition, the work of the technological mind and the human mind allows increasing competence and aptitude in areas such as logic and cognition.

And it is of great importance to emphasize that technology has had a great impact on the educational sector, since it is a necessary work tool, which guarantees better learning for students, not only in courses such as mathematics, computer science, Spanish, science, among others, but also to the teaching of a foreign language, yes, in a responsible way and use. This means that the world of technologies and communication (ICTs) as stated by the author Bautista et al., (2014) they have become a great influencer for the educational environment, since it has been involved in the development of elements such as educational portals, virtual teaching-learning rooms, videoconferencing, teaching materials that have spread throughout the internet; however, these elements have undergone great development and improvements over time, allowing users (teachers, administrators, etc.) to obtain a performance in the teaching and learning guides. That is why, within this new era of computing and its usefulness in teaching foreign languages, ICT has managed to be that essential part that supports students in their practice process, development of skills in the real world of teaching and learning a second language (Garrido, 2015).

Now, in the survey that was carried out with the sixth semester students of Bachelor's Degree in Modern English and French Languages, question no. 15, which corresponds to the possession of some type of technological tool that allows a better learning of English, 94% of the

population, which is equivalent to 17 students, stated that they had access to these tools that have been of great help to their learning of the English language. As contemplated by the author Garrido (2015) the use of technology has been of great importance and great need, which agrees to carry out actions such as research, analysis, and explanation in the face of social and cultural perspectives around us, taking into account our communicative, social and participatory vision.

While 5.6% of the population that equals 1 student claims to have this type of tools, in other words, it can be observed that for lack of resources, lack of internet zones within your community for this percentage of the population tends to be complex to obtain this type of material for proper learning.

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Leading to the conclusion that this population has accessible and reasonable economic resources to be able to have this kind of technology, in addition to having the capacity and knowledge to use these modern tools, as pointed out by Moreno (1994) in his approach, "Variations of social contexts exist within a community, which is part of an investigation, in which data on age, social and economic strata are obtained" (p. 43).

Pregunta N°16: Con qué clase de computador cuenta usted?

Figure 16. *Tipo de computador*
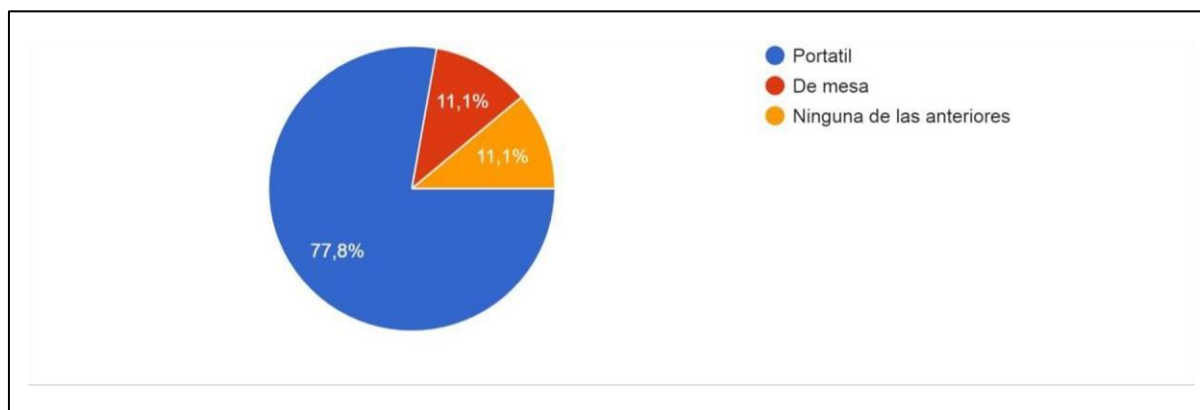
Source: Self made.

To better understand the analysis of these questions, it is necessary to know a little about the elements that have their respective relevance (desktop and laptop computers). The computer has been considered one of the most innovative technologies of all time, not only for its originality and performance, but also for its evolution over the years and its role in society.

This machine has covered a large part of the world and has met the needs of people according to how they request it, and one of those needs has been that of the computer model they want. In the market there are two types of computer: table or desktop computer, which depending on the GCFAprendeLibre web portal (n.d.) affirms that they are those who are positioned in homes, dependent on electricity, have more parts than a laptop and their price is more accessible to the pocket; On the one hand, you can see the laptop, which unlike the desktop computer, provides displacement, that is, you can take them anywhere thanks to their light weight and size, they have a battery that allows them to recharge and use them for a certain weather.

On the other hand, this type of tool has been of great help to students, since it provides a variety of utilities that help in increasing learning, allowing access to programs, and access to knowledge portals for an efficient search. As was well said, these instruments are welcomed for learning and even more so in the educational field, where elements such as software (internet, email, search engine) and hardware (computer) are used independently depending on the objective of each educational institution (López, 2007).

Analyzing the responses that the students expressed, it has been identified that 77% of the population, that is, 14 students have a laptop, 11% who are 2 students, have a desktop computer, stating that they have a good economic resource that they have provided themselves or by the

same relatives. This means that for this population, having these resources allows them a better performance in learning English, since they can carry out extracurricular activities that increase their level in the foreign language, in such a way that their technological tools do not affect their performance.

While the other 11% who are 2 students do not have any type of tool like that, they should perhaps conform to a smart cell phone, to supply, increase their academic needs, on platforms that have the objective of offering learning activities such as virtual courses, which provide optimal development in virtual environments. They also allow access to audiovisual resources, information, communication with other students and faculty, and all this can be done wherever you are and at the time you want (Hernandez, 2017). Nevertheless, it is still a disadvantage for this percentage of the population by not having the tool to question, whilst when they use the cellphone they are not going to see, search or have the information in a limited way, because for some people it is exhausting read on there, or some tools are not available in there, unlike the computer that does have the tools.

Pregunta N°17: De acuerdo a la pregunta anterior, si su equipo se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique

Figure 17. *Modelos de computador.*
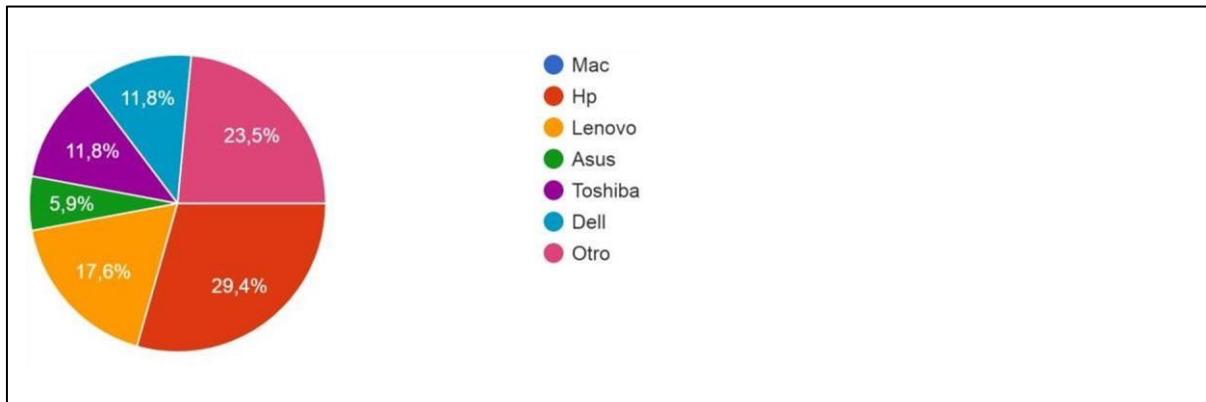
According to question 17 that is related to the previous question, the students must answer whether or not they had a device such as a laptop or desktop computer, to which they answered that they have all kinds of computer brands, starting with the highest percentage that is the HP computer with 29.% of the population, equivalent to 5 students, followed by the Other with 23.5% equivalent to 4 students, Lenovo with 17.6% equivalent to 3 students, Dell and Toshiba with 11.8% equivalent to 2 students and finally Asus with 5.9% equivalent to 1 student of the population . In this way, the students specify which was their best option as a work tool. According to the website ¿CÓMO FUNCIONA QUÉ? (n.d.) the sale of any type of computer (desktop, laptop, hybrids) has been a great influence on the economy around the world, since it is what generates the most income for technology companies.

This means that for the students of this research, it is necessary to obtain a useful, sophisticated tool, duration, handling, mobility, of good quality and effectiveness, that meets their expectations. In the technology market, the brands most requested by customers start with brands such as HP, Lenovo, Mac, Asus, Do, Samsung among others, since they offer high performance, optimal access, trust and security.

Pregunta N°18 y 19: ¿Con qué clase de celular cuenta? y de acuerdo a la pregunta anterior, si su equipo se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique

Figure 18. *Tipo de celular.*
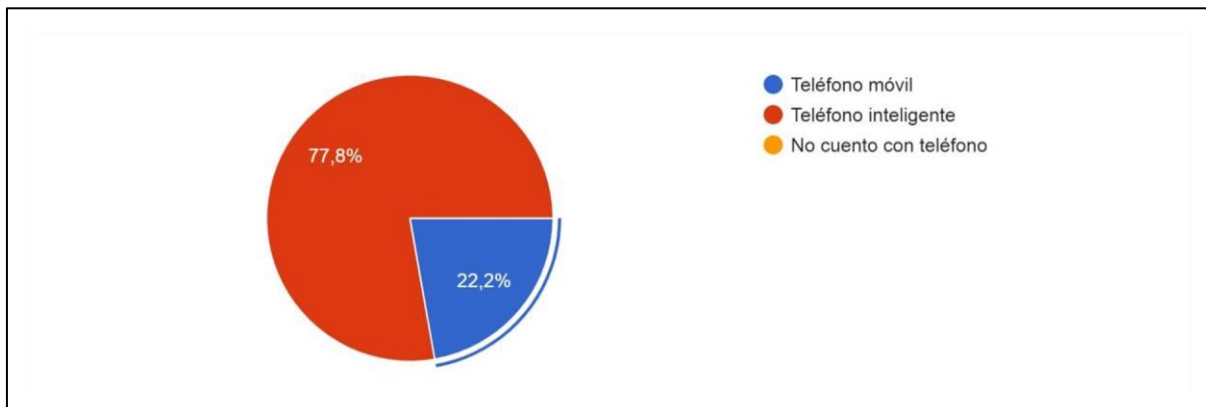
The era of technology has been advancing every day, not only is a computer needed to meet our academic needs, it is also necessary to have a device that is smaller in size, that has tools that a computer has and that also allows optimal learning in the field of languages, like the Smartphone is, which has achieved a great impact by bringing together all kinds of services that are formed through the computer and communication piece, thus achieving one more space within the educational environment (Hernández, 2017).

Thanks to this device, it is observed that the students studied, the 77.8% of the population equivalent to 14 students, have a smartphone that allows them access to communication, virtual educational platforms, applications that increase their level of English and perform jobs, all in order not to impair their learning, such as the author raises it Dwi Fita Heriyawati (2016) correcting that this type of tool does not lead to losing oneself in inappropriate uses, but rather positively influences the student's actions to learn a new language through activities, reducing

the negativism that one has about the use of the telephone. All of this is thanks to the evolution that this mobile terminal has continuously presented, providing users with a wide, light, satisfactory interface, good quality and a reasonable price, so that they can enjoy the wonders that this type of server offers (Burbano et al., 2016).

It is also observed that 22.2% equivalent to 4 students do not have a tool that allows them to carry out activities such as those that a smartphone can, this corroborates that students who have a mobile phone have more access to different applications or learning platforms or that allow them to study to improve their level, however, those who have telephony without internet access would have more complexities when it comes to searching, increasing, improving their learning, that is, they are hampered, and this could be due to the lack of economic resources that limit them to have this type of technology.

Figure 19. *Modelo de celular.*
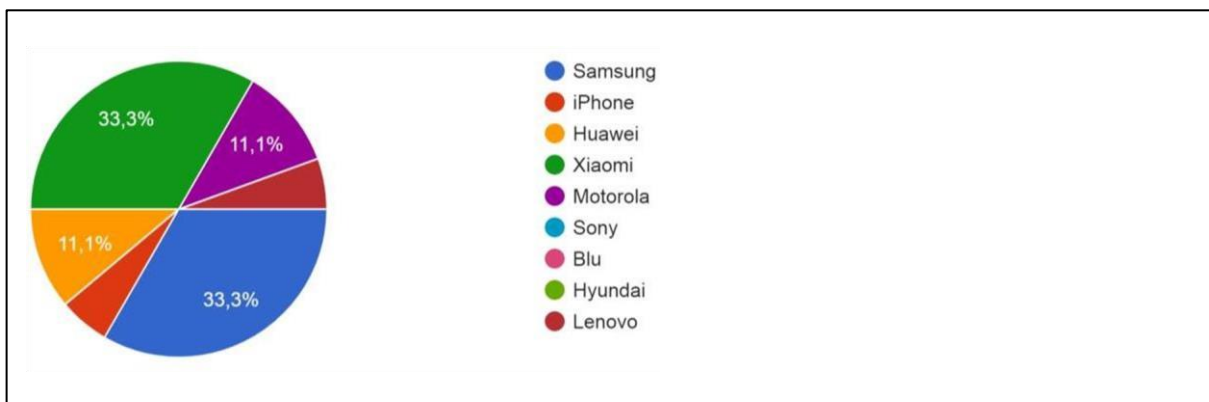
Source: Self made.

Knowing that the students are carriers of this type of device, it took on the task of asking and identifying what types of marks they had, the following information was found and showed in the previous graphic: Samsung and Xiaomi with 33.3% of the population, that is, 12 students,

according to a study by Infobae website (2020) the best-selling brand in this sector continues to be South Korean Samsung, which in 2020 sold 253 thousand terminals, occupying 18.8% of the World Market. It is followed by Motorola and Huawei devices with 11.1% of the population, equivalent to 4 students, and finally we have the iPhone and Lenovo with 5.6% of the population, equivalent to 2 students.

This means that access to these brands is due to the fact that in each device, the student requires specific characteristics, such as storage space, speed, size, camera, quality, that is well recognized and that its value is reasonable. As Infobae website (2020) as mentioned, the sales record yielded an estimated 1.3 billion mobile devices, revealing that two brands such as Apple and Xiaomi were the ones that most increased this result compared to the sales of 2019.

This leads us to conclude that for these students it is important to have an excellent device that allows them to interact, communicate, perform homework and look for alternatives for better performance in learning English. Also, if some do not have a computer, this tool is much more accessible for them.

Pregunta N°20 y 21: ¿Cuenta usted con tablet? y De acuerdo a la pregunta anterior, si su equipo (tablet) se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique:

Figure 20. *Tablet.*

100%

Si
No
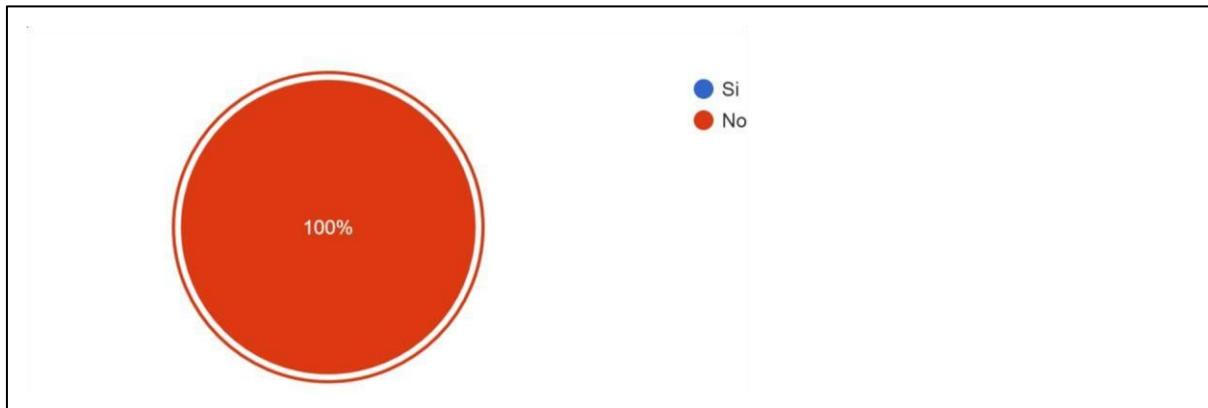
Source: Self made.

It is clear that for the students a device such as the Tablet is not of importance or of great relevance to have it, since a telephone or computer can generate the same functions, in addition the values, functions and performance that it has are similar or equal to those of a smartphone, as the author Gobierno de Navarra (n.d.) the impact of smart devices are transferring the purpose and objective of the Tablet that was intended to be compared with the tools that a computer has.

Pregunta N°22 y 23: Sabe manejar todas las herramientas y aplicaciones de su equipo? Si su respuesta es NO, especifique al final; y ¿Estas herramientas le han servido para aprender inglés?, ¿Cómo le ha ayudado?

