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DEDICATORIA

I lovingly dedicate this work to Mireya Beatriz Alonso Valdez, my mother.

Although she is no longer in this world, her motivation, words, and love were my encouragement to achieve this goal and fulfill my promise to always strive to be better.

AGRADECIMIENTO

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This study would not have been possible without the support of my beloved family.

My mom in heaven, my dad, my husband, my siblings, and my nieces, I owe you this work.
My deepest sense of gratitude to Doctor Wilma Suarez whose guide has led me to reach this goal.

THEME: THE USE OF CULTURE BASED CONTENTS TO ENHANCE THE SPEAKING SKILLS

DEGREE MODALITY: Graduation Project with Applied Research and Development Components

AUTHOR: Licenciada Andrea Alexandra Aguirre Alonso

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EXECUTIVE SUMMARY

The objective of the present research was to determine whether the use of culture based contents enhanced the speaking skills. For this purpose, a research and theoretical background were put together. Chiefly, the research background proved that in south America there is little information and precedents about the inclusion of cultural contents in speaking classes. For the study treatment, the experimental group were high school students from the Cristobal Colon high school. It consisted of 19 students and had both male and female population. The ages of the students from the group ranged from 16 to 18 years old. These students were assessed using the ECCE test (Examination for the certificate of competency in English). The ECCE is a certification which is widely accepted in many countries and in Ecuador it counts with the approval and legal authorization of the Ministerio de Educacion This standardized test provides test takers with a B2 certification according to the Common European Framework of Reference (CEFR). To assess the students' performance, the ECCE Speaking rating scale was the instrument used in both test administrations. To gather data, the experimental group received the same testing format but with different prompts in both pre and posttests. To analyze the information obtained from both the pre and posttests, a t-student test was applied, using the SPSS statistics platform. The results from the t-student test proved that there was a significant improvement by using culture based content given to the students. In addition, a survey with eight questions was

administered. The results from such survey showed positive results confirming that the members of the experimental group noticed the improvement in their speaking skills through the application of culture based content lessons. These lesson plans were custom made for the students, their age and English level. They focused on the discussion of cultural aspects from the students' country and the production of spoken language in class.

CHAPTER I
THE RESEARCH PROBLEM

1.1 Introduction

The current research project with the topic "The use of culture based content to enhance the Speaking Skills" seeks to demonstrate that by using the culture in the learners' EFL classes can help develop their speaking skills more efficiently. Students learn English using class content that may or may not apply to their realities, making it more difficult for students to be able to use what they have learnt in the world which is outside of class. For this reason, the culture based contents seek to help enhance the learners' speaking skills by providing opportunities for them to use real information in real communication interchanges, thus making the class contents more meaningful and practical. In the present study, the author applied a quantitative methodology with an experimental design by using a pre-test and post-test to verify whether there is a significant improvement in the learners' speaking abilities.

This study is distributed in the following way:

CHAPTER I: This chapter mainly focuses on the introduction, justification, and objectives of this study depicting information about the topic and the different aspects of this investigation.

CHAPTER II: This chapter deals with the research background and includes the state of the art, which is a compilation of articles related to the topic of this study, and the literature review, which provides the theoretical part of both variables of the topic.

CHAPTER III: This chapter shows the methodological framework of this study and includes the location, equipment and materials, type of investigation, hypothesis testing, population and sample, information gathering, information processing and statistical analysis, and the achieved results.

CHAPTER IV: This chapter shows the statistical results found in the methodological framework chapter and makes a discussion of them by using graphics and data

CHAPTER V: This chapter encompasses the conclusions of the results, some recommendations for future investigations, and the bibliography and the annexes of this study.

1.2 Justification

The main aim of this research is to define in detail the multiple benefits that culture can offer English language learners. This research considers the learners who struggle with the production of spoken language which does not relate to their realities as well as providing more opportunities to develop a communication-based English Language class using a more personalized and culture-oriented material. In fact, Vygotsky (1968) stated that language and culture are the structure through which reality is communicated, experienced and understood. Language and culture are fundamental elements in the way the learners of a language perceive the world.

Seeking opportunities to include culture-relevant information is every educator's task because by doing this, students have more opportunities to take their learning from the classroom to their lives outside. There is an evident need to adapt class content to a culturally understandable and appropriate one. Students are not provided with enough opportunities to personalize the content learnt and whenever they might be offered this opportunity, the activities include situations or conventions that could be useful in an English-speaking country not in an EFL setting.

The Ecuadorian government efforts to strengthen the foreign English program have led the country to invest in better and more personalized textbooks, with culturally oriented language contents, so that students can feel identified with the class material, aiding in prior knowledge activation; thus, achieving meaningful learning. According to Ministerio de Educación (n.d), there are five domains that are appropriately fit for the national curriculum of education. The first two domains are language and culture respectively. The language domain describes the fact that Ecuador has multiple

cultures inside its territory and because of this there is a considerable number of students who learn English and whose origin is from indigenous cultures in which English is their third language. The second domain refers to the cultural knowledge that teachers must have in order to benefit their English language learners. Changes in the Ecuadorian English language learning curriculum are being made, but the extent of the influence of these cultural adaptations in the students speaking skills is yet to be seen and reported.

The present study aims to demonstrate how the use of culture can help enhance the speaking skills of EFL learners setting a precedent in Ecuador for other researchers to help promote the implementation of culture-oriented material to see improvements in our learners' real spoken communication.

1.3 Objectives

1.3.1 General

- To investigate how the use of culture based content can enhance the speaking skills.

1.3.2 Specific

- Explain the theoretical foundation of the use of culture based content to enhance the speaking skills.
- Evaluate students' speaking skills performance before and after the application of speaking lessons that include culture based content.
- Determine the perception of the students about the implementation of the speaking lessons involving cultural contents.

CHAPTER II
RESEARCH BACKGROUND

2.1 State of the art

In the last few years, there have been studies done abroad about culture based content and its influence in the speaking ability of the learners. Many of these studies have mostly been done in Asia and Europe, yet very little research has been done in South America. The most relevant EFL studies that have similar conditions to Ecuador will be shown on this investigative background.

Menacho-Vargas et al. (2021) conducted a study whose aim was to find the effects of culturally based conversations to develop Peruvian students speaking skills. This research was done by applying the action research method. In this study, the Oxford Quick Placement Test was administered to 158 students and according to the results 100 students were selected as participants for the study. They had all been studying English for five years and their first language was Spanish. Students were randomly divided into two groups. To collect a second data gathering for the study, a speaking test was produced. In this testing instrument, several textbook topics were included and the participants needed to speak about one of the seen in class topics for two to three minutes, the learners' production was recorded for analysis. One third data gathering was done with a speaking post-test. The instrument considered the topics from the textbook. Both of these instruments' reliability was calculated via the Pearson correlation analysis (r = .80). The control group received 10 conversations from a locally produced coursebook. All the conversations were instructed without prior cultural background information. The experimental group was provided with 10 conversations from a global English textbook and culture background information was provided in each conversational class. The data was analyzed by using the one-way ANCOVA test. The results revealed that the experimental group which had culture background information in their conversational classes had better scores than the control group which only received conversational classes without any cultural background, concluding that by providing culturally based information, students can easily learn English and boost their communicative competence in the target language.

Perez et al. (2018) aimed to use the local Barranquilla culture to improve the speaking skills of high school students by exposing learners to the culture whilst the English teaching process is taking place developing speaking skills. This quantitative Colombian study found a missing connection between students' lives and their English classes. The authors considered that by using the local culture they would, therefore, reduce the affective filter in class, making students feel less anxious and stressed at the moment of speaking in English since the information used is a familiar ground for them. 10th grade students were tested to know their levels and the results were shared with all the participants. Then, a 14-question interview was performed to a sample of five students. The results exhibited the fact that culture is important to 42% of the population sample and very important to the 58% of the students. In addition, the interview results depicted the interest of 83% of the population interested in having English classes with the local culture involved in it. 73% of the population said that including culture in their English classes would make it easier for them to speak while the 27% said they saw it difficult to speak English since they considered this skill, their weakness. The authors prepared their own culture-oriented material including grammar and vocabulary in it, so the speaking sessions became easier and more comprehensive for them. The activities were shown in a progressive way, so that this could allow students to work at their own pace. The authors concluded that an hour a week of cultural exposition in the target language would be of great advantage. Furthermore, they recommended that students should have exposure to the language by having the opportunity to talk to a native English speaker or a Colombian citizen who speaks English as well.

Kenza (2019) examined the possibility that EFL learners could enhance their speaking skills by being culture aware. This Argelian qualitative study used two questionnaire instruments, one for the students and the other one for the educators. The study was performed in 41 second year university students and the responses were randomly selected. The students' questionnaire was distributed online via Facebook and included 15 questions from which two belonged to their personal profile, four questions about their speaking skill and nine questions about their cultural awareness. The findings from the students' questionnaires clearly describe the need to integrate culture in the English language class. The findings from the teachers' questionnaires demonstrate that teachers need to investigate culture and its features to better teach their learners. In addition, they

mentioned that knowing a language is also knowing culture. Both teachers and learners are conscious about the need for culture to improve their speaking skills. The author recommended not to teach language and culture separately, but to include it in context. Cultural awareness needs to be developed, and it can be done through social media, books or movies. One final recommendation made is that teachers should include more authentic and up-to-date materials to ease the learning of culture and English in the students.

Saraswati et al. (2018) examined the role of culture in an English-Speaking class. In this Indonesian qualitative study, the data was collected through observation, interview and documentation study and the results were validated with the triangulation technique. The research study uses the interdisciplinary approach given the fact that it seeks to integrate speaking skills with culture. The data was collected with an interview instrument, and it was analyzed with the interactive model, comprising data reduction, data presentation, and verification. The study found that the knowledge of foreign and local culture aids in providing learners with understanding about meaning and culture mediation in English. It also mentions that students are likely to ask for similarities between what is seen in the coursebook and what it is, what it represents or the equivalent in their local culture. The study additionally mentions that speaking classes teach the learners how to behave in a country where English is the first language, but they certainly do not include in the coursebooks whether this way of acting is okay in their native culture.

Suranto et al. (2020) aimed to investigate in depth the strategy of teaching speaking through culture. This Indonesian quantitative study included 90 senior students from an Indonesian high school. The data was collected through observation, interview, and document study. The interviews were applied to both teachers and students using the same questions but in separate places to get real information. To see what happened in the classrooms, one of the authors did a class observation in addition to examining the syllabus and the teacher's lesson plan. All the class observations were cam recorded to be later analyzed by the researchers. In order to ensure the results of the data collection, a triangulation method was used. Based on the interviews and class observations, the teachers did well in instructing some cultural background knowledge before presenting the speaking class. This was done by presenting the three dimensions in culture: cultural

knowledge, cultural awareness, and cultural competence. The study concluded that the method that the teacher uses is paramount to reach meaningful learning in the students.

The research of Margianti et al. (2020) was done based on the questioning about whether the local culture has an influence over the learners' speaking skills. The research was done with an experimental design in which there were nine students to sample, and this did not have a control group. The limitation of this Indonesian research project was the cultural topic addressed in the speaking classes of the experimental group. The topic which was addressed to the students was the local Indonesian gastronomic culture. The sample population included nine seventh graders who were given a pre and a post test of a speaking assessment instrument. The sampling method used in this study was the convenience sampling one which happened accidentally since the initial sample was expected to be of 26 students, due to the Coronavirus pandemic it only included nine students who were at the right time and place of the research. Because of the Coronavirus pandemic, the post-tests were administered to the nine students via online and not in presential classes like the pre-test. The outcomes of this study were analyzed and revised based on a T-Student test. According to the results, in this research there is an improvement in students' speaking ability but it does not represent a meaningful difference.

Basalama (2018) aimed to study the effects of local culture in the speaking classroom and how it can significantly affect the students' speaking ability. The data for this study was gathered through surveys, a small-scale implementation of the model in class and two focus group interviews, one with sixty-three students and the other one with several EFL teachers. The study revealed that by adding the local culture into the learners' speaking classes influences their speaking willingness as well as preserving the students' autonomy in their learning process. This research had three phases which were pre-implementation, implementation and evaluation. The pre-implementation phase was about coming up with a needs analysis while the implementation phase included the small-scale implementation in the classroom which were conducted in two separate classes. During the latter, class observations were performed and teacher feedback was given to the learners. The evaluation phase included students' surveys. These surveys asked for the students'

insights of the teaching model before and after the small class implementation. In addition to the surveys, focus group interviews were delivered with the learners and their two teachers. The new small class implementation model was called "Expressing your speaking through your own cultural tradition". The topic covered in the implementation was related to the local sweets of the area and were considered as authentic materials for the study because students would be the one to choose which local culture sweets they would present. These presentations were arranged thoroughly by the students, they needed to find the vocabulary words, phrases and sentences needed for their three-to-five-minute presentations. The study considered the possibility of students' memorizing their part, therefore some tasks like tutoring hours and corrective feedback were provided. The results prove that most students showed confidence at the moment of speaking. 89% of the participants' sample showed they felt confident when speaking to their teacher and 92% of the students say that the small class implementation procedure has helped them speak confidently in English.

