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AUTHOR:
Paredes Martínez Stefany Anabel

THESIS TUTOR:
Ph.D. Magdalena Inés Ullauri Moreno

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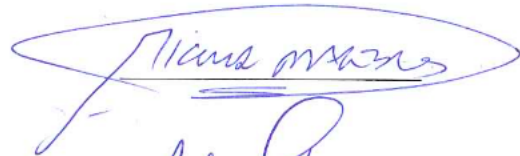Firmado electrónicamente por:
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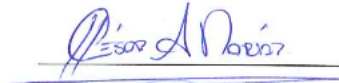
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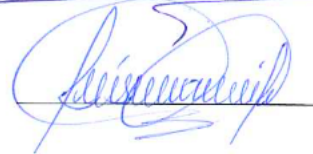Mgs. Miguel Fernando Paredes Amoroso

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Firstly, I dedicate this work to God, for his blessings. To my dear parents Anita and Holger for their unconditional love and support to accomplish my goals during my career. To my close friends who have helped me and have been part of my life.

Stefany Paredes

ACKNOWLEDGMENT

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RESUMEN

El inglés es una poderosa fuente de comunicación global, ya que es la lengua de los negocios, del mundo académico y de los viajes. En consecuencia, el aprendizaje del inglés como lengua extranjera se ha convertido en algo esencial en los ámbitos educativo y laboral, para satisfacer necesidades profesionales y globales. Por esta razón, para las personas cuya lengua materna no es el inglés, hay muchas maneras de participar en actividades extracurriculares para mejorar la competencia comunicativa. Sin embargo, los elevados costos para inscribirse en instituciones privadas de idiomas no son accesibles a toda la población debido a su condición socioeconómica. En este panorama, se propuso la investigación titulada "Incidencia de la formación extracurricular en el aprendizaje del inglés como lengua extranjera". Considerenado lo antes mencionado, el presente estudio tuvo como objetivo analizar la influencia de la formación extracurricular en el aprendizaje del inglés como lengua extranjera en estudiantes de séptimo semestre, a partir de sus experiencias, considerando su competencia comunicativa y estatus socioeconómico. En este sentido, se adoptó el enfoque mixto y el nivel exploratorio de la investigación científica para recabar la información requerida. Para los aspectos antes mencionados, se aplicaron dos cuestionarios y una guía de observación a los estudiantes del séptimo semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo en el período académico 2022 – 1S , ubicada en la ciudad de Riobamba, provincia de Chimborazo. Además, se utilizó la categorización y la triangulación para analizar e interpretar los datos cualitativos. La técnica de interpretación de datos cuantitativos se utilizó para analizar e interpretar los datos estadísticos recogidos a través de las encuestas. Los resultados revelan que la formación extracurricular aportó ventajas en el aprendizaje del inglés como lengua extranjera en cuanto al desarrollo de la competencia comunicativa, ya que proporcionó a los estudiantes experiencias de aprendizaje enriquecedoras. Además, el origen socioeconómico de los estudiantes juega un papel fundamental en el proceso de aprendizaje, ya que determina los recursos esenciales para inscribirse en la formación extracurricular.

Palabras clave: formación extraescolar, competencia comunicativa, estatus socioeconómico, lengua extranjera.

ABSTRACT

English is a powerful source of global communication as it is the language of business, academia, and traveling. Consequently, learning English as a foreign language has become essential in terms of education and labor, to satisfy professional and global needs. For this reason, for people whose mother tongue is not English, there are many ways to participate in extracurricular training to enhance their communicative competence. Nevertheless, the elevated costs for enrolling in private language institutions are not accessible to all the population due to their socioeconomic status. In this landscape, it was proposed the research titled "Extracurricular training incidence in learning English as a foreign language." In this landscape, the present study aimed to analyze the influence of extracurricular training in learning English as a foreign language in students in the seventh semester, based on their experiences, considering their communicative competence and socioeconomic status. The mixed approach and exploratory level of scientific research were adopted to gather the required information. For the aspects before mentioned, two questionnaires and an observation guide were applied to the students of the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Nacional de Chimborazo in the academic period 2022 – 1S, located in the city of Riobamba, Province of Chimborazo. Furthermore, categorization and triangulation were utilized to analyze and interpret the qualitative data. The quantitative data interpretation technique was used to analyze and interpret the statistical data collected through the surveys since the quantitative data was presented numerically. The results reveal that extracurricular training brought advantages in learning English as a foreign language in terms of communicative competence development as it provided the students with enriching learning experiences. Additionally, the students' socioeconomic backgrounds play a fundamental role in the learning process since it determines the essential resources for enrolling in extracurricular training.

Keywords: extracurricular training, communicative competence, socioeconomic status, foreign language.

Reviewed by:

Mgs. Mónica Cadena Figueroa
English Professor
C.I. 0602935926

CHAPTER I

1.1 INTRODUCTION

Currently, English is one of the most spoken languages among native and non-native speakers worldwide for travel, trade, and schooling, since it is a source of communication in diverse nations. As a result, English is considered a lingua franca, or "bridge" language. A lingua franca is contemplated as a language of the science and technology community (Gordin, 2015). Furthermore, assertive English communication requires mastery of the four language skills for both native and non-native speakers (listening, reading, writing, and speaking). Therefore, the English language is mandatory, and it is being taught in many schools across the world.

Concerning the points presented so far, knowledge of English has been related to economic value and social advancement since the beginning of its dominance during colonialism. As a result, English has now attained such a global status that it has produced a high economic, technological, scientific, cultural, and political value that influences the socioeconomic development and social mobility of thousands of individuals globally. Thereby, the socioeconomic status of the students has been considered a predictor of academic achievement as it determines the necessary resources for learning English as a foreign language.

In regard to the previous excerpt, the mentioned conditions made English a compulsory subject in the Ecuadorian educational system. Based on the Ecuadorian Curriculum of Education, students of Bachillerato General Unificado (BGU) will be brought up to a B1 level as identified by The Common European Framework of Reference for Languages (CEFR). Nevertheless, students frequently seek extracurricular training outside the traditional educational system to improve their communicative competence and become fluent. As an illustration, English courses are the most common extracurricular training preferred by learners in Ecuador. Accordingly, enrolling in these courses brings advantages to language learners in personal development and academic performance within educational institutions. Furthermore, the success of language acquisition depends on two kinds of language exposure: outside the formal classroom setting and exposure to the established curriculum within the classroom (Krashen, 1981).

In this landscape, taking into consideration the experience of the researcher, before enrolling in the Pedagogía de los Idiomas Nacionales y Extranjeros career from Universidad Nacional de Chimborazo in the city of Riobamba, some students have prior exposure to the English language, since they have participated in extracurricular training in the English language because of their socioeconomic status. Consequently, they may have a high level of communicative competence facilitating their learning. However, those students with no extracurricular training have other results in their learning process, such as low fluency and lack of vocabulary. In addition, the study's central question is how extracurricular training influences learning English as a foreign language.

Considering this, the primary purpose of the research is to explore the influence of extracurricular training in learning English as a foreign language in students in the seventh semester, based on their experiences, taking into consideration their communicative competence and socioeconomic status. For this, the mixed approach was adopted; furthermore, the level of the study is exploratory, in which the field modality was used to gather the information required. For the aspects before mentioned, two questionnaires and one observation guide were developed and applied to the students of the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Nacional de Chimborazo in the academic period 2022 – 1S, located in the city of Riobamba, Province of Chimborazo.

To carry out the study, five chapters systematically present the research process and simplify it for a better understanding of the statements:

- **Chapter I:** The referential framework contains general data, an introduction, a problem statement, a formulation of the problem, objectives, and research justification.
- **Chapter II:** The theoretical framework is included historical and theoretical background regarding the problem to be investigated.
- **Chapter III:** The Methodological framework presents, the approach, level, modality, population and sample, techniques, and instruments for collecting data.
- **Chapter IV:** Analysis and interpretation of results presenting the information obtained by the data collection.
- **Chapter V:** It includes the major outcomes of the research, and also the conclusions and recommendations.