Figure 21. *Manejo y uso de aplicaciones de equipos tecnológicos.*
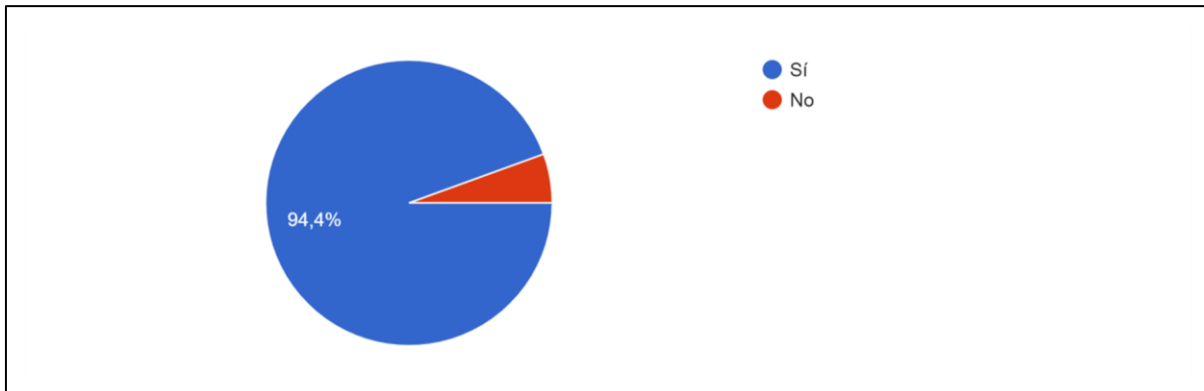
Source: Self made.

It is evident that 94.4% of the population equivalent to 17 students, know how to handle electronic devices correctly, since they already have a certain time with them, in which they have been able to use all kinds of programs, applications, games, pages and / or or online portals that allow them to have opportunities to improve, advance in the level of the language and also enhance their skills. It is of great importance to emphasize that the knowledge of the use of the foreign language mentioned is also due to the so-called cognitive tool, which, according to Aparicio (2018) They are those with which the student is learning with technology, that is, they both work together and not one depending on the other.

For this author it is important to make it clear that the objective of cognitive tools promotes the use and elaboration of critical thinking. It should be noted that these students have become digital natives, since they know perfectly how the world of technology works, they know it from head to toe, as stated by Vega (2016) this type of students called digital natives not only are capable of understanding the principles and uses of the digital language, but also that they are in the capacity to have control of it and that is practically found from the moment they arrive in the world, specifically in its gray matter.

That is why, thanks to this type of tools, devices, the students confirm that they have been of great help for their progress in learning English, highlighting characteristics such as: grammar, skills, communication, interaction, vocabulary, which according to the authors Burbano et al., (2016) in their conclusions: all kinds of applications that are added to mobile products are in one way or another an essential element for learning or improving knowledge in a language other than the mother tongue. Proposing that all types of programs, applications or games are the vectors that to a great extent provide stimulation and enrich the development and acquisition of a second language.

Pregunta N°24: Si no tiene ninguna de estas herramientas, ¿Considera que se le ha dificultado el aprendizaje del inglés?

As is well known, technological tools have been of great help for daily life, and with them we have learned to use them in a good way, so much so that it has generated new knowledge from turning on an electronic device to the development of programs, projects, works, among others, and has collaborated for the different teaching areas, as contemplated Diaz (2014) this innovative science has interfered in the way of the education of the student according to the need of his academic scale, so much so that it has provided recent but impressive methodologies and teaching strategies for the disciplines found in the educational system.

Now, within the area of languages, for the author Cortés (2012) English learning, ICTs or technological tools have become an alliance that benefits the student by providing information through autonomy, which is undoubtedly seen as an advantage so that the student can supply himself with everything he needs from the outside of the classroom. However, sometimes the amount of information, applications or programs can become irrelevant for students since

sometimes they do not provide the expected result and they prefer to discard it.

As mentioned above, for the resolution of this question in which it is a question of verifying whether, not having any of the above tools, learning English would be more complex, it was observed that 3 students answered openly considering that they do not affect their learning as such. foreign language learning, as they look for other alternatives to avoid that obstacle, not only referring to having a cell phone or computer, but also to the information or activities found in the network.

Pregunta N°25, 26, 27: ¿Cómo consideras que percibes tu nivel de inglés? ¿Cómo consideras que tu familia influye en esa percepción? ¿Cómo consideras que tus amigos influyen en esa percepción?

To understand better about what these questions differ on, it is necessary to understand the concept of perception. For each living organism, perception represents the meaning, vision and opinion that one has about something (tangible or abstract) or someone, that is, a judgment that each human being makes about the world that surrounds it. To better develop this position, the author Aguilar (2010) proposes that the definition of perception is considered from two visions: epistemology as the creation of knowledge, and social psychology as retention, analysis of the other.

In the same way, perception is also denoted in the field of education, where the role of the student is questioned by himself or by an external agent, who can react positively or negatively to the development of a process. It should be said that within this questioning there are attitudinal, cognitive, dispositional, emotional concepts that are important in the educational field (Aguilar, 2010). At the individual level, it can be observed that each student perceives their level of English as regular, due to factors related to language learning, such as

speaking, listening, writing and reading skills. However, they comment that they are available to make a resounding effort to improve, since they want great opportunities in the language, where the security that each one acquires will be the key to achieving greater growth in the language. The second condition is self-confidence, that besides giving the needed strength, will also help you to create a good self-image of yourself (Krashen, 1982).

At a family and friendship level, several similarities can be found regarding perception, where they explain that those who influence that perception of English provide them with the necessary motivation when putting the English language into practice with feedback, companionship, since they full of emotion knowing that the students are in the process of learning a new language, as Krashen (1982) said the first one is the motivation which might help you to make better productions in the foreign language. There are also those relatives who consider these students important for the fact that they are on their way to enrich themselves with a new foreign language and those who in some way or another also wish to learn the language are present, wanting to help in the student's process.

On the other hand, there are those who have nothing to do with the learning process, since they only contribute economically, and finally, those who are alone, who does not have emotional support but who rely on themselves to advance in the learning of the foreign language or look to other students for a personal challenge to improve.

Pregunta N°28: ¿Cómo consideras que tus docentes influyen en esa percepción?

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Teachers act in a positive way, promote motivation in students through a congratulatory message, appreciate that the correction method they use allows them to improve their learning path, since their role in teaching foreign languages should not focus on harming students or showing a bad attitude, but must show positive interest, in order to provide a good environment and encourage the student, who, according to Larrenua (2014-15), who is in charge of promoting a pleasant and interesting environment within the classroom when teaching and learning a second foreign language should be the teacher, because in traditional education it has been chosen that the teacher has absolute power and in which he only insists in teaching just because, but this idea is totally changed by an idea of full dedication, support, good attitude and understanding for learning foreign languages.

Within the 3 questions, it was noted that one student answered the same answer equally: remarkable. Hinting that it does not find any influence on all variables.

Pregunta N°29: ¿Cómo consideras que la sociedad influye en esa percepción?

In one way or another, it is appreciated that in the responses of the students they are aimed at a negative aspect of the influence that society has on the perception of English, stating that there are few opportunities to function in the language or interact with it, due to Since there is not an excellent level of English in Colombia in general, they agree that careers that are directed to other fields that are not education or languages, are more likely to grow in the workplace in the country. Others are insecure because the opinions expressed by society are negative; in such a way that the learning of a foreign language (English) in Colombia does not present a desired or satisfactory level, causing a decrease in people who want to have access to knowledge about the second language, but that is not all, it is necessary to emphasize that

characteristics of pedagogical, psychological and sociological degree have had great difficulties to develop in a country like this, where teaching or learning a foreign language becomes an ever greater challenge (Sanchez, 2016).

However, other students affirm that they help them because society allows them to grow, to enter new experiences in the field of English and because of the tools it provides.

Pregunta N° 30: ¿Qué aspectos de su vida influyen en la percepción de su nivel de inglés?

Aspects such as perspective, emotions, attitudes, advantages, skills, performance, confidence, courage and persistence are several influencers that act positively for the learning of a second language, since each one has become an ally for each student and that has allowed them to advance, grow, improve their skills and cognitive abilities. In addition, the encounter that each student makes in himself helps them to acquire these aspects, which little by little become the root of their performance.

In summary, all these aspects reflect what the student wants and aspires to, which according to Larrenua (2014-15) expresses as "motivation explains why a person decides to carry out an action, how much effort they are going to dedicate and how much time they will be willing to use to develop that attitude in a sustained way" (p. 8). That is, each one has an engine that gives them the opportunity to advance or not, that engine opens up new paths in which you will be able to internalize what you are really looking for and if that is what you have been waiting for. The same happens with the foreign language, there can be love for a new culture and for the language, but you must have passion, dedication, attitude and determination to continue growing with it and meet the expectations given.

Pregunta N°31 y 32. ¿Usted realiza actividades para practicar inglés?, Si la respuesta a la pregunta 31 es afirmativa, ¿Qué actividades realiza usted en su casa?

As mentioned throughout the study, the learning of a language must be accompanied by the practice of various activities that reinforce the 4 skills (speaking, listening, writing and grammar,) because it is through these constant exercises where you really learn a language, to avoid questions like, "Why is it so hard for me to learn this language?", "What else should I learn?" or how to strengthen my knowledge?

You should also consider what kind of activities they are, where in addition to learning, you spend significant time immersing yourself in the language and thus flow the learning process. Cerezo (2018) interviewed by Semana magazine explains that the idea is to take the apprentice to discover and have control in his learning, where the teacher is only a guide and company that helps him to understand his process.

Sixth semester students have developed awareness of the time it takes to learn a foreign language, who recognize for themselves that "especialmente el inglés es imprescindible, debido a su alcance y porque se ha convertido en una de las primeras lenguas del mundo, aprender inglés no es un lujo, sino una innegable necesidad" (Chavez-Zambrano, Saltos-Vivas & Saltos-Dueñas 2017). In addition to the academic time load, although it is necessary, it is not entirely sufficient for autonomous exercises, therefore, it is necessary to the curriculum of the major, y out activities in which they practice English and its use is encouraged. According to the curriculum of the major in Bachelor's Degree in Modern English and French Languages which has three levels of language learning:

Basic-Intermediate and Advanced over 6 semesters with an hourly intensity of 10 hours per week in each language (PLAN DE ESTUDIOS | FACULTAD DE CIENCIAS HUMANAS Y SOCIALES, 2022). The research and the reader who may be interested are very pleased to note that the selected group is committed to their process and education.

Another possibility to consider on this question is that the activities mentioned in the questionary do not indicate whether they are voluntary or academic duties, which would involve some responsibility as it is a grade for which they must respond. Therefore, even if it is only about their student work, it is still part of the language learning process.

For this question and considering that all of the students stated that they do activities that improve their efficiency in English; there were presented a series of options, selected according to their own experiences and those of the other classmates with whom we as students, usually share experiences and knowledge throughout the major studies, during classes and even from the teachers, since they are mechanisms used by the individual not only to strengthen, as mentioned above, but to continue with the practice of languages. These activities were considered the most common and even daily activities within the EFL apprentice communities; in this case, the sixth semester students of the Bachelor's Degree in Modern English and French Languages of Regionalisation.

It is possible to see that the most used activities by students is to practice the language speaking with themselves because there are no limitations, no fears, no worries; besides that, the imagination creates different scenarios, with different contexts, themes, emotions, as far as your mind can imagine. Zamora (2020), for the The British Council of Mexico, has called it mental maps by situation, where the brain divides vocabulary by the situations reproduced in it.

Here it is allowed to create a space of trust, with the themes and purposes that are desired. Likewise, this practice allows the apprentice to create his bilingual identity as a speaker of another language and all the things that will now characterize him:

Cambie su nuevo entorno acorde a su nueva identidad, es decir, cambie todo aquello que le rodea y hágalo propio de la persona que usted quiere ser. Aunque usted todavía no es una persona con el inglés fluido, compórtese como si lo fuera y vaya sintiéndose cómodo en el entorno internacional que ya es el suyo (Assens y Bosworth, 2012, p:10).

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Followed by this, there is the use of platforms such as Netflix, which allows a pragmatic use of language through the different series and films, with multiple themes, accents, cultures that allow a linguistic, social and cultural approach to the learner. As it is defined by the CambridgeMB (2013) on their website, the Netflix method as a tool of communicative competence because it covers all kinds of everyday expressions within a context and even connects with the emotions that surround it. On the other hand, in linguistic terms, the learner would have in front of his eyes the correct pronunciations of the words, collect vocabulary by context and read words in case they handle subtitles.

Finally, the other most common option is listening practice, using music listening. The connection with a rhythm and lyrics, for a while manages to attract the attention of the listener and also attracts the interest and curiosity that allows intrigue and discovery by the song itself. It should be remembered that beyond a few letters, there is a rhythm that is felt in every centimeter of the body and also causes sensations in it; so it works differently in each person. "Las canciones son una fuente de interés y motivación porque logran involucrarse en la vida particular de los

estudiantes a través de los ritmos y contenidos que se expresan en la canción" (Castellanos & Garzon, 2013, p:44). So music, as in many cases, is also a source of inspiration to learn English, whether it's the lyrics, the rhythm, the genre, the singer; it's the way art intervenes.

Another activity employed by students has been the use of applications to chat with people from abroad. These tools allow you to practice the language firsthand with native speakers of the language you want to reach. The newspaper La República, Vargas (2019) comments on this great advantage thanks to technologies that make virtuality an approach to the world: "El desarrollo tecnológico, no sólo ha impactado a las grandes industrias, sino que también se ha adentrado en la vida cotidiana de las personas permitiéndoles acercarse a otras culturas e intercambiar experiencias sin que la distancia sea una barrera" (n.d.).

Nowadays the most common way to practice languages with a native is through social media, thanks to one of the many advantages that the internet has provided us. There are multiple applications that allow you to chat, send voice notes/videos, make calls/video calls that facilitate interpersonal relationships between Spanish speakers and people from other countries; through a simple click or touch on the cell phone screen, tablet or computer. The most common applications are Tandem, Speaky, HelloTalk, Hi uTandem or Lingvu. These applications are the first to appear on the screen when searching by using the algorithm: learn languages (Vargas, 2019).

Finally, there are the games in English, which turns out to be an active and interesting exercise, because in addition to knowing the software of the game (usually created by international companies) Many of these require an internet connection for multiplayer games from around the world. For Lopez (2020), videogames have a use beyond entertainment, "Hoy en día, los

videojuegos ya tienen una nueva forma y estructura de creación y análisis que les permite a nuestros hijos o estudiantes generar mayor aprendizaje." It is a great opportunity to realize the first direct encounters with someone from another culture and another country even if it does not involve physical contact, both parties must find a way to communicate for special purposes such as creating strategies for live and online games, whether they are part of the same team or not.

Pregunta N°33. Si la respuesta a la pregunta 31 es afirmativa, ¿Cuál de estas actividades realiza usted en la Universidad?

For this question two options were presented in which only 12 students answered, which means that 6 students do not sympathize with activities to practice English within the university.

83.3% of the students of the course prefer to practice in their time off within the Alma Mater, where it is a space of their own, free and sporadic. On the other hand, only 16.7% participate in the conversation club; Lopez (2011) understood as the resource that is aimed at improving a student's communicative competence in English in informal settings and situations. Since it covers a topic or situation of interest to the people present on activities/talks are made in order to promote the development of the skills: listening, speaking, and reading, among others.

These meetings that the program had when it was in presence, which met with stipulated schedules: day, time and place, which was established in La Casona or Carvajal according to the needs of the students. Students from all semesters participated here in the company of a teacher or monitor when the opportunity was given; as mentioned above, it was a fixed and fully organized space.

It should be noted that, within the program community not many students attended, since the schedules of classes and transportation facilites, did not always go in their way. It is recommended to expand and work more in the creation of these spaces, which can be useful and versatile for the parties involved; now in virtuality even more, where it is also possible to explore this tool

Pregunta N°34. Si la respuesta a la pregunta 31 es afirmativa, ¿Cuál de estas actividades extracurriculares realizas?

Following the dynamics of the previous questions, extracurricular activities are proposed this time, which are characterized by being voluntary and outside the academic university. Among the three options offered, the one that predominates the most is the attendance to get-together, conferences and debates; these are wide and complete methods if to learn languages it is, because of its varied agenda, where materials are found for all the tastes. Considering that, the gatherings are open conversations and with an objective in experiences and interests because it is understood more as that sharing of knowledge.

Likewise, lectures that are presentations to an audience on a given subject, only that tend to be more rigid by the same academic quality that these demand as the debates, where the mental and investigative exercise is deeper, it is an exercise that benefits speech and listening in a pragmatic way, since arguments must be prepared, presented and confronted. The resources proposed for this option of the question not only contribute to the linguistics and culture of the individual, but also work in a motivational way, because diversity allows one to find that point that drives curiosity, interest, the need that includes the desire to learn and go beyond what is at hand.

On the other hand, another resource is to travel abroad, like exchange programs where it is possible for the individual to experience direct contact and immersion in the everyday life of the society they are meeting. According to the Pontifical Catholic University of Peru (2021), international exchanges bring great benefits on a personal, academic and personal level, among which six advantages are distinguished for this new stage of growth:

To know and coexist with realities of life different from ours, where it is possible to develop acceptance and tolerance to the new and the different.