Nurmaisyah (2020) stated in his qualitative research the kinds of cultural dimensions and the effects of cultural interference in a speaking class through the application of a book on cultural values called "Impact values book". The participants were handpicked considering their cultural knowledge in their speaking classes. The 15 subjects were interviewed in focus groups or individually and were taught the cultural dimensions in their speaking class using the book of values provided from the beginning of the research. These students were video recorded whilst the interviews were taking place at the University of Alauddin. The data collected from the individual and group interviews was analyzed through discourse analysis and was related to the literature review and previous research articles. The selected students were asked to share their insights about how they integrated their own culture into the target language. The results of the discourse analysis showed that cultural interference appeared while the participants were speaking and their motivation to speak in English increased, proving that while making remarks on cultural aspects, students feel more confident at the moment to speak using the target language.

Kamilah et al. (2019) studied the impact of local culture in the learners' speaking ability using a storytelling Indonesian book, called "Big Book". In this book, local culture stories

are depicted and the readability of them is adapted according to each level of the learners, following the Common European Framework of Reference (CEFR). This mixed-methods study aimed to find out whether the participants improved their speaking skill with the application of "Big Book". There were 30 students who were part of the project mentioned that the use of the storytelling book improved their knowledge about their culture, but they did not realize about the improvement in their speaking skills. Both the quantitative and qualitative data were collected through observation, a questionnaire, and interviews. The quantitative data was collected through scores following a speaking rubric based on fluency, grammar, pronunciation, vocabulary, and content. The qualitative data was gathered through interviews from some students based on their levels of aptitude for speaking, hence having high, middle and low achievers. The quantitative data showed an improvement in the participants' speaking skills, the observations showed that 79% of students knew their knowledge on their culture had increased, as well as 93% of the participants who mentioned the storytelling book added moral values to their learning process. The qualitative results proved that their English vocabulary and pronunciation helped improve the students' speaking ability.

Boromisza-Habashi et al. (2018) studied the importance of culture in public speaking in the United States. The foundation of this research study was based on the theory that culture is associated to public speaking and to the pedagogy of teaching it. The objective of this study was to demonstrate how the participants can reduce their anxiety levels whenever they are speaking in public through the presentation of real and meaningful experiences. The authors believe that public speaking has a deep cultural value for language socialization. The cultural discourse theory states that what is taught to the learners affects positively the practices of discourse and this makes the language circulate all around the world beyond social and linguistic barriers. There were two research methods used for this study. One was an ethnographical study performed in the University of Colorado about the importance of culture in public speaking in the U.S. as well as the reach of this public speaking worldwide. The data collected from this study was in narrative and was gotten from focus group discussions. The second study data included the self-evaluation videos the participants had to record and upload to YouTube. These videos were instructed by the participants' teachers and had to have the most relevant information from the course and recommendations for future students of the program. In

these studies, 371 participants were part of this research study. The data was analyzed using an axial coding and the features of narrative from Labov and Waletzky. With the isolation of the information from the interviews, the authors were able to reach conclusions in regards of cultural values and public speaking. The results of this study showed there was an emphasis on culture in regards of the growth, goals and success of the subjects.

The quasi-experimental private study of Aubrey et al. (2021) focuses on the inter and intra cultural treatments of Japanese university students in an EFL setting. A pre and a post questionnaire were administered to the two treatment groups. A total of 84 participants were involved in this research, from this group, 63 students were Japanese and 21 were international students. The experimental group included Japanese students who were assigned oral tasks with either another Japanese student or an international student while the control group did not perform any of the tasks. The authors administered a background questionnaire to all the 84 participants and the results showed that their inter-cultural experiences with their peers helped improve their English-speaking abilities. The data gathered from the questionnaires was analyzed by using SPSS version 23 and AMOS version 22. The findings presented in the study show that the learning of a target language along with its inter-cultural contact was significantly related to communicating with others worldwide as well as interacting with other advanced speakers. The results also showed that Japanese students had a consistent good attitude towards English speakers but they were still not aware of how to use English in a real-life environment.

Azimzadeh et al. (2020) aimed to prove the relationship of the individual's willingness to speak, their cultural identity and their speaking proficiency in English. For this research, 215 Iranian participants of ages ranging from 16 to 35 years old were involved and their selection of the participants was done using convenience sampling and their cooperation with the study was voluntary. The authors needed to get quantitative data, so they opted to use the "Home Culture Attachment Scale" and the "Revised Version of Willingness to Communicate questionnaire ". In addition, to assess the participants speaking ability, the Cambridge practice tests for IELTS were used. The data of the questionnaires was

analyzed using SEM to show to what extent the variables were related with each other. In addition, a Pearson correlation analysis was used to confirm the results. The findings of this research study demonstrated a positive connection between the cultural identity and the willingness of the participants to speak as well as proving that the English-speaking proficiency had also improved. Furthermore, the study includes the premise that cultural attachment aids in the improvement of English-speaking scores and their readiness to speak using L2.

Dân et al. (2018) reported on their study the influence of the Vietnamese local culture on their English-speaking abilities. For this research, 100 Freshmen participants were involved and from this group, 7 students were selected to be interviewed and were asked to fill in some questionnaires. These questionnaires were designed in five-point Likert scales and had two parts, the first being about personal information about the participants and the second part included 29 questions which focused on the cultural obstacles at the moment of speaking English. The results of the questionnaires were analyzed using SPSS and its reliability was proven with Cronbach's Alpha. The interviews, on the other hand, were used to gather information and discover the viewpoints of the participants regarding their culture and their speaking abilities in the L2. The information provided by the participants was translated into English and was later analyzed using discourse analysis. The findings of this study proved that the participants' Vietnamese local culture affect in a negative way the students' speaking ability in the L2. The cultural impediments to speak English drawn from the study were face saving, high context communication, conflict avoidance, interdependent attitude, hesitation and timidity.

Thao et al. (2018) revised in their study the relationship between language and culture in the Vietnamese EFL context. The sample included 160 English major students and asked them about the role of culture in their English language learning skills. The data collection instrument used was a questionnaire whose reliability was proven using Cronbach's Alpha which was greater than 700. The data was processed using the SPSS software and further analyzed using descriptive statistics. The findings stated that students have a positive learning attitude whenever language and culture were integrated. In addition, the

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participants agreed that both the home culture and the target culture should be included in their English language learning instruction.

Bermudez et al. (2019) studied the social and cultural factors that affect the Nicaraguan students ability to speak English. This mixed-methods study was conducted in a public school and included a sample of 30 eleven graders and 1 English teacher. For this purpose, class observations guides, questionnaires and an interview to the teacher were implemented to collect data. The findings of this study stated that the students are not aware of the influence that the social and cultural factors of their own culture have regarding their English-speaking skills. The authors state that "learning a new language is learning a new culture, too" and the participants from this study do not have the best learning environment to especially develop their speaking skills in the L2. The research also states that the Nicaraguan government through the Ministry of Education should provide the necessary technological tools for the public-school students to facilitate more resources to improve their English language learning. One last statement from this study mentioned that because of the socio-economic factors, the participants' EFL Learning is directly affected given that they do not have the sufficient resources to access to more information.

Husna (2019) investigated the relationship between the students' lack of willingness to speak in the EFL classroom and a cultural perspective. The data was collected through observation and the spoken performance of the participants during a speech whose topic was previously assigned by the lecturer. Based on the performance of the students' speech, a rubric with accuracy and fluency criteria was used. The findings showed that the reluctancy to speak mainly happened due to the student's limited range of vocabulary words. In addition, the anxiety shown during the speeches was an additional variable that influenced in their willingness to speak in the L2. Regarding the results of the speaking performance, there was an evident improvement especially in the grammatical aspect of their discourse. Despite of the students' making mistakes whilst speaking, this did not halt their communication. This improvement on the speaking ability to communicate in the L2 happened due to the project work in which students were taught to practice negotiating with meaning, were exposed to more speaking tasks, were set in an amicable

environment, and were provided strategies to make themselves be understood in the target language. As a result, the authors state that the relationship between the participants' cultural background and their reluctancy to speak English did not really affect the students' speaking performance.

Ghavamnia (2020) aimed to study the intercultural communicative competence amongst Iranian students. The author states that currently EFL teaching practices have shifted from teaching communicative competence to including culture with the objective of developing communicative competence. This study focused on the teachers' insights regarding the involvement of culture to improve EFL learners speaking skills. In this study, 10 Iranian non-native speakers of English with a PHd degree in Applied Linguistics were selected non-randomly and were interviewed and asked to fill in a questionnaire based on a 5 point-scale. The data collected from the recorded interview was transcribed to later be analyzed using discourse analysis. The close-ended questionnaire results were calculated using the SPSS software. The findings of this study indicated that the Iranian EFL teachers found several hurdles which impede them to teach culture in their English classes, they also mentioned that their main priority and concern would always be the speaking skills of their learners and they admitted that to a certain extent teaching culture could help their students get communicative competence.

Fadilah (2018) stated in her study that the willingness to communicate in English amongst non-native Indonesian speakers relied on four main competences which were described as social and classroom context, linguistic competence, individual differences, and cultural context. The cultural context of the participants did not help improve the communication. This qualitative study selected and categorized 8 participants according to their English proficiency level. They had all studied English for almost 11-12 years. The data was collected with an introspective journal, a face-to-face semi-structured interview and an online interview. The data analysis was performed in different ways. The journal writing used open coding to find possible categories and find relationships among variables. The data from the interviews was transcribed and later analyzed using axial coding. This study reported that participants took their time to answer and some feared to get negative feedback whenever they were called to participate. In general, the

Asian students' culture is likely to have a slow response time in general terms, and this delay in the response corresponds to a cultural characteristic of them, not a reflection of passivity or fear. Learners who preferred to be quiet during the whole class were low English proficiency students, who later felt more confident to speak whenever they were given more time to do so.

Anjos (2019) studied the overvaluing of English speakers' language and culture and how this can affect the willingness for non-native Brazilian speakers to use the target language. This ethnographic research was conducted using the mixed-methods approach. The data collection instruments used were interviews, questionnaires and class observations. In this study, 91 undergraduate participants were selected to take part in this study and during the interview they were asked 5 questions that included the comparison of their native language versus the target language, their native marked accent when speaking in English and whether they should imitate the native speakers' accent or not. The findings of this study showed that only 18% of the participants thought of English as a superior language in contrast to their native Brazilian language and 5% of the sample mentioned they should the hegemonic culture accent. There is a final recommendation for teachers of the target language, and it mentioned that as educators, they should do something to teach their learner's that using Brazilian English is not wrong because that is their culture.

Tinch (2021) remarked in her study the complexity between home culture and the motivation to speak amongst adult learners in an ESL context. This Lithuanian research explored the impact that home culture has on adult ESL learners in the United States. This qualitative study used data collection instruments such as a classroom brainstorming and ranking activity, a questionnaire, and interviews of current and former students to help the author understand the varied viewpoints of the participants who were mostly over the age of 18. The analysis of the collected data was done using constant comparison, pattern level analysis and triangulation. The author reached the conclusion that L2 and the cultural interest were paramount for English language learning. The role of the community and the home culture plays an important role on the learners' decision to achieve English fluency. If they find in their family and home culture obstacles to learn English, adult learners will tend to get some distance from their relatives and join

communities of individuals who have the same learning objectives or that share the same target culture.

Literature review

Independent Variable: Culture based content.

The present research focuses on the use of culture to enhance the speaking skills. This independent variable follows the key categories listed below:

- English language teaching methods.
- Communicative language teaching approach.
- Content and language integrated learning.
- Culture based content.
- Cultural aspects.

English language teaching methods

According to Ur (2013), despite of the fact that we are living in a post-method era (Kumaravadivelu 2006, as cited in Ur, 2013), the term English language teaching methods is still the dominating concept in use, included in teaching courses and in English language teaching literature. Furthermore, Renau (2016) states in her article that in order to fulfill learners' needs, English language classes need to be adapted including different strategies and methodologies.

Communicative language teaching approach (CLT)

Spada (2007) states that the Communicative language teaching approach is the most significant approach in second and foreign language teaching scenarios right after the method known as the audio-lingual method. In addition, Spada mentions that CLT is a representation of the endeavor to depict the ways in which the meaning and form of language can be associated with different areas of English as a second or foreign language education.

Content and Language Integrated Learning (CLIL)

Marsh and Frigols (2012) mention that CLIL has a double focus in regards of the educational approach in which learners are taught additional vocabulary words for learning not only content but also language. Marsh and Frigols also state that CLIL includes the use of supportive language methods that lead to authentic learning in which both the topic and the language are addressed. CLIL is considered a holistic approach which interacts with the foundation of the constructivist and the second language acquisition theories.

Culture based content.

Zhao (2019) mentions in her research article that teaching English in a cross-cultural communicative environment needs the adaptation of the teaching content, the inclusion of the traditional culture in the English teaching content and the scientific arrangements of its content. In order to achieve this, it is required that the creators of the culture based content have a clear understanding of the essence of the traditional culture… Furthermore, Zhao reports that the teachings of the traditional culture can help in excelling the learners' language practice.

Cultural Aspects.

Kramsch (1993) states in her publication that the cultural aspects of language follow the 4 F's, which represent facts, food, folklore, and festivals. Kramsch adds that in order to have a fully developed cultural learning, it is required to include both general and specific aspects of culture.

