



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH MAJOR

RESEARCH PROJECT

**“DEVELOPING SPEAKING SKILL THROUGH INTEGRATING L1 AND L2
CULTURE STRATEGY”**

Research Project presented previous to obtain the Sciences of
Education Degree with major in English Language

Authors:

Albán Taípe Johanna Elizabeth

Cobo Soria Juan Carlos

Director:

MSc. Gina Silvana Venegas Álvarez

Latacunga - Ecuador

October 2016

AUTHORSHIP

We, Albán Taipe Johanna Elizabeth and Cobo Soria Juan Carlos, declare to be authors of the present research project “DEVELOPING SPEAKING SKILL THROUGH INTEGRATING L1 AND L2 CULTURE STRATEGY”, being MSc. Gina Silvana Venegas Álvarez tutor of this work; we expressly exempt to The Technical University of Cotopaxi and its legal representatives of any claims or legal actions.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.



Albán Taipe Johanna Elizabeth

C.I. 050266162-2



Cobo Soria Juan Carlos

C.I. 050293808-7

TUTOR'S ENDORSEMENT

As a tutor of the research work titled: “DEVELOPING SPEAKING SKILL THROUGH INTEGRATING L1 AND L2 CULTURE STRATEGY” presented by Albán Taipe Johanna Elizabeth and Cobo Soria Juan Carlos, students of the English Major, I certify this research report meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, October 2016

Sincerely,



MSc. Gina Silvana Venegas Álvarez

Research Project Tutor

COMMITTEE APPROVAL

As Members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researches: Albán Taipe Johanna Elizabeth and Cobo Soria Juan Carlos, with the research project title: **"DEVELOPING SPEAKING SKILL THROUGH INTEGRATING L1 AND L2 CULTURE STRATEGY"**, have considered the recommendations presented and the work has all the requirements to be deserted.

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, October 2016

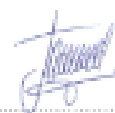
Yours faithfully



Reader 1

Lic. Mena Vargas Nelly Patricia, MSc.

C.I. 050157429-7



Reader 2

Lic. Rosero Meléndez Jorge, MSc.

C.I.050086272-7



Reader 3

Lic. Abata Checa Fanny Mercedes, MSc.

C.I 0502278740

GRATEFULNESS

Firstly, we want to express our deep gratitude to God for giving us the opportunity to finish our academic formation. Then, at the Technical University of Cotopaxi because it provides the opportunity to be professionals and contributes with the development of the society. Also, at the staff of teachers of the English Major to share their knowledge and have been the support during our formation and finally, to our families to be the essential support in each stage of our lives.

Johanna & Juan Carlos

DEDICATION

I dedicate this work to my personal effort and the conviction for reach my goals. Additionally, to my family who was the main support and encourage me to conclude this important stage of my life.

Johanna

This project is dedicated to my family who is my principal inspiration to continue to fight every day. To my parents, Mario and Virginia, who are the fundamental pillar in my life and for their love and unconditional support. Also, to all my classmates who help me to improve me day after day. Finally, to my brothers Kevin, Mario, Daniel for their support and understanding that motivate me to continue with my studies.

Juan Carlos Cobo

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

TOPIC: “DEVELOPING SPEAKING SKILL THROUGH INTEGRATING L1
AND L2 CULTURE STRATEGY”

Authors:

Albán Taipe Johanna Elizabeth
Cobo Soria Juan Carlos

ABSTRACT

The formal instruction of the English language is based on a communicative approach that considers the students' needs and interests and it stimulates them to use this language to communicate and interact in different contexts. However, the use of traditional teaching methods and strategies do not motivate students and face them to situations that limit the development of their oral skill. That's why, the main objective of this research was to identify strategies that allow to integrate the student's culture with the culture of the English language. To develop this research, the descriptive method was applied, the data were obtained from a survey conducted to a students of the ninth year of Basic Education and teachers of the English area at the Educative Unit FAE No.5 in Latacunga during the academic period 2015-2016. As a result of the research process 7 strategies to integrate L1 and L2 culture in the teaching-learning process were determined: cultural collocations, the development of students' cultural observations, cultural informants, role playing, evaluating of cultural practices critically, debates and comparative method; determining that the comparative method and the debates are the strategies most frequently used in the inquiry which was found in the literature review. So, it is concluded that these strategies contribute to promote the development of students' speaking skill due to they provide a holistic knowledge of the English language and students are able to identify different cultural manifestations to establish similarities and differences among their own culture and the culture of learning.

Key word: speaking skill, integrate L1 and L2 culture, pedagogical implications

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

TÍTULO: “DESARROLLO DE LA HABILIDAD ORAL A TRAVÉS DE LA ESTRATEGIA DE LA INTEGRACIÓN DE LA CULTURA 1 Y 2”

Autores:

Albán Taipe Johanna Elizabeth
Cobo Soria Juan Carlos

RESUMEN

La enseñanza formal del idioma Inglés se basa en un enfoque comunicativo que considera necesidades e intereses de los estudiantes y los estimula a utilizar este lenguaje para comunicarse e interactuar en diferentes contextos. Sin embargo, el uso de métodos y estrategias de enseñanza tradicionales desmotivan a los alumnos y los enfrentan a situaciones que limitan el desarrollo de su habilidad oral. Por tal motivo, el principal objetivo de esta investigación fue identificar estrategias que permitan integrar la cultura del estudiante con la cultura del idioma Inglés. Para el desarrollo de la investigación se aplicó el método descriptivo, los datos se obtuvieron a partir de una encuesta realizada a estudiantes del Noveno Año de Educación Básica, y a profesores del área de Inglés de la Unidad Educativa FAE No.5, de la ciudad de Latacunga, durante el período académico 2015-2016. Como resultado del proceso de investigación se pudo identificar 7 estrategias que permiten integrar las dos culturas en el proceso de enseñanza- aprendizaje, siendo estas: colocaciones culturales, el desarrollo de observaciones culturales de los estudiantes, informantes culturales, juegos de rol, evaluación crítica de las prácticas culturales, debates y método comparativo; determinando que el método comparativo y los debates son las estrategias utilizadas con mayor frecuencia en las investigaciones encontradas en la revisión de la literatura. Se concluye, que estas estrategias contribuyen a promover el desarrollo de la habilidad oral, debido a que a que proporcionan un conocimiento integral del idioma Inglés y los estudiantes son capaces de identificar diferentes manifestaciones culturales para establecer semejanzas y diferencias entre su cultura y la cultura de aprendizaje.

Palabras clave: habilidad oral, integración de la cultura 1 y 2, implicaciones pedagógicas.

INDEX

Authorship.....	ii
Tutor’s endorsement	iii
Committee Approval	iv
Gratefulness	v
Dedication	vi
Abstract	vii
Resumen.....	viii
Index	ix
Index of Chart and Graphics	x
General Data	1
Description of Project	3
Project Rationale	3
Beneficiaries of the Project.....	4
Research Problem	4
Objectives	6
Activities and tasks system regarding with the proposed objectives.....	7
Scientific and Technical Foundations	8
Speaking Skill.....	8
Importance of Speaking Skill	9
Elements of Speaking Skill.....	10
Limiting Aspects of Speaking Skill	11
Culture in EFL Classrooms.....	13
Definition of Culture	13
Importance of Culture	14
Language and Culture	15
Integration of L1 and L2 culture	16
Pedagogical Implications of L1 and L2 culture	17
Strategies to integrate L1 and L2 culture in EFL learners	18

Scientific Questions	24
Methodology.....	24
Analysis and Discussion of Results	25
Discussion of results	43
Impact	45
Conclusions and Recommendations	46
Conclusions	46
Recommendations	47
Bibliography.....	48

INDEX OF CHARTS AND GRAPHICS

Chart & Graphic No. 1 Dynamic classes	25
Chart & Graphic No. 2 Use of Spanish.....	26
Chart & Graphic No. 3 Aspects of the English classes	27
Chart & Graphic No. 4 Students' motivation	28
Chart & Graphic No. 5 Frequency of speaking activities	29
Chart & Graphic No. 6 Limitations of speaking skill	30
Chart & Graphic No. 7 Activities to improve speaking skill	31
Chart & Graphic No. 8 Use of the English book	32
Chart & Graphic No. 9 Contents according with the environment	33
Chart & Graphic No. 10 Use of English outside of classes.....	34
Chart & Graphic No. 11 Use of the Spanish language	35
Chart & Graphic No. 12 Aspects of the English classes	36
Chart & Graphic No. 13 Use of motivational activities	37
Chart & Graphic No. 14 Limiting aspects of speaking skill	38
Chart & Graphic No. 15 Activities to promote speaking skill	39
Chart & Graphic No. 16 Topics related with students' environment	40
Chart & Graphic No. 17 Correction of students' mistakes.....	41
Chart & Graphic No. 18 Activities of the books.....	42

1. GENERAL DATA

Research Topic:

Developing speaking skill through integrating L1 and L2 culture strategy

Starting date:

April 4th, 2016

Finish date:

July 15th, 2016

Site:

Educative Unit FAE No. 5; which is located in Nueva Vida neighborhood; parish La Matriz, Latacunga city, Cotopaxi province and Ecuador country.

Academic Unit Sponsor:

Administrative and Humanistic Sciences Academic Unit

Major Sponsor:

English Major

Knowledge Area:

Didactic

Research Line:

Education and Communication for human and social development

Research sub-line of the Major:

Methodologies for teaching General English

Work team:**Project Coordinator**

Name: Fabiola Soledad Cando Guanoluisa

Phone Number: 0999865286

E-mail Address: fabiola.cando@utc.edu.ec

Tutor

Name: MSc. Gina Silvana Venegas Álvarez

Phone Number: 0995323286

E-mail Address: gina.venegas@utc.edu.ec

Students

Name: Albán Taipe Johanna Elizabeth

Phone Number: 0986243857

E-mail Address: johalban2013@gmail.com

Name: Cobo Soria Juan Carlos

Phone Number: 0995098854

E-mail Address: juancobo.1992@hotmail.com

2. PROJECT DESCRIPTION

The main aim of the present research was to identify strategies that allow to integrate L1 and L2 culture in order to promote the students' speaking skill at the moment to use English language. Thus, the learning and understanding of a new language is impossible, whether the cultural aspects are not considered because language and culture have a close relationship. Additionally, through integrating L1 and L2 culture, students are capable to acquire a cultural awareness establishing similarities and differences among both cultures, as well as, identify different manifestations of a specific culture.

The development of the research included three phases. In the first phase, was developed a systematic literature review in order to find previous studies related with the context of study which were the scientific foundations to support the work and help to establish the scientific categories. In the second phase, the problem was diagnosed through the applications of surveys that permitted to determine the factors that limit the development of students' speaking skill. In the third phase, the strategies that allow to integrate L1 and L2 culture were identified and the pedagogical implications as well, which contribute to promote the development of speaking skill of students and increase their interest to learn an English language. Then, the discussions of more relevant findings related to the topic of study was conducted. Finally, the conclusions are presented based to the proposed objectives.

3. PROJECT RATIONALE

The communicative approach is focused on teaching learning process of foreign languages which enable students to interact and communicate in the target language. However, the development of students' speaking skill is considered as a challenge for teachers because students face different problems at the moment to

express their ideas orally. Additionally, the lack of knowledge of L2 culture inhibit the use of L2 because students do not feel comfortable and safe.

Then, it is important to develop researches that allow to determine the main factors that limit the development of speaking skill and find strategies that help to increase the cultural awareness in order to have a wide knowledge of the target language (semantic and cultural knowledge). So, students reach to be culturally competent and they are able to use the target language with confidence and security. Thus, this research will turn into a support tool that propel the development of students' communicative competence of the 9th year of the General Basic Education at the Educative Unit FAE No 5.

The main reason to promote these kind of activities is that language and culture cannot be analyzed in isolation because the integration of both help to build an intercultural awareness between teachers and students. Additionally, it contributes to develop a critical formation taking into consideration all manifestations of culture, as well as, establishing similarities and differences among different cultures. Hence, students learn English language and its culture without losing their identity.

4. BENEFICIARIES OF THE PROJECT

The direct beneficiaries of this project are 80 students of the 9th year of the General Basic Education at the Educative Unit FAE No. 5, between 12 and 14 years old. Approximately the 31% are women and the 64% are men. Also, 5 teachers of the English area; 3 are women and 2 men. The indirect beneficiaries are the rest of students and English teachers at the Educative Unit.

5. RESEARCH PROBLEM

Among the skills to establish an effective communication, speaking is indispensable because it demonstrates the use of any language. That's why, the studies related with the importance of speaking skill started from the 70s. After, from the 1980's started the use of communicative strategies in EFL classrooms and in the last years researchers as: Tok (2009), Loubazid (2012), Al Hosni (2014) and Tuan& Mei (2015) carried out studies in order to identify the factors that limit the oral production in EFL learners because these aspects inhibit the development of the students' communicative competence.