-Depending on the country, the opportunity to learn or master a language is highlighted (or many)

-To gain more knowledge from those already acquired during academic life

- To know new technologies

- To learn to adapt to people, places and situations

- To know the international academic and labor market

Finally, closely linked to the on attendance at gatherings, conferences and debates, there are cultural events, which encouraged the cultural rapprochement of the students with their goals in terms of language; lifestyle, arts, traditions, among others; where space is also likely to build intercultural relations, where everyone learns. The political, social and cultural circumstances of recent years have created greater mobility in people, so there is a greater need to acquire cultural skills in order to be able to cope successfully with a communicative situation (Arana, 2013 a). Through these events the learner is allowed to approach the new identity he is building, it would be first-hand with people who belongs to the language culture they are learning. "La intercultura

debe desarrollarlo los integrantes que constituyen la competencia comunicativa. No obstante, tenemos que fijarnos que la competencia cultural es individual, es decir, cada estudiante construye su propia competencia cultural" (Arana, 2013, p:8 b).

Pregunta N°35 Si la respuesta a la pregunta 31 es afirmativa, ¿Cuál de estas actividades realizas en el trabajo?

As mentioned above, several English practice activities help to strengthen language skills. In the options presented, among the activities that a language learner can do to work, improve and learn the language they are attempting to fluently speak, it also includes English as a working tool.

Now, going further into the answers from the students, there were only 7 answers, which means that they either work in Spanish environments or simply do not have a job. Since it is the main tool, someone would need to work, it means that they will be more time in touch with the culture and even the language as well, depending on the job they are doing.

Some of the bilingual work environments are schools and language institutes, travel agencies, specialist translation and interpretation centers, call centers, and others. Zamora (2020), also mentions in the British Council in Mexico webpage about the needs in labour market, "*miles de empresas a nivel mundial buscan personas capacitadas para interactuar en inglés y con certificaciones que avalen su dominio*" which makes the profile of the students of the Bachelor's Degree in Modern English and French Languages very likely to fit into different types of jobs, the opportunities and environments are wide enough to practice the language.

Likewise, the direct contact from people abroad and who are native English speakers are thanks to the globalization, where people from all countries around the world can be in touch with

the deepest corners on earth. This is a chance to start a business, a research project, art projects with people whom someone can share interests, objectives and of course the culture, (*British Council Mexico*, 2020).

Pregunta N°36 ¿Utiliza el idioma inglés como herramienta de comunicación en alguno de estos contextos?

Whereas the English and even French are the languages used for the students on a daily basis at university, for the obvious demand of the classes of the program to do so. Therefore, this is the most explored context for them and where the confidence on their linguistic skills can be higher than other contexts. "*la información oral suele venir "en vivo" durante una interacción con los semejantes y con frecuencia requiere una respuesta inmediata*" (Arevalo, 2019, p:4), is this the way that a learner can make oral productions and would be a real-time communication tool.

As for the other two students who affirmed using English at home as communication tool, highlights the fact that they are indeed surrounded by a bilingual environment at their homes which might facilitate the learning process and therefore could represent an advantage compared to their classmates. These approaches are even more meaningful when they are created since the childhood and the person rather acquires the language instead of learning it and making a conscious process. One of the advantages of beginning early according to Dunn (2011) is that "children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages" (n.d.). It also mentions that three or four languages makes it easier than only trying with a second one. The differences between acquiring and learning make a big difference in the level of efficiency that someone has in the languages they have learned.

For the other participants, only one of them stated that uses English, as mentioned before, as communication tool in their job and meetings, for the other missing participant. It is worthy to highlight that speaking a second language, English for preference, will provide more job and education opportunities, therefore it would be possible to get a nice position in some work. It will open the doors of the world (Vargas, 2022).

Preguntas N°37, 38 Y 39. ¿Se siente cohibido por la posición de alguna de estas personas en dichos medios? Si su respuesta es sí, explique en la opción *otros*. ¿Entre los contextos ya mencionados, hay alguno en el que más prefiera o sienta comodidad de utilizar el inglés? Si experimenta incomodidad al momento de comunicarse en esta lengua, describa en tres palabras lo que siente:

According to the 88,9% of the students, which represent 16 students who does not feel insecurities for the position of the people from work, college and home. This indicates that a possible power distance relationship is not that strong. Since normally, there are different behaviors and attitudes when it comes to the Power Distance relationship as mentioned in Hofstede's dimension (2001, quoted by Ly, 2013) "The power distance between a boss B and a subordinate S in a hierarchy is the difference between the extent to which B can determine the behaviour of S and the extent to which S can determine the behavior of B" (p.53). Where attitude can change between more and less powerful individuals.

As for the other 2 students, which one of them affirmed that has experienced this fear when it comes to speak in public, even though this person has also mentioned that has been working on it in order to avoid those feelings. The fear can affect the performance, creating anxiety, according

to Garcia (2020) the students experience nervousness when asking something to their professor, the class, giving an opinion or during a presentation in front of the class. This will not change for a foreign language when this performance anxiety increases more. For Aguirre, Mendiguren & Iturregui (2015, quoted by Garcia, 2020 a) the fear is influenced by the judgment and looks of the people over us, because we are social beings and all of these factors have influence on us (p.4).

However, there are certain contexts where someone can feel more confident about expressing themselves and making mistakes as any other ordinary human. Less than the half of the students, 38,9% corresponding to 7 students who agree with this idea, feeling more comfortable within certain contexts and it is also a preference for them for practicing or using the language. As mentioned before, the discomfort can be cause because of the dread that cause variations in the person's performance where there is not naturalness in terms of bilingual environments (Garcia, 2020 b).

At the same time, eight students claimed feeling normal or either case, not feeling anything while performing in English, which may mean confidence by consequence, the person will not mind about what other people might say about them, self-confidence and production have are strongly linked; as Brown (1994, quoted by Prada, 2015) who states that "The achievement of oral performance is thought to be highly correlated with people's self-confidence. Foreign language learners can not speak the language or express themselves freely and fluently without some degree of self-confidence" (p.9).

On the other hand, 12 answers expressed the feelings of the students when it comes to performance in another language; it can be noted that the previous question was not answered

sensibly, as 9 people had expressed no discomfort in the above-mentioned settings. However, their answers were honest, as in general, the group came to the same conclusion, that is, their most used words to talk about the subject were: shyness, fear, mistake, anxiety, insecurity, anger and rejection.

Again, it is necessary to refer to the power relationships influence, which although it is not something expressed accurately in the questionary, for example; their fear in general, lies in the way they are perceived and approved by others, looking for other people to approve their performance.

As for Howitz (1986, quoted by Roldan, 2016 a) "School anxiety about learning a foreign language comes from three main sources: fear of communicating in another language, fear of negative evaluation by others, and anxiety about exams" (p.32). Without feeling such inferiority, but confident instead, there would be any fear in performing in a different language, as they simply would make any mistake and people will not react unsympatetic; therefore, there would be no presence of factors or symptoms of stress, anxiety, worry, shame and frustration.

MacIntyre & Gardner (1986), which researches are based on Horwitz, a concept named *anxiety arousal,* where a specific event generates high levels of stress, as in a student, in this case in the language learner, who would develop mainly from low capacity or inability to pronunciation and oral production until not assimilating grammatical rules (Roldan, 2016 b).

Aditionally, it is also striking that one of the students mentions that he feels hungry when he finds himself in this uncomfortable situation, so it is suggested that this could turn out to be just another consequence of this small crisis of anxiety, a result of the situation, as it is presented

immediately and unreasonably. However, some more information from the student and a professional psychological opinion would be needed to corroborate the information on hunger in anxiety.

The analysis also reveals a factor mentioned above, is that self-esteem, because self-confidence and the fact of recognizing that all human beings are naturally given to making mistakes, would allow more freedom in their expressions. In this regard, Montes de Oca (2005) characterizes the individual with low self-esteem as follows:

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Los individuos con autoestima baja presentan menor estabilidad emocional y confianza en sí mismos; por otro lado, presentan mayor grado de ansiedad, hipertensión, crisis, conflictos y menos tolerancia a la frustración. Son más tímidos, poco populares y su necesidad de aprobación es muy alta. Presentan alto temor al fracaso y a la muerte…

It is pertinent to mention that psychological accompaniment and motivation are key factors that allow the student, regardless of their career and/or interests, to be motivated and obtain a better performance.

Pregunta N°40 ¿Por qué escogió esta carrera?

The Bachelor's Degree in Modern English and French Languages is a major full of qualities that make it attractive in the eyes of many people and clearly of its aspirants. The knowledge of languages and the human sciences are certainly the most outstanding features of the major, in addition to its other components that make it have the essence that maintains it. However, there are very particular reasons why people choose to follow certain major. Although they seem very unbelievable, these reasons do exist and the students who participate in this project are no

exception. Their life stories, their aspirations, their dreams and goals, their desires and so on are influenced by their economic situation such as incomes and spends.

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It should be noted that most of the responses, 12 to be concrete, have positive aspects, while the other 6 tend to have rough backgrounds, far from the idealized reality that some would believe and that will be addressed in the first instance. Both, social, economic and even emotional variations are evident, which have led these students to provide these kinds of answers.

From the analysis four main reasons were extracted for which they decided to study the major; based on the economic difficulties, the major of Bachelor's Degree in Modern English and French Languages as Plan B, as a random option and by obligation.

Access to higher education for the millions of Colombian youths who aspire to pursue an academic and vocational education still represents one of the greatest challenges facing any government and society. The hallmark of Latin America is inequality, despite all the economic changes that it may have experienced, it continues to be sank in the gap of poverty and the elite…so rich and poor at the same time; because the governments have not known how to manage the money, despite being a rich and fertile land (Dannemann, 2021).

Although there are no further and more clear reasons for the declining numbers of young people who fail to access higher education, experts say that it may be because of the register costs that increase its high and progressive value; Moreover, the country does not offer even the slightest confidence in Colombia's economic future (Portfolio, 2019).

Las 2 Orillas (2020), another Colombian media outlet also clarifies the fatal idea of

considering credits with entities such as Icetex, where the dream of higher education becomes a strictly monetary issue, full of restlessness and anxiety; because like all debt, has an interest that increases and increases over time... It is assured that around 35,000 young people are in arrears with this entity; even so, those who manage to finish their studies and work to pay this bill, claim that the interest rates are so high, which can take up to two years and continue to reflect the same amount that was needed at the beginning of the process.

Due to these inconsistencies, the Ministry of Education requested a reform to that entity in 2021, where it does not longer represent a reporting risk with the entity Data-Crédito, the manager of defaulters in this country. This reform, according to this news outlet, aims to resolve the situation of more than 600,000 indebted people belonging to strata 1, 2 and 3, who clearly do not belong to the wealthy elite of Colombia (Quevedo, 2020).

It would be the goal that the economic factor will not the cause for the future of millions of Colombians to be at risk or choosing any other major as long as its at their financial capacity, but not their actual dreams. This was the case of one of the students who participated in the survey, where one of them stated that "Tenía otras opciones en mente, entre ellas estaba medicina, pero por problemas económicos no pude ingresar, Mi segunda opción era lenguas modernas y pasé" (2021). Free and quality education is strongly demanded from the 2018 National Universities Strike in Colombia, as according to France 24 (2018), "También buscan más inversión en infraestructura, en investigación y que los créditos estudiantiles se presten sin intereses" (n.d.).

It is not justified under any circumstances that a young person should modify or cancel their aspirations and true vocation because of economic issues that could be solved by a just

government offering quality education but, who instead plays with the education of the population at will and does not know how to manage the country's money.

On the other hand, although choosing a university major before finishing high school, with doubts and fears, is also a challenge, because it is a decision that is taken with a lot of youth but that will still define the rest of life. Three students stated that they chose the major as a plan B and as an alternative, making it clear that this was not their preference, on the contrary, it was to study that major or, failing that, not to study any.

Semana (2015) explains that in a survey conducted in 10 countries of Ibero-America to more than 5000 thousand people, "el 42 % de los jóvenes eligen su carrera profesional por interés en el área de conocimiento, un 26 % lo hace por la demanda laboral y un 18 % por las posibilidades económicas" (n.d.). Where, even if someone wishes to follow the profession dictated by his heart, reality is still far from being so. Likewise, there can be three causes for such a situation, which are based on the economic factor, the security when choosing a major and finally the vocation.

When it comes to forcing a child to study certain major, there are multiple reasons of why parents are taking these decisions over their kids. However, it should not be their matter, since kids must find their own way in life as any other human. A study carried out by Middleton & Loughead (3) in 1993, and quoted by Betty (2015) mentioned that there are three kinds of parents in terms of a child's future: the ones who have a *positive involvement* and support children in choosing major options; the ones that are *non-supportive* at all and are not willing to play any role either, the last and less good are the ones that are *negatively involved*, who want to take control on their children major and force them to do according to the parents' willing, not theirs.

Although there is a sensitive background talking about the different reasons why people chose this major, as there are reasons that are inspirational, since they are based on vocation and authentic interest. Some of the students are inclined by vocation, by social leadership, by the love of languages and foreign cultures, as well as the utility that can be given to bilingualism and even in entrepreneurial ideas in education. Considering that most of these ideas are based on the vocational concept idea and how relevant it is since it enlightens the mankind to understand the world, the society to which they belong to and the need of having a role on it and understand it as well (Gutierrez & Martinez, 2018). These people are highly influenced by a sense of love, caring and support. The world is their hands and other teachers' hands as well. As one student mentioned in their answer, "Teachers are the influencers".

Pregunta N°41. ¿Cómo se siente usted cuando utiliza el inglés en los diferentes espacios (hogar, universidad, lugares públicos, etc.)?

Exploring the language in different contexts is part of exploring yourself, as we leave our comfort zone and/or everyday life to enter the linguistic and multicultural world.

However, there are several sensations that a person can experience when faced with such a situation; on the one hand, someone can feel total comfort, confidence and a warm sense of success and freedom, as expressed by most respondents in their responses, except for three of them who are entirely uncomfortable and unsure of themselves when it comes to expressing themselves in English. This is coined to the rest of the variety of responses where the answer includes both aspects, sure and unsure depending on who would be is present there at the moment.

For Goffman (1959, quoted by Ly, 2013 argues that "individuals wear different masks depending on the context they are in. He pictures society as a theatre where everything is a performance. Individuals wear masks; they adapt themselves to other persons and situations" (p.56). Where people in general do not behave with the same attitude in front of everyone they know, someone can feel either good, bad or even just neutral when standing and talking in front of someone. One of the students stated that feeling disgusted in the presence of a teacher, because he corrects them, something that does not happen when he practices with his colleagues, "*Cuando hablo con mis amigos me siento mas comoda pero con los profesores me da rabia porque hay algunos que me regañan cuando me equivoco*".

A similar case like this is from another student who, on the contrary, experiences high level of fear at college but not in his home, where this person even feels joy and fun when he speaks in English, because does not feel any pressures or tensions as in the academic field, as for this student also turns out to be an inexplicable experience, "*Con mi familia me siento muy bien porque nos divertimos pero en la universidad siento mas nervios y en lugares públicos ni se diga... Aveces siento que el miedo se apodera de mi y me hace olvidar hasta el verbo To be. Y solo cuando el momento de tensión pasa es cuando se me ocurren mil y una cosas que pude haber dicho, es muy frustrante.*" These feelings are also accompanied by nerves, frustration and anxiety.

Returning to the previous idea, the type of relationship that a person has with other beings in their environment, influences their acting and speaking, because they are their communicative expressions within a social space. Either because these people represent some kind of power for

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the student and so they feel disadvantaged; that can occur in a space of comparison and even contempt.

Preguntas N°42 y 43 ¿Cuánto tiempo usted le dedica al inglés fuera de clase? Con base a lo anterior explique por qué.

Lopez-Aguado (2010, quoted by López, Guerra, & Cuenca, 2013) explains that the individual who can manage his learning process and master it, will show improvements in his academic performance and have encouraging improvements.

As mentioned by most students, 33.3% and 27.8% of them study about two hours and one and a half hours respectively; only two of them claimed to study four hours and three students only one hour. Students took advantage of the space to justify the reasons why they only study for a few hours compared to what they wanted or thought best. They all came to the same conclusion, although for various reasons: Time is not enough.

They expressed that they use methods such as watching movies and series, as well as having friends abroad as tools for review or autonomous learning; it was even possible to express the desire to improve the level also in French, bearing in mind that the emphasis of the career also focuses on that language. Then, there are students who, because of their occupations and obligations that are also related to lack of time, cannot study at home as much as they want, because it is simply not an option.

Likewise, the disagreement about the lack of time is based on the amount of tasks they must do outside the classroom and that represents a large part of the time, So it is also difficult to perform these duties because some teachers do not seem to be aware that students are enrolled in

more subjects and that they also need their time and dedication. This is mentioned by one of the students, who explicitly explains that:

"dos horas porque la carrera exige mucho con otros talleres y trabajos en casa, hacen que la semana esté llena de tareas y presentaciones y hace que el inglés sea menos ameno para mi, en cierto modo a veces se pierde el interés por el idioma por cumplir con tareas y más trabajos."