Dependent Variable: Speaking skills.

The present research focuses on the speaking skills as a dependent variable, directly connected the items listed below:

- English language skills.
- Productive skills.
- Speaking subskills.

- Process to develop a lesson plan based on speaking skills.
- Assessment criteria for the speaking skills.

English language skills

Linse and Nunan (2015) state in their book "Practical English language teaching" that the English language skills are normally divided into receptive and productive ones. Being speaking and writing the productive skills since these are created by the learner.
 Furthermore, the listening and reading the receptive ones as they are presented to the learner. The researchers also mention that it is important to recognize which skill refers to each medium. The aural medium is listening purely, the written medium is reading and writing, and the speaking skills refer to the aural and oral skills. (p. 24, 48)

Productive skills

Harmer (2007) expresses his concern about separating the four skills and suggests a multi-layer structure in which all skills can interconnect as in tandem (Hinkel 2016:113, as cited in Harmer, 2007). Harmer also mentions in his book " The practice of English language teaching" that whenever learners produce language and realize the outcome of that information just said, it is a direct feedback to their learning acquisition of the language. Speaking along with writing, for Harmer, are considered activation skills of language. (p. 26, 265-267)

Speaking sub skills

According to Munawarah, Kasim and Daud (2018), Speaking is compounded by grammar, pronunciation, fluency, comprehension and vocabulary and these sub skills need to be assessed whenever a speaking test is conducted.

Process to develop a lesson based on speaking skills.

Farida (2018) states that a teaching lesson plan is written based on the curriculum to meet the objectives set in it. In the same way, Richards and Bohlke (2011, p. 35) add that

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planning a teaching lesson plan is paramount to have a competent teaching-learning environment.

According to Zhao (2018) It is essential for educators to comprehend the idea of communicative competence (Canale and Swain 1980, as cited in Zhao, 2018) since the communicational competency is considered a foundation of a language learning objective, leading the teaching-learning process and at the same time encouraging assessment criteria. Canale and Swain (1980) also add that communicational competency is something to be always included as a speaking lesson objective, thus aiding educators regarding lesson planning, and providing support for learners aiming to enhance their speaking skills.

Assessment criteria for the speaking skills

Ginther (2013) outlines in her publication that to assess speaking, teachers need to either observe a live speaking practice or observe the learners' speaking development through any existent type of evaluation. Likewise, Ginther adds that speaking assessments need to include numeric values to the speech characteristics normally, in the shape of a scale. The latter is a representation of the range of the speaking assessment. The values which the scale will include relate to the test takers' performance levels. (Crocker and Algina 1986, as cited in Ginther, 2013)

This research will use the Standardized test of the Michigan University for the CEFR B2 certificate using the ECCE (Examination for the certificate of competency in English). This test complies with all the assessment criteria mentioned by Ginther in the requirements every speaking assessment instrument must include.

CHAPTER III

METHODOLOGY

3.1. Location

The study was developed in Cristobal Colón high school in the South of Guayaquil. This institution has 111 years of functioning, has graduated six former presidents, three vice presidents and several national and international athletes. It is recognized for its catholic formation as well as the extensive academic efforts the Salesiana Community has done to keep up with the latest technological trends, well-prepared teachers and tutors and properly conditioned classrooms. The student population of this study were in their senior grade, ages 16 to 18. The classes were administered in a presential way with the national authorization and clearance for students to return to their classroom with masks and the three-vaccination plan imposed by the government and the health regulation authorities in Ecuador.

3.2 Tools and Techniques

The classes were performed in a presential way. For this purpose, mainly the following equipment and materials such as a computer, a projector, internet connection, lesson plans, ECCE speaking prompts and the ECCE speaking rating scale were used.

Table 1

TECHNOLOGICAL TOOLS

Tools	Function
Google forms	App for the administration of the surveys.
Google slides / Microsoft power point	App for the presentation of the class objectives and class activities.
YouTube	Platform to show videos in class or as an assignment

3.3 Research approach

The current study applied a quantitative research methodology, and its design was an experimental one. The quantitative method of research helped the study to measure, collect and statistically analyze the data. This research study applied a pre-test, a post-test, and a survey to get numerical data. The pre and post-test were the ECCE Speaking Mock Tests (CEFR B2). Both tests had the same stages, but the topics were different. The rubric used was the ECCE Speaking official rating scale.

The experimental design was used in this study. Currently there were two courses which receives the same class from the same teacher, so the allocation of the members of each course was done by the school, hence the researcher used the already assembled groups. Being one course, which represented the control group and the other one the experimental group. The first group received classes with the same methodology they were used to. The second group received classes including culture based content in their speaking lessons. The pre and post-test aided this study to reasonably conclude that the study brought the expected changes.

3.4 Hypothesis - scientific question - idea to defend.

In this study, the implementation of culture based content was implemented to enhance the learners' speaking skills. Experimental research was conducted using the instruments gotten from standardized test as the ECCE (Examination for the certificate of competency in English) to gather and evaluate the performance of the learners in the experimental group.

The hypothesis that the present research intended to verify consisted of the following: Authentic Hypothesis: There is statistically meaningful difference between the pre and post test scores in the students speaking skills having used culture based content in their lessons.

Null Hypothesis: There is no statistically meaningful difference between the pre and post test scores in the students speaking sills having used culture based content in their lessons.

3.5 Population or sample

This research study was at Cristobal Colon high school, a private educational institution of Guayaquil, Ecuador. There were 39 students on their senior grade who were part of this study. The school had already assembled the groups. The control group and the experimental group almost had the same number of learners. The ages of the students from both groups ranged from 16 to 18 years old and the population was mostly male.

Table 2

POPULATION TOTAL

Participants	Population	Percentage
Men	27	30.7%
Women	12	69.2%
Total	39	100%

Table 3

EXPERIMENTAL GROUP (THIRD BACH – PARALLEL A)

Participants	Population	Percentage
Men	12	63.1%
Women	7	36.8%
Total	19	100%

Table 4

CONTROL GROUP (THIRD BACH – PARALLEL B)

Participants	Population	Percentage
Men	15	75%
Women	5	25%
Total	20	100%

3.6 Data collection

In this research study, a pre-test, a post-test, and a survey were the instruments used to collect data. Being the pre and posttests scored using the standardized speaking rating scale from the ECCE Speaking Section. The survey was the second instrument to collect the insights of the students. The survey was revised by three highly qualified teachers from Universidad Tecnica de Ambato whose approval is shown in the Annexes section. The data collection plan and the administration of the instruments are detailed below.

Table 5

DATA COLLECTION PLAN

Basic questions	Explanation
1. For what?	To achieve the research objectives
2. To whom?	Senior Students from a private Highschool in Guayaquil
3. About which aspects?	The use of culture based content to enhance the speaking skills.
4. Who?	The researcher
5. When?	2022
6. Where?	Cristobal Colon High School
7. How many students?	19 students
8. What kind of instruments?	Pre-test, post-test and survey
9. In what situation?	In a presential classroom environment

Table 6

TECHNIQUES, TESTING, AND DATA GATHERING INSTRUMENTS.

Techniques	Instruments
1. Speaking Pre-test	ECCE Speaking Sample Prompts and the ECCE Speaking Rating scale
2. Strategy implementation	ECCE Speaking Rating scale

Techniques	Instruments
3. Speaking Post- test	ECCE Speaking Sample Prompts and the ECCE Speaking Rating scale
4. Survey	Questionnaire which includes 8 items

Test: According to Brown (2004), a test is a way to measure the ability and performance of a person in a specific domain. A test is an instrument that intends to challenge the test takers to demonstrate their abilities and knowledge performance. The present study contains two tests, the assessment criteria and Sample prompts from the ECCE Speaking Section of the Michigan Language Assessment Unit. Therefore, the prompts and the rating scale from the ECCE Speaking Section were the instruments which were used in this study to get the individual scores about the students' own performance and improvement in their English-Speaking Skills.

Survey: Scheuren (2014) states that a survey is a method used to compile information from a sample of individuals. He also mentions that such sample represents a small portion of the total population being studied. The size of the sample is directly proportional to the total population. Scheuren adds that the same questions are asked for all the sample population. The objective of the survey of this study was to gather information from this selected population. In this present study, a survey with 8 questions was conducted to the experimental population, asking for insights about the classes they received and whether they realized there had been an improvement with their speaking skills.

Rating Scale: Andersen (1997) reports that a rating scale is a structure based on a separation of many parts which are neither flexible nor temporarily independent. The term "Rating scale" was created since the response criteria is scored in such way that the total score of the items in the criteria are scored according to the scale. Of course, Anderson explains that the rating scores are equally proportional. The rating scale applied in this study was the one that the Michigan Language Assessment Unit provides for the ECCE Speaking Section of the test.

Figure 1

ECCE Speaking Rating Scale Score 1 (Below Standard)

Note. Rating scale for the ECCE (Michigan Language Assessment, 2021)

Figure 2

ECCE Speaking Rating Scale Scores 2 (Below Standard) and 3 (Standard)

Note. Rating scale for the ECCE (Michigan Language Assessment, 2021)

Figure 3

	Overall Communicative Effectiveness	**Language Control & Resources**		**Delivery/ Intelligibility***
		Grammar	**Vocabulary**	
5 Exceeds Standard	**Conveys** information and ideas, and asserts a viewpoint very comprehensibly **Expresses** ideas readily, including details and complexities **Sustains** talk quite independently without interlocutor support **Understands** interlocutor speech without grammatical or lexical simplification at normal pace **Highly Interactive Participant:** often spontaneously elaborates on new topics and can contribute substantially to topic development; self-initiates topic commentary and easily initiates exchanges	• Minor occasional errors do not impede comprehensibility • Shows functional control of grammar	• Sufficient productive vocabulary to convey ideas with some precision, though occasionally uses words not quite on target • Range of vocabulary conveys some subtlety of expression and stance on a topic	• In both interactive context and longer utterances, speaks at a reasonable rate with infrequent pauses • Voice and intonation contribute positively to intended meaning and tone/tenor of the interaction • Features of L1 are evident but deviations in sounds and stress rarely create misunderstandings
		• Sufficient linguistic resources combine with cohesive devices to create an interactive participant with some independence		
4 Exceeds Standard	**Conveys** information, ideas, and viewpoint comprehensibly **Expresses** ideas generally and with some supporting details **Sustains** talk, usually without interlocutor restating or clarifying details **Understands** interlocutor speech at normal pace **Active Participant:** spontaneously elaborates and contributes to topic development and shows involvement in interaction; self-initiates topic commentary and initiates exchanges	• Some errors occur but rarely impede comprehensibility • Shows functional grammatical control with pauses mainly at phrase/clause boundaries	• Shows productive control of a range of vocabulary though does not always use the exact "right" word • Self-corrects and paraphrases to convey intended meaning • Shows some awareness of register or appropriateness of certain words	• In interactive context, speaks at a reasonable rate with infrequent pauses • In longer responses, pausing is more noticeable • Voice and intonation contribute positively to intended meaning • Features of L1 are evident but deviations in sounds or stress do not interfere with communication or result in many misunderstandings
		• Lack of sufficient cohesive devices (grammatical and lexical) causes some awkwardness		

* Pauses (filled and unfilled) and hesitations referred to are those that appear to be due to lack of language rather than those needed occasionally by any speaker to conceptually plan what one wants to say.

ECCE Speaking Rating Scale Scores 4 (Exceeds Standard) and 5 (Exceeds Standard)

Note. Rating scale for the ECCE (Michigan Language Assessment, 2021)

3.7 Information processing and statistical analysis

This study applied a T-student test to process information of the pre- and post- tests administered. Both the test results and the survey results were used to discuss the analysis and the interpretation of results from the learners. The researcher used the IBM SPSS statistics software to enter the information gathered from the experimental group and later process it to determine the statistics and draw conclusions based on them.

3.8 Experimental design

The experimental design process implemented in this research is shown below.

Figure 4

Experimental design
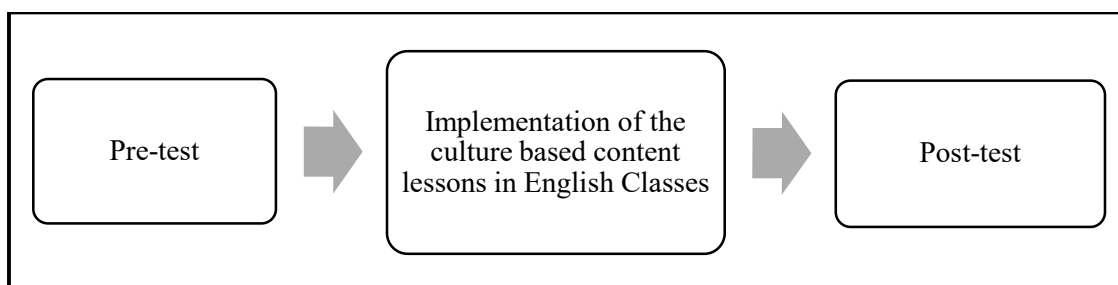
The process for the elaboration of the present study is detailed in steps which are listed below:

1. The pre-test was administered by the researcher, following the speaking prompts provided by the University of Michigan and then scored using the Speaking criteria stated in the standardized rating scale from the ECCE.