1.2 PROBLEM STATEMENT

English is a powerful source for overcoming the existing global communication gaps since it has become essential in many contexts not only in terms of education but in labor, in order to satisfy global needs. Therefore, for non-native English speakers, there are many means for enrolling in extracurricular training in the English language to improve fluency, but the elevated costs for enrolling in private language institutions are not accessible to all the population due to socioeconomic status.

In the case of Ecuador, the Ecuadorian education system has attempted to improve the process of teaching and learning English. Even though a Ministerial Agreement extended the mandatory teaching of the English language from primary education to the Unified General High School (BGU) for all public, fiscal and private institutions in the country (Agreement No. 0052-14, 2014), the English level of students is not as expected since most students graduating from high school have a basic level of English. Therefore, those students who prefer to study languages at university are often forced to seek extracurricular training outside the traditional education system to improve their communication skills before entering university. Nevertheless, their socioeconomic status plays a significant role in that process, as enrollment in extracurricular English language training depends on it because of the high costs.

A study conducted by Matear (2008) demonstrates that the knowledge of English has been considered a privilege of the wealthy with access to private education, dividing and demarcating social classes by supporting an unequal distribution of resources, knowledge, and income, the amount of people learning English is growing throughout the territory.

Consequently, plenty of private English institutions have appeared in Ecuador to eliminate English communication gaps. Some of them are from foreign countries such as The United Kingdom and The United States; however, other private English institutions in Ecuador offer certain similar services as ILE (Institute of Foreign Languages). While it is true that many institutions help language learners to improve their communicative competence in the English Language, none of them offer free services for consultations or scholarships. As a result, students cannot participate in this extracurricular training which influences their learning of English as a foreign language because of the high enrollment costs in language courses.

In view of the above, according to the researcher's experience, some students who study the Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo have not enrolled in extracurricular training because of their socioeconomic status, which represents they have a basic level of English that affects their academic performance and communicative competence. It makes students unmotivated because they feel they cannot understand the classes, causing students to fail the semester and even drop out of university since some subjects are taught entirely in English. For this reason, this

research attempted to analyze the extracurricular training incidence in learning English as a foreign language in students in the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo, in the city of Riobamba, province of Chimborazo in the academic period 2022 – 1S.

1.3 PROBLEM FORMULATION

How does extracurricular training influence the learning of English as a foreign language in students in the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Nacional de Chimborazo, in the city of Riobamba, province of Chimborazo in the academic period 2022 – 1S?

1.4 JUSTIFICATION

Currently, learning English as a foreign language is an essential element in the life of people since it permits communication among people from different countries. In addition, English language proficiency is essential for furthering one's schooling and advancing one's profession. In the current global context, and with the support of contemporary technology, English has become the most widely spoken and used language. Therefore, enrolling in extracurricular training in English as a foreign language has become a significant component in professional development and in academics.

With this in mind, the present research focused on analyzing the extracurricular training incidence in English language learning in students in the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career. First, some students have not enrolled in this extracurricular training because of the high cost of enrollment and socioeconomic status, representing disadvantages in their learning process. Consequently, having a lower socioeconomic status slows fluency, vocabulary, and grammar acquisition, affecting their communicative competence.

In addition, the main purpose of the research is to explore the influence of extracurricular training in the learning of English as a foreign language in students in the seventh semester, based on their experiences, taking into consideration their communicative competence and socioeconomic status. In addition, the research is relevant because the university community, especially the Pedagogía de los Idiomas Nacionales y Extranjeros Career, will have the necessary information to provide new knowledge to the students, considering their linguistic backgrounds to support their learning and help all students develop the communicative competence. Likewise, it is feasible because it has the necessary resources, access to the research site, and the time necessary for its elaboration.

This research attempts to provide practical information to the entire educational community for understanding how extracurricular training influences the development of the communicative competence of students with low and high socioeconomic status. On the other hand, the research contributed to further information on the benefits of extracurricular

training based on the experiences of language learners. Finally, the information gathered in this research supports future research related to the topic for a deeper understanding of how extracurricular training in the English language influences the students' communicative competence due to their socioeconomic status.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVES

- To analyze the extracurricular training incidence on learning English as a foreign language in students in the seventh semester of Pedagogy of National and Foreign Languages Career from Universidad Nacional de Chimborazo, in the city of Riobamba, province of Chimborazo in the academic period 2022 – 1S.

1.5.2 SPECIFIC OBJECTIVES

- To identify which students have enrolled in extracurricular training in the English language and the kind of their training.
- To analyze the communicative competence of the students who have and do not have extracurricular training.
- To recognize the influence of students' socioeconomic status on English language learning considering their experiences.

CHAPTER II

2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED

Extracurricular training has become a crucial element in the academic life of language learners as they permit them to involve academic ability in a real-life situation. Thus, it is considered a significant aspect when learning English as a foreign language since it permits learners to have prior exposure to the language and develop their language abilities. Currently, in Ecuador, an international English course is the most typical extracurricular training required by learners. In this way, those learners who participate in English courses have the required English capacities to communicate successfully.

Some studies are announced below to present the epistemological basis since the findings show the efficacy of what pretends to be accomplished.

According to Campbell (1973), extracurricular activities have become an essential element in teaching and learning a second language in higher education since English language mastery is viewed as a satisfactory predictor of students' academic performance. On the other hand, Shamim (2011) analyzed the relationship between socioeconomic status and students' proficiency. He found that when it was compared the socioeconomic status of students to their English language scores in a public examination, those in the higher income bracket consistently surpassed those in the lower-income bracket.

The favorable relationship between high family income and learners' high levels of English proficiency may be attributed to their earlier schooling in private English schools compared to children from lower-income families. In other words, due to their low socioeconomic status, students cannot access extracurricular training and have prior exposure to the language. As a result, their academic performance and communicative competence are affected.

In view of the above, Pinilla (2018) studied the students' socioeconomic status influence on learning English as a foreign language. She stated in her research that students in middle-class classrooms possessed habits, cultural capital, and discursive tactics that were compatible with the EFL lesson needs; however, this was not seen in classrooms with students from working and socially disadvantaged classes.

In this regard, students from a low socioeconomic status face difficulties in their learning process since it determines access to learning materials and experiences, such as books, computers, skills development sessions, courses, or tutors to foster a positive literacy environment.

2.2 THEORETICAL FOUNDATION BASIS

2.2.1 EDUCATION

Over the years and with rapid technological development, many definitions relating to education have appeared worldwide. The greatest philosophers, such as Aristotle, provided the earliest definitions of education, stating that it is a process of preparing a person to achieve his goals by employing all of his capabilities to the greatest extent possible as a member of society. Likewise, Socrates declared that education entails the obtention of universally true concepts that lie dormant in every man's mind. Indeed, education is the process of learning in which someone learns about new topics that help raise a person's standard of life, thoughts, and culture and contribute to the growth of society.

Types of Education

The educational process goes beyond what occurs in classrooms since students can learn from their experiences outside school. There are three principal types of education as follows; formal, informal, and non-formal education (Coombs and Ahmed, 1974).

- Formal Education

Formal education often takes place in educational institutions where students learn basic, trade, or academic skills with the help of qualified professors and provides students with a predefined curriculum and resources. Therefore, it must work with non-formal and informal education in order to meet the students' needs and provide a beneficial teaching process. Furthermore, formal education is preeminent in some aspects, such as learning within classrooms, school grading, university degrees, syllabi, planning, etcetera. In other words, formal education is a regularized and structured educational system that extends from lower primary schools to higher university levels. additionally, students' traditional education is highly essential, but formal education alone cannot meet the demands of students (Rahayu, 2020).

- Informal Education

Informal education occurs outside the schools and does not use a specific learning method or approach. Simply put, informal education is the lifetime process through which every individual acquires and accumulates information, skills, attitudes, and wisdom through experiences and environmental exposure. In addition, real-life experiences, including living in a family or community, construct informal education. For instance, it occurs when a child learns his native language, when a parent teaches his child how to drive a car, or basics like numeric characters. In conclusion, formal educational institutions like schools, colleges, and universities do not provide this type of education because there is no specific curriculum to be followed.