Pregunta N°44 ¿Sus condiciones socioeconómicas le aseguran el mantener sus estudios?, ¿Por qué?

According to the Banco Mundial (2017), even though many young Latin Americans manage to enter university, according to periodic studies, they also show that many do not manage to complete it or take the degree home. To be more specific and to speak of exact figures, the following should be considered:

La cantidad de personas entre 18 y 24 años que asisten a una institución de educación superior aumentó del 21% en 2000 al 43% en el 2013 con una mayor cantidad de estudiantes provenientes de los sectores medios y bajos. (n.d.)

Reality is accurate and it can not be changed. It is possible that many people make the decision to enter higher education; however, this does not allow them to really know the challenges they will face once enrolled, starting with academic resources as their income can not be enough for this new chapter of their live. According to data from this medium, of the deserters, the majority do so during the first year of studies.

On one hand for the results obtained, seven of the students claimed to have economic security to continue their studies, even with doubts, because they recognize that not everything in life is insured. On the other hand, eleven of them have a different fate, as they have no stable income, are dependent on others, may suffer parental abandonment at any time or their income from independent businesses may no longer be safe.

These figures only confirm that education, as has been mentioned at various points throughout the study, is nothing more than a beautiful privilege for some and a distant dream for others. According to the Banco Mundial (2017) government and education systems don't help either. *"Las carreras son largas y tediosas"*. Time is also a delicate factor, as this excess also represents the limitation of job opportunities, therefore, there is no income of money and again there is no possibility of studying. You just must choose between one option or another, it doesn't have an end.

Pregunta N°45 ¿Tiene usted algún tipo de necesidad especial, relacionada a trastornos del lenguaje? Ej: dislexia, disgrafía, afasia, sordera, baja fluidez. De ser afirmativa, por favor, especifique en *otra*.

Some people have to face situations in life, it makes part of it either good or bad, at some point one person must take control over the condition they are living in and change it for good. Here is where it is possible to find one of those particularities, in language.

When learning a language, even though the first language, several behaviors and disorders might show up and affects people daily, since school stage as being kids. For the record, learning more than one language or just another language in addition to the first one does

not make a difference than one monolingual person. However, being diagnosed with some of these conditions will represent for the individual the need to face challenges in a daily basis such as identifying letters and sounds that belong to a word; the use of limited amount of vocabulary and make coherent statements as well (National Institute on Deafness and Other Communication Disorders, 2019).

Following the ideas of the classes that have been studied throughout the career, there are several language conditions when it comes to language learning or acquisition. Considering that anyone is an exception, the need of this question might reveal further explanation about the inconveniences that can be found in linguistic matter.

In the Psycholinguistics course, it was possible to study these conditions. In this project some of them were named in order to provide options for the students regarding this topic. The first one presented was:

Dyslexia: Which is a decoding difficulty when trying to read and associate words and sounds inside someone's head. Even though it is mostly understood in reading terms, it is also known as an issue that can affect language process (Mayo Clinic, 2017).

This condition will play a role in the cognitive process on people that is affected by it. Therefore, it is not only difficult for them in terms of language learning but also acquisition when it comes to expressing themselves, their ideas and thoughts. According to Mayo Clinic, people with this condition enjoy normal intelligence and can complete school chores with the help of some tutor or if they are able to access specialized education.

For what is stated in the graphics, the 83,3% of the students affirmed that they do not have this condition, or any of the ones presented in this question. This is an advantage in the language learning since it would not represent a major inconvenient and other ways out might be useful in case of difficulties on the learning, as any other activity that may be part of their routine.

Despite this condition does not have a cure, it can be treated in a way that the person will continue with their life as regular as possible. Some of the symptoms are shown up after a kid enters school and is the teacher usually the first person in noticing this issue, where the most common ones are about reading and speaking with lateness and confusions.

Dysgraphia:

The following condition is within the writing skill, where the person can find difficulties in using their hand to properly write words. In other words, this learning disorder is persistent as troubles not strictly presented in physiognomy "dificultades de coordinación de los músculos de la mano y el brazo, lo que impide a los niños afectados dominar y dirigir el instrumento de escritura" (Universidad de Valencia, 2014, para. 1)

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The linguistic ability that would be affected because of this is the writing, since it makes part of language learning and acquisition and basically is also a life skill, much needed for several activities that make part of the daily basis in terms of communication mostly.

According to Medline Plus (2020), a child can have more conditions in addition to this one like the Developmental Coordination Disorder, towards poor coordination and clumsiness. Developmental Expressive Language Disorder, toward lack of vocabulary and troubles in

making complex sentences in written as in verbal communication. Developmental Reading Disorder also known as dyslexia, previously explained and ADHD which is short for Attention Deficit Hyperactivity Disorder, where issues remain in the inability to focus and behavior control.

As mentioned regarding the graphics and answer, none of the students is diagnosed with this condition either, therefore their linguistic abilities will not be influenced by it. Besides, the students that stated having a language disorder were not related to writing skills as none of them claimed to have physical issues regarding their hands, which are used to do writing productions.

Even though the next one is not a condition but a disease that is stronger than the others, aphasias are directly brain damages in terms of language where expressions and understanding cannot take a place since it will not be effective and have more varieties into it. These are mostly caused because of a stroke, where people must learn to do most of their daily activities since the very beginning (Hopkins Medicine, 2020). So far, in this research project, any of the students have stated to have experienced aphasias nor not have had accidents resulting in serious brain damage. Therefore, no treatments are needed, and it will not influence either their language learning process or even acquisition.

However, it is highly recommended to be aware of head injuries and in what they might be resulting, since the parts of the brain focused on language process can be seriously affected. Two of the more common aphasias are Broca's which leads to short expression production and right-side physical short movement. Wernicke's, on the contrary, makes to extend the communication and turn it extend and confusing as is also not possible to fully understand other people´s speech (Hopkins Medicine, 2020); another larger and deep study into brain

damages and language learning difficulties related to damages can help to identify this condition within the students of the program by doing research into their accidents and issues presented since their childhood and results in difficulties of another language learning process.

Additionally, deafness is also part of the options since it represents the listening skill difficulties that some of the students might experience and affecting the language learning as well and/or acquisition. Since hearing loss is due to multiple reasons, it limits the access to oral communication leading to the use of sign language, for example. According to the World Health Organization (2021) around 1,500 million people live with hearing loss conditions at some level and the number can keep increasing. As this condition is given when someone´s hearing threshold does not reach the 20 decibels (dB) considering that it must be the bare minimum of hearing; it can be caused from infections, genetics, birth issues and ageing.

However, the students have not suffered from hearing loss nor have stated having experienced it before, as it is possible to see that their listening skills are good and are functional, which is good for the language learning process.

Finally, one of the students that participated in the project affirmed that has articulation and vocalization issues within low fluency. It makes part of speech disorders more than language disorders, due to the pathologies mentioned and related to the voice. According to the *CDC- nd*, these, language and speech can and cannot be related, but a medical diagnose is needed to determine the correct issue and its treatment. The Specific Language Impairment- SLI is explained by the (NIH, 2019, para 1.) "*is a communication disorder that interferes with the development of language skills in children who have no hearing loss or intellectual disabilities*".

However, it may have an influence in children' four linguistic skills: listening, speaking, reading and writing. Some of the examples in speech disorders can influence the development of using words, producing and understanding sentences and stammering; while language disorders are related to brain damages, injuries or special conditions like aphasias, due to the process the brain does for understanding (CDC, 2021). It is also worthy to remember that these can be joined to behavior disorder, of which the research project is not focused or aware.

As a result, "*learning more than one language does not cause language disorders, but children may not follow exactly the same developmental milestones as those who learn only one language*" (CDC, 2021, para. 9) thus, a remedy should come up from the mother tongue as it will also help the language learning for the second language.

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Even so, it is about the economic availability for learning disabilities during the acquisition of the English language for the students affected to be able to control their condition. Any of the disorders mentioned before, prevents a person from fully learning a language skill and using it effectively. They can affect the abilities of the child, youth, or adult, in reading, writing, mathematics or non-verbal skills, in this case in learning English.

According to question 45, the problems that are related to to articulate or vocalization, myopia, astigmatism, and low fluency, 71.4% of the students answered that they did not count financially to treat an existing learning problem, and 28.6% of the students answered that they do count financially to address some need, that is to say that the majority of the students in this class, if they presented a language acquisition problem, they would not have a way to deal with it due to their economic levels. There were 7 answers registered for the 18 students that answered the survey and for the main question about any known cognitive condition or disorder,

where only one of them mentioned it and the other student mentioned about their vision problem.

As recommended for the CDC (2021), having a speech delay or disorder might represent for the kid the need to have special education, health care professionals, help from parents, teachers and caregivers; all of them following the necessary therapy for the child or person who needs it. As the Center for Parent Information and Resources for the United States 2021 recommends, any abnormality or delays showing up in the babies' development, should go through Early Intervention Service where they are evaluated under assistive technologies, hearing, speech, medical, nursing, nutrition, occupational, physical and other fields from which the babies' irregularities can be studied. As for Colombia, documents from the Ministry of Health (2015) are not updated even though they have referred some aspects to consider for autistic children in this example: "La terapia para las personas con diagnóstico de TEA debe estar orientada a la identificación e intervención de la conducta, la comunicación y la convivencia, a través de intervenciones comportamentales, intervenciones educativas e intervenciones psicosociales" (p.36).

Pregunta N°46: De acuerdo a la pregunta anterior, ¿Cuenta usted económicamente para que su problema de aprendizaje no afecte su proceso en la adquisición de la lengua inglesa?

Figure 22. *Recursos económicos para problemas de aprendizaje en el idioma inglés.*
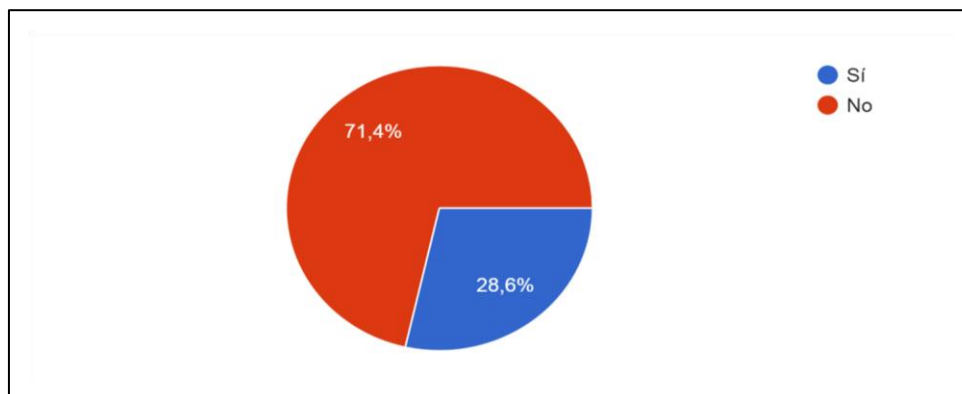
Source: Self made.

The economic availability for learning disabilities during the acquisition of the English

language. A learning disorder is an information processing problem, which prevents a person

from learning a skill and using it effectively. Common learning disorders affect the abilities of

the child, youth, or adult, in reading, writing, mathematics or non-verbal skills, in this case in

learning English. According to question 45 with problems such as problems to articulate or

vocalize, myopia, astigmatism, low fluency, 71.4% of the students answered that they did not

count financially to treat an existing learning problem, and 28.6% of the students answered

that they do count financially to address some need, that is to say that the majority of the

students in this class, if they presented a language acquisition problem, they would not have a

way to deal with it due to their economic levels.

Pregunta N°47: De acuerdo a la respuesta anterior, ¿Con qué condiciones cuenta para que su problema de aprendizaje no afecte su proceso en la segunda lengua inglesa?

Figure 23. *Condiciones que no dejan afectar el proceso de aprendizaje del inglés.*

Source: Self made.

This graph is related to the previous question, in this question we want to know what conditions the students have, so that their learning problem does not affect their process in the second English language, 16.7% of the students responded to permanent therapies While 83.3% of the students answered none of the above, it can be concluded that this answer is linked to question 45 since most of the students do not present problems of acquisition in the foreign language, and the few who they have problems, they attend permanent therapies or do not receive any kind of treatment.

Pregunta N°48: ¿Cuál de los problemas presentes en las opciones cree usted que se le dificulta en el aprendizaje del inglés? Si son más de 1, por favor márquelas.

Figure 24. *Problemas que se presentan y que dificultan el aprendizaje del inglés.*
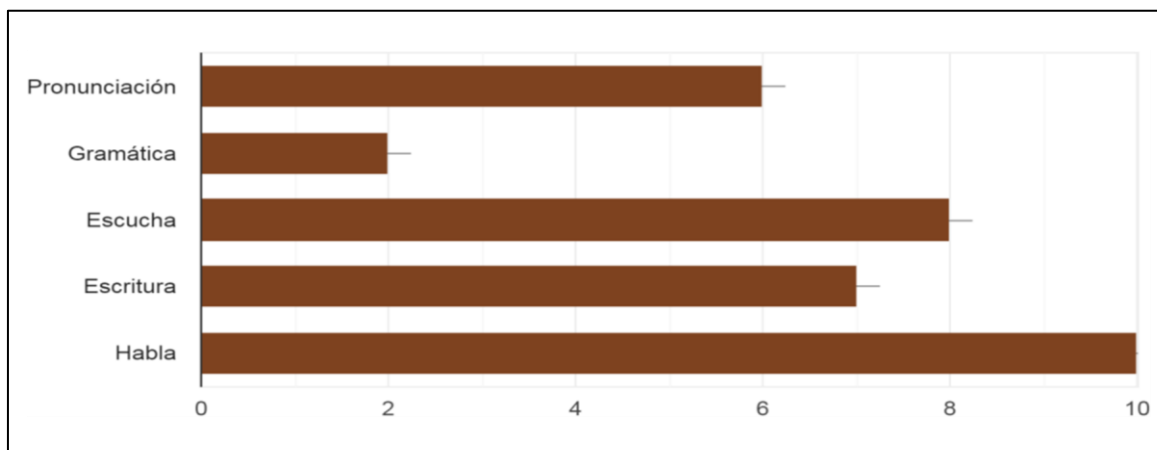
Source: Self made.

This image shows the skills students have the most difficulty learning foreign languages: pronunciation, grammar, listening, writing, speaking. According to the result, speaking is one of the competences that is most difficult for students, followed by listening, writing and pronunciation, in comparison with grammar that only 11, 1% of the population responded that they It makes it difficult for them, that is to say that grammar is one of the skills that students have the best handling and that he speaks with a percentage of 55.6% who answered that it is the skill that is most difficult for them.

Pregunta N°49: ¿Qué cree usted que causa esta dificultad?

In the next question, the students respond to the reason for the difficulty within the different competencies. Some of the students responded to the lack of contact with the foreign language, that is, they only carry out university activities but outside the university. The classroom does not practice these skills, other students reveal the lack of accustoming the ear to

listening to the foreign language, especially the native ones since their accent is totally different, shyness is also another factor that the students presented, the fear of speaking In public it is a very common factor within the foreign language program since students are afraid of making mistakes and that their classmates make fun or point out them for their mistake, this shyness or fear negatively affects the oral expression of the students since to be fluent and fluent in speech, students must speak in front of others and share their ideas or knowledge in the foreign language.

The lack of practice is a factor presented by the students, they reveal that the lack of dedication of sufficient time and the little contact with the language makes their performance in the foreign language not adequate. They express that a certain skill such as writing requires a

great knowledge of grammar and fluency, it is true that to have a good handling of writing you have to spend a lot of time reading, reading books, documents, magazines among others, they help in fluency and have a good command of the vocabulary, so that if it is necessary to dedicate a lot of time to the foreign language since the students are in a context where the spoken language is Spanish.

Students also present a lack of vocabulary, this factor is very present within the first semesters, but in advanced semesters this factor should not be so common, although this occurs due to the lack of dedication in the foreign language. Other students tell about concentration, they express that the lack of concentration often intervenes in their learning process since sometimes the nerves within interviews, public speaking, long sessions, make the student lose concentration and this interferes with their learning process. The students express that on several occasions they confuse the sounds of certain words since they are heard very similar, the lack of concentration is a factor that can occur in these situations, and for this reason they cannot differentiate the words although the context is a very important element since it allows us to identify which words are being used in certain situations.

Pregunta N°50: ¿Usted tiene alguna necesidad especial corporal?

Special needs, they are educational needs that require specific attention during the educational process, these can be of a physical, mental, cognitive or sensory order. Among the sensory or physical needs is the hearing, sensory or motor disability, intellectual or cognitive disability, which limits the abilities of the student in their daily life, there are also mental behavioral or communication disorders, however, the students reveal that none of them has any

bodily or cognitive need, it means that all are physically capable of certain activities that are carried out through physical movements.