2. During the classes, the researcher implemented different grouping methods.

3. The researcher presented a video, a brainstorming session, a class roulette with questions or discussion questions eliciting participants' answers.

4. There were various assessment methods implemented in class. There were four forms of assessment and three main class activities which aided in the development of this research. Those were self-assessment, peer-assessment, teacher-student and student-student interviews, round table discussions, and web quests with live class reports.

5. The feedback provided in the lessons was formative, yet the scores of the post tests were the only ones which were socialized with the experimental group members.

6. Once all the planned lessons were over, the researcher proceeded to administer the posttest to each one of the participants of the experimental group.

7. As soon as the post-tests sessions finished, the researcher gave formal summative feedback to each member of the group.

8. Next, the researcher surveyed the perceptions of the learners from the corresponding experimental group regarding the use of culture to enhance the speaking skills.

9. Finally, the results made it possible to draw the conclusions based on the analysis between pre and post-tests.

3.9 Response variables or results achieved.

Learners from the experimental group were assessed using the same standardized ECCE Speaking rating scale for both pre and posttests in person-to-person evaluations. The duration of the tests ranged from 10 minutes minimum and 15 minutes maximum. In these tests, learners were assessed on their communication effectiveness, language control, and delivery and intelligibility using the ECCE Speaking Rating Scale. Since all the response variables were consistent with the experimental group in both the pre and posttests, a T-Student test was administered to compare results.

3.9.1 T-Student Test

The research was developed with the experimental group to observe the results of this study, taking into consideration the results of the pre and post-tests to define whether the application of culture based content enhanced the speaking skills of the sample population or not. Therefore, in this study, the T-Student was the most appropriate test to be employed since there are two independent samples with a similar variability measure (variance).

Hayes (2021) states that a T-test is used to determine whether there is a meaningful difference between two sets of data. A T-test allows the author to evaluate the hypothesis and help compare the average values between two sets of data.

Ary, Cheser, Sorensen, and Razavieh (2010) express that using a T-test for independent variables have two types of calculation which are the correlated, or the paired t-test. The researcher used correlated t-student test adding the information in the SPSS application which stands for Statistical Package for the Social Sciences Software to develop the statistical analysis.

Table 7

FORMULA FOR CALCULATING THE T-TEST

Formula	Where
$$t = \dfrac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$	$t = t$ radio $\bar{D}$ = average difference $\sum D^2$ = different scores squared, then summed $(\sum D^2)$ = different scores summed then squared N = number of pairs

In the following table, the significance level of the dependent t-Student test is shown.

Table 8

SIGNIFICANCE LEVEL OF THE T-TEST

Significance level	Percentage of confidence
$\alpha = 0{,}05$	95% of reliability

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research question 1

The first research question aims to explain the theoretical foundation of the use of culture based content to enhance the speaking skills. As per stated in the literature review in this research, the criterion for culture based content includes English language teaching methods, the integration of content and language in the learning process as well as the cultural aspects that every person needs to be acquainted with. The criterion for the speaking skills variable consists of the definition of English language skills, identification of the productive skills, listing of the speaking sub skills, the process to develop a lesson based on speaking skills and the assessment criteria required to evaluate speaking skills.

4.2 Research question 2

The second research question wants to evaluate students' speaking skills performance before and after the application of culture based content to improve the speaking skills. The criterion to gather the data and evaluate the learners' test included all the speaking sub skills such as fluency, vocabulary, grammar, and pronunciation. In the rating scale provided for the ECCE, the criterion was summed up as overall communicative effectiveness, language control and resources, and delivery and intelligibility. The researcher gathered the results for both pre and posttests to ascertain the significant statistical difference between both scores.

Table 9

EXPERIMENTAL GROUP PRE AND POST TEST SCORES

Student	Pre-test Score	Post-test Score	Minimum Passing Score	Standard Scores
1	24	28	28	40
2	13	19	28	40
3	37	37	28	40
4	19	22	28	40

Student	Pre-test Score	Post-test Score	Minimum Passing Score	Standard Scores
5	30	31	28	40
6	31	32	28	40
7	20	23	28	40
8	25	27	28	40
9	30	30	28	40
10	35	34	28	40
11	33	34	28	40
12	21	24	28	40
13	36	36	28	40
14	26	27	28	40
15	29	29	28	40
16	22	30	28	40
17	25	24	28	40
18	33	33	28	40
19	19	22	28	40

Table 9 shows a detailed description of each learner's results, the minimum score to achieve the B2 certification and the maximum standard scores for the test. Being the minimum score of 13 and a maximum score of 37 in the pre-tests. Whereas the posttests show a minimum score of 19 and a maximum score of 37.

RQ2: Is there significant statistical difference between the results of the tests administered before and after the application of the culture based content to enhance the speaking skills?

This question determines the differences between the learners' initial speaking skills and their skills post the application of the classes with culture based content. To statistically describe the differences amongst these two scores, the following descriptive chart states the mean scores of the pre and posttests.

Table 10

DESCRIPTIVE ANALYSIS OF THE PRE AND POSTTESTS

		Mean	N	Standard deviation	Mean standard error
ECCE speaking test	Pre-test	26.736	19	6.51	6.69
	Post-test	28.526	195.04	5.04	1.53

Table 10 shows the scores of the members of the experimental group for both the pre and posttests through the application of the ECCE speaking test. This test targets learners to get the B2 level according to the Common European Framework. For statistical purposes a t-student test was applied to show that the posttest total score of the students (Mean= 28.52, Standard deviation= 5.04) being this statistically higher than the pretest total scores (Mean= 26.73, Standard Deviation=6.69), which reveals that students' performance in the post test was substantially better than in the pre-test administrations.

Figure 5
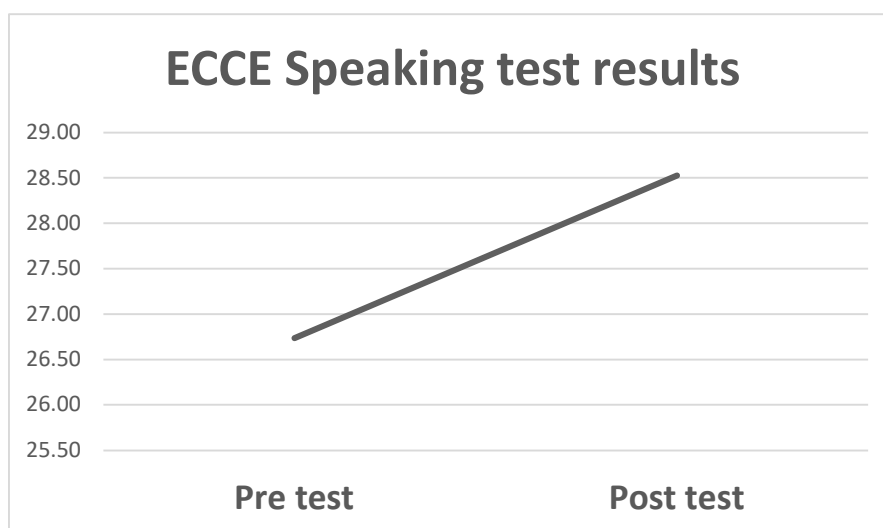
Total mean scores of pre and posttests scored using the ECCE Speaking rating scale.

Figure 5 shows the differences between the pre, and posttests based on the results from the ECCE Speaking test. A t-student test was conducted to observe the differences between both the pretest and the posttest results which drew meaningful statistic results at the p<0,05.

Table 11

T-TEST CONSIDERING P<0,05.

	Mean	Standard deviation	Mean standard error	95% confidence interval of the difference		t	df	Sig.
				Inferior	Superior			
Pre-test and Post-test	-1.79	0.735	0.409	0.9306	2.6484	4.3772	18	0.005

Table 11 shows the results obtained by conducting a t-student test demonstrating that there is a noticeable difference between the pre and post test results t (18) = 4.3772, p<0.05.

The criterion for this research says that If the P-value is ≤ α, the H_0 is rejected therefore H_1 is accepted. If the P-value is > α, the H_0 is accepted.

Table 12 contains the P-value obtained in the t-student test compared to the significance level of α proposed in the T-student test.

Table 12

SIGNIFICANCE LEVEL OF THE T-STUDENT TEST RESULTS

Pre and Post test	Dependent T-test
P-value= 0.0004	α = 0,05

Based on the results on table 12 it can be concluded that the null hypothesis "There is no statistically meaningful difference between the pre and post test scores in the students speaking sills having used culture based content in their lessons." is rejected. The t-student test results demonstrate that the members of the experimental group of this study were able to enhance their speaking skills through the application of culture based content. The results gotten from the t-test show that the use of culture based content significantly enhances the speaking skills of the learners.

4.3 Research question 3

The research question number three aims to know the students' perceptions about the use of culture based content to enhance the speaking skills, so it led to the following question:

RQ3: What are the students' perceptions about the use of culture based content to enhance the speaking skills?

To support the answers to this question, a survey of eight items was implemented to 19 learners who belonged to the experimental group. In the next section, the analysis and interpretation of the survey results will be presented using tables. Table 13 shown below includes a summary about the questions and how frequent the students selected each answer.

Table 13

SURVEY QUESTIONS AND FREQUENCY OF RESPONSES

Variables	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. The culture based topics and materials in my classes helped me learn about other people's lifestyles and norms of conduct.	0	0	1	3	15

Variables	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
2. I am interested in seeing for myself some artworks and some rituals I learnt about in my culture based content classes	0	0	2	6	11
3. The material used in my classes helped me expand my ideas and know more about my country's culture	0	0	2	7	10
4. The culture based content classes that I received gave me more opportunities to substantially increase my talking time.	0	0	0	5	14
5. The speaking activities based on cultural aspects made me more confident to speak English with others	0	0	1	9	9
6. Through the culture based content lessons I could interact with my classmates to share and receive information related to my previous knowledge about my country.	0	0	0	2	17
7. My speaking skills have improved because when I talk about cultural topics, I have more information and ideas to give a complete response.	0	0	0	4	15

Variables	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8. The information I received about culture was accurate and helped me expand on my knowledge about certain traditions and rituals I had learnt in previous History classes.	0	0	0	6	13

Reliability of the survey

With the purpose of verifying the reliability of the survey, the researcher worked on a statistical analysis using the Cronbach's alpha. To execute this process, the researcher used the SPSS software to get the information.

Table 14

CRONBACH'S ALPHA RELIABILITY OF THE INSTRUMENT

Reliability Statistics of the Survey	
Cronbach's Alpha	Number of items
0.99	8

Based on George and Mallery (2003) the Cronbach's alpha coefficients can be interpreted as it follows:

Table 15

CRONBACH'S ALPHA COEFFICIENTS AND THEIR INTERPRETATIONS

Cronbach's alpha	Interpretation
> 0,9	Excellent
> 0,8	Good

Cronbach's alpha	Interpretation
> 0,7	Acceptable
> 0,6	Questionable
> 0,5	Poor
< 0,5	Unacceptable

Table 15 shows the coefficient gotten from the survey instrument is 0, 99 which represents an excellent coefficient, based on George et al. (2003) table of interpretations. Being 0,7 the accepted coefficient level, the Cronbach's alpha coefficient result demonstrates that the survey instrument applied to the 19 students from the experimental group is reliable. The analysis and interpretation of each individual survey instrument depicted below.

Item 1:

The culture based topics and materials in my classes helped me learn about other people's lifestyles and norms of conduct.

Table 16

LEARNING ABOUT CULTURAL ASPECTS.

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	1	5.3%
Agree	3	15,8%
Strongly agree	15	78,9%
Total	19	100%

Table 16 shows the percentages in item 1 of the criteria, presenting the 78,9% of learners who strongly agreed that the culture based topics and materials in class helped them learn about other people's lifestyles and norms of conduct. Similarly, the 15,8% of them agreed about this item. Finally, the 5,3% of the students felt that they neither agreed nor disagreed with the question from item 1. Hence, the learners' perception is majoritarian stating that the culture based topics and materials integrated in class helped them learn more about lifestyles and norms of conduct of other people.

Item 2:

I am interested in seeing for myself some artworks and some rituals I learnt about in my culture based content classes.

Table 17

RAISING LEARNERS' INTEREST IN THEIR LOCAL CULTURE

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%

Category	Frequency	Percentage
Neither agree nor disagree	2	10,5%
Agree	6	31,6%
Strongly agree	11	57,9%
Total	19	100%

Table 17 indicates the percentages in item 2 of the criteria. Results show that the 57,9% of the learners strongly agreed that they feel interested in discovering more about the artworks and rituals learnt in their culture based classes. Similarly, the 31,6% of the learners expressed they agreed with the statement of item 2 and the 10,5% stated they neither agreed nor disagreed with item 2. Therefore, the culture based content classes raised interest amongst most learners from the experimental group.

Item 3

The material used in my classes helped me expand my ideas and know more about my country's culture.

Table 18

LEARNING MORE ABOUT THE COUNTRY'S CULTURE

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	2	10,5%
Agree	7	36,8%
Strongly agree	10	52,6%
Total	19	100%

Table 18 illustrates the percentages found in item 3 of the survey, proving that the 52,6% of the learners agreed that they learnt more about their country's culture helping them expand the ideas about their country. In addition, the 36,8% agreed with this item and the 10,5% of the learners felt neutral about the statement in item 2. Thus, proving that the

culture based content classes helped most of the learners to acquire more knowledge about their culture.