- Non-Formal Education

In the 1970s, Coombs and Ahmed introduced the idea of non-formal education. They concluded that education might be associated with learning, independent of where, how, or when the learning occurs, and that education can no longer be limited to time-bound and place-bound educational settings or measured by years of exposure (Grunzke, 2019).

This type of education, which is conducted outside of accredited educational institutions, includes four features, according to Rogers (2016):

- Relevance to the requirements of underprivileged communities.
- Concern for particular groups of people.
- A concentration on clearly stated objectives.
- Flexibility in structure and operation.

With this in mind, the term non-formal education is often known as supplementary education since it enhances participants' abilities by providing them with learning experiences not available in the school curriculum. In other words, non-formal education encompasses all opportunities for organized communication outside of schools, where someone can obtain information, training, expertise, or guidance based on their age and interests. In addition, it involves teaching and learning activities that occur outside of school to provide a range of skills and competencies with the guidance of an instructor. An instance of non-formal education is language courses, sports programs, vocational training, etcetera., where participants can get a certificate or award.

Concerning all the points presented so far, training classes offered by social community institutions like libraries, music schools, language institutes, community centers, or other establishments that plan training sessions for specific skills are examples of non-formal education (Enriquez, 2017). In the instance of an English course, participants study various aspects of the English language, such as verb tenses, based on their specific needs. In conclusion, the learning process in a non-formal class incorporates appropriate and suitable teaching methods according to the participants' needs to address difficulties.

- Self-Education

Self-education is a form of learning in which students direct their own education outside of the classroom without supervision, i.e., learners are the ones who take the initiative in the process. For this reason, English language learners find self-study a helpful strategy for learning a foreign language since they can control what, when, and how to learn. In addition, students can use self-study to learn and go beyond just what their textbooks and educators teach them in traditional classes. Therefore, they are encouraged to explore content and topics they are interested in and significantly enhance their English language skills

2.2.2 CURRICULUM

In accordance with Justice (2017), the term curriculum is derived from the Latin word for "racetrack," which refers to different learning experiences that collectively form a knowledge base. Furthermore, he states that the term "curriculum" involves experiences that are not spontaneous but also organized and logical. In other words, the curriculum refers to the subjects and academic content taught in school, courses, or programs, which serves as an initial guide for educators to ensure that all students have access to meaningful learning experiences.

Similarly, another author proposes the following concept of the curriculum; without attempting to reduce it to a definition.

> The curriculum is an educational proposal in a constant process of construction and contextualization, which through the interaction of practice-theory-praxis is linked to society and education, promoting the involvement of its actors in socio-educational problems, as a generator of learning, in the formation of critical-reflective citizens in a democratic culture (Toro, 2017, pg. 311).

Types of Curriculum

Today's schools utilize a variety of fundamental forms of curriculum. The four most popular types of curriculum are described below.

- The Real Curriculum

The real curriculum refers to the implementation of the formal curriculum. It is an adjustment between the curriculum plan and the reality of the classroom. In this practice, various factors intersect in a balanced and conflictive way. The first is the cultural capital of teachers and students. Another is unforeseen emergencies in the collective classroom situation, and the last is sociocultural, economic, and political factors present in the social context of an educational institution.

- The Written Curriculum

The written curriculum is also known as the explicit curriculum. It refers to what is officially established and written down for teaching, which outlines the stated goals, courses, and resources selected for school education. This curriculum only demonstrates what is written as part of formal education experiences. Therefore, it might refer to a curriculum paper, books, videos, or supplementary teaching resources that are consciously selected to promote a school's instructional objective.

- The Hidden Curriculum

The hidden curriculum is unplanned but also profoundly influences what students learn. This curriculum is not usually expressed or technically documented, and it incorporates implicit guidelines, implicit expectations, and cultural norms and beliefs. Overall, this curriculum includes lessons obtained from the organization of the schools, such as discipline, room arrangement, time distribution, annual schedule, students' participation, etcetera.

- The Null Curriculum

The null curriculum attributes what students do not have the opportunity to study at school. To put it another way, the null curriculum refers to what schools do not impart, giving students the impression that such information, knowledge, or abilities are not crucial enough to study at school. As a result, no subjects or aims are presented in class since they are insignificant to students' educational experiences or society. An example of this curriculum is social expectations, first aid, mindfulness, consumer rights, etcetera.

- The Extra-Curriculum

The term extracurricular curriculum is derived from the Latin prefix extra-, which means "on the outside," and the word curriculum means "a running, course, or career." It emerged in the nineteenth century in the United States. Harvard and Yale University pioneered the first recognized extracurricular activities in schools. They were literacy clubs composed of various debate clubs and Greek structures like sororities and fraternities. Nonetheless, they were initially just an addition to the traditional academic plan for the year (Bridgstock, 2021).

As illustrated in the previous excerpt, the extra curriculum is optional, and the scheduled activities are not part of the formal curriculum. Furthermore, this curriculum is used in educational contexts to refer to any activity that takes place outside the classroom but is related to education. Furthermore, extracurricular activities are divided into two categories. The first one is school-sponsored activities, and the second one is activities organized by families. The following part of the paper will go through extracurricular activities in detail.

2.2.3 EXTRACURRICULAR ACTIVITIES

The significance of the Extra-curriculum

The extra curriculum brings many opportunities for preparing students in this globalized world. Hence, extracurricular activities are a great way to focus on your skills and passions because these activities can build students' self-confidence. In the same way, they can help students improve their social skills, develop their interests, and inspire them to try new things. Moreover, extracurricular activities contribute to the development of social skills

in students, and participating in any of these practices significantly helps the students' performance in different settings, both in their personal and professional lives.

Extracurricular activities typically are those activities that occur outside of the standard curriculum. These kinds of activities supplement the regular course of classroom learning and are often directed with some teacher engagement or carried out under the supervision of instructors. Furthermore, extracurricular activities can contribute to the communicative, social, or artistic skills development of the students (Campbell, 1973).

Likewise, these activities are divided into two categories. First, extracurricular activities programmed by the educational institution, such as excursions, visits to museums, theaters, etcetera., help in the learning process more creatively and practically outside of everyday life. Second, extracurricular activities programmed or improvised by families outside the school setting, such as private classes in academies, international programs abroad, language courses, etcetera., do not depend on the educational institution.

Training in the English Language

Enrolling in private courses or programs for students whose mother tongue is not English and who decide to follow an English language training course or study abroad is one way to obtain language training. Students interested in studying English in the United States, for example, should first explore the institution or program that best interests them. In the United States, English language training programs are divided into two categories:

- Stand-alone schools that only provide English language instruction.
- Schools that offer English language training and other academic disciplines are known as "combination" schools.

English Courses

The word course originated from the Latin root word "curr," which means run. Therefore, taking a course means (run) through over some time. Many courses comprise a school curriculum or "running" of academic material. Students may use English courses from one week to a year to get admission to a vocational program, study abroad, undergraduate degree, etcetera.

2.2.4 EXTRACURRICULAR TRAINING IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Extracurricular training is essential for the learners' proper development and enhancement of self-esteem, knowledge, and personality. In addition, enrolling in an English course or program can bring advantages for students in their communicative competence and academic performance. Similarly, Broh (2002) states that there are three ways in which extracurricular participation indirectly boosts academic performance.

Firstly, extracurricular participation helps students develop life skills and characteristics such as a strong work ethic, self-esteem, perseverance, and locus of control, which bring positive academic outcomes. Secondly, participating in extracurricular increases their social status and accords them membership into the leading crowd of academically-oriented peer groups, thereby facilitating higher academic performance. Thirdly, extracurricular participation encourages students to follow school norms and thus attain academic success. To conclude, extracurricular training helps English language learners enrich their knowledge and interests while learning new topics, which significantly helps them improve their language abilities.