Pregunta N°51, 52, 53: ¿ Ha participado usted en algún programa de intercambio? / y si su respuesta anterior fue Si, ¿Qué tipos de condiciones/beneficios/oportunidades tiene usted para poder acceder a ese privilegio? Explique su respuesta. / Si NO ha podido tener acceso a dicha oportunidad. ¿Cuál ha sido la causante?

Figure 25. *Intercambios.*
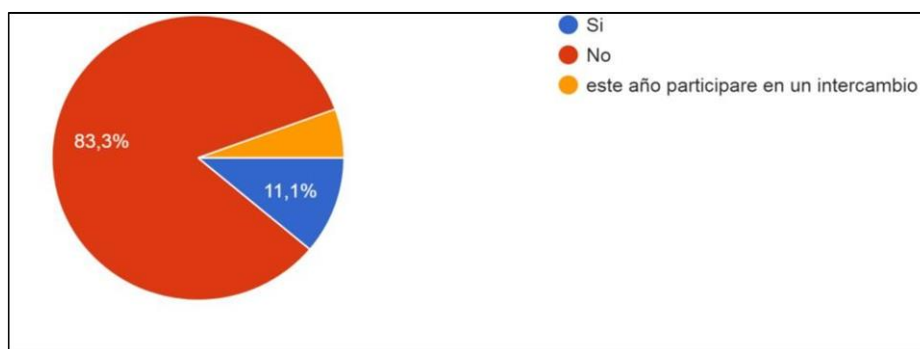
Source: Self made.

The students talk about participating in exchange programs. Exchange programs are a very great opportunity for students, since in addition to being able to travel to another country they can learn about different types of culture, improve the language, meet new friends, get a great experience. In the country there are several programs with which you can travel and also many of them have agreements with universities. Within the survey, 83.3% state that they have not participated in a program, while 5.6% of students say they are in process, and 11.1% of the population, show that they have already participated in program exchange. Exchange programs help with great effectiveness in learning a foreign language since, it allows the student to be in direct contact with native speakers, and this strengthens the student's communication skills, so

that students who have already participated in language programs exchange, it is very likely that their skills and cultural knowledge will be reflected in the way they express themselves in the different skills.

The graph below is related to the previous one, the students confess what type of conditions, benefits or opportunities they have to access the privilege of participating in an exchange program, they reveal that their parents help in the process, the agreements that the university has and the academic permits during the exchange, another of the answers is directed to the economic factor since, they confess to have to save for a long time, to be able to give themselves that opportunity.

Therefore, the students reveal the reasons why they have not had the privilege of the exchange, the first and most common reason is the budget, several students commented that they did not have enough money to participate in the program, another reason it was the level of English, someone did not believe they had enough level to present themselves, the availability of time was another factor as well as the pandemic, since due to the circumstances of confinement it was not possible to travel.

Pregunta N°54 y 55: ¿Cuántas personas viven con usted? / ¿Qué tipo de parentesco tienen con usted? Si tiene más de una por favor explique

Figure 26. *Número de personas que habitan su hogar.*
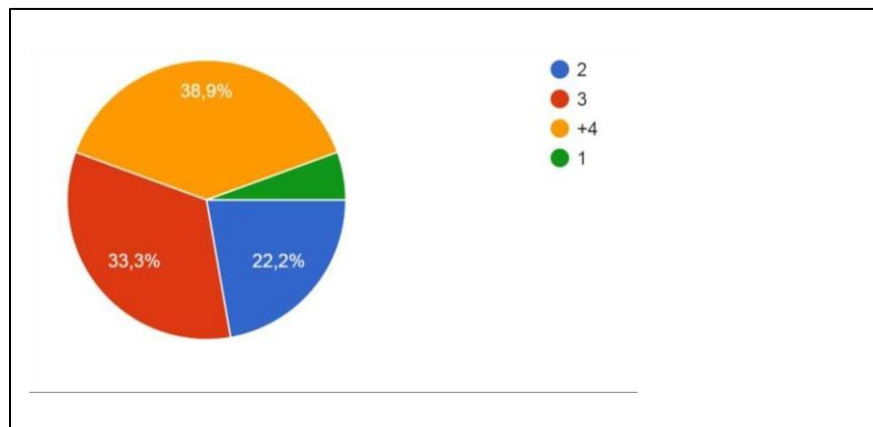
Source: Self made.

In this graphic the students comment on who they live with, 38.9% of the students live
with more than 4 students according to the results, 33.3% with 3 students, 22.2% with 2 students
and 5.6% with only one person, it can be concluded that the majority of students live with more
than 4 students, which possibly implies more expenses within the home, for which many students
lack resources.

Figure 27. *Parentesco familiar.*
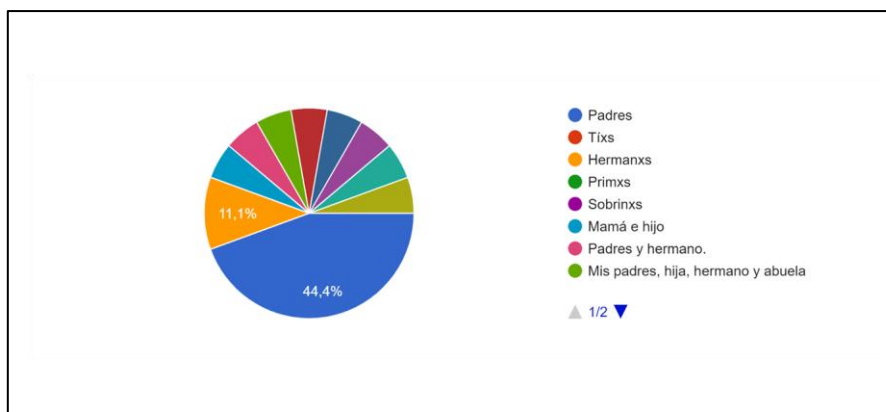
Source: Self made.

This graphic shows the characters that these students live with, the majority of the
population answered parents, and the rest is divided: grandparents, uncles, nephews, brothers.

Pregunta N°56: ¿Tiene usted obligación de alguna persona además de sí mismo? Explique su respuesta. Ejemplo: Si usted es responsable de mantener algún hijo, hermano, padre, etc.

The students reveal whether they have an obligation to someone other than themselves, most of the students answered "no", and the rest have an obligation to their children or their partner. Having an obligation to someone else means that part of the student's time is invested in that other person, sometimes it causes distraction or it is very difficult to get the financial resources and dedication of time to study.

Pregunta N°57: ¿Recibe algún tipo de ayuda?

Figure 28. *Ayudas económicas o académicas.*
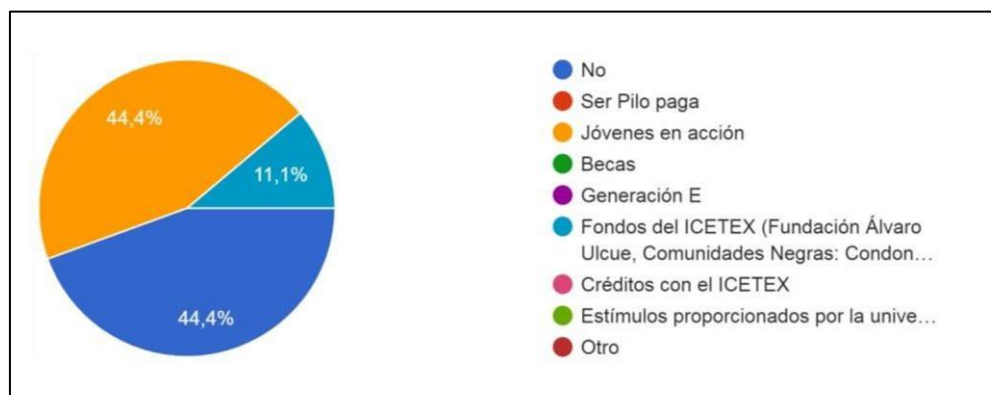
Source: Self made.

This part is about the type of aid that students could receive, 44.4% answer that they do not receive any type of aid, while the other 44.4% answer that they receive the help of Jovenes en Accion, and the 11.1% have an agreement with ICETEX, that is to say that a large part of the population has to pay for their studies by themselves while others receive aid. It can be said that a large part of the students receive some of these study aids, so that it allows students to have a little more economic stability, however there are students who have to pay for their studies either with their own work or with the help of their relatives or in the case of loans.

Pregunta N°58: ¿Cree usted que las ayudas nombradas anteriormente influyen en el rendimiento de la segunda lengua, inglés? Explique su respuesta.

Figure 29

Source: Self made.

The last question is related to the previous one, in this question the students comment if the aids named in the previous question influence their performance with the foreign language. 44.4% answered "no", 33.3% answered "maybe", 11.1% answered "yes", 5.6% answered "they give me more confidence and sustainability to continue my career", while the other 5, 6% respond "because it is an income that you can use in aid materials", it can be concluded that the majority of the population does not believe that financial aid influences career performance, while another small part of the population believes that if it is of great help.

Most students believe that government aid does not influence their academic performance, however students who do believe that it influences because it is an income that students can use in materials, whether physical or virtual, also help in academic sustainability, since some students withdraw from the career because they have no way to continue paying for the semester.

Conclusions

As beginning researchers of a research work where the ability to recognize and describe the presence of the influence of socioeconomic variation is explicit in the learning of English and involved in the process of students, it was necessary to use instruments such as the survey, where it was observed that the different situations and conditions presented by the students yielded results of great impact that has as such the influence of the economic social variation.

It is necessary to emphasize that the theories and previous studies related to this type of research, allowed to discover from all the factors around it: technology, ethnicity, place of residence, academic, economic, social level, among others. The elements gave a variety of positive, negative and neutral responses on measuring the impact of the influence of the social economic variation.

It is also possible to mention that the objectives of this research were reached since it was possible to get the necessary descriptions from the students, through experiences and explanations that accurately affirmed the presence of this social economic variation in their lives. That is how reflecting on these answers can help the institution to continue improving the quality of the program and how the student-support can be properly provided.

Recommendations

From the methodological perspective, it is considered relevant or possible that future researchers who want to follow the task of implementing or continuing this work with any type of methodology and instruments that they deem convenient or necessary, to open the gates to new paths of development of the topic. This would be in order to have enough data or information that can lead to obtain multiple results and of course, answers and options in order to solve any kind of rising issues and results or even considering using the methodology and tools that were used for future research work that have another type of approach.

From the academic perspective, it is necessary that the institutional entities, in this case, the Universidad del Cauca, the School of Humanities and Social Sciences, the Foreign Languages Program, English and French, consider this type of research and the results obtained to analyze the possibility of further studying this topic as mentioned in previous pages in the rationale, whenever it comes to the time of sociological studies looking for the major's improvement.

From a practical viewpoint, it is also recommended to continue improving and promoting these following and necessary tools to further develop the learning of English as a foreign language. Technological tools such as: tablets, headsets, full-working laboratories, support material, spaces for conversation clubs, more exchange programs, among others, are the ones that should be considered thanks to our work.

Following the previous idea, thanks to this study it could be evidenced that there is lack of support by the institution, as well as being unaware of the different problems experienced by students from Santander de Quilichao in the Bachelor's Degree in Modern English and French

Languages. Likewise, it was also possible to identify that the program has not made so far such studies that show the reality of the students and does not limit it to entirely academic demands. In this order, the participation of the Unit of Culture and Welfare is recommended to work next to the coordinator group of Bachelor's Degree in Modern English and French Languages where possible an evaluation and monitoring of the students, taking into account that students are constantly arriving from other places not only from the department of Cauca, but from the Valle, Huila, Nariño and even other parts of the country in order to be guarantors of the integral formation of its students and to represent in their totality what it entails to be Unicaucano, its values, principles and teachings.

Budget

Table 3

Budget

Budget			
Type of resource	**Quantity**	**Cost**	**Total**
Personal	0	$ 0	$0
Equipment	4	$332.000	$332.000
Software	3	$0	$0
Materials	4	$0	$0
Prints	0	$0	$0
Qualifications		$0	$0
Field trips		$0	$0

Chronogram

Table 4

Chronogram

Activities	VIII Semester 2020-1					IX Semester 2021			
	August	September	October	November	December	February	March	Abril	May
Research proposal	■								
Problem approach, objectives and rationale		■							

Conceptual and contextual framework constructio n									
Methodology creation									
Presentation of the preliminary draft									

Sixth semester student survey									
Analysis of results									
Interpretation of results									

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Appendix

Appendix A

Survey

INFLUENCE OF THE SOCIAL VARIATION IN THE LEARNING OF ENGLISH ON THE SIXTH SEMESTER STUDENTS OF BACHELOR IN MODERN LANGUAGES ENGLISH AND FRENCH-UNIVERSIDAD DEL CAUCA, SANTANDER DE QUILICHAO

Estimado estudiante, le agradecemos por acceder a participar en nuestra investigación relacionada con la variación social en el aprendizaje de Inglés.

La información que nos brinde será tratada de manera confidencial, responsable y anónima. En ningún caso sus respuestas serán presentadas en compañía de su nombre, apellido, sobrenombre o cualquier otro dato que lo identifique.

Deberá contestar, con toda sinceridad, una breve encuesta respecto de información personal, experiencias con el idioma y características socioeconómicas.

Su participación es totalmente voluntaria. Le recordamos que esta investigación se realiza en beneficio del programa y sus estudiantes. Asimismo, puede expresar todas sus dudas respecto a la investigación a los correos:

kamilaste@unicauca.edu.co / linamos@unicauca.edu.co

La información que nos pueda brindar será de gran ayuda para la comunidad universitaria bilingüe del PLLM en Santander de Quilichao.

*Obligatorio

1. Correo *

   _____

2. 1. Fecha *

   _____

   Ejemplo: 7 de enero del 2019

3. 2. Genero *

Marca solo un óvalo.

◯ Mujer

◯ Hombre

◯ Otro: _____

4. 3. Edad *

_____

5. 4. Seguridad social *

Marca solo un óvalo.

◯ Seguro Social

◯ Nueva EPS

◯ Aliansalud

◯ SOS

◯ COOMEVA

◯ Sanitas

◯ APS SURA

◯ Compensar EPS

◯ Salud Total

◯ FamiSanar

◯ Comfenalco

◯ Cruz Vida

◯ Café Salud

◯ SISBEN

◯ Ninguno

6. Sí de las anteriores opciones no cuenta con ninguna, ¿usted qué tipo de servicio recibe o acude?

_____

7. 5. ¿Con qué grupo étnico usted se identifica? *

Marca solo un óvalo.

◯ Afrodescendiente

◯ Indígena

◯ Mestizo

◯ Ninguno

◯ Otro: _____

8. 6. Lugar de Residencia *

Marca solo un óvalo.

◯ Santander de Quilichao

◯ Jamundí

◯ Miranda

◯ Corinto

◯ Puerto Tejada

◯ Villarica

◯ Suárez

◯ Caloto

◯ Cali

◯ Popayán

◯ Otro: _____

9. 7. ¿Usted posee alguna clase de vehículo propio? (Si se encuentra en las opciones, por favor, solo marque la opción)

Marca solo un óvalo.

- ◯ Sí
- ◯ Automovil
- ◯ Motocicleta
- ◯ Bicicleta
- ◯ No
- ◯ Otro: _____

10. 8. Si no tiene ningún clase de vehículo mencionado anteriormente. ¿Qué medio de transporte utiliza para asistir a clases?

Marca solo un óvalo.

- ◯ Bus intermunicipal
- ◯ Bus colectivo
- ◯ Domicilio
- ◯ Carro moto
- ◯ Uber/ Taxi
- ◯ Movilizarse a pie
- ◯ Otro: _____

11. 9. Tipo de educación que recibió en la primaria y secundaria *

Marca solo un óvalo.

- ◯ Pública
- ◯ Privada
- ◯ Ambas

12.   10. Antes de ingresar a la universidad, ¿usted ya había estudiado o frecuentado el *
       inglés? Si su respuesta es SÍ:

       Marca solo un óvalo.

       ◯ Institutos de inglés

       ◯ Cursos online

       ◯ Clases privadas de inglés

       ◯ Cursos de inglés en las instituciones educativas

       ◯ Solo lo que aprendí en el colegio

       ◯ Otro: _____

13.   11. En base a la pregunta anterior, responda lo siguiente si su respuesta es NO:

       Marca solo un óvalo.

       ◯ No tenía tiempo

       ◯ No tenía dinero

       ◯ No tenía disposición

       ◯ No tenía interés

       ◯ Otro: _____

14.   12. ¿En su lugar de residencia, considera usted que ha tenido fácil acceso a   *
       librerías o internet?

       Marca solo un óvalo.

       ◯ Sí

       ◯ No

15.   13. Cuenta con fácil acceso de conexión a internet en su lugar de residencia? Si su respuesta es SÍ, por favor especifique.

Marca solo un óvalo.

◯ Wi-Fi hogar

◯ Red pública del gobierno (Ej. puntos Vive Digital)

◯ Recarga de celular

◯ Plan de datos

◯ Módem

◯ Café internet

◯ Otro: _____

16.   14. Si su respuesta anterior fue NO, ¿Con qué recursos cuenta usted para realizar sus deberes académicos?