So, the development of speaking skill has turned into a challenge for teachers because they have not found innovate strategies that motive learners and increase their self-confidence to use a new language and establish an effective communication. That's why, nowadays students of the ninth year of the General Basic Education at the Educative Unit FAE No. 5, face different problems inside and outside the classrooms as: lack of vocabulary, fluency, insecurity, fear of making mistakes, difficulty to build sentences correctly and few possibilities to use a new language. All of these aspects limit students at the moment to express their ideas orally.

The main causes that produce this problem are that both teachers and students use frequently their mother tongue into the classrooms. This aspect limits the oral practice of the English language. Hence, students do not feel motivated to use English language because they are worried to make mistakes and they do not feel confident using a foreign language. Additionally, the short periods of classes difficult the development of oral activities. Thus, teachers focus the teaching learning process only on grammar. Consequently, students do not have opportunities to use English language and develop their communicative competences at the moment to express ideas.

6. OBJECTIVES

6.1 General Objective

- To identify strategies that allow to integrate L1 and L2 culture in order to promote the speaking skill in students of the 9th year of the General Basic Education at the Educative Unit FAE No. 5 in Latacunga city.

6.2 Specific Objectives

- To make a systematic literature review to find scientific foundations of previous studies related with the research context.
- To diagnostic the aspects that limit the development of student's speaking skill.
- To select pedagogical implications of L1 and L2 culture strategies through the literature review of different authors in order to promote the development of speaking skill.

7. ACTIVITIES AND TASKS SYSTEM REGARDING TO THE PROPOSED OBJECTIVES

Objectives	Activities (Tasks)	Activities' results	Verification means
<p>To make a systematic literature review to find scientific foundations of previous studies related with the research context.</p>	<ul style="list-style-type: none"> • Planning the review • Conducting the review • Reporting the review 	<ul style="list-style-type: none"> • Identify the need of researching • Determine a protocol of review 	<p style="text-align: center;">References of the theoretical framework</p>
<p>To diagnostic the aspects that limit the development of student's speaking skill.</p>	<ul style="list-style-type: none"> • Make the questionnaire of the survey • Validate the survey with experts • Apply the survey to students and teachers • Process gathered information 	<p style="text-align: center;">Identify the limitations of students' speaking skill</p>	<p style="text-align: center;">Survey</p> <p style="text-align: center;">Analysis and discussion of the surveys</p>
<p>To select pedagogical implications of L1 and L2 culture strategies through the literature review of different authors in order to promote the development of speaking skill.</p>	<ul style="list-style-type: none"> • Make a literature review • Select the information • Organize the information 	<p style="text-align: center;">Know the benefits of integrating L1 and L2 culture according to different authors</p>	<p style="text-align: center;">References of the theoretical framework</p>

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

7.1 Speaking skill

Speaking is a productive skill that allows people to produce and transmit expressions with meaning, and reflect their identity and culture Usma, Giraldo & Gómez (2013). This skill is regarded as the most important among the four skills of the language because people that know a language are able to use it orally Ur (1996) cited in Al Hosni (2014). So, use a language is most significant that only have a knowledge about vocabulary and grammatical rules of this.

Then, the main goal of teaching English as foreign language is prepare students to use the language so that they will be able to transmit ideas or messages and communicate effectively in oral way. That's why, it turns into a challenge for teachers because "speaking skill is considered a core productive part of learning" (Akbar, 2014, p.92). According to Rodríguez & Rodríguez (2012) speaking is considered as a communicative competence which involves some aspects of the language: syntactic, semantic, and morphological structure of this. Additionally, Brooks & Wilson (2015) point that through oral activities, the learners have the opportunity to communicate with others using L2 in a natural way.

Thus, the study about the use of communicative strategies in EFL classrooms started from the 1980's in the United States and Great Britain, and currently the research of this aspect has expanded to some Arab countries Rababah, (2002). But, the value of teaching communicative strategies has not been awareness by EFL teachers yet "or, if they are aware, they do not explicitly train their students to use them" (Rodríguez & Rodríguez, 2012, p.111)

Undoubtedly, nowadays the development of communicative competences in EFL students is the aspect in which that should focus the teaching learning process of English classes because it allows learners to know the use of target language in different situations and contexts. So, they can express their ideas orally.

This aspect permit to increase the self- confidence of students and offer an important tool to change the traditional and conventional way of carrying out the teaching process of foreign language. But, it is not only important to know the benefits of speaking skill and communicative strategies. Also, it is significant to know the importance of this skill as well as the components and factors that affect the speaking production in EFL learners.

8.1.1 Importance of speaking skill

Although the language is a channel to establish a direct communication with others and express ideas or feelings in a variety of situations, many learners and teachers do not put emphasis in the development of this skill specially in EFL classrooms. Therefore, “the mastery of speaking skills in language has become a priority for many second or foreign language learners”. (Saeed, Khaksari, Eng & Ghani, 2016, p.235). The annexed 2 shows the increase that has had the study of speaking skill from 1943 to 2016, even though the number of documents by year has declined in the last years notably.

According to Alahem (2014) the importance of speaking is that through this skill is possible to integrate the other language skills because learners could develop their vocabulary, grammar and even their writing. Hence, currently many researchers considered that the development of speaking offers many benefits to learners that help them to be aware that it is an essential skill of any language that has to be developed (MacIntyre) 2007.

According to Harmer (2007), there are three reasons for which develop speaking skill could be beneficial for learners: First, it offers the opportunity to use the target language orally within the classroom and interact with the classmates and teacher. Second, students could express their knowledge in a free way in order to determine their strengths and weaknesses. Finally, students are able to put in practice the vocabulary and grammar structures that they have learned.

Then, when students start to use the target language constantly, they familiarize with the language, reduce their anxiety and shyness and increase their self-confidence to use English language. Additionally, they improve their performance of the rest of the language skills as well as they realize the positive impact that know another language could offer to their lives Taous (2013) cited in Khaksari (2016). Therefore, students take responsibility in their own learning because they are motivated and interest by learning process.

8.1.2 Elements of speaking skill

Speaking is an aspect that is development by the daily activities of people and the need of them to interact with others. But, exist other aspects that contribute to transmit messages effectively. According to Riggensbach (1998) cited in Itkonen, (2010) argues that the components of speech are: grammar, vocabulary, pronunciation and fluency. However, it is important to include the accuracy as an element of speaking because this aspect permit to avoid misunderstandings at the moment to express ideas.

8.1.2.1 Grammar: It refers with the rules that government a specific language in order to join words correctly. The grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure, which involves the length and the complexity of the utterances. (Hughes, 2002) cited in Alahem (2014)

8.1.2.2 Vocabulary: It is related with the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Carter & McCarthy (2014)

8.1.2.3 Pronunciation: This aspect takes into consideration the sounds of the words which are very important at the moment to express ideas so that the receptor can understand very well the message. But, it also involves other aspects

as intonation and pitch; intonation is the way that the voice goes up or down at the moment to speak, and pitch is the high or low level at which speaking is done Harmer (2009)

8.1.2.4 Fluency: According to Tricia (2000) cited in Alahem (2014), it is the ability to link units of speech without hesitation or fear. The production of words do not require a mental effort.

8.1.2.5 Accuracy: It refers to “the right use of the grammatical structures, pronunciation, syntax, and meaning of messages of the language in the oral production without mistakes that can interfere in interaction” (Usma et al, 2013, p. 22).

8.1.3 Limiting aspects of speaking skill in EFL learners

Being speaking a complicated skill to EFL students, there are some aspects that would cause difficulties and limit the development of this skill in students. Akbari, Z. (2015) points that classrooms are crowded of students who in the limited hours of instruction are unable to have enough oral practice of English. Moreover, other aspects that limit the develop of these skill are: the motivation, the use of the Spanish language, fear of making mistakes, focus classes on grammar, vocabulary and the lack of exposure of English language outside classrooms.

8.1.3.1 Motivation: It is considered a key factor that allows to reach the desired goals and the success of learners in EFL classes Rehman, Bilal, Sheikh, Bibi, & Nawaz (2014). Additionally, Dital (2012) mentions that when students have an intrinsic motivation, they have a positive attitude towards the learning and they are predisposed to learn. Hence, any factor would change this desire. So, to encourage students to use the target language in an active way, teachers do not intimidate students at mid of their performance and find the adequate moment to correct the mistakes Gaínza & Montejo (2015).

In addition, Garcia (2009) mentions that the goal of teachers is make that students feel happy to learn English. However, this turns into a difficult aspect to develop because students considered that traditional methods of teaching are unmotivated aspects that do not help students to engage with their learning. Likewise, Al Hosni (2014) mentions that the lack of motivation in students is evident because they are not interesting in developing their ability to communicate in English because they do not identify the need to speak using the target language. For these reasons, it is necessary to implement innovative activities which motivate the student's learning in order to promote the interaction among students Oradee (2012).

8.1.3.2 Use of Spanish language: The use of the mother tongue in EFL classrooms would be a positive aspect that provides students safety because they understand what happens in classes; so, they feel more confident and comfortable Schweers (1999). However, the use of it should be with clarify purposes for which teachers has to use it occasionally. The clarify purposes are: “give instructions, explain meaning of words, explain complex ideas, explain complex grammar points” (Tang, 2002, p. 1) cited in Morahan (2010).

But, the use of the mother tongue in EFL classes is very frequent, because is much easier communicate with their classmates and teacher using their mother tongue. Furthermore, students “feel less exposed if they are speaking their mother tongue” Al Hosni (2014).

8.1.3.3 Fear of making mistakes: The insecurity that students have to use English language is evident at the moment that they have to do oral presentations. Generally, learners are shy and concerned to no make mistakes. Undoubtedly, this fear that face students is due to they do not have confidence in themselves. So, they use few words in order to avoid mistakes and embarrassment Al Hosni (2014). Thus, when this condition is present in EFL classrooms, students can create inhibitions and anxiety easily Littlewood (2007) cited in Thuan & Mai (2015).

8.1.3.4 Focus EFL classes on grammar: Although, grammar plays an important role in teaching a foreign language, the use of Grammar Translation Method is so frequent in English classes because grammar helps to know the correct way to organize the information. Moreover, students learn “grammar rules and vocabulary of the target language” (Widodo, 2006, p.123).

However, this is considered as a traditional method that neglect the development of communicative skills, specially the speaking one. Consequently, at the moment that students learn words and expressions in isolation, they understand the way how the language is constructed, but they do not understand grammar in context and in different situations. The knowledge of grammar in isolation is not considered as an integral part of wider activities, which include communication and focus on meaning Pontarolo (2013). On the other hand, Calle et al. (2012) mentions that English classes are based on the use of mechanical activities of the book which becomes insignificant for students.

8.1.3.5 Vocabulary: To know vocabulary of the target language is fundamental in order to transmit ideas. However, students only memorize a limited number of words which can not be used in different situations and inhibit the students ‘participation. The lack of appropriate vocabulary and the incorrect use of words would produce many problems because synonyms do not have the same meaning in all contexts. This would be a consequence that classrooms are crowded of students who in the limited hours of instruction are unable to have enough oral practice of English Akbari (2015).

8.1.3.6 Lack of exposure of English language outside classrooms: The use of the English language is only limited at the context of the classroom, because students do not have the opportunity to use the target language outside of classrooms which helps them to familiarize with the English language. So, they do not feel the immediate need to learn English because there is not an active use of English language outside of classrooms. But, the educational system should worry

about this need Akbari (2015). As a consequence the lack of exposure to authentic English language environments, students are unable to use English for communication and expression Oradee (2012).

8.2 Culture in EFL classrooms

8.2.1 Definition of Culture

Culture is considered as:

Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interact and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations (Aydemir & Mede, 2014, p. 13).

Therefore, the teaching of a foreign language should not only focus in linguistic aspects, but also it involves the teaching of the cultural aspects of the language. Thus, it is impossible to separate language and culture because both have a close relationship and affect each other. Then, it is significant that teachers include in their strategies cultural aspects.

According to Altman (2005), through the language, culture is transmitted and reinforced; and the teaching learning process of the target language is influenced by culture directly. Hence, if students have a cultural knowledge of L2, their English learning will be much better because education also is regarded as a process that involves cultural aspects Yi (2014).

Additionally, if teachers want that their students develop the use of the target language orally, they need to include the learning of the L2 culture because to be communicative competent in the use of any language it is not only necessary to have knowledge about vocabulary, expressions or syntax of the language, but also

require the understanding of the norms that allow the interaction of people in social environments Baker (2003).

8.2.2 Importance of Culture

Teaching culture of the target language in EFL classrooms is an aspect that has obtained importance in recent years. That's why, now culture is considered as an integral part of learning a foreign language due to it influences the way in which people communicate, think and interact with others. Then, through the culture, students can have a perception about the daily lives of the people that have English as a native language Frank (2013).

In addition, Bailey (2014) mentions that language and culture are two aspects that can not study separately. So, culture has to be included in the teaching of any language in semantic and pragmatic way. Moreover, cultural aspects would act as a motivated aspects because students are interesting and inspiring in learn a new language Yi (2014).