2.2.5 SOCIOECONOMIC STATUS IN ENGLISH LEARNING

Based on the Ecuadorian context, Gachet, Grijalva, Ponce, and Rodríguez (2017) classify Ecuador's population into four principal groups: disadvantaged, vulnerable, middle class, and upper class. Additionally, they stated that in 2015, Ecuador's middle and upper classes accounted for about 40% of the population, while 60% represented the lower class, which is high by regional standards. As a result, the family's socioeconomic status may affect the academic achievement of students. In light of the above, socioeconomic status may be defined as the social class of a person or group, which can be measured in a variety of ways, the most common are education, income, and occupation (Darin, Fors, & Kareholt, 2017).

Currently, numerous private institutions throughout the country offer English language training. As a result, various students enroll in these courses to improve their communicative competence and obtain better results in their academic and professional life. Nevertheless, due to their socioeconomic status, a considerable number of students cannot access extracurricular training, which affects their academic achievement. It demonstrates that through guidance and encouragement, as well as effective supervision, middle and upper-class families were able to help their children achieve academic success, but lower-class families were unable to help their children achieve academic success. (Gobena, 2018)

2.2.6 COMMUNICATIVE COMPETENCE IN ENGLISH LEARNING

The term communicative competence was presented in 1966 by Dell Hymes. Likewise, Canale and Swain (1980) stated that communicative competence refers to the communication system, knowledge, and skill integration. In addition, this statement agreed with Hymes and others that communicative competence encompasses an extensive range of skills. The development of linguistic competence through integrated interactions in relevant contexts is fundamental to Communicative Language Teaching. This method of instruction provides genuine learning possibilities that go beyond simply repeating and memorizing language patterns, such as grammar rules and vocabulary. As a result, the CLT method permits English language learners to understand and use language effectively to communicate in natural situations rather than in a simulated classroom.

Components of Communicative Competence

Communicative competence was defined as composing skills in four areas (Canale & Swain (1980). They are described below.

- Grammatical Competence

This competence encompasses phonology, orthography, vocabulary, and word and sentence formation.

- Sociolinguistic Competence

Knowledge of sociocultural rules of use is part of sociolinguistic competency. It is focused on the learners' ability to deal with various sociolinguistic situations, such as settings, themes, and communicative functions. It also covers the use of suitable grammatical forms in various sociolinguistic contexts for various communicative functions.

- Discourse Competence

It has to do with the ability of learners to comprehend and produce texts in the modalities of listening, speaking, reading, and writing. It is concerned with the coherence and cohesion of various sorts of writing.

- Strategic Competence

It refers to compensatory strategies used in the face of grammatical, sociolinguistic, or discourse difficulties. For instance, the use of reference sources, paraphrasing, requests, as well as difficulties addressing strangers. It also considers performance aspects such as dealing with background noise and the use of gap fillers.

Influence of extracurricular training on students' communicative competence

A few years ago, learning another language was seen as a luxury. Nevertheless, nowadays, it is considered a necessity due to national and international labor competence since communication enables people to express their thoughts and feelings while also allowing people to understand the emotions of others. For this reason, taking part in extracurricular training brings advantages in personal and professional development since learners can develop their communicative competence and become proficient language users. To sum up, communicative competence is crucial in higher education, especially when learning a foreign language as it helps language learners acquire knowledge and abilities in a variety of fields.

2.2.7 MOTIVATION FOR LEARNING ENGLISH

Motivation is a driving force that stimulates and maintains people's actions. It is essential in the educational context since it is a learning and accomplishment predictor. Furthermore, motivation permits language learners to keep their attention and behavior while also providing plenty of energy to complete assignments. In addition, motivation entails encouraging people to perform to the best of their abilities in order to attain an organizational goal. In this case, students who are more enthusiastic about studying stay longer in class put in more effort, learn more, and achieve better on examinations. Simply put, motivation can assist in the long-term maintenance of activities as many behaviors in the classroom are driven by motivation, especially when learning a foreign language.

Types of Motivation

Krashen (1988) and Gardner (1985) divided the learner's orientation or motivation components in second language learning into two categories: integrative and instrumental motivation. From various perspectives, both types of motivation have influenced the success of second language acquisition.

- Integrative Motivation

Integrative motivation refers to a positive mindset toward the language learning process and a desire to incorporate and adapt to the new cultural context through language use. To put it differently, integratively motivated learners are interested in learning a language with a view to comprehending and communicating with people who speak it. In addition, language learners are also interested in the culture that surrounds that language.

- Instrumental Motivation

The learning process occurs for different reasons unrelated to native speakers. For instance, to meet the demands of passing various tests, going to university, reading materials for precise information, looking for a job, requesting better pay, traveling to foreign countries, achieving higher social status, and so forth (Gardner, 1985).

- Intrinsic Motivation

Intrinsic motivation alludes to an activity that is encouraged by internal factors, such as personal development, learning something new, pride, feelings of accomplishment, and increasing linguistic proficiency. Additionally, language learners may merely appreciate an activity or view it as an opportunity to discover, grow, and recognize their real potential. In other words, when learners achieve their own goals without receiving any external benefits, they are said to be intrinsically motivated.

- Extrinsic Motivation

Extrinsic motivation is conduct influenced by external rewards. It is an example of operant conditioning in action, which refers to a type of behavior modification that employs rewards or punishments to increase or decrease certain behaviors. These rewards can be tangible, such as studying to raise grades, finishing a language course to obtain a degree, or working hard to earn money, among other things. On the contrary, the monetary incentive does not usually accompany extrinsic motivation but also tangible benefits such as praise and prestige.

CHAPTER III

3.1 RESEARCH APPROACH

The present research adopted a mixed approach since it involved qualitative and quantitative data regarding the extracurricular training incidence in the learning of English as a foreign language. Furthermore, the researcher collected vital information considering the participants' experiences. Concerning this, mixed-method research is defined as research in which quantitative and qualitative data are collected, analyzed, and interpreted in a single study or a series of studies that study the same underlying issue (Leech & Onwuegbuzie, 2009).

3.2 RESEARCH MODALITY

This research work corresponded to the field modality since it observed and interpreted the reality of the subjects under investigation and the space where the phenomenon occurs. As maintained by Farell (2016), the main objective of the field modality is to observe and interpret the study subjects in their natural environment. In addition, the ethnographic method was utilized within this field modality. As claimed by Hammersley (2018), the ethnographic method refers to the study of individuals behaving in the course of their daily lives, involving the immersion of the researcher through the social environment of others. As a result, was used a survey to identify the students who enrolled in extracurricular training, and direct observation also was required to know the learners' communicative competence during the classes.

3.3 LEVEL OR TYPE OF RESEARCH

The research adopted an exploratory level since it analyzed the main details of how extracurricular training influenced the learning of English as a foreign language, considering their communicative competence and socioeconomic status without manipulation of the phenomenon. Regarding the previous point, exploratory research studies why something happens when there is limited information available. It usually arises when a researcher investigates a new topic or when the research subject is unknown. Simply put, it is used to investigate a problem that has not previously been studied in-depth, providing a better understanding of it and determining why it occurs (Babbie, 2007).

Likewise, it had a non-experimental design since the researcher observed the phenomenon as it took place in its natural context, without any further manipulation. In the present case, the researcher gathered data and analyzed the phenomenon to explore the extracurricular training incidence in the learning of English as a foreign language in students of the seventh semester considering their communicative competence.

3.4 STUDY POPULATION

The population was the students in the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Nacional de Chimborazo in the academic period 2022 – 1S, located in the city of Riobamba, Province of Chimborazo. The total number of participants was 26 for the semester mentioned above. This group was chosen because different factors have prompted students to enroll in extracurricular training throughout their careers. The population was studied to know how extracurricular training influences the learning of English as a foreign language from the students' experiences, contemplating their communicative competence and socioeconomic status.