Item 4

The culture based content classes that I received gave me more opportunities to substantially increase my talking time.

Table 19

USING CULTURAL KNOWLEDGE TO ADD MORE FLUENCY TO LEARNERS' SPEAKING SKILLS.

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	5	26,3%
Strongly agree	14	73,7%
Total	19	100%

Table 19 displays the percentages of item 4, demonstrating that the 73,7% of the learners strongly agreed that the culture based content classes they received provided them more opportunities to increase their talking time. Whereas the 26,3% mentioned they agreed with the statement in item 4. Therefore, it is clearly evident that the addition of culture in their speaking lessons helped the learners increase the amount of time they spoke English.

Item 5

The speaking activities based on cultural aspects made me more confident to speak English with others.

Table 20

SPEAKING MORE CONFIDENTLY USING CULTURAL ASPECTS.

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	1	5,3%
Agree	9	47,4
Strongly agree	9	47,4
Total	19	100%

Table 20 shows that in item 5 of the survey, the 47,4% of the learners strongly agreed and the same percentage of the learners agreed. The statement regarding how confident they felt when they included information about their culture also projected the 5,3% of neutrality when they were responding the question from item 5. Consequently, it is important to say that most of the students perceived they had become more confident when speaking.

Item 6

Through the culture based content lessons I could interact with my classmates to share and receive information related to my previous knowledge about my country.

Table 21

USING PRIOR KNOWLEDGE TO HELP IN SPEAKING FLUENCY.

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	2	10.5%
Strongly agree	17	89,5
Total	19	100%

Table 21 from item 6 demonstrates that the 89,5% of the students strongly agreed that receiving culture based classes made it possible for them to share information with their peers about what they learnt. The 10,5% of the learners agreed with the statement in item 6. Taking into consideration the results from item 6, the members of the experimental group agreed on the exchange of culture based content in class to interact with between peers.

Item 7

My speaking skills have improved because when I talk about cultural topics, I have more information and ideas to give a complete response.

Table 22

SPEAKING SKILLS IMPROVEMENT ADDRESSING CULTURAL TOPICS.

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	4	21,1%
Strongly agree	15	78,9%
Total	19	100%

Table 22 illustrates that in item7 the 78,9% of the students strongly agreed that whenever they discuss cultural aspects, they noticed they have improved since they have more information to give a complete response. Furthermore, the 21,1% agreed with what item 7 stated. As a result, it is key to mention that students have used the culture based content provided in the lessons to give a more insightful answer independently from the grouping method used in class.

Item 8

The information I received about culture was accurate and helped me expand on my knowledge about certain traditions and rituals I had learnt in previous History classes.

Table 23

QUALITY AND PRACTICALITY OF CULTURE BASED CONTENT.

Category	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	6	31,6%
Strongly agree	13	68,4%
Total	19	100%

Table 23 from item 8 shows that the 68,4% of the learners strongly agreed that the knowledge that had been provided in the culture based content lessons was precise and aided them to expand the information previously acquired in History classes. Similarly, the 31,6% of the members of the experimental group agreed with the statement from item 8. Therefore, it is valid to mention that all the experimental population agreed that the content instructed in class has been of help to further develop their previous cultural knowledge.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The results of the present study have pedagogical implications listed below:

- To begin with, the theoretical foundation of culture-based contents and their influence on the speaking skills researched proved that cultural aspects of the learners' country aided in their enhancing of their speaking skills, providing them with more reassurance, speaking time and fluency. Well-known linguists were taken into consideration for the revision of the theoretical framework as well as American, European, and Asian studies listed in the research background session.

- Secondly, the pre and posttests results showed that there is a significant increase in the speaking abilities of the learners thanks to the addition of culture based lessons in their English classes. This resulted in the overall pre-test score mean of 26,73 compared to the post-test score mean of 28,52. Therefore, proving that there was a significant improvement over the students' speaking skills with culture based content lessons.

- Thirdly, the survey instrument results show highly positive perceptions. Regarding the information provided, the 73,7% of the learners expressed their favorable response to the increase in their talking time as well as the 26,3% who also agreed with this statement. Furthermore, 78,9% of the overall survey results from item 7 strongly agreed that their speaking skills have improved whenever they are using culture as part of the exchange allowing them to provide complete responses and add more information to their discourse.

5.2 Recommendations

Having concluded the research study, it is key to highlight some recommendations:

- It is fundamental to further expand the research background to more up-to-date publications and studies. The internet provides a wide range of possibilities day to day helping educators improve their teaching practice. Hence, a more updated version of the research background taking into consideration more EFL examples would be of significant use.
- It is compulsory that for further research a bigger sample is included. The current study was made with an experimental group of 19 students.
- It would be recommendable that in further research studies, the control group could be included. In this research, only the experimental group went through the assessment process for both pre and post-tests, yet the control group did not.
- It is key to include the teachers of the experimental group in the assessment process. These educators need to be acquainted with what their learners are doing in the study treatment. In addition, it is necessary that the teachers in charge of the class, different than the researcher, have a saying in a different survey oriented to their perspective. This way, the study can also take into account the insights of the institution where the treatment is applied.
- In this research study, ten lessons were imparted to the experimental group and they all proved to be successful in regards to the use of culture based content to enhance the learners' speaking skills. It is the researcher's recommendation to take advantage of these results and keep on implementing the culture based lessons in English classes. Thus, promoting more exposure to the target language.

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ANNEX 1

ECCE Test taker sample prompt

This sample prompt presents the information the students are provided in the ECCE administration. It includes the questions the test takers need to ask to the examiner and some visual aids as cues for their response.

ECCE Speaking Test prompt **A**

Help Solve a Problem

Situation
I am the president of a university and I have a problem. Find out what my problem is and offer me some good advice.

First
You should look at the pictures below and ask:
- What is the problem?
- What are the options?
- What are the advantages of each option?

Then
When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally
After you have shared your decision, you will be asked more questions about the topic.

Option 1

Option 2

ANNEX 2

ECCE Examiner sample prompt

This prompt is an example of what the examiner uses and it contains the information needed to respond to the students' questions from their prompt.

ECCE Speaking Test — prompt A

Examinee Information

Help Solve a Problem

Situation

I am the president of a university and I have a problem. Find out what my problem is and offer me some good advice.

First

You should look at the pictures below and ask:
- What is the problem?
- What are the options?
- What are the advantages of each option?

Then

When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your decision, you will be asked more questions about the topic.

Option 1

Option 2

Examiner Information

What is the problem?

Our university is growing rapidly, and we need to create more space for students and faculty. We have a few options in mind and would like to find out what members of the community think.

	Option 1 *buildings in city*	Option 2 *buildings in rural area*
What are the options?	We could buy and renovate old buildings near the current campus buildings in the city.	We could build on an empty piece of land outside the city that the university already owns.
What are the advantages of each option?	Current students are already familiar with the area and there are nearby events and places for them to go after classes.	A campus outside the city would provide a more quiet environment and cheaper housing would be available to students.

Elaboration Questions

1. Do/did you like where your school is/was located? What do/did you like/dislike about it?

2. What are some of the advantages of getting a college education?

3. Some people believe that universities that offer small class sizes are better than those with larger classes. To what extent do you agree?

ANNEX 3

ECCE Speaking rating scale (Exceeding standard levels)

		Overall Communicative Effectiveness	Language Control & Resources		Delivery/ Intelligibility*
			Grammar	Vocabulary	
5	Exceeds Standard	**Conveys** information and ideas, and asserts a viewpoint very comprehensibly **Expresses** ideas readily, including details and complexities **Sustains** talk quite independently without interlocutor support **Understands** interlocutor speech without grammatical or lexical simplification at normal pace **Highly Interactive Participant:** often spontaneously elaborates on new topics and can contribute substantially to topic development; self-initiates topic commentary and easily initiates exchanges	• Minor occasional errors do not impede comprehensibility • Shows functional control of grammar	• Sufficient productive vocabulary to convey ideas with some precision, though occasionally uses words not quite on target • Range of vocabulary conveys some subtlety of expression and stance on a topic	• In both interactive context and longer utterances, speaks at a reasonable rate with infrequent pauses • Voice and intonation contribute positively to intended meaning and tone/tenor of the interaction • Features of L1 are evident but deviations in sounds and stress rarely create misunderstandings
			• Sufficient linguistic resources combine with cohesive devices to create an interactive participant with some independence		
4	Exceeds Standard	**Conveys** information, ideas, and viewpoint comprehensibly **Expresses** ideas generally and with some supporting details **Sustains** talk, usually without interlocutor restating or clarifying details **Understands** interlocutor speech at normal pace **Active Participant:** spontaneously elaborates and contributes to topic development and shows involvement in interaction; self-initiates topic commentary and initiates exchanges	• Some errors occur but rarely impede comprehensibility • Shows functional grammatical control with pauses mainly at phrase/clause boundaries	• Shows productive control of a range of vocabulary though does not always use the exact "right" word • Self-corrects and paraphrases to convey intended meaning • Shows some awareness of register or appropriateness of certain words	• In interactive context, speaks at a reasonable rate with infrequent pauses • In longer responses, pausing is more noticeable • Voice and intonation contribute positively to intended meaning • Features of L1 are evident but deviations in sounds or stress do not interfere with communication or result in many misunderstandings
			• Lack of sufficient cohesive devices (grammatical and lexical) causes some awkwardness		

* Pauses (filled and unfilled) and hesitations referred to are those that appear to be due to lack of language rather than those needed occasionally by any speaker to conceptually plan what one wants to say.

ANNEX 4

ECCE Speaking rating scale (Standard and Below standard levels)

ECCE

	Overall Communicative Effectiveness	**Language Control & Resources**		**Delivery/ Intelligibility***
		Grammar	**Vocabulary**	
3 (Standard)	**Conveys** information, ideas, and viewpoint comprehensibly, though at times may struggle a bit **Expresses** ideas generally though supporting details may not always be clear **Sustains** talk; interlocutor occasionally needs to summarize or restate for clarification, particularly with regard to longer test-taker responses; interlocutor does not strain to understand test taker **Generally Understands** ideas but may have to negotiate the meaning of details **Active Participant:** spontaneously elaborates and contributes to topic development; initiates exchanges	• Some errors occur but still generally comprehensible • Shows functional grammatical control with pauses mainly at phrase/clause boundaries	• Enough vocabulary to convey generally intended meaning but occasionally has errors in word choice and morphology • Uses circumlocution and fillers to cover some vocabulary gaps • Self-monitors and attentive to correction	• In interactive context, speaks at a reasonable rate with infrequent pauses or hesitations • In longer responses, pausing is more noticeable • Features of L1 are evident but deviations in sounds or stress do not interfere with communication or result in many misunderstandings
		• Lack of sufficient cohesive devices (grammatical and lexical) causes some awkwardness; lack of sustained clarity or some incoherence in longer responses		
2 (Below Standard)	**Conveys** information, ideas, and viewpoint in a general manner but unable to say fully or exactly what he or she might want to say **Attempts to Express** ideas, though detail may be difficult to understand due to language constraints **Can Sustain** involvement but **only** with a patient interlocutor who must clarify ideas **Understands** interlocutor input or support when it is clear and general, but communication breakdowns may result if interlocutor conveys too many details or complexity in restatements **Somewhat Interactive Participant:** sustains involvement in an interaction and does some elaboration and initiation	• Shows some knowledge of basic grammar and syntax, but frequent attempts at self-correction, pauses, awkward chunking, and/or missing grammatical elements disrupt communication • Pauses and hesitations often **not** at phrase or clause boundaries • May rely on use of phrase strings or disconnected clause units	• Some vocabulary control but insufficient to express meaning beyond basic idea • Frequency of word choice errors often obscures communication of specific details • Some self-monitoring and self-correction	• Rate of delivery (uneven or slow) together with pauses and hesitations are distracting • L1 features may create strain on listener; certain words or phrases may need repetition or slower articulation to promote intelligibility
		• High frequency of errors (grammar, syntax, morphology, vocabulary) • Lack of sufficient grammar and/or vocabulary restricts communication beyond the basic or general idea and causes lack of sustained clarity and general coherence • May rely on use of phrase strings or disconnected clause units so discourse produced is often not cohesive		

* Pauses (filled and unfilled) and hesitations referred to are those that appear to be due to lack of language rather than those needed occasionally by any speaker to conceptually plan what one wants to say.

ANNEX 5

ECCE Speaking rating scale (Below standard level)

ECCE

	Overall Communicative Effectiveness	Language Control & Resources		Delivery/ Intelligibility*
		Grammar	Vocabulary	
1 **Below Standard**	**Conveying** ideas can take time, is challenging, and usually unsuccessful **Unable to Express** oneself **Unable to Sustain** involvement, and needs interlocutor support for interpretation, synthesis, and restatement of ideas and to provide clarification; rarely independent in an interaction **Difficulty in Understanding** and weak receptive skills **Not an Interactive Participant:** elaboration and topic initiations are rarely successful	• Shows knowledge of basic clauses, but many contain pauses (filled and unfilled) and are rendered as phrasal chunks • Pauses and hesitations are **not** commonly at phrase or clause boundaries	• Inadequate range of productive vocabulary restricts what can be expressed • Inadequate range of receptive vocabulary so that interlocutor may need to reformulate and rephrase to be understood	• Slow delivery of language • High frequency of pauses (some quite lengthy and awkward) results in disfluent speech and disrupts communication • Phonological variation due to L1 transfer may cause unintelligibility
		• High frequency of errors (grammar, syntax, morphology, vocabulary) can impede comprehensibility • Lack of vocabulary; in particular, seems to restrict communicative effectiveness; lack of sufficient language control and resources affects comprehensibility		

* Pauses (filled and unfilled) and hesitations referred to are those that appear to be due to lack of language rather than those needed occasionally by any speaker to conceptually plan what one wants to say.