The Standards for Foreign Language Learning (NSFLEP 1999) cited in Frank (2013) offer a framework about the advantages about to teach the L2 culture. This standards are known as 3P model of culture because this include the perspectives, practices and products. The perspectives include thoughts, feelings and values of the members of a culture, the practices are related with the way of communication and interaction in the society and finally, the products involves things that are created , shared and transmitted by the members of a group as well as include the technology, music, art, food, literature, etc.

Baker (2003) cited in Yi (2014) argues that there are many reasons to include culture in the teaching of a foreign language. The most important aspects are: not always the language can be translated in a literal way because the meaning of some words depend the context and the situation. Next, the intonation of words and expressions conveys meanings and finally, culture involves admissible and

aggressive issues. Consequently, culture helps to understand the multicultural use of English language.

Although the importance of teaching culture in EFL classrooms has been explained, there is a confusion on the part of teachers because they are not very aware about the effective way to introduce cultural aspects into their lessons.

8.2.3 Language and Culture

The modern teaching learning process focus its attention in the importance to include the culture of the English language in different activities that students have to develop. Thus, language and culture are aspects that can not be separated because these provide students a cultural awareness in order to develop their ability for an intercultural communication Ho (2009).

The importance to know about language and culture is that at the moment to use the target language students not only face linguistic problems, but also cultural ones. Mitchell & Myles (2004), Risager (2005) and Liddicoat et al. (2003) cited in Ho (2009) argue that language and culture need each other to develop. That's why, it is impossible to acquire language without culture. Furthermore, the authors mention that through the culture are connected all levels and structures of the language. However, the greater amount of dialogues are not used to establish a true interaction between students, using the target language Enríquez (2005).

Hence, the knowledge of a language is not based only in grammatical features, but also in a wide knowledge of its culture because the culture involves some aspects: voice's tone, particular expressions to apologize, suggest, complain or refuse. Only when students are able to understand the cultural aspects of the language, they could use it in different situations correctly Çakır (2006) cited in Aydemir (2014).

Indeed, nowadays teachers are more conscious that language can not be taught without taking into consideration the culture of it. So, a real learning of a foreign language would be impossible without the comprehension and understanding of the cultural aspects of it. Therefore, if teachers want true users of the English language, they have to teach language and culture on the whole in order to develop the students' awareness culture and provide a holistic comprehension of the target language.

8.3 Integration of L1 and L2 culture

The process that allows to integrate L1 and L2 culture is known as acculturation process which helps students to develop their cultural awareness in order to understand their culture as well as the culture of the English language. Hence, students are able to find similarities and differences among both of them and develop their learning process in an environment where they feel confident.

Through the acculturation process learners are able to identify the changes of the cultures which includes modifications in the customs of the group as well as in the psychological aspects. The economic and political life are aspects involved in the customs, while the psychological changes include: attitudes, cultural identity and social behaviors (Phinney, 1992) cited in Yu & Wang (2011).

The acculturation process consists in the "gradual adaptation to the target culture without forsaking one's native culture and identity" (Taha, 2012, p.15). Moreover, the author mentions that the acculturation process occurs in a third space which "represents the subconscious discourse practices that speak through us and that constitutes our cultural differences" (Taha, 2012, p. 18). Then, the third space placed the learners in an intermediate position between L1 and L2 culture where learners establish the differences and similarities of the cultures. Hence, students put in practice the development of their third space in order to make easier the understanding of the English culture, and using in different communicative activities.

Likewise, Bailey (2014) argues that the third space is a mental field where students have not lost culture, but they have cultural experience. Moreover, Taha (2012) mentions that the third space is subdivided into other three places: popular, critical and ecological place. In the popular place learners are able to create their own meanings and they use the target language to express these. In the critical place learners encourage the comparisons between L1 and L2 culture, and they establish the connections among both through the use of didactic materials. So, students have an active experience. Finally, the ecological place are related with the use of authentic and inauthentic texts; the first one is related with the procedural knowledge (performance of some tasks) and experimental knowledge (experience), while the inauthentic texts are related with the conceptual knowledge (relationships and understanding).

Additionally, Taha (2012) mentions that the most prominent and valuable model of acculturation is the Schumann's acculturation Model developed in 1978 where mentions that the adaptation to the L2 culture has to be gradual, and it occurs in the place in a zone of proximal development ZPD where students are able to develop culturally and socially by the assistance of other people that are more capable. In addition, the cognitive development in ZPD occurs through four stages. Firstly, people more capable give attendance through the use of spontaneous activities. Additionally, they create environments and use everything available in order to learn. Second, self-assistance. Third, automatization (requires little if any conscious effort) and finally deautomatization (a process that could be control consciously and voluntarily) (Tharp & Gallimore, 1998) cited in Taha (2012)

Hence, "Learner acculturation helps teachers create a safe learning environment, helping students think about differences between their past language learning experiences and their current ones" (Altman, 2005, p. 942). That's why, it is very important that teachers choose the appropriate materials that help to include the cultural knowledge so that students will be able to raise their cultural awareness due to textbooks do not offer this possibility (Larzén-Östermark, 2008) cited in Aydemir & Mede (2014)

8.3.1 Pedagogical implications of L1 and L2 culture

The acculturation process would be a useful tool that teachers could use in EFL classrooms because it offers many advantages in order to develop the communicative competences of learners through the use of the target language.

Firstly, Taha (2012) mentions that the acculturation process reduce the anxiety of students because students use their culture to understand the English culture. This aspect help learners to increase their motivation to learn English.

Next, “the ability to ask and answer questions based on our own culture facilitates the process of making connections across cultures” (Frank, 2013, p.2). It permits the interaction of students into the classroom.

Then, Bailey (2014) considers as the main advantage of acculturation process, the fact that students work better with a material that is familiar to them. Likewise, students have a better comprehension with the topics that have a cultural relationship with them Choy, Lee & Sedhu, (2014) cited in Bailey (2014) Then, this aspect allow to improve the students’ performance in the classrooms because they know what are they talking about.

Finally, Altman (2005) affirms that through the acculturation process students learn how to potentiate their learning as well as the fluency of the English language in a linguistic and cultural way. Additionally, students learn the correct way to adapt to different paradigms within the teaching learning process. Finally, students would reach the success in the learning of a foreign language because their foundations are based on conscious academic experiences.

Undoubtedly, the use of L1 culture helps students to have a better understanding of the L2 culture; because they have a real comprehension of the instructions and know clearly what they have to do. This is a positive aspect because it motivates students in order to do the activities with enthusiasm, and not by

pressure to fulfill a duty of the school without interest. Additionally, they increase the curiosity about the target culture, and they understand the importance of learn a new language because it could be useful in their future lives.

8.3.2 Strategies to integrate L1 and L2 culture in EFL learners

To Frank (2013) teachers could use some questions to lead students to talk about what people “think, make, and do in their own cultures”. The questions that the author defines are presented following:

- What behaviors reflect our culture, and how are they learned and shared?
- What important factors (social, religious, and economic) influence our culture?
- What are some important traditions that are unique to our country?
- What ideals and values bind our culture together?
- How does culture in our country function as a way for humans to live with one another?
- What symbols are prevalent in our culture?

Then, teachers encourage students to answer the questions using the target culture and establish an intercultural environment through the comparison of students' answers and establish discussions among them.

According to Cohen et al. (2005) learners become cultural competent, when teachers include cultural aspects of the target language in their teaching learning strategies. The term strategy is defined as “a general plan of action for achieving one's goals and objectives”. (Nickols, 2016, p.3).

Byram (1997) and Cohen et al. (2005) cited in Frank (2013) mention that the use of the target culture and the native one in EFL classes allow students to develop their intercultural competence which contribute to understand the links that

exists between the people's behavior and cultural elements of different cultures. Furthermore, Byram (1997) mentions that the aspects that are involved with the intercultural competence are: curiosity to learn about other cultures, understand the activities and products of a specific society, establish similar and different aspects among both cultures (target culture and their own culture), and use the knowledge of the target language in authentic situations. While, Cohen et al. (2005) suggest include in the EFL classes: the learning of the target language from native informants, develop the students' cultural observation, and use materials associated with the target language.

That's why, it is important that teachers include in the English classes aspects related with students' culture so that they acquire a cultural competence and offer them the opportunity to explore and notice cultural differences among the English culture and their own native one.

Taking into consideration the exposed by the authors mentioned above, Taha (2012) and Frank (2013) argue that the following strategies help students to acquire an intercultural awareness.

8.3.2.1. Cultural collocations

Teachers have to use authentic materials in order to increase the curiosity of students and lead them to have a real knowledge about the things that occur in the people's life in different places and cultures. Then, students are able to connect concepts beyond the ideas and they have available a variety of information. These materials include different resources as: "popular movies, music, literature, online sites, and everyday items like stamps, currency, toys, musical instruments, menus, travel brochures, magazines, and newspapers from English speaking countries" (Frank, 2013, p. 7). However, the use of these materials will depend on the students' need and interests as well as the goals of the course.

In order to encourage the speaking skill students have to offer a report where they have to explain the characteristics of the target language and identify the cultural patterns. Besides, they could bring to the class materials related with their own culture and explain how they represent their culture using the English language.

8.3.2.2 Developing students' cultural observation

Teachers would use the technological sources as Internet in order to promote the cultural awareness of EFL students. Firstly, teachers have to decide what the aspects of the culture want to explore. Once decided the topic, teacher will divide the class in groups in order to use the information of web sites. Then, students have to be able to answer some questions suggested by (Frank, 2013):

- What traditional dishes are served in the United States on Thanksgiving, and what is the history behind them?
- What are the popular sports of USA, and how do they reflect the culture of that country?
- How is the government structured in the United States?
- What is the typical school day like for a student of USA, and how is it different from yours?

Then, students have to present the answer of the questions through oral presentations that not only allow to develop their cultural observation, but also it contributes to relate materials with the real life situations as well as it helps to build vocabulary.

8.3.2.3 Cultural informants

Teachers would invite to classes to native speakers of English in order to talk about specific aspects of their cultures; students should prepare questions; the most prominent questions should be related with the way that behavior could be affected by the environment and the culture of the society. Then, the dialogue with

the guest permits students to confirm or disprove the “ideas, impressions, or textbook information that students have learned” (Frank, 2013, p. 8).

But, if teachers can not lead to a native speaker, they could research on Internet news or interviews that help students to identify insight into the cultures that they are studying and compare these aspects with similar events that occur in the student’s environment. These kind of activities not only permit students learn about other culture, but also reflect about their lifestyle and traditions which are important aspects of their culture.

8.3.2.4 Role plays

Boudreault (2010) expresses that the use of role plays offer students the opportunity to have a meaningful and fluent interaction using English language. Furthermore, the use of role plays allow students to know about the culture of the target language through their own experience in authentic situations.

Thus, Frank (2013) and Taha (2012) argue that students can develop role plays related with mistakes that could cause serious consequences as the communication between people of two different cultures. The teacher have to divide the class in three groups. Then, the first group creates the adequate sceneries in order to show how the problems begin, the second one observes and gives the reasons of the misunderstanding and finally, the last group offers the situations to solve the presented problem.

8.3.2.5 Evaluate cultural practices critically

Students could evaluate aspects of their own culture as well as the target one. That's why, teachers could use "books, poetry, newspaper, magazines, radio clips, television shows, movies, video clips or music” (Frank, 2013). Then, students have to discuss about the behaviors and things that they could see or hear in order

to be able to establish similarities and differences between their culture and the one that they are learning.

8.3.2.6 Debates

Debates are considered as a significant strategy to promote the development of speaking skill and acquire a cultural awareness because these contribute that students speak “freely and spontaneously to discover their own identity and space against each other” (Taha, 2012). So, it is important that teachers use controversial topics that include cultural aspects, so that, students are capable to understand and differentiate the both cultures and they are not limited to a simple comparison among the cultures.

8.3.2.7 Comparative method

Comparative method is considered as a simple strategy that allows students to establish similar and different aspects between two different cultures. To develop this activity teachers have to use a video with different ways to greet in different places. After that, students could answer the following questions suggested by Altman (2005):

- What are the people in the video doing?
- How do you greet people?
- How do you greet your friends?
- Why don't you kiss when you greet people in your culture?
- Why do people act differently when they greet each other?

After answered the questions, students could work in pairs and practice the different greetings that they could observe in the video. Firstly, students have to greet their partners by bowing. Then, they shake their hands and finally, they hugging their partners. After that, students have to answer the following questions suggested by the author:

- How did you feel when you greeted your partner in a new way?
- Was it strange for you?
- Why do you think you felt this way?
- Why don't you greet people in all these ways?
- What different kinds of greetings did you try?

Hence, these kind of activities help students to define the term culture through the use of examples of it. Also, these allow to differentiate the ways to greet in different cultures and practice them.

Finally, Altman (2005) mentions that the benefits to include a learner acculturation curriculum in the teaching learning process of foreign language are: students are capable to define the culture through their perception, know the correct way to connect the learning with the culture, establish differences and similarities among target and their own culture, develop the English language skill which are necessary aspects to use the target language appropriately.