Marca solo un óvalo.

◯ Libros en casa

◯ Opinión/Ayuda de padres, tutores o superiores

◯ Esfuerzo propio

◯ Ninguno

◯ Otro

17.   15. ¿Usted posee o cuenta con herramientas tecnológicas que le permitan   *
experimentar un mejor aprendizaje del inglés?

Marca solo un óvalo.

◯ Si

◯ No

18.   16. Con qué clase de computador cuenta usted? *

Marca solo un óvalo.

◯ Portatil

◯ De mesa

◯ Ninguna de las anteriores

19.   17. De acuerdo a la pregunta anterior, si su equipo se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique:

Marca solo un óvalo.

◯ Mac

◯ Hp

◯ Lenovo

◯ Asus

◯ Toshiba

◯ Dell

◯ Otro

20.   18.¿Con qué clase de celular cuenta? *

Marca solo un óvalo.

◯ Teléfono móvil

◯ Teléfono inteligente

◯ No cuento con teléfono

21.   19. De acuerdo a la pregunta anterior, si su equipo se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique:

Marca solo un óvalo.

◯ Samsung

◯ iPhone

◯ Huawei

◯ Xiaomi

◯ Motorola

◯ Sony

◯ Blu

◯ Hyundai

◯ Otro: _____

22.   20. ¿Cuenta usted con tablet? *

Marca solo un óvalo.

◯ Si

◯ No

23.   21. De acuerdo a la pregunta anterior, si su equipo (tablet) se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique:

Marca solo un óvalo.

◯ Asus

◯ Mac

◯ Huawei

◯ Samsung

◯ Otro

24.   22. Sabe manejar todas las herramientas y aplicaciones de su equipo? Si su respuesta es NO, especifique al final

Marca solo un óvalo.

◯ Sí

◯ No

◯ Otro: _____

25.   23. Estas herramientas le han servido para aprender inglés?, ¿Cómo le ha   *
ayudado?

_____

26.   24. Si no tiene ninguna de estas herramientas, ¿Considera que se le ha dificultado el aprendizaje del inglés?

_____

27.   25. ¿Cómo consideras que percibes tu nivel de inglés? *

_____

28.   26. ¿Cómo consideras que tu familia influye en esa percepción? *

_____

29.   27. ¿Cómo consideras que tus amigos influyen en esa percepción? *

_____

30.   28. ¿Cómo consideras que tus docentes influyen en esa percepción? *

_____

31.   29. ¿Cómo consideras que la sociedad influya en esa percepción? *

_____

32.   30. ¿Qué aspectos de su vida influyen en la percepción de su nivel de inglés? *

_____

33.   31. ¿ Usted realiza actividades para practicar inglés? *

Marca solo un óvalo.

◯ Si

◯ No

34.   32. Si la respuesta a la pregunta 31 es afirmativa, ¿Qué actividades realiza usted en su casa?

Selecciona todos los que correspondan.

☐ Hablar consigo mismo
☐ Ver Netflix
☐ Escuchar música
☐ Chatear con personas del exterior
☐ Jugar en aplicaciones de inglés
☐ Practicar con familiares y amigos

35.   33. Si la respuesta a la pregunta 31 es afirmativa, ¿Cuál de estas actividades realiza usted en la Universidad?

Marca solo un óvalo.

◯ Club de conversación

◯ Prácticas en horas de descanso dentro de la universidad

36. 34. Si la respuesta a la pregunta 31 es afirmativa, ¿Cuál de estas actividades extracurriculares realizas?

Marca solo un óvalo.

◯ Viajes al exterior

◯ Eventos culturales

◯ Tertulias, conferencias y debates

37. 35. Si la respuesta a la pregunta 31 es afirmativa, ¿Cuál de estas actividades realizas en el trabajo?

Marca solo un óvalo.

◯ Entorno laboral bilingüe

◯ Contactos en el exterior

◯ Encomiendas

◯ Otro: _____

38. 36. ¿Utiliza el idioma inglés como herramienta de comunicación en alguno de   *
estos contextos?

Marca solo un óvalo.

◯ Trabajo

◯ Casa

◯ Universidad

◯ Reuniones

◯ Otro: _____

39. 37.¿Se siente cohibido por la posición de alguna de estas personas en dichos   *
     medios? Si su respuesta es sí, explique en la opción *otros*

Marca solo un óvalo.

⬭ Sí

⬭ No

⬭ Otro: _____

40. 38. En base a la pregunta 36: ¿Entre los contextos ya mencionados, hay alguno en *
     el que más prefiera o sienta comodidad de utilizar el inglés?

Marca solo un óvalo.

⬭ Si

⬭ No

⬭ Otro: _____

41. 39. Si experimenta incomodidad al momento de comunicarse en esta lengua,
     describa en tres palabras lo que siente:

_____

_____

_____

_____

_____

42.   40. ¿Por qué escogió esta carrera? *

_____

_____

_____

_____

_____

43.   41. ¿Cómo se siente usted cuando utiliza el inglés en los diferentes   *
espacios(hogar, universidad, lugares públicos, etc.) ?

_____

_____

_____

_____

_____

44.   42. ¿Cuánto tiempo usted le dedica al inglés fuera de clase? *

Marca solo un óvalo.

◯ Una hora

◯ Hora y media

◯ Dos horas

◯ Cuatro horas

◯ No estudio después de clases

45.   43. Con base a lo anterior explique por qué. *

_____

46.   44. ¿Sus condiciones socioeconómicas le aseguran el mantener sus estudios?,   *
      ¿Por qué?

      _____

47.   45. ¿Tiene usted algún tipo de necesidad especial, relacionada a trastornos del   *
      lenguaje? Ej: dislexia, disgrafía, afasia, sordera, baja fluidez. De ser afirmativa, por
      favor, especifique en *otra*.

      Marca solo un óvalo.

      ◯ No
      ◯ Otro: _____

48.   46. De acuerdo a la pregunta anterior, ¿Cuenta usted económicamente para que su
      problema de aprendizaje no afecte su proceso en la adquisición de la lengua
      inglesa?

      Marca solo un óvalo.

      ◯ Sí
      ◯ No

49.   47. De acuerdo a la respuesta anterior, ¿Con qué condiciones cuenta para que su
      problema de aprendizaje no afecte su proceso en la segunda lengua inglesa?

      Marca solo un óvalo.

      ◯ Medicina especializada
      ◯ Terapias permanentes
      ◯ Doctores privados
      ◯ Ninguno de los anteriores
      ◯ Otros:

50.   48. ¿Cuál de los problemas presentes en las opciones cree usted que se le   *
         dificulta en el aprendizaje del inglés? Si son más de 1, por favor márquelas.

Selecciona todos los que correspondan.

☐ Pronunciación
☐ Gramática
☐ Escucha
☐ Escritura
☐ Habla
☐ Otro: _____

51.   49. ¿Qué cree usted que causa esta dificultad?

_____

52.   50. ¿Usted tiene alguna necesidad especial corporal?

_____

53.   51. ¿ Ha participado usted en algún programa de intercambio? *

Marca solo un óvalo.

◯ Si
◯ No
◯ Otro: _____

54.   52. Si su respuesta anterior fue Si, ¿Qué tipos de
         condiciones/beneficios/oportunidades tiene usted para poder acceder a ese
         privilegio? Explique su respuesta.

_____

55.   53. Si NO ha podido tener acceso a dicha oportunidad. ¿Cuál ha sido la causante?

_____

56.   54. ¿ Cuántas personas viven con usted? *

Marca solo un óvalo.

- ( ) 2
- ( ) 3
- ( ) +4
- ( ) Otro: _____

57.   55. ¿Qué tipo de parentesco tienen con usted? Si tiene más de una por favor   *
explique

Marca solo un óvalo.

- ( ) Padres
- ( ) Tixs
- ( ) Hermanxs
- ( ) Primxs
- ( ) Sobrinxs
- ( ) Otro: _____

58.   56. ¿Tiene usted obligación de alguna persona además de sí mismo? Explique su
respuesta. Ejemplo: Si usted es responsable de mantener algún hijo, hermano,
padre, etc.

_____

59. 57. ¿Recibe algún tipo de ayuda? *

Marca solo un óvalo.

○ No

○ Ser Pilo paga

○ Jóvenes en acción

○ Becas

○ Generación E

○ Fondos del ICETEX (Fundación Álvaro Ulcue, Comunidades Negras: Condonables)

○ Créditos con el ICETEX

○ Estímulos proporcionados por la universidad.

○ Otro

60. 58. ¿Cree usted que las ayudas nombradas anteriormente influyen en el   *
rendimiento de la segunda lengua, inglés? Explique su respuesta.

Marca solo un óvalo.

○ Sí

○ No

○ Tal vez

○ Otro: _____

¡Gracias por tu colaboración! Te deseamos un excelente día.

_____

Appendix B

SOCIAL VARIATION			
NÚMERO DE LA PREGUNTA	PREGUNTA	ESTADO DEL ARTE	¿QUÉ QUEREMOS SABER CON LA PREGUNTA?
1. 2. 3.	Edad Género: -M -F -Otro Fecha_____	Ninguno. Datos de carácterobligatorio.	Información fundamental paraconocer características/ informaciones básicas del encuestado.

| 4. | Tipo de seguridad social -EP -Eps Sura -Aliansalud -Sanitas -Compensar -Salud Total -Nueva Eps -Coomeva Eps -Famisanar -Servicio Occidental de Salud (SOS) Comfenalco Valle SaludVida -Cruz Blanca -CafeSalud -Sisben -Ninguno | "Sistema mediante el cual se crean las condiciones de acceso aun plan obligatorio de salud para todos los habitantes del territorio nacional. Este plan debe permitir la protección integral de las familias a la maternidad y enfermedad general, en las fases de promoción y fomento de la salud y para prevención, diagnóstico, tratamiento y rehabilitación de todas las patologías, según la intensidad de uso y los niveles de atención ycomplejidad que se definan.. (Ley 100 de 1993)". Ficha Metodológica Encuesta Nacionalde Calidad de Vida (Mayo. 2019) | Saber si los encuestados se encuentran cobijados y protegidos por algún tipo de seguridad social. |

5.	Si de las anteriores opciones no cuenta con ninguna, ¿usted qué tipo de servicio recibe o acude?	Referencia: Pregunta 4.	Saber si los encuestados se encuentran cobijados y protegidos por algún tipo de seguridad social
6.	¿Con cuál grupo étnico usted se identifica? a.Afrodescendientes b. Indígena c. Mestizo d. Otros:	Solsona (como se citó en Ronancio et al., 2018)), "la relación entre clase social y los resultados en el aprendizaje de lenguas han sido estudiadas por lo que respecta tanto a la lengua nativa como a lenguas no nativas"	Conocer si los participantes se identifican con algún grupo étnico.
7.	Lugar de residencia: -Santander de Quilichao -Jamundi	El modelo de desarrollo rural construido en Colombia es altamente inequitativo y excluyente, propicia innumerables conflictos rurales,	Conocer los lugares de dónde provienen los participantes.

	-Corinto -Puerto Tejada -Villa rica -Suárez -Cali -Popayán otro: ____	no reconoce las diferencias entre los actores sociales, y conduce a un uso inadecuado y a la destrucción de los recursos naturales, acentúa la vulnerabilidad de los municipios más rurales en relación con los más urbanos, y no permite que se genere la convergencia entre lo rural y lo urbano.	

| 8. | ¿Usted posee alguna clase de vehículo propio? Si ____ a. Bicicleta b. Motocicleta c. Automóv i l No | There's no doubt that higher education is a powerful road to success. But what happens when the road is filled with potholes, impossible distance, broken-down vehicles, a lack of public transportation and other roadblocks. Many students have no problem getting into school, but they do have problems with getting there – literally. That's why it's so important to make sure each student has some reliable way of getting to where they need to be. (Accredited Schools Online, 2020) | Tener un vehículo puede, sin duda, facilitar en gran medida la vida de un estudiante universitario. En ese sentido, se puede analizar qué tan difícil podría resultar a un estudiante ir de casa a la universidad. |

| 9. | Si no tiene ninguna clase de vehículo mencionado anteriormente, ¿Qué medio de transporte utiliza para asistir a clases? -Bus intermunicipal -Bus colectivo -Domicilio -Carro-moto -Uber/ Taxi -Movilizarse a pie | Es indudable que el transporte es uno de los mayores sistemas funcionales de la sociedad moderna. El área del problema se encuentra ligado a la sociedad y obedecen a distintos criterios que involucran grupos de consumidores con características y preferencias similares y homogéneas; que, a su vez, deben ser heterogéneos entre ellos. Heredia,, H., Rincon, A. (2015). | Conocer los medios de transporte usados por los encuestados nos puede llevar a un mejor avistamiento de los entretiempos que surgen al ir a clases e identificar si esto podría, en algún momento, influenciar su proceso educativo. |

12.	En base a la pregunta anterior, responda lo siguiente si su respuesta es NO: No tenía tiempo No tenía dinero No tenía disposición No tenía interés Otra	Se sabe que un cerebro más sano es uno que se ejercita más: el bilingüismo se antoja como buen entrenamiento para mantener al cerebro en forma debido al esfuerzo extra que debe realizar al focalizarse solo en una lengua cada vez que habla, lee, escucha. (Aminie Filippi, 2017)	Las razones por las cuales no se educa a un individuo en pro del bilingüismo desde temprana edad, pueden tener múltiples porqués, con esta pregunta se desea conocer la concepción del encuestado hacia EFL.

13.	¿En su lugar de residencia, usted tiene fácil acceso a librerías o internet? Si_____ No _____	La relevancia que presenta el uso de herramientas tecnológicas como apoyo y beneficios que le brindan a la sala de clase de inglés. Según las percepciones de los estudiantes, los entornos con ayuda tecnológica favorecen al reconocimiento de lo que se está aprendiendo, tanto del proceso como de la cantidad de conocimientos adquiridos, pudiendo organizar y decidir sobre los pasos a seguir para su logro. Además, la accesibilidad y abundancia del material permiten una constancia en el aprendizaje ya que los estudiantes saben dónde y cómo utilizar la herramienta, presentándose la oportunidad de revisar la información cuando necesiten refuerzo y buscar en otros	Percatarse de la accesibilidad a las TICs, donde el encuestado tenga la oportunidad de tener una conexión de internet y propicie una educación más fructífera. De lo contrario, es posible que haya dificultades en su camino por las demandas de la actualidad, teniendo en cuenta que el internet es una herramienta útil

		medios si lo requieren. Mediante el uso de las TIC, los estudiantes son capaces de realizar asociaciones con su conocimiento previo, por lo que el aprendizaje les resulta más Significativo y permanente. El carácter didáctico de los recursos tecnológicos permite que los estudiantes estén más cerca de contextos más auténticos de la cultura estudiada.	sí de aprendizaje se habla.

14.	¿Cuenta con fácil acceso de conexión a internet en su lugar de residencia? Si su respuesta es SÍ, por favor especifique. Wifi hogar Red pública del gobierno (Ej. puntos Vive Digital) Recarga celular Plan de datos Modem Café internet Otra:	Referencia: Pregunta 13	Contar con un servicio propio permite tener más dominio del tiempo, de lo que se consume en internet y las demás maneras de sacar provecho de él. Por lo tanto, saber si el encuestado cuenta con un punto de cercano, permite un mejor análisis de las variaciones sociales de la investigación.

	No cuento con teléfono		
16.	¿Usted posee o cuenta con herramientas tecnológicas que le permitan acceder a sus estudios? Si____No ___	Referencia: Pregunta 13	
17.	¿Con qué clase de computador cuenta usted? -Portátil -De mesa	La era de la globalización está equipadade útiles herramientas tecnológicas, tanto físicas como digitales,	Se pretende saber dequé forma se desempeña el individuo en cuánto a realizar

		que facilitan la vida de los seres humanos y el desarrollo de sus procesos. Una de ellas es la más accesible para la mayoría de personas, el computador, que resulta ser muy útil para el procesamiento de información y la ejecución de diversos trabajos. Blanco Rojas, T., & Santamaría Buitrago, A., (2013)	deberes académicos. No es imprescindible más sí necesario contar con buenos equipos para los estudios superiores.
	- Ninguna de las anteriores		

18.	De acuerdo a la pregunta anterior, si su equipo se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique: Mac Hp Lenovo Asus Toshib a Dell Otro	Referencia: Pregunta 17	La posibilidad de tener un buen equipo para uso educativo, permite al estudiante universitario tener más comodidad en su proceso, pues tener un equipo confiable da sensación de seguridad. Así mismo, es posible conocer si el encuestado puede poseer cierta solvencia económica o no.