ANNEX 6

ECCE Speaking sample scoring sheet

This sample scoring sheet is how the examiner collects the information observed during the administration of the ECCE speaking test.

Example of How the Eight Individual Scores May Be Awarded During an ECCE Speaking Test

		Overall Communicative Effectiveness	Language Control & Resources	Delivery/ Intelligibility
Stage 1		Unscored		
Stage 2 & 3		① ② ③ ④ **❺**	① ② ③ **❹** ⑤	① ② **❸** ④ ⑤
Stage 4	Question #1	① ② ③ **❹** ⑤	① ② ③ **❹** ⑤	① ② **❸** ④ ⑤
	Question #2	① ② **❸** ④ ⑤		
	Question #3	① ② **❸** ④ ⑤		

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ANNEX 7

Instrument Validation

Approval from three professors from the UTA university.

Master Lorena Parra

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2021
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO

TEMA: "The use of culture-based content to enhance the Speaking Skills"

AUTOR: Andrea Aguirre Alonso

Señale mediante un √, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

Señale mediante un √, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de los temas del instrumento con los objetivos				Pertinencia de los temas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de los temas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1. The culture-based topics and materials in my classes helped me learn about other people's lifestyles and norms of conduct.				x				x				x				x
2. I am interested in seeing for myself some artworks and some				x				x				x				x

UNIVERSIDAD TÉCNICA DE AMBATO
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FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN

	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
rituals I learnt about in my culture-based content classes																
3. The material used in my classes helped me expand my ideas and know more about my country's culture				x				x				x				x
4. The culture-based content classes that I received gave me more opportunities to substantially increase my talking time.				x				x				x				x
5. The speaking activities based on cultural aspects made me more confident to speak English with others				x				x				x				x
6. Through the culture-based content lessons I cou6ld interact with my classmates to share and receive information related to my own personal experience.				x				x				x				x

7. My speaking skills have improved because when I talk about cultural topics, I have more information and ideas to give a complete response.																
8. The information I received about culture was accurate and helped me expand on my knowledge about certain traditions and rituals I had learnt in previous History classes.			x				x				x					x

Observaciones:

Validado por:

Firmado electrónicamente por:
**LORENA FERNANDA
PARRA GAVILANEZ**

Mg. Lorena Parra Gavilánez
Email: lparra@uta.edu.ec

Master Ana Vera de la Torre

PARÁMETROS / PREGUNTAS	Pertinencia de los temas del instrumento con los objetivos				Pertinencia de los temas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de los temas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
rituals I learnt about in my culture-based content classes																
3. The material used in my classes helped me expand my ideas and know more about my country's culture				√				√				√				√
4. The culture-based content classes that I received gave me more opportunities to substantially increase my talking time.				√				√				√				√
5. The speaking activities based on cultural aspects made me more confident to speak English with others				√				√				√				√
6. Through the culture-based content lessons I could interact				√				√				√				√

PARÁMETROS / PREGUNTAS	Pertinencia de los temas del instrumento con los objetivos				Pertinencia de los temas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de los temas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
with my classmates to share and receive information related to my own personal experience.																
7. My speaking skills have improved because when I talk about cultural topics, I have more information and ideas to give a complete response.				✓				✓				✓				✓
8. The information I received about culture was accurate and helped me expand on my knowledge about certain traditions and rituals I had learnt in previous History classes.				✓				✓				✓				✓

Observaciones:

improved because when I talk about cultural topics, I have more information and ideas to give a complete response.																
8. The information I received about culture was accurate and helped me expand on my knowledge about certain traditions and rituals I had learnt in previous History classes.			✓				✓				✓				✓	

Observaciones:

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UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2021
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO

TEMA: "The use of culture-based content to enhance the Speaking Skills"

AUTOR: Andrea Aguirre Alonso

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE　　　**2R- REGULAR**　　　**3B- BUENO**　　　**4O- ÓPTIMO**

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE　　　**2R- REGULAR**　　　**3B- BUENO**　　　**4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de los temas del instrumento con los objetivos				Pertinencia de los temas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de los temas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1. The culture-based topics and materials in my classes helped me learn about other people's lifestyles and norms of conduct.				✓				✓				✓				✓
2. I am interested in seeing for myself some artworks and some				✓				✓				✓				✓

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PREGUNTAS	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
rituals I learnt about in my culture-based content classes																
3. The material used in my classes helped me expand my ideas and know more about my country's culture				✓				✓				✓				✓
4. The culture-based content classes that I received gave me more opportunities to substantially increase my talking time.				✓				✓				✓				✓
5. The speaking activities based on cultural aspects made me more confident to speak English with others				✓				✓				✓				✓
6. Through the culture-based content lessons I cou6ld interact with my classmates to share and receive information related to my own personal experience.				✓				✓				✓				✓

7. My speaking skills have improved because when I talk about cultural topics, I have more information and ideas to give a complete response.			✓				✓				✓			✓
8. The information I received about culture was accurate and helped me expand on my knowledge about certain traditions and rituals I had learnt in previous History classes.			✓				✓				✓			✓

Observaciones:

Validado por:

ELSA MAYORIE CHIMBO CACERES

Mg. Elsa Mayorie Chimbo Caceres
Email: elsamchimboc@uta.edu.ec

CHAPTER VI
THE PROPOSAL

Topic: "Guidebook to improve learners' speaking skills through culture based contents"

6.1 Informative data

Name of the institution: Unidad Educativa Cristobal Colon

Location: Guayaquil

Beneficiaries: 19 students from senior year

Estimated time: 10 weeks.

Beginning: July 4, 2022

Researcher: Andrea Alexandra Aguirre Alonso

6.2 Background of the proposal

The use of culture based contents to enhance the speaking skills is a topic that several countries around the world have done, yet in south America, very little research has been done. In this study, during the speaking lessons, cultural aspects of the country were instructed as well as different ways to develop fluency amongst the learners' speaking skills. The researcher planned the lessons taking into consideration the learners' age, English level and previous knowledge. This treatment was applied during English classes at Cristobal Colon high school. This study was performed on site from July 4 to August 8, 2022. The assessment instruments used belonged to the ECCE (Examination for the certificate of competency in English) standardized test from the University of Michigan and the Michigan language assessment department. This test aimed the B2 CEFR level. With these standardized assessment instruments, it was possible to gather data before and after the application of the treatment.

6.3 Justification

The main aim of this research is to demonstrate the benefits of the cultural aspects when they are included in an English speaking interaction. This research considers learners who do not speak English as a mother tongue, but study it as a foreign language. The inclusion of culture based content into English classes using custom-made lesson plans aids in the

speaking confidence and fluency of the learners. It is inevitable to provide real-life examples whenever an educator is teaching English language lessons. The purpose of this study was to redirect such examples into culturally based ones and allow learners to personalize their speech including information they had previously learnt along with the new cultural content they know they can add in their speaking interactions.

6.4 Objectives

6.4.1 General

- To design a guide with sample lesson plans that use culture based contents to develop the speaking skills.

6.4.2 Specific

- To define the theoretical foundation of the use of culture based content to enhance the speaking skills.
- To create lesson plans about culture based contents to develop the speaking skills.

6.5. Feasibility analysis

The feasibility of this study is supported by three main factors. First, the ease of information found online and in books regarding culture based content providing the researcher to add more thorough information in the lesson plans and classes. Second, the availability of technological devices, tools and internet connection helped with the class flow and the access to the contents and activities required for the study treatment. Lastly, there was legal feasibility. The authorities, coordinators, parents and students of the high school where the proposal was performed provided the permissions necessary for conducting the study.

6.6. Proposal foundation

Theoretical foundation

English language teaching methods

With the objective of fulfilling the needs of our learners', educators and instructors need to adapt their lessons and classes including strategies and methods available and appropriate for their learners.

Communicative language teaching approach (CLT)

One of the most significant English language communicative approaches is the Communicative Language Teaching approach (CLT). According to Spada (2007), CLT refers to the never ending struggle to establish the relationship between meaning and language form in ESL or EFL learners.

Content and Language Integrated Learning (CLIL)

CLIL is a holistic approach which helps with the interaction of the constructivism and theories of second language acquisition. According to March and Frigols (2012), CLIL has a double benefit since it integrates additional vocabulary words in the language classes, aiding learners to connect the content with the target language.

Culture based content.

Zhao (20019) mentions that English language teaching needs to be done in a communicative environment in which cultures are met and the content adapted. In addition, the inclusion of culture based information can help in the learners' production.

Cultural Aspects

Facts, food , folklore and festivals are cultural aspects that language follows, according to Kramsch (1993). The author states that it is mandatory to include both general and specific aspects of culture.

English language skills

English skills are commonly organized into receptive and productive skills. According to Linse et. al. (2015), speaking and writing are considered productive skills while listening and reading are known as receptive ones.

Productive skills

According to Harmer (2007), the skills that help in the production of language help in the communication. Harmer considers the productive skills as activation skills of language, yet all the two receptive skills interconnect with these productive skills. (Hinkel 2016:113, as cited in Harmer, 2007) states that the skills are connected in tandem.

Speaking sub skills

Grammar, pronunciation, fluency, comprehension, and vocabulary are the subskills which according to Munawarah, Kasim and Daud (2018) need to be tested in any speaking assessment.

Process to develop a lesson based on speaking skills.

According to Farida (2018) a lesson plan needs to be based on the objectives stated in the curriculum. Planning a teaching lesson is key to an appropriate teaching-learning environment. (Richards et. al, 2011)

Assessment criteria for the speaking skills

It is paramount to observe a live session of the learners' speaking practice or evaluate their performance using other type of observation tool. Speaking assessments need to include a rating scale since it focuses on the characteristics of the test takers' level of performance. (Crocker and Algina 1986, as cited in Ginther, 2013)

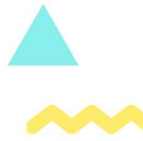**6.7. Proposal development**

Introduction

Ecuadorian students do not have enough exposure to English since it is a foreign language. For this reason, it is fundamental to provide in the short allotment of time the learners receive of English instruction to include culturally based information that can help complement their prior knowledge as well as enhancing their speaking skills.

The research presents a guidebook with the lesson plans used in this study. All teachers are free to use this material as a head start for the inclusion of culture based content to enhance the speaking skills in their classroom.

Front cover

THE USE

OF CULTURE BASED CONTENTS

TO ENHANCE SPEAKING SKILLS

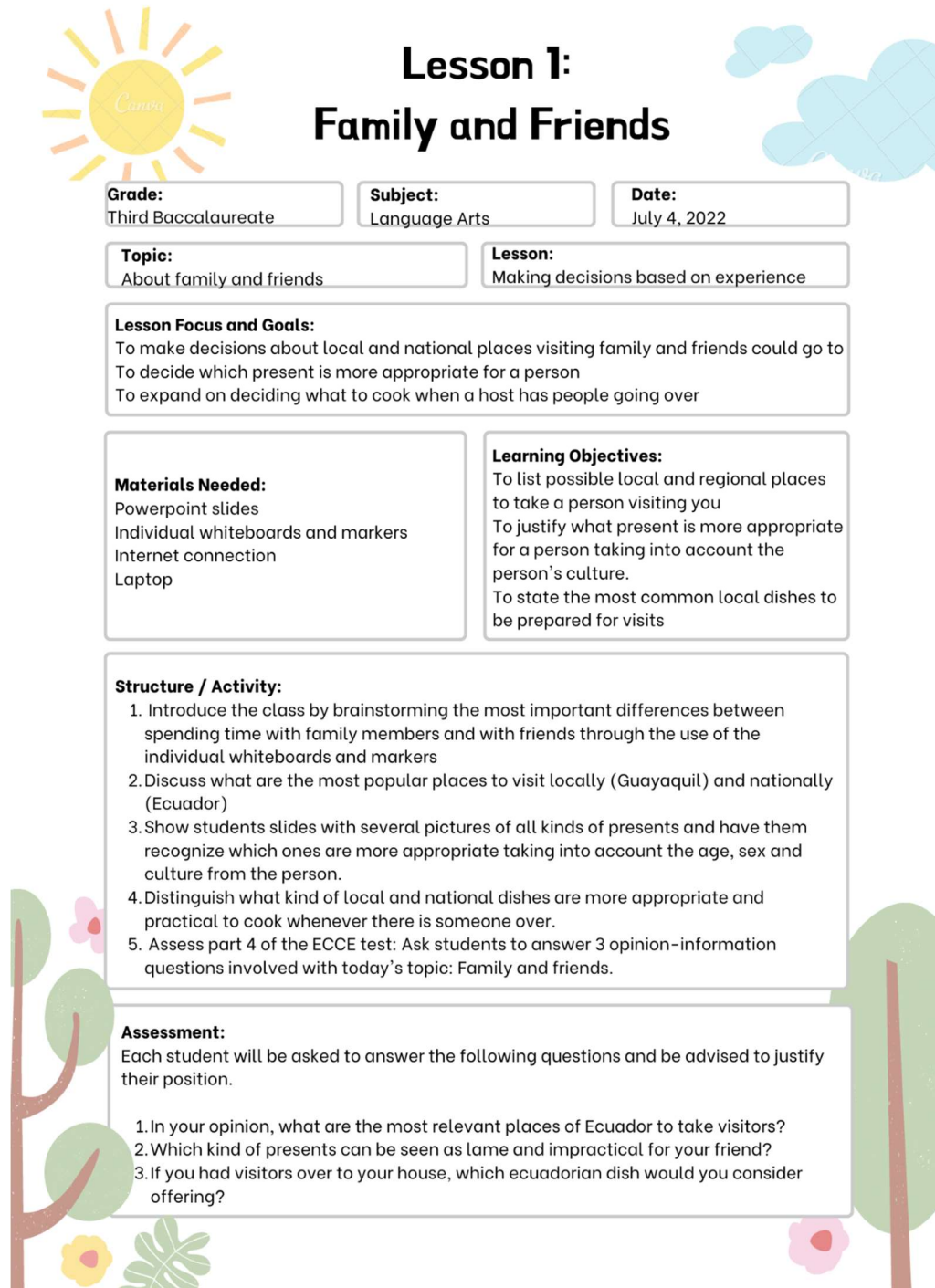GUIDEBOOK FOR TEACHERS

ANDREA ALEXANDRA AGUIRRE ALONSO
2023

Table of contents

Lesson 1

The focus of this lesson was to learn more about behaviors and norms of conduct of people in the learners' country.