9. SCIENTIFIC QUESTIONS

- **Q1:** Which are the factors that limit the development of speaking skill in the students of the 9th year of the General Basic Education at the Educative Unit FAE No. 5?
- **Q2:** What are the pedagogical implications of integrating L1 and L2 culture as strategy to promote the development of students' speaking skill?
- **Q3:** Which are the strategies that allow integrating L1 and L2 culture in order to develop the speaking skill of the students of the 9th year of the General Basic Education of the Educative Unit FAE No. 5?

10. METHODOLOGY

This research is the qualitative approach because it “develops processes in descriptive terms and interprets relevant actions, languages and facts and places them in a correlation with the broader social context” (Rodríguez, 2011, p. 16). That's why, the present work contributes to solve a social problem which was oriented to analyze and describe the behavior of students and teachers, as well as, the teacher's activities within the teaching learning process.

Thus, through a deep literature review was possible to determine the strategies that allow to integrate L1 and L2 culture in order to promote the development of students' speaking skill and select their pedagogical implications. But, another important aspect of this work was to identify the factors that limit the development of speaking skill. The research was conducted in the Educative Unit FAE No. 5 which is located in Latacunga city. The participants were 80 students of the three courses of the 9th year of the high school and 5 teachers of the English area.

11. ANALYSIS AND DISCUSSION OF RESULTS

Survey addressed to students of the ninth year of the General Basic Education

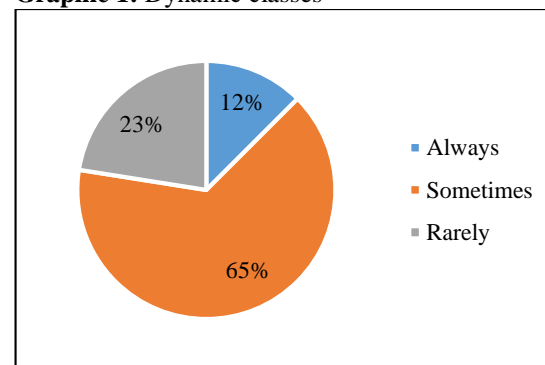
1. Do you consider that English classes are dynamic?

Chart 1: Dynamic classes

Alternatives	Frecuency	Percent
Always	10	12%
Sometimes	52	65%
Rarely	18	23%
Total	80	100%

Source: Student's survey

Graphic 1: Dynamic classes



Source: Student's survey

The results of the survey applied to students show that the 65% mentioned that the English classes are sometimes dynamic, while just the 12% mentioned that the English classes are always dynamic.

The teaching learning process of English language is based on traditional methods and strategies where teachers transfer the knowledge and limit students to receive, memorize and repeat this knowledge. The use of traditional methods to teach English are considered as an unmotivated aspect that block the students' desire to learn a foreign language Rubio & Conesa (2013). So, it is important that teachers use different materials in order to increase the interest and maintain the concentration of students in English classes.

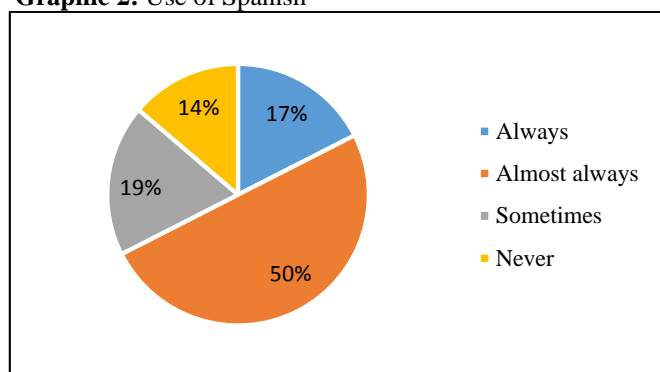
2. How often does the teacher use Spanish in English classes?

Chart 2: Use of Spanish

Alternatives	Frecuency	Percent
Always	14	17%
Almost always	40	50%
Sometimes	15	19%
Never	11	14%
Total	80	100%

Source: Students' survey

Graphic 2: Use of Spanish



Source: Students' survey

To the second question of the survey the 17% of the students answered always, the 50% almost always, the 19% sometimes and the 14% said never. So, it has been concluded that the 83% of students think that the use of Spanish in the English classes is very frequently.

The use of the English language in EFL classes contributes to improve the students' communication in target language. This idea appeared in the 19th century with the direct method Caicedo (2015). However, Schweers (1999) mentions that the use of Spanish in English classes will provide students safety, and it makes that they feel more comfortable and confident because they are able to understand what happens in class. Additionally, it encourages them to have a more positive attitude to learn English, but the use of Spanish must be occasional.

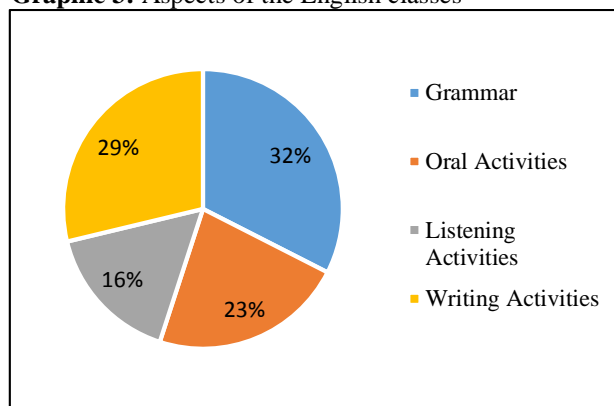
3. Which of the following aspects do the teachers focus their English classes?

Chart 3: Aspects of the English classes

Alternatives	Frecuency	Percent
Grammar	26	32%
Oral Activities	18	23%
Listening Activities	13	16%
Writing Activities	23	29%
Total	80	100%

Source: Students' survey

Graphic 3: Aspects of the English classes



Source: Students' survey

At the third question the 32% of surveyed students chose grammar, the 23% oral activities, the 16% listening activities and the 29% writing activities. In base of the obtained results, it is possible to identify that teachers focus their English classes in teaching grammar mainly.

Although the teaching of grammar in EFL classroom is important because it helps students to understand the correct way to join ideas as well as it also allows to organize the information. However, grammar should not be taught in isolation because it causes many problems at the time to use it in communicative activities. For these reasons, authors as Widodo (2010) mentions that teaching grammar in isolation "is not favorable to learners" because "when they write or speak, they make grammatical mistakes or even unnecessary ones.". Then, the challenge of the teachers is to have a balance in the activities in order to develop all the skills of the L2 equitably and promote the students' communicative competence.

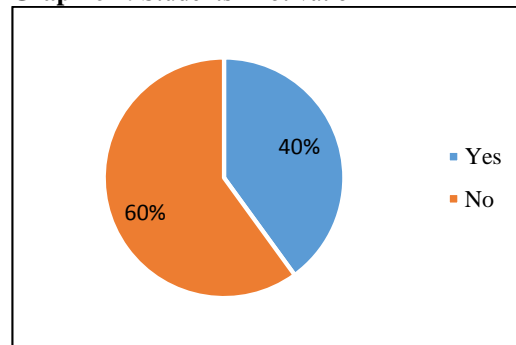
4. Do you feel motivated to use English language in oral way?

Chart 4: Students' motivation

Alternatives	Frecuency	Percent
Yes	32	40%
No	48	60%
Total	80	100%

Source: Students' survey

Graphic 4: Students' motivation



Source: Students' motivation

At the fourth question the surveyed mentioned that the 60% are not motivated to use English language in an oral way, while the 40% mentioned that are motivated to use English language in oral activities.

It permits to deduce that motivation is a very important aspect that teachers should take into consideration in order to increase students' interest and predisposition to learn a target language. So, motivation would help to obtain positive outcomes in the teaching learning process. This consideration would be supported by Dital (2012) who mentions that when students are so motivated, they have a positive attitude in classes, and also mentions that the external factors do not affect the student's motivation.

Additionally, other authors as Rehman, et.al. (2014) claim that there is a close relationship between motivation and language proficiency. Therefore, the English classes need of motivated students. This aspect can be achieved when students are able to find the usefulness to learn English.

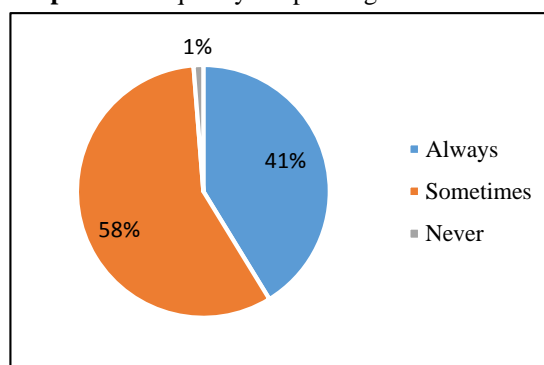
5. How often does the teacher perform activities that allow to develop the students' oral skill?

Chart 5: Frequency of speaking activities

Alternatives	Frecuency	Percent
Always	33	41%
Sometimes	46	58%
Never	1	1%
Total	80	100%

Source: Students' survey

Graphic 5: Frequency of speaking activities



Source: Students' survey

At the fifth question the 41% answered that teachers always develop oral activities, while the 58% responded sometimes and just the 1% mentioned that teachers never develop these kind of activities.

By the exposed above, it is possible to conclude that teachers do not spend enough time in oral activities although these activities enable students to improve their communicative competence.

That's why, Brooks & Wilson (2015) point that through oral activities, the learners have the opportunity to communicate with others using L2 in a natural way. Likewise, these activities increase the students' participations and their interest in learning in order to make more interactive the classes in L2. Girard, Pinar & Trapp (2011).

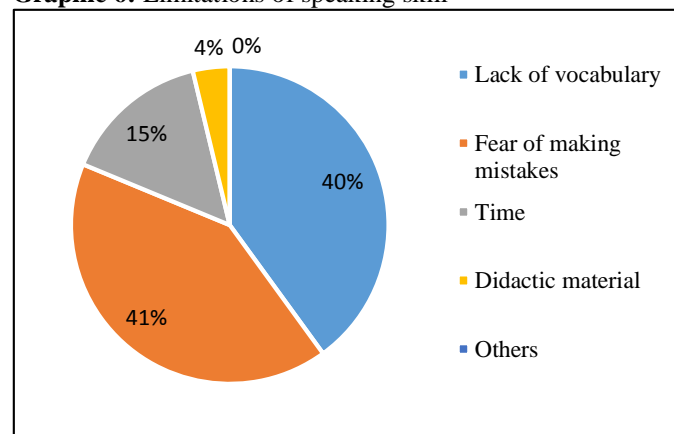
6. Which would be the limiting aspects for being unable to speak English?

Chart 6: Limitations of speaking skill

Alternatives	Frequency	Percent
Lack of vocabulary	32	40%
Fear of making mistakes	33	41%
Time	12	15%
Didactic material	3	4%
Others	0	0%
TOTAL	80	100%

Source: Students' survey

Graphic 6: Limitations of speaking skill



Source: Students' survey

At the sixth question the surveyed gave the following results: the 41% answered that the aspect that limit their oral production in English is the fear of making mistakes; the 40% mentioned that is the lack of vocabulary, the 15% the time and the 4% the didactic material.

Therefore, based on the analysis, it is possible to infer that the main aspects that limit the students' speaking skill are the lack of vocabulary and the fear of making mistakes which are the most common difficulties that students have to face at the moment to develop speaking activities. This though is similar with the exposed by Al Hosni (2014) who mentions that students cannot speak in English because they do not have enough vocabulary and grammar structures. Additionally, the author mentions that students prefer not to speak in English because they think that making mistakes in front of their classmates is very embarrassing.

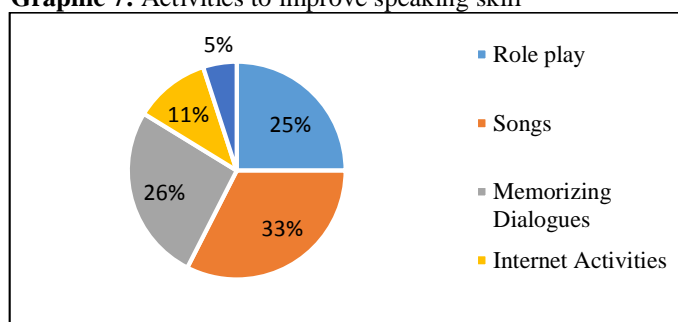
7. Which of the following activities do you think that help to improve the speaking skill of the English language?

Chart 7: Activities to improve speaking skill

Alternatives	Frequency	Percent
Role plays	20	25%
Songs	26	33%
Memorizing of dialogues	21	26%
Internet activities	9	11%
Others	4	5%
Total	80	100%

Source: Students' survey

Graphic 7: Activities to improve speaking skill



Source: Students' survey

At the seventh question the 33% chose the songs as activities that allow them to improve speaking skill of the English language, the 26% memorizing dialogues, the 25% role plays, the 11% internet activities and the 5% others.

The above analysis has concluded that students considered the songs, memorizing dialogues and role plays as helpful activities that permit them to improve the oral use of English language. These activities allow students to use L2 in different contexts and in real life situations as well as contribute to improve the pronunciation and learn vocabulary. This statement is supported by Christamia (2014) who mentions that the use of songs make English classes more interesting and help students “improve their pronunciation and vocabulary”. Additionally, Oradee (2012) points that activities as role-playing “encourage the interaction among the students” and give them the opportunity to practice English language.