19.	¿Con quéclase de celular cuenta? -Teléfono móvil -Teléfono inteligente -No cuento con teléfono	El teléfono celular es sin duda alguna un dispositivo indispensable en la vida cotidiana y trasciende hacia ámbitos más complejos que aquellos que tuvo originalmente (hacer y recibir llamadas). Hoy por hoy su teléfono celular es también un centro de información, comunicación, entretenimiento, incluso útil para navegar por el mundo de las transacciones bursátiles. Universidad de Costa Rica (2018)	Dada la situación sanitaria actual, es fundamental contar con un dispositivo inteligente para la educación virtual. Por otra parte, la independencia y autonomía que se da en la educación superior también se encuentra
			ligada al uso del celular, principalmente por la comunicación con los demás y

			estar al tanto de las cosas.
20.	De acuerdo a la pregunta anterior, si su equipo se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique: Samsung Iphone Huawei Xiaomi Motorola Sony Blu Hyundai Otro	Referencia: Pregunta 17.	La posibilidad de tener un buen equipo para uso educativo, permite al Estudiante Universitario tener más comodidad en su proceso, pues tener un equipo confiable da sensación de seguridad. Así mismo, es posible conocer si el encuestado puede poseer cierta solvencia económica o no.

21.	¿Cuenta con tablet? Si____No ___	Por su ligereza y tamaño, la tableta permite a los alumnos y docentes que se pueda llevar a la mano de un lugar a otro sin esfuerzos y ladurabilidad de la batería facilita que nohaga falta enchufarla mientras se utiliza. La tableta proporciona una docencia más eficaz, flexible y móvil (European Schoolnet, 2013) Citado por FernandezRodrigo (2016).	Aunque no es necesaria,es una gran ayuda en el ámbito educativo, principalmente por la facilidad de transporte.

22.	De acuerdo a la pregunta anterior, si su equipo (tablet) se encuentra en alguna de estas opciones, por favor selecciónela, de lo contrario especifique: Asus Mac Huawei Samsung Otro	Referencia: Pregunta 21	La posibilidad de tener un buen equipo para uso educativo, permite al estudiante universitario tener más comodidad en su proceso, pues tener un equipo confiable da sensación de seguridad. Así mismo, es posible conocer si el encuestadopuede poseer cierta solvencia económica o no.

45.	¿Sus condiciones socioeconómicas le aseguran el mantener sus estudios? ¿Por qué?	El principal problema que atraviesa la Educación Básica en América Latina es la falta de un consenso social que reconozca que existe un problema de equidad y calidad en el proceso educativo. El problema social y económico porel que atraviesa la sociedad ecuatoriana es grave; los niños de nuestro país no son atendidos satisfactoriamente durante su proceso de formación educativa. Estudios realizados han constatado que las condiciones socioeconómicas es una de las causas principales que afectan el rendimiento escolar. Los ajustes económicos provocados por los gobiernos de turno significan el aumento en los niveles de	Colombia es un país que no garantiza enteramente el derecho a la educación (al menos superior) a cada niño y joven del país, tanto así, que concursar por un cupo en una universidad pública puede ser un proceso de tedie y riña; o ingresar a una universidad privada simplemente no se toma en

		desempleo, reducción de subsidios; lo que trae consigo la reducción enla contribución de los hogares ala educación de los hijos, recursos materiales insuficientes, salud deteriorada (incapacidad de recepción), violencia, delincuencia, vicios; características que adopta el niño por el hecho de no satisfacer sus necesidades enel proceso de formación escolar Jama- Zambrano, V. R., & Cornejo-Zambrano, J. K. (2015).	consideración por los elevados costos de la misma. Es por eso que cuando un joven cuya manutención, en términos socioeconómicos, no sea estable o duradera, no tendrá seguridad para culminar sus estudios universitarios.

	De acuerdo a la pregunta anterior, ¿Cuenta usted económicamente para que su problema de aprendizaje no afecte su proceso en la adquisición de la lengua inglesa? Si____No ___	Referencia: Pregunta 46.	Una de las preguntas másnecesarias de la investigación está relacionada con los trastornos del lenguaje, pues estos se presentana temprana edad y bien pueden persistir solamente en la infancia, curarse con tratamiento o, dependiendo de la gravedad puede durar toda la vida. Algunas veces es identificado por madres y personal de la salud, otras veces
47.			

			el individuo lo asume como algonormal e intenta vivir con ello. En este caso, la investigación indaga, ahora en términos económicos, ya que se tendría en cuentaque se puede solventar un tratamiento para el mismo; identificar qué estudiantes padecen algún trastorno y poderanalizar cómo toma parte en el proceso de aprendizaje, incluyendo la adquisición de lenguajes.

48.	¿Con qué condiciones cuenta para que su problema de aprendizaje no afecte su proceso en la segunda lengua, inglés? - Medicina especializada - Terapias permanentes - Doctores privados -Otros	Referencia: Pregunta 46.	Una de las preguntas más necesarias de la investigación está relacionada con los trastornos del lenguaje, pues estos se presentan a temprana edad y bien pueden persistir solamente en la infancia, curarse con tratamiento o, dependiendo de la gravedad puede durar toda la vida. Algunas veces es identificado por madres y personal de la salud, otras veces

			el individuo lo asume como algonormal e intenta vivir con ello. Eneste caso, la investigación indaga, ahora en términos económicos, ya que se tendría encuenta que se puede solventar un tratamiento para el mismo; identificar qué estudiantes padecen algún trastorno y poderanalizar cómo toma parte en el proceso de aprendizaje, incluyendo la adquisición de lenguajes.

51.	¿Usted tiene alguna necesidad especial corporal?	La definición de la discapacidad es compleja, controversial y cambiante según el enfoque y el momento histórico en que se enmarca. Sinembargo, a partir de la aprobación de la Convención sobre los Derechos de las Personas con discapacidad, en nuestro país se considera que: "La discapacidad es un concepto que evoluciona y que resulta de la interacción entre las personascon deficiencias y las barreras debidas a la actitud y al entorno que evitan su participación plena y	

| | | efectiva en la sociedad, en igualdad de condiciones con las demás"1. El enfoque "biopsicosocial", define la discapacidad, desde el punto de vista relacional, como elresultado de interacciones compleja entre las limitaciones funcionales (físicas, intelectuales o mentales) de la persona y del ambiente social y físico que representan las circunstancias enlas que vive esa persona. …incluye deficiencias, limitaciones enla actividad y restricciones en la participación, denotando los aspectos negativos de la interacción entre un individuo (con una condición de salud) y la de losfactores contextuales individuales (factores ambientales y personales).2 (MINSALUD, s.f) | |

| 53. | Si su respuesta anterior fue SÍ, ¿Qué tipos de condiciones tiene usted para poder acceder a ese privilegio? Explique su respuesta | Referencia: Pregunta 52 | Teniendoen cuenta que los programas de intercambio equivalen a oportunidades profesionales y culturales; hace parte de la variación social dar cuenta, en términos económicos las posibilidades de obtener dichas oportunidades de viaje. |

54.	Si NO ha podido tener acceso a esta condición. ¿Cuálha sido la causante?	Referencia: Pregunta 52.	Teniendo en cuenta quelos programas de intercambio equivalen a Oportunidades

			profesionales y culturales; hace parte de la variación social dar cuenta en términos económicos las posibilidades de obtener dichas oportunidades de viaje.

| 55. | ¿Cuántas personas viven con usted? 2 3 +4 Otra: | La familia es esaestructura relacional con la que cuentan los niños y las niñas al nacer; más que un lugar social esuna fuente significante de valores, respeto y confianza, donde se enseña el reconocimiento de sí mismo; es en la familia donde se desarrollan distintas habilidades, las cuales serán de gran ayuda para que los infantes interactúen en la sociedad y sean partícipes de su propia identidad. Marín Iral, M. del P., Quintero Córdoba, P. A., & Rivera Gómez, S. C. (2019). | Estapregunta permite conocer con cuántas personas se relaciona el individuo en su cotidianidad y enlo posible a lo largo de su vida. indirectamente, sobre el cuidado que se le da al individuo como miembro de una familia; relacionado a su manutención y en posible comparación de los otros miembros semejantes. |

56.	¿Qué tipode parentesco tienen con usted?Si tiene más de una por favor explique Padres Tixs Herma nxs Primxs Sobrin xs Otro:	Referencia: Pregunta 55	Esta pregunta permiteconocer con cuántas personasse relaciona el individuo en su cotidianidad y enlo posible a lo largo de su vida. indirectamente, sobre el cuidado que se le da al individuo como miembro de una familia; relacionado a su manutención y en posible comparación de los otros miembros semejantes.

| 57. | ¿Tiene usted obligación de alguna persona además de sí mismo? Explique su respuesta.\n\nEjemplo:Si usted es responsable de mantener algún hijo, hermano, padre, etc. | La manutención de unmenor es la obligación económica continua de asegurar el bienestarde los hijos nacidos de una relación o matrimonio que ya noexiste. Por lo general, es consecuencia de un divorcio, separación o anulación, donde sele asigna la custodia de los hijos a uno de los padres o ambos padres comparten la custodia. (Get Legal,2008) | Conocer si el encuestado tiene como prioridad y cargoa alguien más que a sí mismo, ya sea hijos, padres, hermanos o primos menores. |

58.	¿Recibe algún tipo de ayuda? No Ser Pilo paga Jóvenes en acción Becas Generación E Fondos del ICETEX (Fundación Álvaro Ulcue, Comunidades Negras) Créditos con el ICETEX Estímulos proporcionados por la universidad. Otro	Se trata de la Línea de Crédito Educativo condonable para el pago de matrículas de los jóvenes en condición de vulnerabilidad en Programas de Educación para el Trabajo y el Desarrollo Humano, que hace parte del Fondo Solidario para la Educación, creado a través del Decreto 662 del 14 de mayo de 2020, para mitigar la deserción en el sector educativo, en el marco del Estado de Emergencia Económica, Social y Ecológica. (MEN, 2021)	Actualmente, la mayoría de las fuentes que hacen referencia a las ayudas económicas que ofrece el gobierno a las comunidades estudiantiles debido a la emergencia sanitaria actual, sin embargo, el país cuenta desde hace tiempo con becas y créditos (condonables o no) para el país.

ENGLISH AS FOREIGN LANGUAGE			
NÚMERO DE LA PREGUNTA	PREGUNTA	ESTADO DELARTE	¿QUÉ QUEREMOS SABER CON LA PREGUNTA?
11.	Antes deingresar a la universidad, ¿usted ya había estudiado o frecuentado el inglés? Si su respuesta es, SI: -Institutos de inglés -Cursos online -Clases privadas de inglés -Cursos de inglés en instituciones educativas	"la globalización estal vez la razón más importante para considerarque los estudiantes que se gradúen de la universidad deben ser totalmente bilingües para afrontar la realidad en que vivimos enesta sociedad internacionalizada." Iper Blog (s.f)	Conocer si los individuos poseen conocimientos previos consistentes en la lengua extranjera inglés.

24.	¿Estas herramientas le han servido para aprender inglés? ¿Cómo le ha ayudado?	Ejecutar nuevas propuestas metodológicas que coadyuven con la enseñanza del aprendizaje del idioma inglés de una manera diferente a la tradicional, la cual genere impacto en el proceso educativo y lo lleve a reflexionar sobre él mismo en pro de crear conciencia tecnológica y digital que permite el uso adecuado y pertinente de las TICs que	Identificar las herramientas TIC con las cuales se construyó el conocimiento en EFL.

		permitan al mejoramiento del accionar educativo en este saber específico, que dé como resultados una enseñanza efectiva y significativa, que favorezca la comprensión e interpretación de mensajes orales y escritos en el idioma Inglés. Martínez-Pérez (2020).	
25.	Si no tiene ninguna de estas herramientas, ¿Consideraque se le ha dificultado el aprendizaje del inglés?	Referencia:Pregunta 24.	Por elcontrario, conocer si la ausencia de las mismas ha implicado altibajos en el aprendizaje del lenguaje.

26.	¿Cómo consideras que percibes tu nivel de inglés?	Solsona (como se citó en Roncancio et al., 2018) "Consiste en la capacidad de aprender una lengua y, en este factor, entrarían tanto la predisposición a estudiarla como el hecho de poseer una capacidad discriminatoria de sonidos, una sensibilidad gramatical, facilidad en identificar correspondencias y relaciones lingüísticas y en formar y recordar asociaciones a partir de determinados estímulos."	Estar al tantode la propia apreciación que tieneel individuo hacia sudominio de EFL.

27.	¿Cómo consideras que tu familia influye en esa percepción?	El contexto social es una variableque determina las conductas en la escuela adoptadas desde el primer vínculo social al que hacen parte como lo es la familia, como, el factor más determinante de las conductas y la relación que tienen los individuos con el entorno, pero no enfatiza específicamente que este sea el factor determinante en el rendimiento académico de la cual se adquieren diferentes comportamientos reflejados por los hijos en su contexto y en la escuela. Narváez Perdomo, & Oyola (2015).-a	Estar al tantode la propia apreciación que tieneel individuo hacia sudominio de EFL en relación a sus parientes.

28.	¿Cómo consideras que tus amigos influyen en esa percepción?	Haciendo alusióna otra variable que influye en el rendimiento académico de los estudiantes, queson los amigos quienes crean en las personas los intereses, las esperanzas, los miedos, como también el apoyo emocional y afectivo. Narváez Perdomo, & Oyola (2015). -b	Estar al tanto de la propia apreciación que tiene el individuo hacia su dominio de EFL enrelación a sus conocidos más allegados - no parientes.

29.	¿Cómo consideras que tus docentes influyen en esa percepción?	es indispensable que, paraque haya éxito en el proceso de aprender, la relación entre el maestro y sus alumnos debe estar basada en la atención, el respeto, la cordialidad, la responsabilidad, el reconocimiento, la intención, la disposición, el compromiso y el agrado de recibir la educación y de dar la enseñanza; en otras palabras, se hace una nueva sociedad en su conjunto, ya que se establecen acuerdos y ambas partes adquieren un compromiso fundamental: el maestro enseña, el alumno aprende. (García-Rangel et al., 2014)	Estar al tanto de la propia apreciación que tiene el individuo hacia su dominio de EFL en relación al profesorado asignado dentro del programa.

30.	¿Cómo consideras que la sociedad influya en esa percepción?	Referencia: Pregunta 27	Estar al tantode la propia apreciación que tieneel individuo hacia sudominio de EFL en relación a los posibles estándares que tenga el individuo en dete rminada comunidad.
31.	¿Qué aspectos de su vida influyen en la percepción de sunivel de inglés?	Los resultados académicos derivados de la autoestima varían según como se encuentra este aspecto del alumno. Es por esto, que la autoestima	Notar si los aspectos personales tienen influencia en el aprendizaje del inglés en los encuestados.

		representa un factor importante en el aprendizaje de una lengua extranjera, ya que, este proceso demanda confianzaen sí mismo, positividad ante el proceso, personalidad y por sobre todo, tolerancia a la frustración algo que los individuos con baja autoestima carecen (Ceballos Parra et al., 2014.)	
32.	¿Usted realiza actividades para practicar inglés? Si _____No ___	Solsona (como se citó en Roncancio et al., 2018) "técnicas o mecanismos a los que puede recurrir el aprendizpara adquirir conocimientos".	Sabiendo quela práctica hace al maestro, es relevante para la investigación saber si los individuos tienen responsabilidad en la autonomía de su

			aprendizaje y lo que puede influenciar en él.
33.	Si la respuesta a la pregunta 32 es afirmativa, ¿qué actividades realiza usted en su casa? Hablar consigo mismo -Ver Netflix -Escuchar música -Chatear con personas del exterior -Jugar en aplicaciones de inglés -Practicar con familiares y amigos	Referencia: Pregunta 32	Sabiendo quela práctica hace al maestro, es relevante para la investigación saber si los individuos tienen responsabilidad en la autonomía de su aprendizaje y lo que puede influenciar en él. Por medio del ocio.

| 34. | Si la respuesta a la pregunta 32 es afirmativa, ¿Cuál de estas actividades realiza usted en la Universidad? Club de conversación Prácticas en horas de descanso dentro de la Universidad | "(...)Son los factores ambientales, económicos, infraestructurales que inciden en el aprendizajedel inglés,". Ronancio y Buitrago (2018, pg. 11) | Sabiendo quela práctica hace al maestro, es relevante para la investigación saber si los individuos tienen responsabilid ad en la autonomía de su aprendizaje y lo que puede influenciar en él. Por medio de actividades extracurricul ares. |

35.	Si la respuesta a la pregunta 32 es afirmativa, ¿Cuál de estas actividades Extracurriculares realizas? Viajes al exterior Eventos culturales Tertulias, conferencias y Debates	Referencia: Pregunta 32	Sabiendo que la práctica hace al maestro, es relevante para la investigación saber si los individuos tienen responsabilidad en la autonomía de su aprendizaje y lo que puede influenciar en él. Por medio de programas de intercambios de todo tipo.