3.5 SAMPLE SIZE

Due to the small population, it was not necessary to take a relative sample.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

For collecting data, the following techniques and instruments were used:

3.6.1 TECHNIQUES

Ethnographic Survey

An ethnographic survey was used to gather information regarding the students' part this case, the present survey was applied to all the students of the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Nacional de Chimborazo in the academic period 2022 – 1S, at the beginning of the research process to collect data related to the first and third objectives of this research, facilitating the researcher to identify which students have enrolled in extracurricular training in the English language and how socioeconomic status influences the English language learning. In this regard, the surveys were applied face-to-face in class. Furthermore, it was essential to include a variety of question types in the survey to get the most relevant responses. Common forms of ethnography survey questions include open-ended, multiple-choice, and close-ended questions (McLeod, 2018).

Observation

This technique was applied to the students in the seventh semester to collect data regarding the students' communicative competence during their learning process. Additionally, the observation was carried out face-to-face in four different classes. According to Smit and Onwuegbuzie (2018), observation entails methodical and relevant data collection using one's senses, specifically listening and looking. Additionally, it entails a structured recording of observable phenomena or behavior in a natural environment.

Hence, it enabled the researcher to view the phenomena as it occurs without any further intervention.

3.6.2 INSTRUMENTS

Questionnaire

The questionnaire made it an appropriate option for exploratory research where the study population size was small. Additionally, it was divided into two sections, the first part was focused on identifying which students have participated in extracurricular training, while the second part was aimed at determining the students' socioeconomic status. Concerning all the points presented so far, a questionnaire is a research tool that consists of a series of questions designed to obtain information from respondents. It functions as a type of written interview to collect data employing multiple-choice questions and open and ended questions (McLeod, 2018).

Observation Guide

In order to analyze the communicative competence of the population, it was necessary to use an observation sheet to know the level of incidence of extracurricular training in the English language concerning the communicative competence of those students who have enrolled in this training. An observation guide generally is structured through columns that facilitate the arrangement of the data obtained. Furthermore, it describes behavioral circumstances or events observed during the research process in the seventh-semester course (Smit & Onwuegbuzie, 2018).

3.7 DATA ANALYSIS AND INTERPRETATION TECHNIQUES

Once the techniques and instruments were applied, it proceeded to analyze and interpret the information gathered thoroughly. Therefore, to analyze and interpret the qualitative data, the categorization technique was used. In this sense, Given (2018) stated that categorization is a crucial part of qualitative data analysis, in which researchers attempt to classify data patterns into significant units. On the other hand, the quantitative data interpretation technique was used for the analysis and interpretation of the statistical data collected through the surveys since the quantitative data was presented numerically. Additionally, triangulation was used to comprehend the problem and associate empirical data with the theoretical contributions of authors in order to increase its quality and validity. Triangulation is a data analysis strategy that focuses on opposing perspectives or approaches based on the obtained data. Lastly, to present the information more understandable and provide a visually appealing summary of the data, a simple pie chart was utilized as a data visualization technique (Noble & Heale, 2019).

CHAPTER IV

4.1 ANALYSIS OF THE QUESTIONNAIRES

The questionnaire was carried out face-to-face in the seventh semester at Universidad Nacional de Chimborazo, and it was applied to 26 students during the Academic Writing class. The questionnaire was divided into two parts, the first part was focused on identifying which students have participated in extracurricular training, while the second part was aimed at determining the students' socioeconomic status.

Objective N°1: To identify which students have enrolled in extracurricular training in the English language and the kind of their training.

1. **Have you enrolled in any extracurricular training related to English language learning?**

Table 1
Participation in extracurricular training

Category	Participants	Percentage
Yes	12	46,15%
No	14	53,85%
Total	26	100%

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 1
Participation in extracurricular training
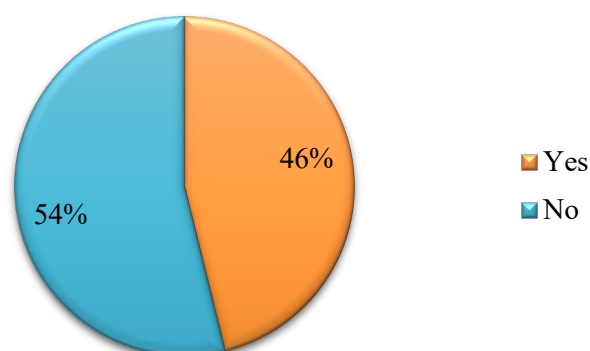
Done by: Stefany Paredes
Source: Table 1

Analysis and Interpretation:

According to the answers of the respondents about participation in extracurricular training, 54%, more than half of the total participants affirm that "not", have not participated in extracurricular training, which has significantly influenced the development of their communicative competence due to the lack of exposure to the foreign language. While 46% say the opposite, which demonstrates that they have enrolled in extracurricular training and have developed their language skills because of prior exposure to the English language.

2. **If the answer above was YES, answer the next questions. What kind of extracurricular training have you enrolled in?**

Table 2
Kind of extracurricular training

Category	Participants	Percentage
English Courses	9	75%
Student Exchange Program	1	8%
International Boarding School	1	8%
Other Activities	1	9%
Total	**12**	**100%**

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 2
Kind of extracurricular training
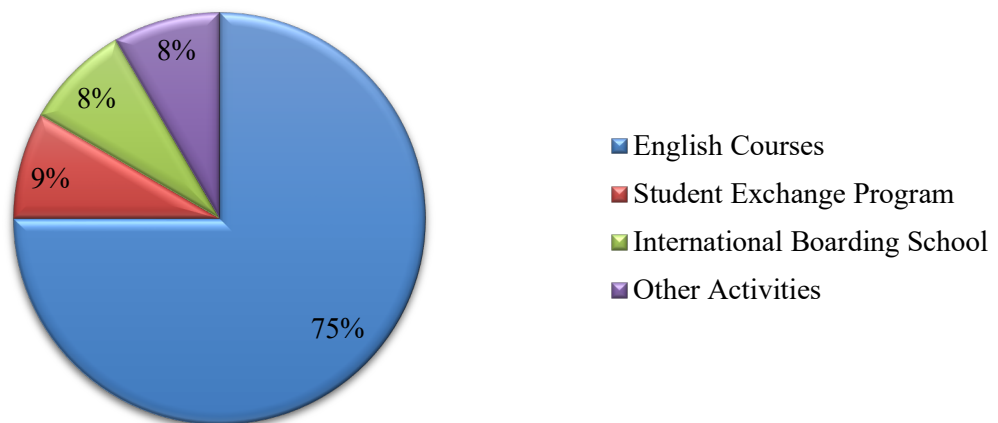
Done by: Stefany Paredes
Source: Table 2

Analysis and Interpretation:

According to the answers of the participants surveyed about the kind of extracurricular training they have enrolled in, 75% of the participants claim that they have participated in private English courses. While 8% affirm that they have participated in other activities, such as a translation and interpretation course and analysis of the language used in the American series. In addition, 9% of participants stated that have participated in a student exchange program. Finally, the other 8% have participated in an international boarding school. It could be deduced that these participants have had prior exposure to the English language, which allowed them to develop their language skills and improve their fluency.

3. **Does the extracurricular training bring advantages to your communicative competence?**

Table 3
Advantages of extracurricular training on communicative competence

Category	Participants	Percentage
Always	9	75%
Asometimes	3	25%
Seldom	0	0,0%
Never	0	0,0%
Total	12	100%

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 3
Advantages of extracurricular training on communicative competence
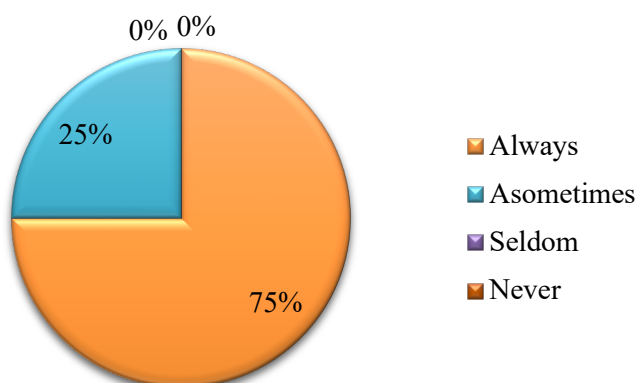
Done by: Stefany Paredes
Source: Table 3

Analysis and Interpretation:

When the participants who participated in extracurricular training were questioned about the advantages that extracurricular training brings to their communicative competence, 75% agreed that it always does. It could be evidenced that those students speak fluently in class, demonstrating a good level of communicative competence. While 25% agree that sometimes extracurricular training brings advantages to their speaking abilities. Thus, it could be assumed that extracurricular training helps students to improve their language skills, acquire vocabulary and fluency, and keep students motivated during the learning process.