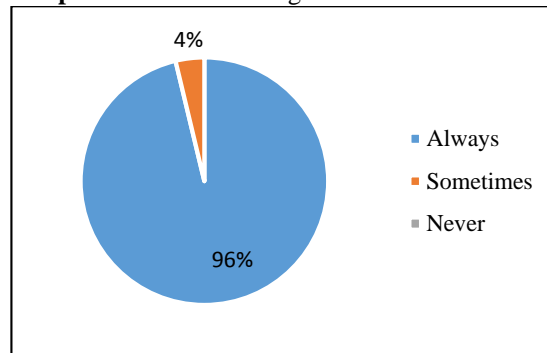
8. How often does the teacher use the English book?

Chart 8: Use of the English book

Alternatives	Frequency	Percent
Always	77	96%
Sometimes	3	4%
Never	0	0%
Total	80	100%

Source: Students' survey

Graphic 8: Use of the English book



Source: Students' survey

The results of the eighth questions were: the 96% of surveyed student answered that the teacher always use the text in English classes and just the 4% mentioned that teacher use the book sometimes.

Taking into consideration the previous analysis, it is possible to conclude that teachers use as a main didactic resource a book. Then, teachers should analyze if the book includes activities that permit students the development of the skills of the language, so that, they are able to use English language. On the contrary, the classes could turn into monotonous and demotivating for students. This aspect would be supported for the study developed by Calle et al. (2012) who mention that English classes are based on the use of mechanical activities of the book which becomes insignificant for students. Additionally, this aspect reduces the interaction in the class only between a small number of students and the teacher, usually with those who sit in the front or those who have a greater proficiency of language.

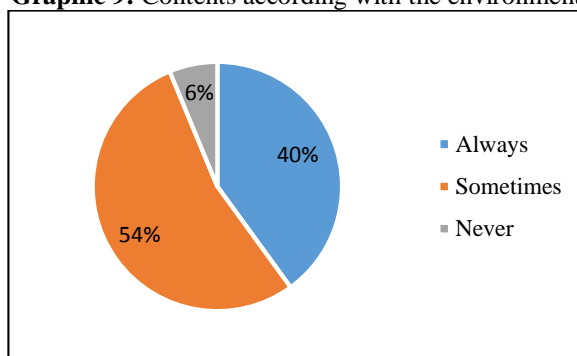
9. Do you think that the contents of the English texts help to develop oral communication activities according to your environment?

Chart 9: Contents according with the environment

Alternatives	Frequency	Percent
Always	32	40%
Sometimes	43	54%
Never	5	6%
Total	80	100%

Source: Students' survey

Graphic 9: Contents according with the environment



Source: Students' survey

At the ninth question students answered that in a 54% the book's contents help developing oral activities according with their environment, the 40% considered that sometimes and the 6% chose the option never.

Being books the main tool used by teachers in EFL classrooms, it is necessary that they have a wide range of activities that permit students to acquire knowledge about the use of the target language in different situations. The greater amount of dialogues are not used to establish a true interaction between students, using the target language Enríquez (2005). Besides, it is important that students start talking about issues related to their environment in order to increase their trust, and then in a progressive way they would talk about issues related to the target culture. Thus, learners are able to establish differences and similarities between the both cultures and have a clear understanding of the target language Taha (2012).

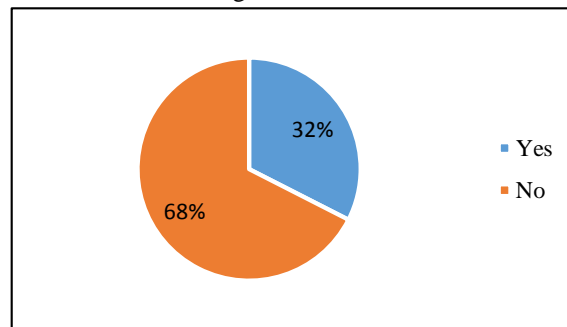
10. Do you use the English language outside the schedule of classes?

Chart 10: Use of English outside of classes

Alternatives	Frecuency	Percent
Yes	26	32%
No	54	68%
Total	80	100%

Source: Students' survey

Chart 10: Use of English outside of classes



Source: Students' survey

The results of the tenth question were: the 68% of surveyed students answered that they do not use English language outside of classroom and the 32% mentioned that they use English outside of classroom.

Thus, it is concluded that students use English language only inside the classroom because outside it, students do not have opportunities to use it in different situations to the formal instruction; they do not have proximity to foreigners with whom they can talk and practice what they have learned in class. Furthermore, Al Hosni (2014) claims that students have a limited exposure to English because the time of periods of class and the books' tasks do not provide "enough opportunities to use English", and these aspects inhibit the development of speaking skill in target language.

Survey addressed to teachers of the English area

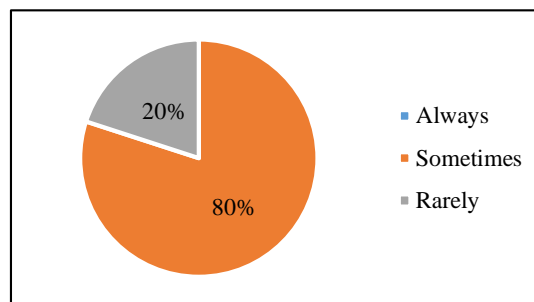
1. How often do you use the Spanish language in English classes?

Chart 11: Use of the Spanish language

Alternatives	Frecuency	Percent
Always	0	0%
Sometimes	4	80%
Rarely	1	20%
Total	5	100%

Source: Teachers' survey

Graphic 11: Use of the Spanish language



Source: Teachers' survey

At the first question surveyed teachers gave the following answers: the 80% mentioned that they use sometimes the Spanish language in English classes, while the 20% answered that never use it in EFL classes.

Even though many teachers disagree with the idea to use Spanish in English classes, because they consider that students need a lot of use of the target language in class in order to be familiarized with L2. But, Tang (2002) cited in Morahan (2010) mentions that L1 is useful because it plays a "supportive and facilitating role in the classroom". In addition, the author mentions that the use of Spanish has to be occasional and with purposes of clarification in order to increase students' comprehension; it permits students to find similarities and differences between both languages, which helps them to interrelate the knowledge of L1 and L2 in their minds Cook (2001) cited in Morahan (2010).

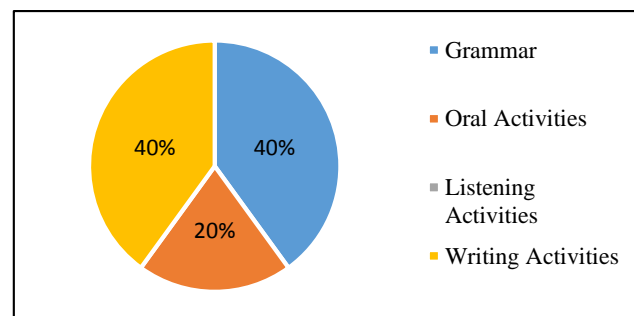
2. In which of the following aspects do you focus your English classes mostly?

Chart 12: Aspects of the English classes

Alternatives	Frecuency	Percent
Grammar	2	40%
Oral Activities	1	20%
Listening Activities	0	0%
Writing Activities	2	40%
Total	5	100%

Source: Teachers' survey

Graphic 12: Aspects of the English classes



Source: Teachers' survey

The obtained results at the second question were: the 40% answered that their English classes are focused on grammar and writing activities and the 20% in oral activities.

For sure, the teaching of grammar of English in EFL classrooms plays an important role because it helps to learn vocabulary of the target language and understand the correct way to organize ideas. But, grammar should be taught in a way that students are able to use it in order to transmit correct messages. This idea would be supported by authors as Pontarolo (2013) who claims that English lessons not only "should be based on formal instruction" of grammar mainly, but also grammar must be "seen as an integral part of wider activities, which include communication and focus on meaning".

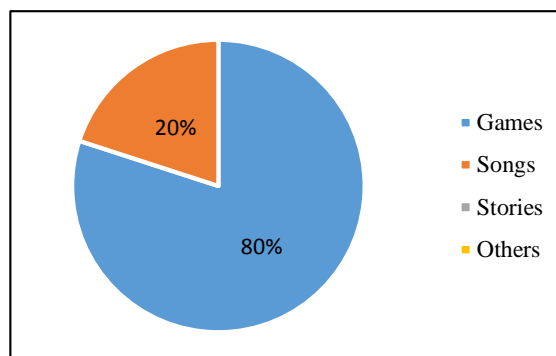
3. What motivational activities do you use to promote the use of the English language in oral way?

Chart 13: Use of motivational activities

Alternatives	Frecuency	Percent
Games	4	80%
Songs	1	20%
Stories	0	0%
Others	0	0%
Total	5	100%

Source: Teachers' survey

Graphic 13: Use of motivational activities



Source: Teachers' survey

At the third question the 80% of the surveyed teachers answered that they use games as motivational activities, and the 20% use songs.

The use of motivational activities in the teaching of the target language, permit to increase the interest of students in such a way that predisposes them to a true and significant learning. Thus, students are committed with their learning, find the relevance of activities and take advantage of any learning situation. It is necessary that students are motivated and find the usefulness of learning another language Ordorica (2010). Furthermore, when students have a positive attitude to the language, they feel motivated to learn and include it in their daily activities. So, the goal of teachers is to make that students feel happy to learn English Garcia (2009).

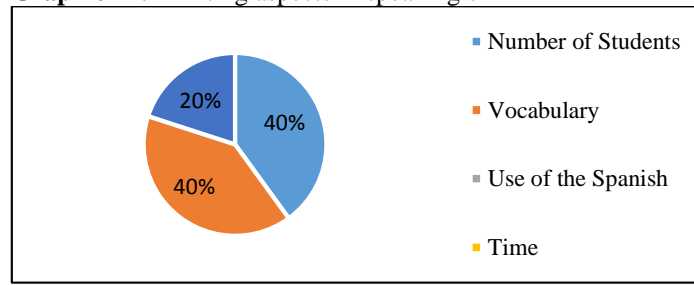
4. Which do you think that would be the aspects that limit the development of speaking skill in students?

Chart 14: Limiting aspects in speaking skill

Alternatives	Frecuency	Percent
Number of Students	2	40%
Vocabulary	2	40%
Use of the Spanish	0	0%
Time	0	0%
Fear for making mistakes	1	20%
Didactic Material	0	0%
Others	0	0%
Total	5	100%

Source: Teachers' survey

Graphic 14: Limiting aspects in speaking skill



Source: Teachers' survey

At the fourth question the 40% considered the number of students and vocabulary as limiting aspects in speaking activities, and the 20% considered the fear for making mistakes.

It is possible to conclude that the teachers do not develop oral activities in EFL classrooms because of the high number of students and short periods of classes. Additionally, other important limiting aspect, is the insecurity of students at the moment of using English. That's why, they avoid to use it in order to no make mistakes and prevent taunts of his classmates. These aspects are confirmed by studies developed by authors as Akbar (2015) who pointed that classrooms are crowed of students who in the limited hours of instruction are unable to have enough oral practice of English. Furthermore, Al Hosni (2014) concluded that “students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations”.

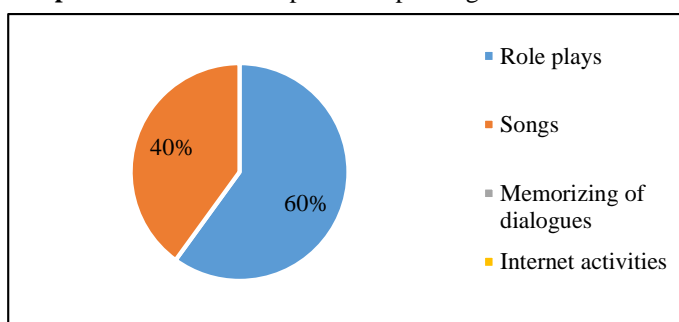
5. What activities do you use to promote the students' speaking skill?

Chart 15: Activities to promote speaking skill

Alternatives	Frequency	Percent
Role plays	3	60%
Songs	2	40%
Memorizing of dialogues	0	0%
Internet activities	0	0%
Others	0	0%
Total	5	100%

Source: Teachers' survey

Graphic 15: Activities to promote speaking skill



Source: Teachers' survey

In the fifth questions the 60% of the surveyed teachers answered that they use role plays to promote the speaking activities in English classes, while the 40% use songs.

So, it is possible to deduce that with the use of role plays and song teachers try to develop the students' communicative competence. These kind of activities allow students to interact each other using the target language in different contexts; it helps them to differentiate the use of the language according to the contexts and the participants. To support the mentioned information, authors as Boudreault (2010) express that the use of role plays offer students the opportunity to have a meaningful and fluent interaction using L2. In addition, Casé Medina (2014) states that songs encourages learners to use the target language in a communicative way. Furthermore, songs are one of the most enhancing and culturally rich resources than can easily be used in the EFL classrooms Saricoban & Metin (2000) cited in Casé Medina (2014).