36.	Si la respuesta a la pregunta 32 es afirmativa, ¿Cuál de estas actividades realizas en el trabajo? -Entorno laboral bilingüe -Contactos en el exterior -Encomiendas	Referencia: Pregunta 32	Sabiendo que la práctica hace al maestro, es relevante para la investigación saber si los individuos tienen responsabilidad en la autonomía de su aprendizaje y lo que puede influenciar en él. Por medio del movimiento en la vida active profesional.
37.	¿Utiliza el idioma inglés como herramienta de comunicación en alguno de estos contextos?	Las competencias son el conjunto de saberes que alcanza un individuo para poder lograr un objetivo, los diferentes tipos de saberes son el "saber ser", "saber	Siendo el inglés una lengua moderna, ahora, los estudiantes del programa deben hacer uso de ella una gran parte del

	-Trabajo	hacer" y el "conocer". En	tiempo, para la
	-Casa	las nuevasreformas	investigación se
	-Universidad	educativas se pide la	requiere conocer si
	-Reuniones	ubicación de las diferentes	la premisa se
	Otros:	áreas del conocimiento en	cumple, bajo qué
		estas competencias. Para el	contextos y
		idioma inglés se toman	condiciones.
		como principales	
		competencias las	
		comunicativas.	
		Las competencias	
		comunicativas se refieren a	
		todas aquellas competencias	
		que dan lugaral empleo de	
		medios concretamente	
		lingüísticos. Con esto se	
		incluye que se pueda dar una	
		comunicación oral o escrita	
		indistintamente, sin dejar de	
		lado que debe existir un	
		receptor que pueda leer o	

		escuchar para poder comprender y expresar una opinión de igual forma. Vega, M. J.(2016).	
38.	¿Se siente cohibidopor la posición de alguna de estas personas en dichosmedios? Si____No ___	power distance as the perceived difference (inequality) inthe amount of power (influence) that a supervisor has compared to thatof a subordinate. Importantly, the magnitude of this inequality is accepted (valued) by both the supervisor and the subordinate and is reinforced by their social and national environments(Hofstede, 2001). (Daniels & Greguras, 2014).	Conocer si los encuestados sienten sus habilidades lingüísticas en desapruebo o incomodidad por parte de las personas mencionadas en preguntas anteriores, permitiendo a la investigación la oportunidad de saber sobre el nivel de power distance en estas relaciones.

39.	En base a la pregunta 37 ¿Entre los contextos ya mencionados, hay alguno en el que más prefiera o sienta comodidad de utilizar el inglés? Si ___ No ___	Referencia: Pregunta 37	Al dar cuenta de la comodidad y favoritismo de un individuo por determinado contexto, también permitirá entender surelación con el idioma y las influencias en el.

40.	Si experimenta incomodidad al momento de comunicarse en estalengua, describa en tres palabras lo que siente:	La ansiedad hace referencia al sentimiento subjetivo de tensión, aprensión, nerviosismo y preocupaciónasociado con el estímulo delsistema nervioso autónomo. Cuando la ansiedad se limitaa una situación de aprendizaje de unalengua extranjera, además de ser considerada una reacción ansiosa específica, sellama "ansiedad de la lengua extranjera" (Foreign Language Anxiety) (Horwitz,Horwitz, & Cope, 1986). Citado por Díaz Mejía, (2014) -a	La incomodidad tiene dominio en las competencias comunicativas, pues la inseguridad puede ser traicionera y causar lapsus en el hablante, un factor el cual esta investigación pretende analizar.

41.	¿Por qué escogió esta carrera?	Estudiar una carrera universitaria es importante por varias razones. Primero, porque te brinda un panoramamás amplio del mundo que te rodea.Además, estudiar enuna universidad te enseñará el sentido de la disciplina y la responsabilidad y te permitirá conocer personas. Boletín Universitario Cuauhtémoc, (2014).	Percibir las motivaciones por las cuales los encuestados escogieron, primeramente, estudiar una carrera universitaria, para así poder profundizar en por qué elegir la carrera que estudian actualmente (PLLM)

42.	¿Cómo se siente usted cuando utilizael inglés en los diferentes espacios (hogar, universidad, lugares públicos, etc.)?	Para algunos autores, el factor más importante en el aprendizaje de un idioma extranjero es la motivación.Es ésta la que impulsa a una persona a seguir un determinado curso de acción y, en este caso particular, a interesarse y trabajar para alcanzar la meta de aprender una lengua extranjera. El concepto de motivación tiene múltiples facetas y ha sido definido de muchas maneras. Keller (2008) hizouna revisión del concepto enfocándose en la motivación para aprender. Sus ideas, según él mismo lo explica, pueden ser comunes a todos los ambientes de aprendizaje.	Esta pregunta busca, por el contrario, intentar conocer más sobre el nivel de confianza y comodidad que experimenta el encuestado, pero en múltiples contextos, donde las limitaciones pueden variar de ser muchas a pocas o incluso nulas. Estas mismas emociones pueden dar cuenta del desempeño del estudiante según su nivel de seguridad en determinado ámbito.

		El autor propone que la motivación se refiere a las elecciones que las personas hacen, en términos de experiencias y metas que se proponen o evitan, y el grado de esfuerzo que van aimprimir para alcanzarlas. (Díaz Mejía, 2014) -b	

43.	¿Cuánto tiempo usted le dedica al inglés fuera de clase? Una hora Hora y media Dos horas Cuatro horas No estudio después de clases	Según Lambert y Gardner (1972) se debe de hacer unadiferenciación entre dos tipos de motivación: Motivación integradora: se produce este tipo de motivación cuando el sujeto quiere aprender esa lengua por interés hacia esacultura de la propia lengua, propiciando una actitud positiva, con el posible objetivo, también, de Integrarse dentro de ese grupo de hablantes. • Motivación instrumental: cuando este aprendizaje se produce con fines	Para alcanzar un nivel eficiente en los idiomas no basta solamente con ir un par de horas a clase; también es necesario trabajar desde la autonomía para alcanzar los niveles de comunicación deseados y necesitados. Por dichas razones, la investigación busca conocer este lado autónomo en las lenguas sobre los encuestados y los factores alrededor del mismo.

		utilitarios, por ejemplo, para tener más posibilidades para encontrar trabajo. (Larrenua,2015)	
44.	Con basea lo anterior explique por qué	Referencia: Pregunta 43.	Para alcanzar un niveleficiente en los idiomas no basta solamente con ir un par de horas a clase; también es necesario trabajar desde la autonomía para alcanzar los niveles decomunicación deseados y necesitados. Por dichas razones, la investigación busca conocer este lado autónomo en las lenguas sobre los

			encuestados y los factores alrededor delmismo.
49.	¿Cuál de los problemas presentes en las opciones cree usted que se le dificulta en el aprendizaje del inglés? Si son más de 1, por favor márquelas. Pronunciación Gramática Escucha Escritura Habla Otra:	Las lenguas varían en dos dimensiones: La alfabética en oposición a la no alfabética, y dimensiones de la predictibilidad de las reglas de correspondencia: grafema fonema (Spiegel, 1992). Existe una relación entre las habilidades de lectura y escritura de la lengua materna y el aprendizaje de una segunda lengua. La interdependencia lingüística (Cummins,1979), lo sustenta en el hecho de que los niños que tienen	Si bien las opciones presentadas en la pregunta implican las habilidades lingüísticas para inglés, es posible afirmar que también se dan en español, su lengua materna, donde hay más posibilidades de encontrar inconsistencias en la producción del lenguaje y, así mismo, encontrar unasolución al mismo;

		problemas en el aprendizaje de su lengua materna, también presentan dificultades en el aprendizaje de una segunda lengua. A su vez, predice que las habilidades académicas que se logran con éxito en la propia lengua se transfieren Cuando se aprende una nueva lengua.	en este caso, el foco de la investigación es para EFL, donde se pretende saber las dificultades de esas habilidades en el aprendiz.

| 50. | ¿Qué cree usted queCausa esta dificultad? | El lenguaje está integrado por tres componentes: fónico (pronunciación), léxico (vocabulario) y gramatical (morfología y sintaxis) estrechamente relacionados entre sí y con la evolución física y psíquica. Según la realización del lenguaje se distinguen dos procesos, la percepcióno comprensión del habla (lenguaje impresivo) y su reproducción o realización (lenguaje expresivo), cuya formación depende de las condiciones anátomo-fisiológicas Individuales y las relaciones interpersonales. | Si bien las opciones presentadas en la pregunta implican las habilidades lingüísticas para inglés, es posible afirmar que también se dan en español, su lengua materna, donde hay más posibilidades de encontrar inconsistencias en la producción del lenguaje y, así mismo, encontrar una solución al mismo; en este caso, el foco de la investigación es para EFL, donde se pretende saber las dificultades de esas |

		Moran Alvarado, M. R., Vera Miranda, L. Y., & MoránFranco, M. R. (2017).	habilidades en el aprendiz.
52.	¿Ha participado usted en algún programa de intercambio? Si No Otra:	Estudiar en el extranjero ayuda a aprender acerca de tí mismo. Quienes estudian en el extranjero regresan a casa con nuevas ideas y perspectivas sobre sí mismo y su propia cultura. La	Los programas de intercambio hacen parte del camino de decisiones fundamentales de un estudiante del PLLM, pues es su abrebocas

		experiencia en el extranjero a menudo desafía a reconsiderar tus propias creencias y valores sobre la sociedad, la cultura y la humanidad misma. La experiencia tal vez puede fortalecer esos valores, provocar que los cambies, abandones o adoptes nuevos conceptos y percepciones. El encuentro con otras culturas te permitirá ver tu propia cultura en una nueva perspectiva. (UNICUYO,2017)	al mundo, a los idiomas, la cultura, la ampliación y percepción de otras realidades de otras personas, comunidades y costumbres de personas en otros países. Por lo tanto, al tener esta experiencia, la cosmovisión del estudiante cambia, avanza y se transforma. Dicha experiencia permite abrir máscampo en esta investigación

| 59. | ¿Cree ustedque las ayudas nombradas anteriormente influyen en el rendimiento de la segunda lengua, inglés? Si____No_____ Tal vez | Referencia: Pregunta 58 | |

INFLUENCE: ACADEMIC BACKGROUND.

NÚMERO DE LA PREGUNTA	PREGUNTA	ESTADO DEL ARTE	¿QUÉ QUEREMOS SABER CON LA PREGUNTA?

10.	Tipo de educación que recibió en la primaria y secundaria Publica_____ Privada_____ Ambas _____	Es la asistencia por parte de un estudiante a cualquier institución o programa Educativo regular acreditado, ya sea público o privado, para la enseñanza organizada a cualquier nivel de educación (Eurostat)" Ficha Metodológica Encuesta Nacional de Calidad de Vida (Mayo. 2019)	Saber el tipo de educación al que hicieron parte los encuestados, puede dar cuenta de la calidad de educación recibida, al igual queuna tentativa en calidad económica que se tuvo para su manutención.

11.	Antes de ingresar ala universidad, ¿usted ya había estudiado o frecuentado el inglés? Si su respuesta es, SI: Institutos de inglés -Cursos online -Clases privadas deinglés -Cursos de inglésen instituciones educativas	El requisito que tienen usualmente las universidades es hacer un examen de ubicación para ver en qué nivel de inglés se encuentra el estudiante. Actualmente, las universidades tienen estipulados diferentes programas de inglés exigiendo diferentes niveles, por mencionar algunas pueden tener 4 niveles y otras pueden tener hasta 12 niveles. A pesar de todos estos esfuerzos por promoverel bilingüismo en diversas modalidades durante la educación básica y media, los estudiantes no están llegando lo suficientemente bien preparados para enfrentar los retos que trae la	Conocer ahora, en cuanto a la vida académica del encuetado, si poseen conocimientos previos consistentes en la lengua extranjera inglés.

		universidad, donde en algunas carreras, tienen queleer libros en inglés y hacerinvestigaciones en esta lengua, creándose algunas frustraciones. Villamizar, W. (2019).	
13.	¿En su lugar de residencia, usted tiene fácil acceso a librerías o internet? Si	la relevancia que presenta el uso de herramientas tecnológicas como apoyo y beneficios que le brindan a la sala de clase de inglés.	Percatarse de la accesibilidad a las TICs, donde el encuestado tenga la oportunidad de tener

		Según las percepciones de los estudiantes, los entornos con ayuda tecnológica favorecen al reconocimientode lo que se está aprendiendo, tanto del proceso como de la cantidadde conocimientos adquiridos, pudiendo organizar y decidir sobre lospasos a seguir para su logro.Además, la accesibilidad y abundancia del material permiten una constancia en el aprendizaje ya que los estudiantes saben dónde y cómo utilizar la herramienta, presentándose la oportunidad de revisar la información cuando necesiten refuerzo y buscar en otros medios si lo requieren. Mediante el uso	una conexión de internet y propicie una educación más fructífera. De lo contrario, es posible que haya dificultades en su camino por las demandas de la actualidad, teniendoen cuenta que el internet es una herramienta útil sí de aprendizaje se habla.
	No _____		

		de las TIC, los estudiantes son capaces de realizar asociaciones con su conocimiento previo, por lo que el aprendizaje les resulta más significativo y permanente. El carácter didáctico de los recursos tecnológicos permite que los estudiantes estén más cerca de contextos más auténticos de la cultura estudiada.	

15.	Si su respuesta anterior fue NO. ¿Con qué recursos cuenta usted para realizar sus deberes académicos? -Libros en casa - Opinión/ayuda de los padres -Esfuerzo propio -Ninguno	(The Georg Eckert Institute for International Textbook Research,2016), citado por Fernández Palopm M.P & Caballero García P.A Los libros de texto, como portadores del conocimiento y la información que una generación desea transmitir a la siguiente, con frecuencia se encuentran en el centro de la controversiapolítica.	De lo contrario, es posible que haya dificultades en su camino por las demandas de la actualidad, teniendo en cuenta que el internet es una herramienta útil sí de aprendizaje se habla.

16.	¿Usted posee o cuenta con herramientas tecnológicas que le permitan acceder a sus estudios? Si _____ No .	Referencia: Pregunta 13	Ahora de manera no socioeconómica, se pretende saber si los encuestados tienen alcance a dichas herramientas pues su proceso educativo es influenciado, ya sea de buena o mala manera, al tener en cuenta el alcance que pueda tener a estas.
17.	¿Con qué clase de computador cuentausted? Portátil De mesa Ninguna de lasanteriores	La era de la globalización está equipada de útiles herramientas tecnológicas, tanto físicas como digitales, que facilitan la vida de los seres humanos y el desarrollo de sus procesos. Una de ellas es la más accesible para la mayoría de personas, el computador,	Ahora de manera no socioeconómica, se pretende saber de qué forma se desempeña el individuo en cuánto arealizar deberes académicos. No es imprescindible más sí necesario contar

		que resulta ser muy útil para el procesamiento de información y la ejecución de diversos trabajos.	con buenos equipos para los estudios superiores.
23.	¿Sabe manejar todas las herramientas y aplicaciones de su equipo? Si___No Otra	Una aplicación móvil es un programa que usted puede descargar y al que puede acceder directamente desde su teléfono o desde algún otroaparato móvil como por ejemplo una tablet o un reproductor MP3. Si usted tiene un Smartphone u otrotipo de aparato móvil, probablemente use programas o aplicaciones para participar de juegos, obtener indicaciones de localización paso a paso, acceder a noticias, libros, datos de tiempo y demás. Artica Navarro, (2014).	El uso correcto de las aplicaciones y herramientas digitales permite queun individuo puede explotar y explorar sus habilidades en gran provechosa manera. Hace parte de la investigación saber si los encuestados conocen de sus usos y así mismo, les resultaútil en la vida académica.

| 46. | ¿Tiene usted algún tipo de necesidad especial, relacionada a trastornos del lenguaje? Ej: dislexia, disgrafía, afasia, sordera, bajafluidez. De ser afirmativa, por favor, especifique en *otra*.

No _____ | Los problemas con las habilidades lingüísticas receptivas comienzan generalmente antes de los 4 años de edad. Algunos trastornos del lenguaje mixtos son ocasionados poruna lesión cerebral. Estas afecciones algunas veces sediagnostican de manera errónea como trastornos deldesarrollo. Los trastornos del lenguaje pueden ocurrir en niños con otros problemas del desarrollo, trastornos del espectro autista, pérdida de la audición y dificultades de aprendizaje. Un trastorno del lenguaje también puede ser causado por daño al sistema nervioso central, el cual se denomina afasia. | Una de las preguntas más necesarias de la investigación está relacionada con los transtornos del lenguaje, pues se presentan a temprana edad y bien pueden persistir solamente enla infancia, curarse con tratamiento o, dependiendo de la gravedad puede durar toda la vida. Algunas veces es identificado por madres y personalde la salud, otras veces el individuo lo asume como algo normal e intenta vivir con ello. En este caso,la investigación busca |

| | | Los trastornos del lenguaje en raras ocasiones son causados por falta de inteligencia. Los trastornos del lenguaje son diferentes al retraso en el lenguaje. Con este último, el niño desarrolla el habla y el lenguaje de la misma manera que otros niños, pero posteriormente. En los trastornos del lenguaje, el habla y el lenguaje no se desarrollan normalmente. El niño puede tener algunas habilidades del lenguaje, pero no otras. O la manera como estas habilidades se desarrollan será diferente de lo usual. (Medline Plus,f 2020) | identificar qué estudiantes padecenalgún trastorno y poder analizar comotoma parte en el proceso de aprendizaje, incluyendo la adquisición de lenguajes. |