4. **How do you evaluate your communicative competence?**

Table 4
Communicative competence of participants

Category	Participants	Percentage
Fluently	9	34,62%
Inarticulate	12	46,15%
Low	5	19,23%
Total	26	100%

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 4
Communicative competence of participants
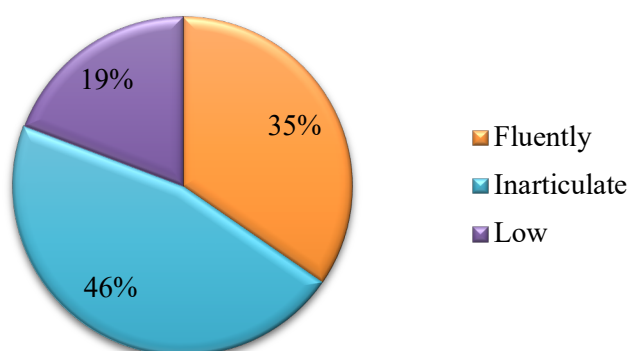
Done by: Stefany Paredes
Source: Table 4

Analysis and Interpretation:

When the participants were questioned regarding how they evaluate their communicative competence in the English language, 46% of the population affirmed that their communicative competence is inarticulate and 35% stated that they are fluent speakers. To conclude, 19% consider their communicative competence as low. Considering question 1, a total of 12 students affirmed that they participated in extracurricular training; however, only 9 students (with levels B1, B2, and C1) considered their communicative competence as fluent, while the 3 remaining ones (with levels A1, A2, and B1) contemplated it as inarticulate. This is due to the different levels of certification and training they have obtained.

As stated in graphic 3, a considerable number of participants believe that they are inarticulate speakers, which represents they have difficulty expressing feelings or ideas clearly and effectively when speaking or writing. On the other hand, the rest of the students consider themselves fluent speakers, which establishes they speak the language easily and correctly. To conclude, a small number of students consider their communicative competence as low, which embodies they have a basic level of English vocabulary, and thus, are unable to communicate fluently.

5. **What is the level of your certification?**

Table 5
The certification level of participants

Category	Participants	Percentage
A1	1	8,33%
A2	1	8,33%
B1	3	25%
B2	6	50%
C1	1	8,33%
Total	12	100%

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 5
The certification level of participants
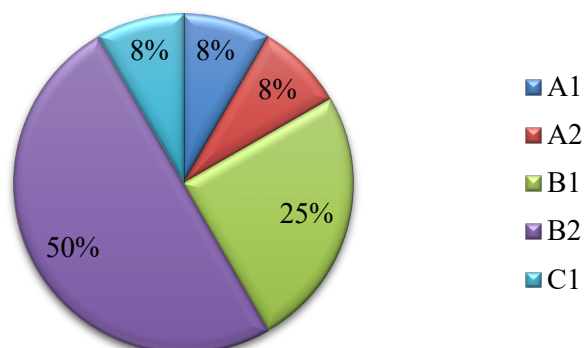
Done by: Stefany Paredes
Source: Table 5

Analysis and Interpretation:

As the population is questioned regarding the level of certification they have obtained, 50% of the participants stated that they achieved a B2 level in the English language While 25% affirm that they obtained a B1 level. In addition, 8% claimed that reached A1, A2, and C1 levels. In conclusion, based on the Common European Framework of Reference for Languages (CEFR), the participant who reached the C1 level is a proficient user, which demonstrates he/she is at an advanced level. While those who achieved B2 and B1 levels are at an intermediate level, which means they are independent users. On the other hand, those who obtained A2 and A1 levels are basic users, which represents they are at a beginner's level.

6. **What social class do you consider yourself to be?**

Table 4
The social class of the participants

Category	Participants	Percentage
High class	0	0,00%
Middle class	21	80,77%
Low class	5	19,23%
Total	26	100%

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 4
The social class of the participants
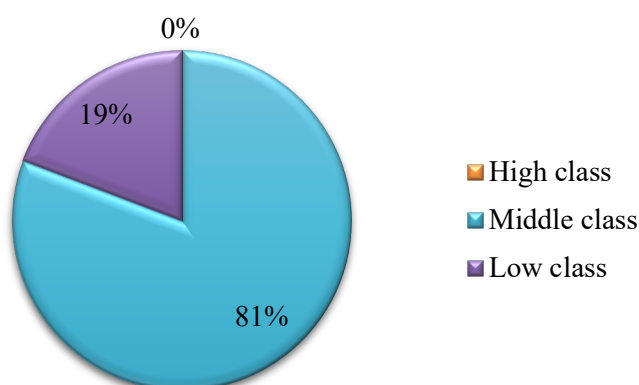
Done by: Stefany Paredes
Source: Table 6

Analysis and Interpretation:

According to the answers of the participants surveyed about their social class, 81% consider themselves to belong to the middle class. On the other hand, 19% consider they belong to the low class. Lastly, 0% of the participants consider themselves to be in the high class. Concerning question 1, the 12 students who participated in extracurricular training belong to the middle class; however, 9 students who did not participate belong to the middle class. Finally, a total of 5 students who also did not participate in any extracurricular training belong to the lower class. Based on the analysis, it can be said that socioeconomic status is not a determining factor in whether someone decides on extracurricular training.

7. **Do you consider that socioeconomic status influences the learning of English as a foreign language?**

Table 7
Socioeconomic status influence on EFL learning

Category	Participants	Percentage
Always	12	46,15%
Sometimes	14	53,85%
Seldom	0	0,00%
Never	0	0,00%
Total	26	100%

Done by: Stefany Paredes
Source: Survey applied to students of 7th-semester of Languages career

Graphic 7
Socioeconomic status influence on EFL learning

0% 0%

46%

54%

- Always
- Sometimes
- Seldom
- Never

Done by: Stefany Paredes
Source: Table 7

Analysis and Interpretation:

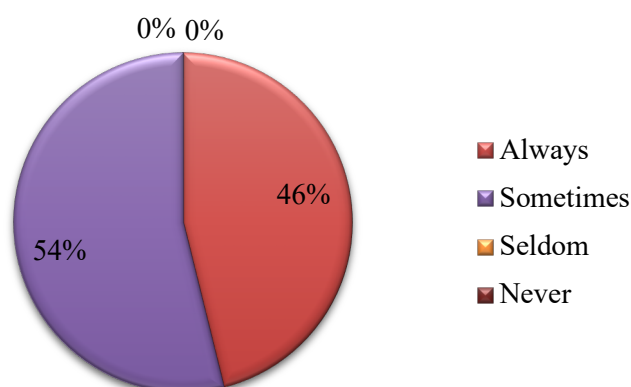As the population is questioned regarding the influence of their socioeconomic status in the learning of English as a foreign language, 54% argue that sometimes socioeconomic status influences English language learning, while 46% maintain that it always influences. In addition, 0% state that it seldom and never influences EFL learning. Considering question 1, the 12 students who participated in extracurricular training and belonged to the middle class stated that socioeconomic status always influences English learning. On the other hand, 14 students who did not participate in it and belonged to the middle (9 students) and lower class (5 students) maintained that socioeconomic status sometimes influences English language learning.

The information obtained in graphic 7 shows that socioeconomic background plays a relevant role in enrolling in extracurricular training, but it does not determine whether students decide to enroll. Therefore, it could be understood that the 12 students who enrolled in this training know how much financial resources it implies; as a result, they affirmed that their socioeconomic background does matter. On the other hand, the 14 remaining ones stated that their socioeconomic background is not relevant. Concerning this, something important to consider is the student's willingness and motivation to enroll in this kind of training to enhance their language skills.