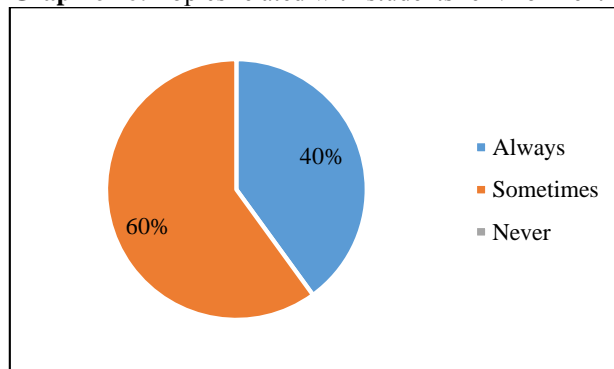
6. How often do you use topics related with the environment of the students in order to promote speaking skill?

Chart 16: Topics related with students' environment

Alternatives	Frecuency	Percent
Always	2	40%
Sometimes	3	60%
Never	0	0%
Total	5	100%

Source: Teachers' survey

Graphic 16: Topics related with students' environment



Source: Teachers' survey

At the sixth question the 60% of surveyed exposed that they sometimes use activities related with the students' environment to promote speaking skill in target language, while the 40% mentioned that always.

Then, the importance of developing communicative activities related to students' environment is that these activities provide confidence to students, and they would be able to talk about some topics without fear because they have a wide knowledge about these aspects. Additionally, the exposure to the target culture only is limited to the classroom contexts. So, the use of the native culture helps learners to understand the target language in a progressive way and students are able to identify similarities and differences between both cultures Taha (2012).

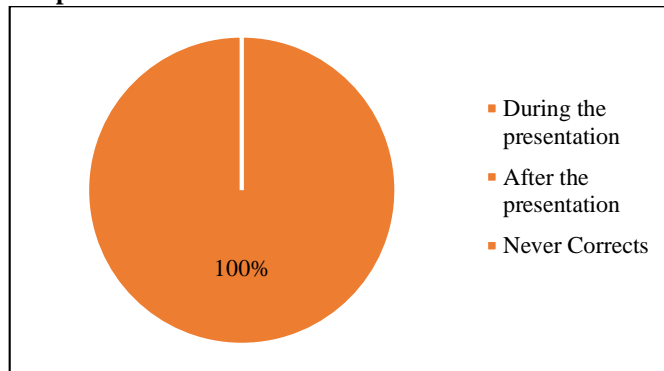
7. When do you correct the mistakes in the speaking activities?

Chart 17: Correction of students' mistakes

Alternatives	Frequency	Percent
During the presentation	0	0%
After the presentation	5	100%
Never Corrects	0	0%
Total	5	100%

Source: Teachers' survey

Graphic 17: Correction of students' mistakes



Source: Teachers' survey

At the seventh question all of the surveyed teachers agree that they correct the mistakes of students after oral presentations.

Undoubtedly, correct mistakes contributes to a process of feedback due to it helps learners identify their weaknesses at the moment to pronounce words in target language. Moreover, at the moment to correct mistakes students know the correct use of grammatical structures that contribute to express a message with sense. However, the correction should not be considered as a negative evaluation because it could inhibit the students' participation. That's why, the challenge of teachers should not be only focus on correcting mistakes, but also encourage students to use the target language in active way Gaínza & Montejó (2015).

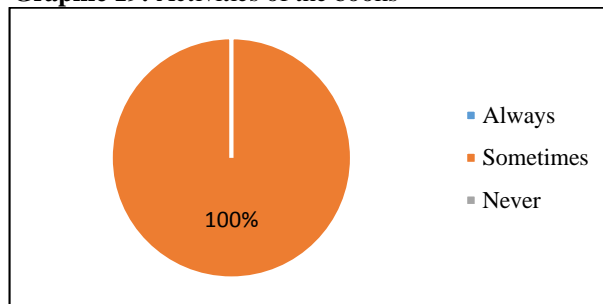
8. Do you consider that the text has activities according to the students' environment that help to develop the oral communication in English?

Chart 18: Activities of the books

Alternatives	Frecuency	Percent
Always	0	0%
Sometimes	5	100%
Never	0	0%
Total	5	100%

Source: Teachers' survey

Graphic 19: Activities of the books



Source: Teachers' survey

Similarly, as in the seventh question, in the eighth one, all of the surveyed teachers considered that the books sometimes develop activities related with the students' environment that promote their oral skill using the target language.

Considering the above mentioned, it is concluded that the activities of the book are not oriented to promote the development of communicative activities related with the student's environment. That's why, students do not have a quite performance at the moment to express their ideas because they are not familiarize with L2 and its culture. So, students do not trust in themselves to use the target language. Generally, the contents of the books are defined clearly, and the dialogues are oriented to exercises that allow to improve the listening comprehension or practice items of grammar and vocabulary which encourage students memorize a small number of phrases that are not enough to use in different situation of the real life Enríquez (2005).

11.1 Discussion of results

Generally the classrooms of the public high schools have a high number of learners, and if the short periods of classes are added, the activities that teachers have to develop in order to promote the holistic formation of learners are affected by them. When, talk about the EFL classes these aspects turn into a disadvantage because these limit the use of activities that allow to promote the development of speaking skill in students.

The result of the analysis of the gathered information, determine factors that limit speaking skill in the students of the ninth year at the Educative Unit FAE which are: the frequent use of Spanish language, the English classes are focused in grammar mainly, the lack of motivation, the lack of vocabulary, the limit exposure to the English language and the fear of students of making mistakes.

Firstly, the use of Spanish language is very frequent in English classes, but the use of it should only be with clarify purposes. However, it is used almost all the time. As a result, students do not require the use of the English language during the periods of classes.

Secondly, grammar is the central aspect of the English classes because students learn the structure of the language and vocabulary in isolation which causes problems at the moment to understand them in context. So, teachers are not concerned to develop oral activities and much less, those that are related with the students' real life situations or their environment. Moreover, the dialogues that students have to practice are based on activities of the books that are oriented to practice vocabulary or grammar in specific situations.

The next aspect, is the students' lack of motivation because many times, learners find English classes bored, unimportant and difficult to learn. Then, the teaching learning process is focused in the use of traditional methods and resources which develop monotone activities. Therefore, students consider tiresome sitting without

understanding what the teacher says. In order to motivate the English learning, teachers should use activities that allow to relate the topics of the book with aspects related with the students' environment because this aspect contributes that students are capable to find the usefulness of learning English and use it in situations of their daily lives. As well as, these activities help to understand the target language through comparisons between the target language culture and their own culture.

Another aspect is the lack of vocabulary. Although, English classes are focused in teaching grammar and vocabulary, students do not have enough lexicon to express their ideas orally. Furthermore, students have problems to build up sentences property at the moment to speak and express a message with sense. Thus, students memorize words or phrases only to present a task or give presentations.

On the whole all of the aspects mentioned above cause that students have a little development of their communicative competences which affect the use of the target language orally. These results would be compared with studies developed by authors as: Tok (2009), Loubazid (2012), Al Hosni (2014) and Tuan& Mei (2015) who analyzed the factors that affect the speaking skill of EFL learners in different places.

Firstly, Tok (2009), carried out a study in order to determine the main obstacles that affect the Turkish EFL learners' communication. The results of the research considered the anxiety and unwillingness as the main obstacles that limit the oral production of students. These aspects are more accented in students whose English is poorer than in students that have a high level of English.

Then, Loubazid (2012) also investigated the obstacles that affect the oral expression of EFL learners. The results showed that students' speaking production is affected by psychological problems as anxiety, fear and shyness, linguistic problems as lack of vocabulary, mispronunciation and grammatical mistakes and the lack of motivation. All of these aspects produce bad attitudes of students towards the topics.

Also, Al Hosni (2014) through her study revealed the speaking difficulties by young EFL learners in Oman. The findings permitted to know that linguistic difficulties (lack the necessary vocabulary items and grammar structures), the use of the mother tongue and inhibition are the main aspects that limit the speaking skill of students.

Finally, Tuan& Mei (2015) aimed a study in order to determine the problems that affect the speaking performance of students at Le Thanh Hien High School, the results were: students spoke very little, they used mother tongue in place of L2 language at the moment to discuss in groups or pairs, they did not have motivation to express themselves, they were fearful of criticism and they had a habit of translate the information before to speak.

In comparison with the results found in the literature review, it is possible to establish that the results found in the present research have theoretical and scientific foundations considering to this project research as a useful tool in order to promote the development of speaking skill, which would be used by teachers of high schools to take decisions opportunely.

12. IMPACT

This project would have a social impact because it could contribute to offer a solution to promote the development of speaking skill in students that are learning English as foreign language. So, this research turns into a base to other researchers that are interesting to promote the development of student's speaking skill because the strategies proposed in this work not only allow to integrate L1 and L2 culture but also these help to develop speaking. Then, the researchers could use this strategies and develop a didactic guide. Additionally, teachers would have a usefulness tool that would help them to face the challenge to develop the students' oral production at the moment to express their ideas orally using English language. In addition, students could change their attitude towards the teaching learning

process because they would be predisposed to learn due to they would be interested and motivated.

Likewise, learners could become familiar with the target language because they would be able to use it and express ideas orally. Moreover, students could acquire a cultural awareness, establishing differences and similarities between the target culture and their own one. So, students could be competent to use the target language because they would have a holistic knowledge of the target language. Thus, students would be capable to understand the target language in different contexts and situations.

13. CONCLUSIONS AND RECOMMENDATIONS

13.1 Conclusions

This research presents a systematic study to answer three research questions that corresponds to the following aspects related with the development of the students' speaking skill through the integration of L1 and L2 culture: limiting factors, pedagogical implications and strategies to integrate L1 and L2 culture.

- The analysis of the results of the surveys applied to the population allowed to determine 6 factors that limit the speaking skill using the English language, which are: a wide use of the Spanish language within the English classes, the lack of motivation of students, limited vocabulary, classes focused on teaching grammar, fear of making mistakes and learners do not have enough opportunities to use English language outside of classrooms. Therefore, it is important to indicate that the motivation of students, constitutes the most significant limiting factor due to if students are not motivated in their environment of study, they do not have interest to learn and they limit their oral production using L2.

- The literature review allowed to determine 5 pedagogical implications of using the integration of L1 and L2 culture as strategy in order to promote the development of speaking skill: motivate students to learn, reduce the anxiety, increase the students' interaction in classes, have a better comprehension and improve the students' performance. As a result of the process of analysis of the scientific researches was possible to find that motivate students to learn English language is the most important aspect that teachers should be considered in order to maintain their interest and willingness in the classrooms.
- Finally, the strategies found to integrate L1 and L2 culture and promote the development of speaking skill in students are: comparative method, cultural collocations, developing students' cultural observations, the use of cultural informants, role plays, and debates and evaluate cultural practices critically. So, in base on the literature, it is deduced that the comparative method are debates are the most used because these permit that students have a holistic knowledge of the target language through an acculturation process where it is possible to establish similarities and differences among the target culture and their own culture. Likewise, students develop their speaking skill, increase their interest and maintain their identity.

13.2 Recommendations

- Once identified the factors that limit the students' speaking skill, it would be significant that educative institutions of the secondary level consider the use of more periods of classes to teach English language in order to increase the development of oral activities and not to focus their teaching learning process on coverage topics from the books. Additionally, teachers should use innovative strategies in order to motivate students and increase their interest to learn English language.

- It would be important to design a didactic guide that includes the strategies that permit to integrate L1 and L2 cultures, and apply it in order to determine the usefulness of it, and the real impact that could cause in the students. Likewise, it contributes to demonstrate the revised theory and the contributions mentioned by the authors in order to promote the development of speaking skill and familiarize students with the target language.

14. BIBLIOGRAPHY

Akbar, F. (2014). The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language. *International Journal of English Language & Translation Studies* 2(4), 92-98.

Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia-Social and Behavioral Sciences*, 199, 394-401.

Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.

Alahem, B. (2014). Using Oral Presentation Projects to Help EFL Learners Reduce Speech Anxiety.

Altman, J. (2005). Acculturating Learners to English Classrooms. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2004 Conference Proceedings*. Tokyo: JALT.

Aydemir, E., & Mede, E. (2014). Integrating Target Culture in EFL Classrooms. *Turkish Online Journal of Qualitative Inquiry*, 5(1), 20-33.

Bailey, T. (October 3rd, 2014). Towards an Aesthetic, Acculturating, Third space ESL/EFL Literature Class [Message on a blog]. Recovered from <https://owningthelanguage.wordpress.com/2014/10/03/towards-an-aesthetic-acculturating-third-space-eslefl-literature-class/>

Baker, W. (2003). Should culture be an overt component of EFL instruction outside of English speaking countries? The Thai context. *Asian EFL journal*, 5(4).

Boudreault, C. (2010). The benefits of using drama in the ESL/EFL classroom. *The Internet TESL Journal*, 16(1), 1-5.