Lesson 1:
Family and Friends

Grade:	Subject:	Date:
Third Baccalaureate	Language Arts	July 4, 2022

Topic:	Lesson:
About family and friends	Making decisions based on experience

Lesson Focus and Goals:
To make decisions about local and national places visiting family and friends could go to
To decide which present is more appropriate for a person
To expand on deciding what to cook when a host has people going over

Materials Needed:
Powerpoint slides
Individual whiteboards and markers
Internet connection
Laptop

Learning Objectives:
To list possible local and regional places to take a person visiting you
To justify what present is more appropriate for a person taking into account the person's culture.
To state the most common local dishes to be prepared for visits
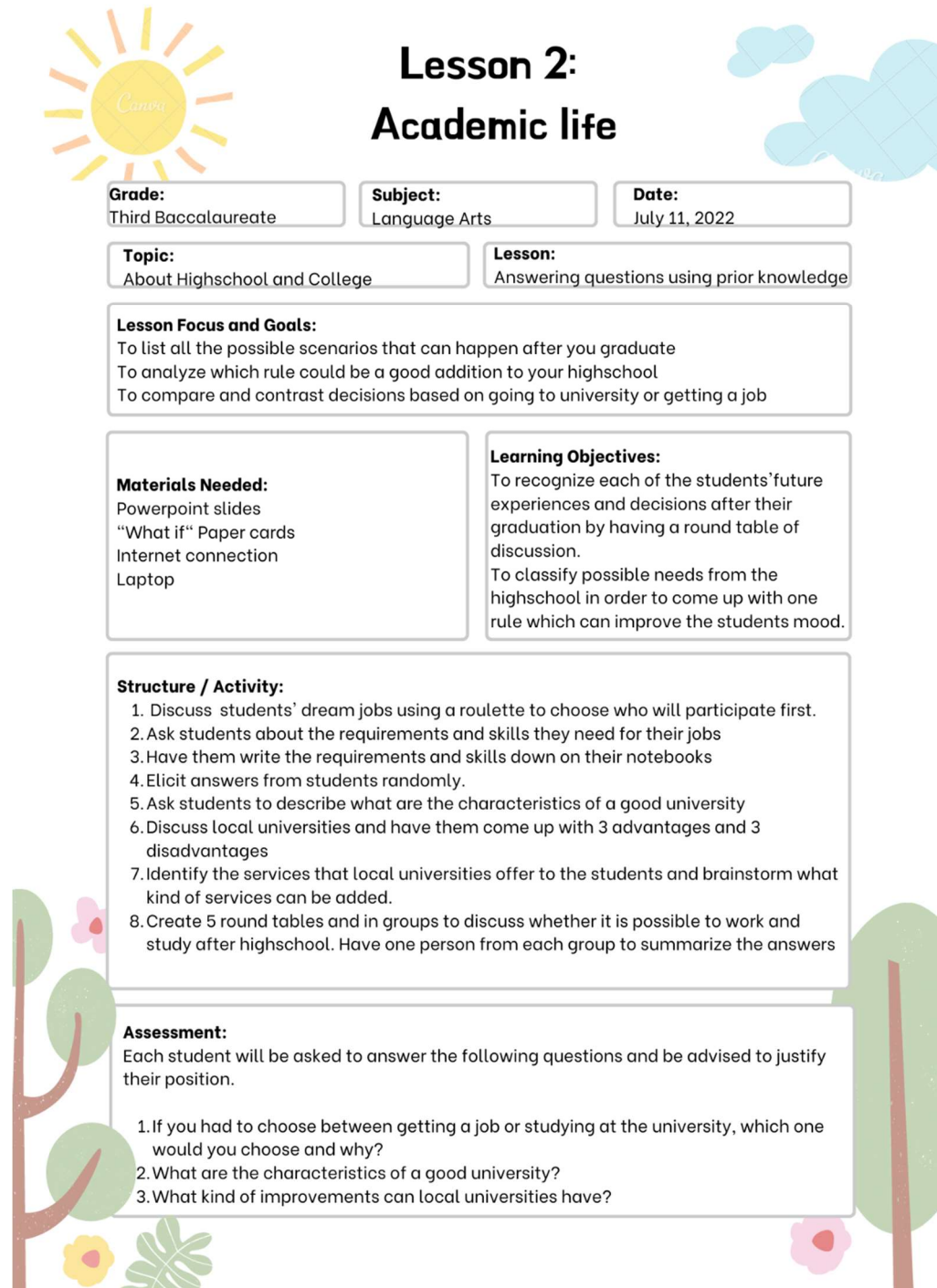
Structure / Activity:
1. Introduce the class by brainstorming the most important differences between spending time with family members and with friends through the use of the individual whiteboards and markers
2. Discuss what are the most popular places to visit locally (Guayaquil) and nationally (Ecuador)
3. Show students slides with several pictures of all kinds of presents and have them recognize which ones are more appropriate taking into account the age, sex and culture from the person.
4. Distinguish what kind of local and national dishes are more appropriate and practical to cook whenever there is someone over.
5. Assess part 4 of the ECCE test: Ask students to answer 3 opinion-information questions involved with today's topic: Family and friends.

Assessment:
Each student will be asked to answer the following questions and be advised to justify their position.

1. In your opinion, what are the most relevant places of Ecuador to take visitors?
2. Which kind of presents can be seen as lame and impractical for your friend?
3. If you had visitors over to your house, which ecuadorian dish would you consider offering?

Lesson 2

The focus of this lesson was to exemplify the possibilities given in adulthood regarding the academic studies in the learners' country.

Lesson 2:
Academic life

Grade:	Subject:	Date:
Third Baccalaureate	Language Arts	July 11, 2022

Topic:	Lesson:
About Highschool and College	Answering questions using prior knowledge

Lesson Focus and Goals:
To list all the possible scenarios that can happen after you graduate
To analyze which rule could be a good addition to your highschool
To compare and contrast decisions based on going to university or getting a job

Materials Needed:
Powerpoint slides
"What if" Paper cards
Internet connection
Laptop

Learning Objectives:
To recognize each of the students' future experiences and decisions after their graduation by having a round table of discussion.
To classify possible needs from the highschool in order to come up with one rule which can improve the students mood.
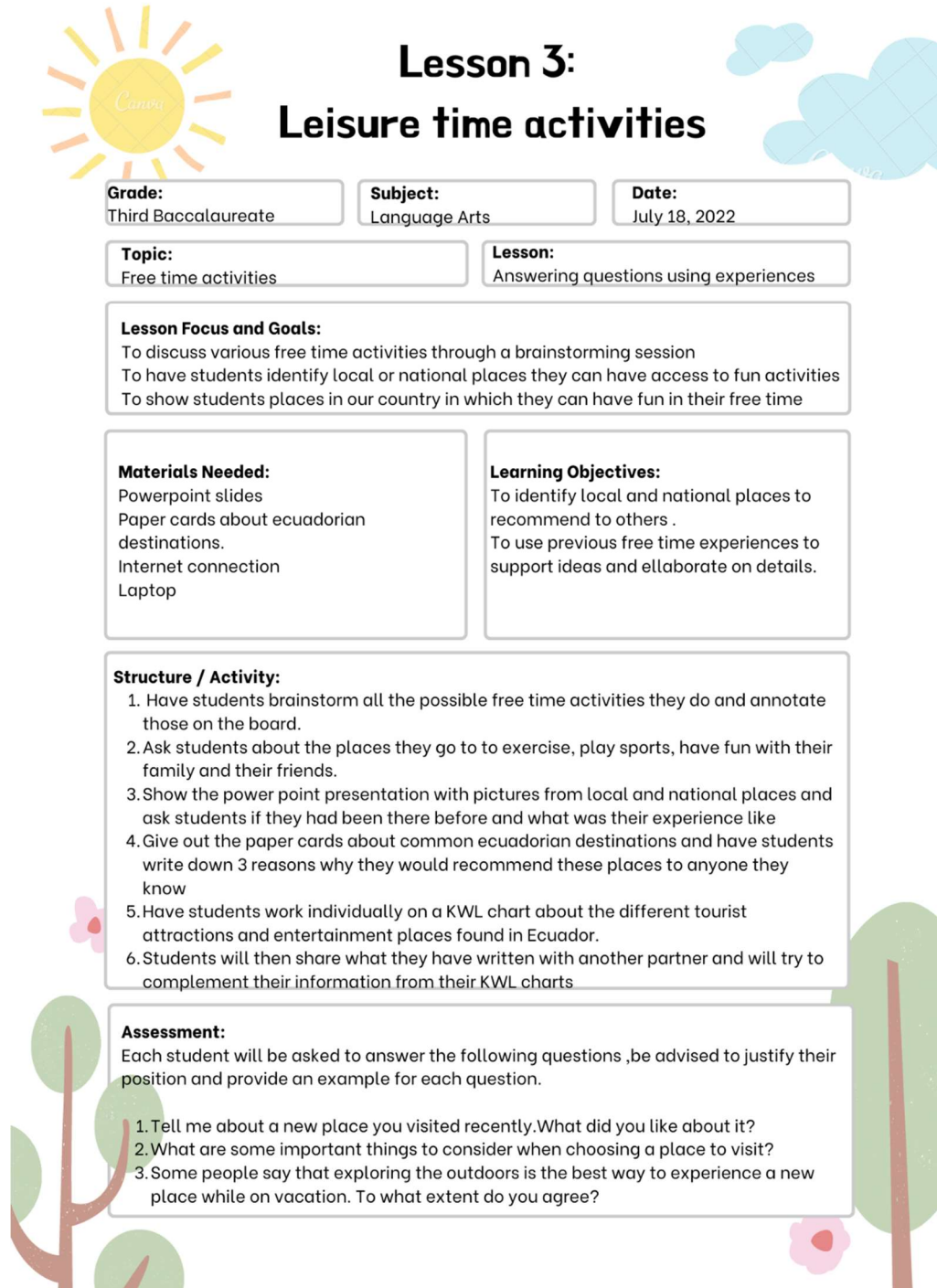
Structure / Activity:
1. Discuss students' dream jobs using a roulette to choose who will participate first.
2. Ask students about the requirements and skills they need for their jobs
3. Have them write the requirements and skills down on their notebooks
4. Elicit answers from students randomly.
5. Ask students to describe what are the characteristics of a good university
6. Discuss local universities and have them come up with 3 advantages and 3 disadvantages
7. Identify the services that local universities offer to the students and brainstorm what kind of services can be added.
8. Create 5 round tables and in groups to discuss whether it is possible to work and study after highschool. Have one person from each group to summarize the answers

Assessment:
Each student will be asked to answer the following questions and be advised to justify their position.

1. If you had to choose between getting a job or studying at the university, which one would you choose and why?
2. What are the characteristics of a good university?
3. What kind of improvements can local universities have?

Lesson 3

The focus of the lesson was to present different and novel leisure time activities that are available and appropriate for the learners

Lesson 3:
Leisure time activities

Grade:	Subject:	Date:
Third Baccalaureate	Language Arts	July 18, 2022

Topic:	Lesson:
Free time activities	Answering questions using experiences

Lesson Focus and Goals:
To discuss various free time activities through a brainstorming session
To have students identify local or national places they can have access to fun activities
To show students places in our country in which they can have fun in their free time

Materials Needed:
Powerpoint slides
Paper cards about ecuadorian destinations.
Internet connection
Laptop

Learning Objectives:
To identify local and national places to recommend to others .
To use previous free time experiences to support ideas and ellaborate on details.