4.2 ANALYSIS OF THE OBSERVATION GUIDE

The observation was carried out through face-to-face encounters. It was applied in different classes with the aim of analyzing the communicative competence of all students.

Objective N°2: To analyze the communicative competence of the students who have and do not have extracurricular training.

Saleh and Pawar (2018) define communicative competence as the knowledge of the language and non-linguistic communication rules and the ability to apply such understanding properly in real-life settings. Therefore, extracurricular training supports personal and professional development since learners can improve their communicative competence and become proficient language users. For this reason, the students of the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career were selected to execute the present research in which the communicative competence of students who have or have not participated in extracurricular activities was studied. In this regard, four different aspects were observed during the classes, which are described below.

The first aspect observed was "speaking" to know how students communicate and use the target language in classes. Based on the data collected, it was evidenced that only those students with extracurricular training in the English language participated and demonstrated an adequate level of communicative competence during the oral activities regardless of their level of certification. Nevertheless, those students without extracurricular training participated very little. This fact was evidenced in different classes; as a result, academic performance was influenced due to the low-high grades assigned by the professors. Considering the above, extracurricular training supports students in achieving competence and increases their speaking ability since it emphasizes the need for knowledge, improvement, and skill exercising in students (Kardiansyah & Ulsi, 2018).

The second aspect was fluent communication in the classroom. Fluency is described as the ability to create an oral communication that is not necessarily accurate but comprehensible since it is not necessary to be grammatically perfect in order to be fluent when producing an English conversation. With this in mind, considering the data, it was corroborated that students who enrolled in extracurricular training communicated almost fluently and committed few errors. However, students without training were not able to fluently communicate as they demonstrated some pronunciation mistakes and difficulty expressing their ideas. Likewise, Molina and Briesmaster (2017) maintain that one of the primary goals of language learning is to become fluent in the target language, which involves being able to communicate oneself clearly and prioritizing meaning over form. Hence, speaking fluency is a substantial component of communication competency because it permits the speaker to produce consistent discourse without difficulty for the listener and to maintain interactional ideas effectively. Evidently, English language learners study the

language so that they can utilize it effectively not only in the classroom but also in a professional setting.

The third aspect was communicating entirely in English during the classes. Based on the data obtained, English was not totally used in the classroom since some students used Spanish to communicate and express particular ideas. In accordance with Beare (2018), students who do not just speak English do not think in English; therefore, the only manner to develop fluency in a language is to immerse oneself in it. In simple terms, speaking entirely in English encourages students to start speaking English internally, which gives them more opportunities to work on learning English and contributes more experience when they are required to speak only English.

Lastly, understanding the instructions of professors. It was evidenced that not all students attended the instructions during the classes. There was no difficulty understanding instructions for students who participated in extracurricular training. Nevertheless, students with different academic backgrounds needed repetition and clarification of the requirements before starting to work on the activities. In light of this, instructions are essential in classroom conversation since they represent a significant portion of teacher talk. Therefore, teachers should be very cautious when giving instructions because they are fundamental for an effective teaching and learning process. All things considered, instructions serve as a directive or a request, resulting in students' behavior, answers, output, and learning outcomes (Somuncu & Sert, 2019).

Based on the analysis, it can be conclusively proven that extracurricular training has presented favorable results in the development of communicative competence during the learning of English as a foreign language. Furthermore, extracurricular training also influenced the academic performance of the students due to the low-high grades assigned by the professors. Finally, it is fundamental to recognize the importance of communicative competence during the English language learning process, especially with those students who struggle in speaking, since it enables language learners to acquire knowledge and language abilities.

4.3 ANALYSIS OF THE ETHNOGRAPHICAL QUESTIONNAIRE

The ethnographical questionnaire was carried out face-to-face in the seventh semester and applied to 12 students who participated in extracurricular training.

Objective N°3: To recognize the influence of students' socioeconomic status on English language learning considering their experiences.

Today, students' socioeconomic status plays an essential role in education, especially in teaching and learning English as a foreign language. It has been recognized as a significant influence on students since it is considered a predictive component that can be evaluated in different manners. In this case, the parents' educational level, employment, the family's financial capital, or a combination of all three. (Eriksson, Lindvall, Helenius, & Ryve, 2021).

This fact has elicited many interrogations. One of them is to know the students' socioeconomic status and its influence on English language learning considering their experiences. This study pretended to cover this inquiry by considering the students' experiences. For this target, an ethnographical questionnaire was applied to the students with extracurricular training.

In this regard, the students were questioned about their experiences on what motivated them to enroll in extracurricular training in the English language, considering their socioeconomic status, and most of them stated:

> "I always was interested in the American culture through movies and series, but the content was totally in English. So, I felt the need to participate in English courses to learn about this language not only to understand the characters but to communicate with English speakers."

From what is presented by the students, they were integratively motivated when participated in extracurricular training. Concerning this, integrative motivation refers to a positive mindset toward language learning and a desire to incorporate and adapt to the new cultural context through language use since language learners are also interested in the culture that surrounds that language. Against this background, motivation plays a key role in language learning as it is a vital predictor of the learning and achievement of students. Furthermore, highly motivated students are more likely to continue studying. Similarly, according to Li, Peng, Yang, and Chen, 2020, in terms of learning motivation, students with a high level of motivation (high self-determination and low supervision) outperform students with a low level of motivation in terms of cognitive results and learning accomplishment (low autonomy and high supervision. On the other hand, high school and college students from low socioeconomic class backgrounds are substantially less motivated to overcome academic difficulties when they have concerns about the possibility that people around them will get promoted (Northwestern University, 2017).

In light of the above, motivation is essential in the educational context since it is a learning and accomplishment predictor. Furthermore, motivation permits language learners to keep their attention and behavior in the learning process. Thereby, the students were questioned about how socioeconomic factors affected their enthusiasm to learn English as a foreign language, and most of them argued that:

"Before starting to study English, I felt so excited about learning a new language, but then it was frustrating as it was difficult to find an appropriate English course because I lived far away from the city. Also, the price of the courses was a problem as my family's income was little. Also, additional money was necessary for transportation, food, books, and other materials required."

"I studied at an international boarding school in the USA, so it implied many expenses. My parents' salary wasn't enough sometimes, and they couldn't send me extra money."

With this in mind, it was demonstrated that socioeconomic factors such as income and the place of residence influence the learners' motivation as it determined the availability of learning a language. In addition, the high costs of enrollment and personal expenses impact the motivation of English language learners as it involves more expenses than foreseen. In this case, private schools range from bilingual to international, with the English language as the principal medium of teaching. Many of these schools provide studies abroad as language and cultural immersion experiences, and students can prepare for internationally recognized degrees in addition to the national curriculum. The cost of private schooling varies greatly, ranging from around \$200 to more than \$2,000 per month since there are sometimes other costs in addition to tuition, such as books, classroom materials, uniforms, and registration fees (British Council, 2015).

On the other hand, the data collected in the first specific objective evidenced fundamental aspects related to the influence of socioeconomic status in learning English as a foreign language. On this basis, the students highlighted similar features concerning their academic background, and most of them mentioned that:

"Yes. Actually, it is a key factor because it determines the available resources to access better educational opportunities for studying English. Also, I have the support of my parents."

As mentioned above, a socioeconomic position determined access to learning materials and experiences, such as books, computers, skills development sessions, or courses to foster a positive literacy environment. Therefore, socioeconomic status encompasses income, educational attainment, financial security, and subjective perceptions of social status and social class. Additionally, it involves the quality-of-life attributes and opportunities afforded to people within society. Concerning this, parents from superior socioeconomic

groups may also provide more psychological support for their children by creating situations that facilitate the development of abilities needed for academic achievement (Gobena, 2018). Nevertheless, children from low-income homes are less likely to receive experiences that promote the development of fundamental reading acquisition abilities such as phonological awareness, vocabulary, and fluency (Buckingham, Wheldall, & Beaman-Wheldall, 2013).