Brooks, G., & Wilson, J. (2015). Using Oral Presentations to Improve Students' English Language Skills. *Kwansei Gakuin University humanities review*, 19, 199-212.

Byram, M. (1997). Teaching and assessing intercultural communicative competence. *Multilingual Matters*.

Caicedo, J. (2015). Teacher Activities and Adolescent Students' Participation in a Colombian EFL Classroom. *Profile Issues in Teachers Professional Development*, 17(2), 149-163.

- Calle Calle, A. M., Calle Astudillo, S., Argudo, J., Moscoso Carvallo, L. E., Smith, A., & Cabrera, P. (2012). Los profesores de inglés y su práctica docente: Un estudio de caso de los colegios fiscales de la ciudad de Cuenca, Ecuador.
- Carter, R., & McCarthy, M. (2014). *Vocabulary and language teaching*. Routledge.
- Casé Medina, C. (2014). The pedagogical value of games and songs: The perceptions of teachers.
- Christamia, V. (2014). *Improving Students' speaking Skill through English Songs and Puppets at Grade iv of Sd N Adisucipto Ii In The Academic Year Of 2013/2014* (Doctoral dissertation, Universitas Negeri Yogyakarta).
- Cohen, A. D., Paige, R. M., Shively, R. L., Emert, H. A., & Hoff, J. (2005). *Maximizing study abroad through language and culture strategies: Research on students, study abroad program professionals, and language instructors*. Final Report to the International Research and Studies Program, Office of International Education, DOE.
- Ditua, R. C. (2012). *The Motivation For and Attitude towards Learning English*. Senior Editors: Paul Robertson and Roger Nunn, 4.
- Enríquez, S. C. (2005). La realidad y la enseñanza de la interacción en inglés. *Puertas Abiertas*, 1(1), 48-58.
- Frank, J. (2013). Raising cultural awareness in the English language classroom. *In English teaching forum* (Vol. 51, No. 4, pp. 2-11).
- Gaínza Lastre, L. M., & Montejo Lorenzo, M. N. (2015). Corregir errores y estimular la comunicación oral en lengua extranjera. *Humanidades Médicas*, 15(2), 340-354.
- GARCÍA, M. D. L., Extranjera, á. D. L., & ei, e. ¿Cómo motivar al alumnado para aprender inglés?
- Girard, T., Pinar, M., & Trapp, P. (2011). An Exploratory Study of Class Presentations and Peer Evaluations: Do Students Perceive the Benefits?. *Academy of Educational Leadership Journal*, 15(1), 77.
- Harmer, J. (2009). *How to teach English*. England: Pearson Education Limited.
- Harmer, J. (2007). *How to Teach English*. London: Longman.
- Ho, S. T. K. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic Journal of Foreign Language Teaching*, 6(1), 63-76.

- Itkonen, T. (2010). Spoken Language Proficiency Assessment: Assessing Speaking or Evaluating acting? Retrieved October 3rd/2012, from <http://blogs.helsinki.fi/hy-talk/files/2010/06/Itkonenpro-gradu.pdf>
- Loubazid, M. M. (2012). Exploring the Difficulties Facing EFL Students' Participation in Oral Expression Course (Doctoral dissertation, UNIVERSITY OF BISKRA).
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564- 576.
- Morahan, M. (2010). The use of students' first language (L1) in the second language (L2) classroom. Retrieved July20.
- Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2(6), 533.
- Ordorica, D. (2010). Motivación de los alumnos universitarios para estudiar inglés como lengua extranjera. *Revista Electrónica de la mediateca del CELEUNAM. Leaa Lenguas en Aprendizaje Autodirigido*.
- Pontarolo, G. (2013). The role of grammar in EFL instruction: a study on secondary school students and teachers.
- Rababah, G. (2002). Communication Problems Facing Arab Learners of English.
- Rehman, A., Bilal, H., Sheikh, A., Bibi, N., & Nawaz, A. (2014). The role of motivation in learning English language for Pakistani learners. *International Journal of Humanities and Social Science*, 4(1), 254-258.
- Rodríguez Cervantes, C. A., & Roux Rodriguez, R. (2012). The Use of Communication Strategies in the Beginner EFL Classroom. *Gist Education and Learning Research Journal*, 6, 111-128.
- Rubio, A. D. J., & Conesa, I. M. G. (2013). El uso de juegos en la enseñanza del inglés en la educación primaria. *Revista de Formación e Innovación Educativa Universitaria*. Vol, 6(3), 169-185.
- Saeed, K. M., Khaksari, M., Eng, L. S., & Ghani, A. M. A. (2016). The Role of Learner-Learner Interaction in the Development of Speaking Skills. *Theory and Practice in Language Studies*, 6(2), 235.
- Schweers Jr, W. (1999, April). Using L1 in the L2 classroom. In *English Teaching Forum* (Vol. 37, No. 2, pp. 6-9).
- Taha, A. (2012). Using L1 culture to acquire L2 culture: ZPD framework.

Thuan, D., & Mai, N.H. (2015). Factors affecting students' speaking performance at le thanh hien high school. *Asian Journal of Educational Research*, 3 (2), 2311-6080

Tok, H. (2009). Efl Learners'communication Obstacles. *Electronic Journal of Social Sciences*, 8(29).

Usma Trejos, L. M., Giraldo García, C., & Gómez, J. S. (2013). Teaching speaking and speaking skill assessment in a 10th grade of a public high school from Pereira.

Widodo, H. (2006). Approaches and procedures for teaching grammar. *English Teaching*, 5(1),121.

Yi, C. L. (2014). The Use of Target-Language Cultural Contents in EFL Teaching. *International Journal of Humanities and Social Science*, 4(6), 243-247

Yu, W., & Wang, S. (2011). An investigation into the acculturation strategies of Chinese students in Germany. *Intercultural Communication Studies*, 20(2), 190.

ANEXES

Annexed 1. Curriculum Vitae



1.- DATOS PERSONALES

NOMBRES Y APELLIDOS: GINA SILVANA VENEGAS ÁLVAREZ
FECHA DE NACIMIENTO: 25-ENERO-1969
CEDULA DE CIUDADANÍA: 0501598643
ESTADO CIVIL: CASADA
NUMEROS TELÉFONICOS: 2812918 - 098427206
E-MAIL: giniven1@yahoo.com
ginavenegas54@gmail.com

2.- ESTUDIOS REALIZADOS

NIVEL PRIMARIO : ESCUELA "NUESTRA SEÑORA DE POMPEYA"
NIVEL SECUNDARIO: COLEGIO Y NORMAL SUPERIOR "MANUELA CAÑIZARES"
NIVEL SUPERIOR : UNIVERSIDAD TÉCNICA DE COTOPAXI
UNIVERSIDAD CENTRAL DEL ECUADOR
ESCUELA POLITÉCNICA DEL EJÉRCITO – SEDE LATACUNGA

3.- TITULOS

PREGRADO:

LICENCIADA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIDAD INGLÉS

TITULO/GRADO DE POSGRADO

MAGISTER EN EDUCACIÓN SUPERIOR

DIPLOMA SUPERIOR DE LA ENSEÑANZA DE INGLÉS COMO SEGUNDA LENGUA

4.- EXPERIENCIA LABORAL

- *UNIVERSIDAD TÉCNICA DE COTOPAXI*
- *CENTRO EDUCATIVO “JEAN PIAGET”*
- *I.T.S.A. FAE*
- *E.S.P.E.-LATACUNGA*

5.- CARGOS DESEMPEÑADOS

- *DECANA DE LA FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN*
- *DIRECTORA DE LA UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS.*
- *REPRESENTANTE DE LOS DOCENTES AL HONORABLE CONSEJO UNIVERSITARIO*
- *COORDINADORA DEL PROGRAMA DE LICENCIATURA EN INGLÉS*
- *DOCENTE UNIVERSIDAD TÉCNICA DE COTOPAXI*
- *COORDINADORA DEL CENTRO DE IDIOMAS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI 2006 - 2007.*
- *NOMBRAMIENTO COMO MIEMBRO DE LA ASAMBLEA UNIVERSITARIA PERÍODO 2006 – 2008*
- *VOCAL ALTERNO EN REPRESENTACIÓN DE LOS DOCENTES DE LAS UNIVERSIDADES PÚBLICAS A LA ASAMBLEA DE LA UNIVERSIDAD ECUATORIANA 05 MAYO 2006*
- *COORDINADORA DEL ÁREA NRO. 5 “INFORMACIÓN PÚBLICA”*
- *DIRECTORA PROVINCIAL DE CORREOS DE COTOPAXI, QUITO 01 AGOSTO 2003*
- *TUTORA DE TESIS A NIVEL PREGRADO DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI*
- *TUTORA DE TESIS A NIVEL POSGRADO DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI*

6.- PONENCIAS

AÑO	EVENTO	INSTITUCIÓN	PAÍS	TIEMPO
2005	<i>I Taller De Lengua Inglesa Cuba-Ecuador / Ponente</i>	<i>CUJAE</i>	<i>Cuba</i>	<i>14 al 18 Marzo</i>

7.- SEMINARIOS DICTADOS

AÑO	EVENTO	INSTITUCIÓN	PAÍS	TIEMPO
2011	<i>Participación en la red académica nacional de idiomas. Desde el 2011</i>	<i>Varias universidades del país</i>	<i>Ecuador</i>	
2010	<i>Seminario de Integrated skills</i>	<i>Universidad Técnica de Cotopaxi</i>	<i>Ecuador</i>	<i>30 h/c</i>
2008	<i>I Seminario Internacional de Inglés “Developing Learning Strategies”</i>	<i>Universidad Técnica de Cotopaxi</i>	<i>Ecuador</i>	<i>20 h/c</i>
2008	<i>Listening Development</i>	<i>Universidad Técnica de Cotopaxi</i>	<i>Ecuador</i>	<i>30 h/c</i>

Firma

DATOS GENERALES:

NOMBRES: Johanna Elizabeth
APELLIDOS: Alban Taípe
EDAD: 33 años
DIRECCION: Ciudadela el Carmen Norte “Avenida José María Velasco Ibarra y pasaje Carlos Arosemena Tola No. 1- 36”
TELEFONO: 032385141
0986243857
CORREO ELECTRÓNICO: johalban2013@gmail.com

ESTUDIOS REALIZADOS:

Primaria: Escuela San “José La Salle”
Secundaria: Instituto Tecnológico Superior “Victoria Vásconez Cuví”,
especialidad Físico Matemático
Superior: Universidad Técnica de Cotopaxi, especialidad Ingeniería
Agronómica y Licenciatura en Inglés

EXPERIENCIA:

- Ministerio de Agricultura Regional Cotopaxi, Pasantías Pre profesionales Proyecto MAG-PMA Cotopaxi.
- Instituto Tecnológico Superior Agropecuario “Simón Rodríguez”, docente del nivel superior durante 8 meses
- E/S El Triángulo. Administradora, desde hace 8 años
- Unidad Educativa Fiscomisional “José María Veláz”, pasantías pre profesionales año lectivo 2015-2016.

Firma

HOJA DE VIDA

DATOS GENERALES:

NOMBRES: Juan Carlos
APELLIDOS: Cobo Soria
EDAD: 23 años
DIRECCION: Ciudadela Nueva Vida "Illapungo y Dapzama No. 4"
TELEFONO: 032386215
0995098854
CORREO ELECTRÓNICO: juancobo.1992@hotmail.es



ESTUDIOS REALIZADOS:

Primaria: Unidad Educativa Fae N.-5
Secundaria: Colegio Nacional "Primero de Abril", especialidad Químico Biólogo.
Superior: Universidad Técnica de Cotopaxi, especialidad Licenciatura en Inglés