Structure / Activity:
1. Have students brainstorm all the possible free time activities they do and annotate those on the board.
2. Ask students about the places they go to to exercise, play sports, have fun with their family and their friends.
3. Show the power point presentation with pictures from local and national places and ask students if they had been there before and what was their experience like
4. Give out the paper cards about common ecuadorian destinations and have students write down 3 reasons why they would recommend these places to anyone they know
5. Have students work individually on a KWL chart about the different tourist attractions and entertainment places found in Ecuador.
6. Students will then share what they have written with another partner and will try to complement their information from their KWL charts

Assessment:
Each student will be asked to answer the following questions ,be advised to justify their position and provide an example for each question.

1. Tell me about a new place you visited recently.What did you like about it?
2. What are some important things to consider when choosing a place to visit?
3. Some people say that exploring the outdoors is the best way to experience a new place while on vacation. To what extent do you agree?

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Lesson 4

The focus of this lesson was to explore working goals and local sources where they can access information regarding job opportunities.

Lesson 4:
Work and Business

Grade: Third Baccalaureate	**Subject:** Language Arts	**Date:** August 1, 2022

Topic: Work and Business	**Lesson:** Making decisions about getting a new job

Lesson Focus and Goals:
To share as a class the advantages and disadvantages of studying and working at the same time
To get acquainted with national and international ways to get a job
To discuss the importance of a good financial status and budgeting

Materials Needed:	**Learning Objectives:**
Youtube video about studying and working T-Chart for sharing Advantages and Disadvantages Power point presentation Internet connection Laptop	To get acquainted with positive and negative reasons to work and study To identify where to find possible job listings in Ecuador and around the world To recognize the importance of having financial health

Structure / Activity:
1. Introduce the class by showing a video from youtube from the following link: https://youtu.be/HB3W4m-qvAo
2. After the video ask opinions about their insights from what they have learnt from the video and what they have heard or seen about studying and working at the same time.
3. Introduce the T-Chart so they can jot down the advantages and disadvantages they find about working and studying at the same time.
4. Have students read the two most important advantages and disadvantages from their chart.
5. Show in the power point slides sources in which any person can access to job listings and ask students to say where they can find those ads in Ecuador and around the world
6. Discuss why it is important to have a good financial status.

Assessment:
The class will be divided into 4 groups of four students and one group of three. Each member of the group will be assigned a question and then answer the question with enough details to convey intended meaning. If the partners of the group believe there can be more left to say, they will proceed to ask one question.
1. From all the news about the country's financial issues, which one do you remember the most?
2. What could be improved in our country so entrepreneurs can have a chance to set their businesses and eventually create new employment opportunities?
3. What are the challenges that ecuadorian students face whilst having a part time job?
4. What does receiving an allowance teach children and what are its benefits?

Lesson 5

The focus of this lesson was to raise awareness on the community services and tourists' attractions available in the learners' country.

Lesson 5: Citizenship and Community

Grade:	Subject:	Date:
Third Baccalaureate	Language Arts	August 8, 2022

Topic:	Lesson:
Citizenship and community	Identify benefits of community services

Lesson Focus and Goals:
To identify local community services and their main objective for the citizens
To discuss ecuadorian tourist attractions and the experiences built around them
To enlist possible ways to make ecuadorian landmarks more appealing to other visitors
To identify places in which recycling processes are mandatory and what they are about

Materials Needed:
Power point presentation
Internet connection
Youtube video about local community services in Guayaquil
Individual whiteboards and markers
Laptop

Learning Objectives:
To illustrate the most picturesque sites in Guayaquil.
To recognize what needs to be done to promote the tourism in neglected areas.
To discover places in ecuador which promote a recycling culture on their citizens

Structure / Activity:
1. Introduce the class by showing a video from youtube from the following link: https://youtu.be/aBbDioGhz5w pause the video in every place shown and ask students about their insights of that place. Keep the video muted (it is in Spanish).
2. After the video , give out an individual whiteboard and a marker every three students and ask them to brainstorm all the places they know about the city.
3. Have students share the places they have visited among the other groups and tally their results of the places on the board.
4. Discuss why those places on the board are the most visited and ask students what could be done so the other "unpopular" places in the city could be more appealing to citizens. Have students write three suggestions in their groups. Share the suggestions with the class
5. Find out which cities in Ecuador have a recycling education programs and good recycling habits

Assessment:
The students will be divided in 6 groups of three students and 1 group of four. Each group will be assigned different topics to put on a 3-minute presentation in class.
Based on a web quest, each group will be assigned the following topics:
- Importance of recycling
- Recycling national education suggestions
- How to begin the recycling process in Ecuador
- Recycling process in Loja (Ecuadorian example)
- Suggestions to make cities more picturesque
- Suggestions to make tourist attractions more popular
- Contrast another southamerican city with Guayaquil , their similarities and differences.

Lesson 6

The focus of this lesson was to get acquainted with new festivities and traditions celebrated in other parts of the country and highlight their importance.

Lesson 6:
Holidays and Festivities

Grade: Third Baccalaureate	**Subject:** Language Arts	**Date:** August 15 2022

Topic: Holidays and Festivities	**Lesson:** Identify the holidays and festivities

Lesson Focus and Goals:
To enlist the well-known holidays in the local culture
To get acquainted with more festivities celebrated in different parts of the country
To discuss about which festivities are better and support opinion

Materials Needed:
Power point presentation
Internet connection
Youtube video about ecuadorian holidays

Learning Objectives:
To illustrate the most important festivities in the highlands and the amazon region
To present reasons to support opinions and keep a conversation going
To analyze the importance of the festivities and holidays

Structure / Activity:
1. Introduce the class by showing a video from youtube from the following link: https://youtu.be/Qwd6ky1UFWw and students about their insights of the video and which festivities do they know of.
2. After the video, perform a brainwriting activity and have students list all the possible holidays and festivities they remember from the video and their prior knowledge
3. Have students present their outcomes and allow some students to write on the board.
4. Discuss why those holidays and festivities on the board are the most known and why the other ones are not well known
5. Have students sit in pairs and come up with a plan to make the not so popular festivities more well known and more attractive to tourists.

Assessment:
The students will be divided in 9 groups of 2 students and 1 group of three. Each group will select a festivity and will then make a plan on how they can make this festivity more attractive to the whole world.
Based on a web quest, each group will have to follow an outline
- Festivity meaning
- Key information of this festivity
- Places where it is celebrated
- Festivity traditions
- Touristic improvement plan

Lesson 7

The focus of this lesson was to have students diversify their knowledge regarding their country's gastronomy.

Lesson 7:
Gastronomy

Grade:	Subject:	Date:
Third Baccalaureate	Language Arts	August 22,2022

Topic:	Lesson:
Ecuadorian Gastronomy	Identify popular dishes in Ecuador

Lesson Focus and Goals:
To enlist the well-known dishes from the students prior knowledge
To describe in detail what each dish contains and in which region they are mostly served.
To discuss which dish learners would like to try and support opinions with three reasons

Materials Needed:
Power point presentation including pictures of Ecuadorian food
Internet connection

Learning Objectives:
To organize ecuadorian dishes based on the region
To research ingredients of unknown dishes and comment about them
To identify which dish learners would like to try and support their insights including three reasons.

Structure / Activity:
1. Introduce the class by showing the power poing slides with pictures of popular ecuadorian dishes
2. Ellicit answers from students by asking if they know the names or the ingredients of the last 5 dishes
3. Have them work individually and select one dish they would like to try and ask to outline the answers
4. Monitor students so they can not write a paragraph on the task
5. Ask them to use come up with 3 reasons why that dish is particularly interesting for them

Assessment:
The students will be divided in 9 groups of 2 students and 1 group of three. Each group will select one dish and later present it.
Learners need to include in their presentation:
- name
- ingredients
- preparation
- place of origin
Students will be assessed using a presentation rubric used by the researcher, downloaded from an educational website.

Lesson 8

The focus of this lesson was to identify the reasons why people migrate and since when the Ecuadorian exodus started.

Lesson 8: Migration

Grade: Third Baccalaureate	**Subject:** Language Arts	**Date:** August 29,2022

Topic: Ecuadorian Migration	**Lesson:** Identify reasons of Migration

Lesson Focus and Goals:
To analyze in depth the reasons for ecuadorians to migrate.
To identify advantages and disadvantages of migration for the country and its citizens.
To enlist important facts about what is currently going on in the Darien gap.
To discuss ways to get ecuadorians to come back to their country.

Materials Needed:
Youtube video on Migration
Migration information worksheet
Internet connection

Learning Objectives:
To identify how to organize reasons and examples in an interchange of ideas.
To acquire practice sharing ideas as a class and asking follow up questions.
To agree or disagree politely and support their viewpoint.

Structure / Activity:
1. Introduce the class by showing a youtube video on ecuadorian migration: https://youtu.be/gPmAoFXzSZs (Video is in Spanish)
2. Call on volunteers and ask whether they have relatives or friends who have immigrated and the reasons for the migration.
3. Have students read the information from their worksheets alound. One by one. Alloting 2 sentences for each one to read.
4. Provide enough time for students to sink in the information from the worksheet
5. Have students answer the comprehension questions.
6. With a show of hands, ask learners what reasons are the most common for the exodus of ecuadorians.
7. Get students in groups and ask them to share with their group members information they know about their relatives and friends abroad.
8. Have a reporter from each group to summarize what was discussed.

Assessment:
The students will work as a class and a class drill will be performed.
Students will state an argument and the next student will have to agree or disagree with this statement in addition to providing a support for their answer.
This drill will continue until the whole class has participated.

Students will be assessed formatively by receiving a general feedback from the researcher at the end of the activity.

Worksheet for Session 8

Source: https://www.liveworksheets.com/pn1664262il

MIGRATION IN ECUADOR

First Draft

1. **INTRODUCTION:** General information

   What is migration?

   What is immigration?   What is emigration?

2. **BODY:** Migration in Ecuador. Is Ecuador a hosting country? a sending country? or a transit country?

   Emigration in Ecuador

   Immigration in Ecuador

3. **CONCLUSION**

   How does it affect our country?

PROS	CONS

Lesson 9

The focus of this lesson was to broaden the learners' mindset so they can evidence what happens in other parts of their city.

Lesson 9:
Neighborhoods

Grade: Third Baccalaureate	**Subject:** Language Arts	**Date:** September 5, 2022

Topic: Ecuadorian Neighborhoods

Lesson: Identify popular neighborhoods in the city

Lesson Focus and Goals:
To discuss types of neighbors in Guayaquil and identify which type of neighbors they are.
To visualize the reality of Guayaquileans in other parts of the city.
To compare the two sides of the city using a video.

Materials Needed:
Youtube videos on the best and the worst neighborhoods in Guayaquil
Internet connection

Learning Objectives:
To acquire practice using comparative adjectives of superiority and equality to express similarities and differences.

Structure / Activity:
1. Introduce the class by asking learners where they live
2. Have them describe what type of neighbors they are and ask for 3 reasons
3. Ask them to watch the youtube video and take notes on the best neighborhoods in Guayaquil: https://youtu.be/LKBftM95JSM
4. Ask them to compare with the youtube video on the most dangerous neighborhoods in Guayaquil: https://youtu.be/H1MDl7kiFk0 (Play the first 5 minutes)
5. Have students write in pairs coincidences and differences
6. Ask one person from each pair to use the comparative adjectives of superiority to show difference
7. Ask the remaining student from each pair to use the comparative adjectives of equality to show similarities.

Assessment:
The students will summarize what they have seen or heard in today's lesson.
They will have to pay attention to what their partners are saying since this information will not be repeated.

They need to speak for 30-45 seconds about the information they got from class
The researcher will assess fluency and comprehension with this activity.

Lesson 10

The focus of this lesson was to acquire interesting and fun information about Ecuador and wrap up the sessions with general feedback from students.

Lesson 10: Fun facts
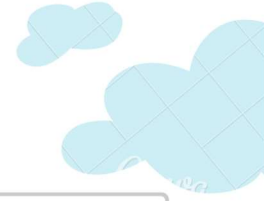
Grade:
Third Baccalaureate

Subject:
Language Arts

Date:
September 12, 2022

Topic:
Ecuadorian fun facts

Lesson:
Know fun facts about ecuadorians

Lesson Focus and Goals:
To compare ecuadorians versus other well known cultures
To list fun facts about the country and its citizens

Materials Needed:

Last session class discussion and wrap up
Youtube video on interesting Ecuador has to offer tourists
Poster paper
Markers

Learning Objectives:
To acquire information about interesting and fun facts of Ecuador.
To wrap up the sessions and ask for feedback from learners.

Structure / Activity:
1. Introduce the class by asking learners what is interesting about their country
2. Have them watch the video and compare the information from the video versus their information: https://youtu.be/3N19ylcMklQ
3. Have students work in groups and write a poster with the fun facts they have compiled until now
4. Paste the posters on the board and ask one member of each team to explain what they have written.
5. Wrap up the session and ask for general feedback about their last 10 lessons using culture-based content in their English language classes.

Assessment:
The standardized ECCE test will be conducted to gather information for the post test results.
Students will be called in alphabetical order and formative feedback will be provided at the end of each test administration.
Students will be rated using the ECCE Speaking rating scale.