In addition, the students' communicative competence was analyzed during the research process. Consequently, the students were inquired about how extracurricular training influenced the development of their communicative competence, and most of them argued that:

"Of course, because this is a support for my communicative competence, is feedback. English courses are quite beneficial as they help me develop and improve my skills. It has brought me several advantages at university and my personal growth."

Considering the students' answers, extracurricular training in the English language plays a significant role in the development of communicative competence since it permits language learners to improve their skills, such as listening, reading, writing, and speaking. As regards, communicative competence Saleh (2018) defined it as the competence to communicate. This expertise can be expressed orally, in writing, or nonverbally. In light of this, an English course teaches individuals grammar, vocabulary, pronunciation, reading, listening, speaking, and writing skills, as well as cultural aspects of English-speaking countries. Furthermore, English courses also incorporate academic study techniques. This places special emphasis on specific abilities that students require for a given social or professional situation. In particular, critical thinking, discussion, analysis, and how to create academic writing (Thompson, 2019).

In the same way, the extracurricular training's impact on academic performance was analyzed. Thereby, the students were interrogated about whether extracurricular training influences or not their academic performance and most of them said that:

"Yes, it does, extracurricular training enriches our knowledge and improves our academic performance in class. I usually obtain good scores in oral activities, tests, and writing works. So, it is quite satisfactory to obtain good grades because it shows my effort and perseverance as a student."

To better understand academic performance, a brief explanation is offered as follows. Academic performance is defined by Narad and Abdullah (2016) as the information obtained that is measured by a teacher's marks or educational goals set by students and teachers to be accomplished over a given period. Simply put, academic performance is the measurement of the student's achievement across the subject. For example, classroom performance, test scores, homework, and oral activities are the items most commonly used by educators to measure student progress during the course. As stated above, there is a link between

extracurricular training participation and academic performance. It is unquestionable that students who engage in these activities achieve superior academic achievement. Additionally, students who participate in extracurricular training tend to do better on exams and have a stronger self-concept.

4.4 DISCUSSION

The present study aimed at exploring the extracurricular training influence on learning English as a foreign language in students in the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo, based on their experiences, taking into consideration their communicative competence and socioeconomic status. The results collected from the three instruments determined relevant facts. The findings from this study demonstrated that learning English as a foreign language is influenced by extracurricular training in terms of communicative competence development and socioeconomic status. Various factors influence students' academic progress in this landscape of studying English as a foreign language. As an example, motivation, training, educational goals, and socioeconomic background (Gobena, 2018).

To begin with, extracurricular training was seen as the main factor that influenced learning English as a foreign language. The results revealed that participating in extracurricular training brought advantages to communicative competence development as it provided the students with enriching learning experiences. Additionally, it enabled students to improve their fluency, facilitating communication and interaction in the classroom. Regarding the previous point, students with extracurricular training in the English language demonstrated a good level of communicative competence (regardless of the level they have) and fluency when performing activities proposed by the professor since they could express their ideas clearly. Extracurricular training is advantageous to all students, particularly EFL students, as it supports career completion and builds confidence and achievement. It especially helps pupils improve their academic achievement by developing language skills and attitudes (Thompson, 2019).

On the contrary, the results also determined that students who have not participated in extracurricular training demonstrated a low level of fluency and lack of vocabulary. As a result, it affected their English language learning process since they struggled in communicating their ideas because of pronunciation mistakes and lack of cohesion. Concerns about communication abilities that teachers and students have when studying English as a foreign language include a lack of vocabulary and the capacity to articulate clear sentences (Posadas, Absalon, Rallos, Sarong, Sobrino, & Tamon, 2019).

In the same manner, socioeconomic status was considered another factor that influenced learning English as a foreign language. The results proved that students' socioeconomic background is not a determining factor in their participation in extracurricular training. Nevertheless, something important to consider is the student's

willingness and motivation to enroll in this kind of training to enhance their language skills. Likewise, it motivated and provided students with the necessary resources to enroll in a language course. Regarding the previous excerpt, parents with an upper socioeconomic level can provide their kids with financial assistance and home facilities for individual learning from the earliest (Pinilla, 2018, Gobena, 2018).

Concerning all the points presented so far, it can be concluded that the socioeconomic background of students who participated in extracurricular training in the English language had a significant function. Additionally, in the future, adding an interview component to the research could help acquire a more in-depth knowledge of the impact extracurricular training makes in students' language learning process from the perspective of academics. Therefore, more empirical research is needed on the contribution of students' socioeconomic background, such as their social class, actual opportunities to learn English as a foreign language (EFL), academic performance, level of language proficiency, and the current socioeconomic advantages that EFL can generate for them.

CHAPTER V

5.1 CONCLUSIONS

- Learning English as a foreign language is benefited by extracurricular training, as it provides prior exposure to the language. Furthermore, it emphasizes the specific skills that students require for a given social or professional situation.

- Extracurricular training generates advantages to the communicative competence of students who are learning English since it assists them to acquire knowledge, vocabulary, and abilities in a variety of fields.

- The students' socioeconomic background is not a determining factor in their decision to participate in extracurricular training. However, the willingness and motivation of students to learn English as a foreign language play a relevant role.

5.2 RECOMMENDATIONS

- Educators should identify students with extracurricular training to work together and support students without training. Furthermore, language learners with no extracurricular training may consider working on self-study activities to increase their communicative competence.

- It is recommendable to consider the differences in the students' linguistic backgrounds and propose speaking opportunities since it would contribute to communicative competence.

- It is suggested to contemplate the student's motivation during the learning process as it would help them remain in the course until they complete their degree and avoid dropping out of university.

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Annex A: Observation Guide

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION GUIDE

General Objective: To analyze the extracurricular training incidence on learning English as a foreign language in students in the seventh semester of Pedagogy of National and Foreign Languages Career from Universidad Nacional de Chimborazo, in the city of Riobamba, province of Chimborazo in the academic period of 2022 – 1S.

Author: Stefany Anabel Paredes Martínez

Objective 1: To analyze the communicative competence of students during the learning process.	
Indicators	**Observations**
Students communicate and use the target language.	
The students communicate fluently.	
The students communicate entirely in English.	
The students comprehend the teacher's instructions.	

Annex B: Questionnaire 1

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

QUESTIONNAIRE

The present survey is designed to investigate the extracurricular training influence on learning English as a foreign language.

The following survey is personal, please choose the answer according to your personal experience.

1. **Have you enrolled in any extracurricular training related to English language learning?**

a) Yes.
b) No.

If the answer above was YES, answer the next questions.

2. **What kind of extracurricular training have you enrolled in?**

a) English courses
b) Student exchange program
c) International Boarding Schools
d) Other activities: _____

3. **Does the extracurricular training bring advantages to your communicative competence?**

a) Always
b) Sometimes
c) Seldom
d) Never

4. **How do you evaluate your communicative competence?**

a) Fluently
b) Inarticulate
c) Low

5. What is the level of your certification?

a) A1
b) A2
c) B1
d) B2
e) C1

ALL THE STUDENTS answer the following questions.

6. What social class do you consider yourself to be?

a) High class
b) Middle class
c) Low class

7. Do you consider that socioeconomic status influences the learning of English as a foreign language?

a) Always
b) Sometimes
c) Seldom
d) Never

Annex C: Questionnaire 2

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

QUESTIONNAIRE

The present survey is designed to recognize the reasons why socioeconomic status influences English language learning.

The following questionnaire is confidential, please answer the questions based on your experiences.

1. **What did motivate you to learn English as a foreign language?**

....

2. **Based on your experience, do you consider that socioeconomic status influences the learning of English as a foreign language? Explain.**

....

3. **How do socioeconomic factors affect your motivation in learning English as a foreign language?**

....

4. **Do you consider that extracurricular training influences the development of your communicative competence?**

....

5. **Do you consider that your participation in extracurricular training influences your academic performance?**

....