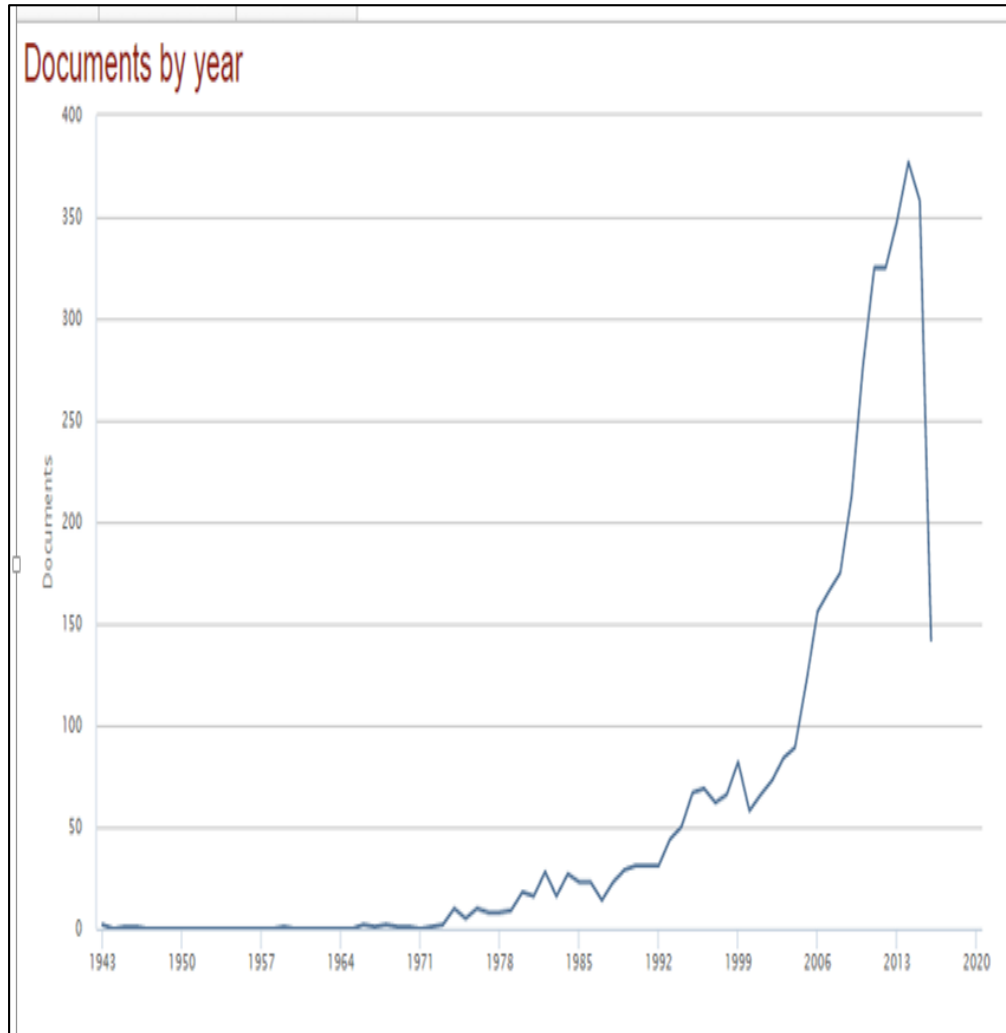
EXPERIENCIA:

- Unidad Educativa Fae N.-5, pasantías pre profesionales año lectivo 2015-2016.

Firma

Annexed No. 2 Graphic of Scopus 2016 that show the time trend of publications about oral skills

Time trend of publications about oral skills



Source: Scopus, 2016

Annexed No. 3 Request addressed to the principal at the Educative Unit FAE No. 5 in order to obtain permission to gather information of students and teachers of the institution.



Universidad
Técnica de
Cotopaxi

UNIDAD ACADÉMICA DE CIENCIAS
ADMINISTRATIVAS Y HUMANÍSTICAS-CCAAHH

Oficio E/CCAYH-00012-2016
Latacunga, junio 14 del 2016

Mayor
Camilo Miño Paredes
RECTOR DE LA UNIDAD EDUCATIVA FAE No.5

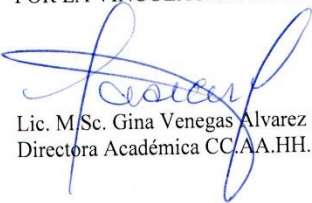
Señor Rector:

A nombre de la Unidad Académica de Ciencias Administrativas y Humanísticas de la Universidad Técnica de Cotopaxi, expreso un cordial saludo; por este medio me permito solicitarle comedidamente se autorice a los señores; ALBAN TAIBE JOHANA y COBO JUAN CARLOS, estudiantes de la carrera de Inglés, apliquen encuestas para recoger información con fines académicos.

Por la favorable acogida que se dé a la presente, anticipo mis sentimientos de consideración y estima.

Atentamente,

POR LA VINCULACION DE LA UNIVERSIDAD CON EL PUEBLO


Lic. M/Sc. Gina Venegas Alvarez
Directora Académica CC.AA.HH.

GVA
rocy




RECIBIDO 15 JUN 2016

Annexed No. 4 Survey addressed to students of the Ninth year of the General Basic Education of the Educative Unit FAE No. 5



**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH MAJOR**

Survey address to students of the ninth year of the General Basic Education at the Educative Unit FAE No. 5

Objective: To determine the limiting factors that affect the development of speaking skill in the teaching learning process of the English language.

Please read each question carefully and answer with all honesty and seriousness of the case, in order to provide useful information for the development of the research.

1) Do you consider that English classes are dynamic?

Always () Sometimes () Rarely ()

2) How often does the teacher use Spanish in English classes?

Always () Almost always () Sometime ()
Never ()

3) Which of the following aspects do the teachers focus their English classes?

Grammar () Oral Activities () Listening Activities ()
Writing Activities ()

4) Do you feel motivated to use English language in oral way?

Yes () No ()

5) How often does the teacher perform activities that allow to develop the students' oral skill?

Always () Sometimes () Rarely ()

6) Which would be the limiting aspects for being unable to speak English?

Lack of vocabulary () Fear of making mistakes () Time ()
Didactic material () Others ()

Which? _____

7) Which of the following activities do you think that help to improve the speaking skill of the English language?

Role plays () Songs () Memorizing of Dialogues ()

Internet Activities () Others ()

Which?

8) How often does the teacher use the English book?

Always () Sometimes () Never ()

9) Do you think that the contents of the English texts help to develop oral communication activities according to your environment?

Siempre () A veces () Nunca ()

10) Do you use the English language outside the schedule of classes?

Yes () No ()

Thanks for your collaboration

Annexed No. 5 Survey addressed to teachers of the English area of the Educative Unit FAE No. 5



**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH MAJOR**

Survey address to teachers of the English area at the Educative Unit FAE No. 5

Objective: To determine the limiting factors that affect the development of speaking skill in the students of the ninth year of the General Basic Education.

1) How often do you use the Spanish language in English classes?

Always ()

Sometimes ()

Rarely ()

2) In which of the following aspects do you focus your English classes mostly?

Grammar ()

Oral Activities ()

Listening Activities ()

Writing Activities ()

3) What motivational activities do you use to promote the use of the English language in oral way?

Games ()

Songs ()

Stories ()

Others ()

Which?

4) Which do you think that would be the aspects that limit the development of speaking skill in students?

Number of students ()

Time ()

Vocabulary ()

Fear of making

mistakes ()

Use of the Spanish language ()

Didactic Material ()

Others ()

Which?

5) What activities do you use to promote the students' speaking skill?

Role plays ()

Songs ()

Memorizing of Dialogues ()

Internet Activities ()

Others ()

Which?

6) How often do you use topics related with the environment of the students in order to promote speaking skill?

Always ()

Sometimes ()

Never ()

7) When do you correct the mistakes in the speaking activities?

During the presentation ()

After the presentation ()

Never corrects ()

8) Do you consider that the text has activities according to the students' environment that help to develop the oral communication in English?

Always ()

Sometimes ()

Never ()

Thanks for your collaboration

Annexed No. 6 Validation of the surveys by MSc. Mercedes Abata professor at the Technical University of Cotopaxi.




**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH MAJOR**

VALIDATION TOOL OF THE STUDENTS' SURVEY

The next questionnaire will be applied in order to determine the limiting aspects that influence in the development of speaking skill in the teaching-learning process of the English language.

Please read each question carefully and mark each item as appropriate. If it is necessary issue suggestions.

QUESTIONS	REDACTION AND CONTENT		RELATION WITH THE OBJECTIVE		SUGGESTIONS (Any suggestion that you consider appropriate)
	Adequate	Inadequate	Adequate	Inadequate	
1. Do you consider that English classes are active?	X		X		Change the word active to dynamic
2. How often does the teacher use Spanish in English classes?	X		X		
3. Which of the following aspects do the teachers focus their English classes?	X		X		
4. Do you feel motivated to use English language in oral way?	X		X		
5. How often does the teacher perform activities that allow to develop the students' oral skill?	X		X		
6. Which would be the limiting aspects for being unable to speak English?	X		X		

7. Which of the following activities do you think that help to improve the speaking skill of the English language?	X		X		
8. How often does the teacher use the English book?	X		X		
9. Do you think that the English texts has activities that contribute to develop the oral communication in English?		X		X	Remove the question
10. Do you consider that the contents of the English text are according to your environment?	X		X		
11. Do you use the English language outside the schedule of classes?	X		X		
Validador Name: Msc. Mercedes Abata Checa					Signature:  <hr/> CC. 050227874-0
Years of teaching experience: 10 years					
Workplace: Cotopaxi Technical University					
Job that performs: Teacher					
Place and date of validation: June 30 th , 2016. UTC					




TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH MAJOR

VALIDATION TOOL OF THE TEACHERS' SURVEY

The next questionnaire will be applied in order to determine the limiting aspects that influence in the development of speaking skill in the teaching-learning process of the English language.

Please read each question carefully and mark each item as appropriate. If it is necessary issue suggestions.

QUESTIONS	REDACTION AND CONTENT		RELATION WITH THE OBJECTIVE		SUGGESTIONS (Any suggestion that you consider appropriate)
	Adequate	Inadequate	Adequate	Inadequate	
1. How often do you use the Spanish language in English classes?	X		X		Change the options of the answers
2. In which of the following aspects do you focus your English classes mostly?	X		X		
3. Do you consider that students are motivated to use English language in oral way?		X		X	Improve writing
4. Do you consider that exist limitations to develop students' speaking skill?		X		X	Remove the question
5. Which do you think that would be the aspects that limit the development of speaking skill in students?	X		X		
6. What activities do you use to promote the students' speaking skill?	X		X		

7. How often do you use topics related with students' environment to promote the speaking skill?	X		X		
8. When do you correct the mistakes in the speaking activities?	X		X		Specify the mistakes of whose are corrected
9. Do you consider that the English text has activities that help to develop students' speaking skill?	X		X		
10. Do you consider that the contents of the English text are according to the students' environment?		X		X	Remove the question
Validador Name: Msc. Mercedes Abata Checa					Signature:  CC. 050227874-0
Years of teaching experience: 10 years					
Workplace: Cotopaxi Technical University					
Job that performs: Teacher					
Place and date of validation: June 30 th , 2016					

Annexed No. 7 Validation of the surveys by MSc. Patricia Mena professor at the Technical University of Cotopaxi.




**TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH MAJOR**

VALIDATION TOOL OF THE STUDENTS' SURVEY

The next questionnaire will be applied in order to determine the limiting aspects that influence in the development of speaking skill in the teaching-learning process of the English language.

Please read each question carefully and mark each item as appropriate. If it is necessary issue suggestions.

QUESTIONS	REDACTION AND CONTENT		RELATION WITH THE OBJECTIVE		SUGGESTIONS (Any suggestion that you consider appropriate)
	Adequate	Inadequate	Adequate	Inadequate	
1. Do you consider that English classes are active?	X		X		Change the word active to dynamic
2. How often does the teacher use Spanish in English classes?	X		X		
3. Which of the following aspects do the teachers focus their English classes?	X		X		
4. Do you feel motivated to use English language in oral way?	X		X		
5. How often does the teacher perform activities that allow to develop the students' oral skill?	X		X		
6. Which would be the limiting aspects for being unable to speak English?	X		X		

7. Which of the following activities do you think that help to improve the speaking skill of the English language?	X		X		
8. How often does the teacher use the English book?	X		X		
9. Do you think that the English texts has activities that contribute to develop the oral communication in English?		X		X	Remove the question
10. Do you consider that the contents of the English text are according to your environment?	X		X		
11. Do you use the English language outside the schedule of classes?	X		X		
Validador Name: Msc. Patricia Mena Vargas					Signature:  _____ CC. 0501574297
Years of teaching experience: 20 years					
Workplace: Cotopaxi Technical University					
Job that performs: English teachers					
Place and date of validation: Latacunga June 30 th , 2016					




TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE
ENGLISH MAJOR

VALIDATION TOOL OF THE TEACHERS' SURVEY

The next questionnaire will be applied in order to determine the limiting aspects that influence in the development of speaking skill in the teaching-learning process of the English language.

Please read each question carefully and mark each item as appropriate. If it is necessary issue suggestions.

QUESTIONS	REDACTION AND CONTENT		RELATION WITH THE OBJECTIVE		SUGGESTIONS (Any suggestion that you consider appropriate)
	Adequate	Inadequate	Adequate	Inadequate	
1. How often do you use the Spanish language in English classes?	X		X		
2. In which of the following aspects do you focus your English classes mostly?	X		X		
3. Do you consider that students are motivated to use English language in oral way?		X		X	
4. Do you consider that exist limitations to develop students' speaking skill?		X		X	
5. Which do you think that would be the aspects that limit the development of speaking skill in students?	X		X		
6. What activities do you use to promote the students' speaking skill?	X		X		

7. How often do you use topics related with students' environment to promote the speaking skill?	X		X		
8. When do you correct the mistakes in the speaking activities?	X		X		
9. Do you consider that the English text has activities that help to develop students' speaking skill?	X		X		
10. Do you consider that the contents of the English text are according to the students' environment?		X		X	
Validador Name: Msc. Patricia Mena Vargas					Signature:  _____ CC.0501574297
Years of teaching experience: 20 years					
Workplace: Cotopaxi Technical University					
Job that performs: English teacher					
Place and date of validation: Latacunga, June 30 th , 2016					