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EXTRANJEROS**

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TOPIC: "MOTHER TONGUE AND SPEAKING SKILL"

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DEDICATION

TO:

Dedicated to my family who has always been looking out for me and offering me their help all the time, especially to my mother who is my role model and to my girlfriend who has been an unconditional person with her support throughout this process.

Christopher

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First of all, I thank my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge.

TABLE OF CONTENTS

SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN	iv
COPYRIGHT REFUSE	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
Abstract	xi
Resumen	xii
CHAPTER I	1
THEORETICAL FRAMEWORK	1
1.1 Investigative Background	1
1.2 Theoretical Framework	6
1.3 Objectives	12
CHAPTER II	13
METHODOLOGY	13
2.1 Resources	13
2.1.1 Population	13
2.1.2 Instruments	13
2.1.3 Procedure	14
2.2 Methods	15
CHAPTER III	16
RESULTS AND DISCUSSION	16
3.1 Analysis and discussion of the results	16
3.2 Data interpretation	17
3.3.1 Hypothesis	34
CHAPTER IV	41
CONCLUSIONS AND RECOMMENDATIONS	41
4.1 Conclusions	41
4.2 Recommendations	42
Reference list	43
ANNEXES	48

Annex 1: Approval	48
Annex 2: Expert approval.....	49
Annex 3: Observation checklist.....	50
Annex 4: Survey.....	58
Annex 5: Urkund report	59

INDEX OF TABLES

Table 1: Observation checklist	17
Table 2: Use of the mother tongue	19
Table 4: Words, phrases and expressions.....	22
Table 5: Positively or negatively	24
Table 6: To communicate.....	25
Table 7: Speak the English language.....	27
Table 8: Translate	28
Table 9: Think in Spanish.....	30
Table 10: Native language accent.....	31
Table 11: English fluency.....	33
Table 12: Cross table number 1.....	36
Table 13: Chi-cuadrado test number 1	37
Table 14: Cross table number 2.....	38
Table 15: Chi-Cuadrado test number 2	39

INDEX OF FIGURES

Figure 1: Multiple line chart	18
Figure 2: Use of the mother tongue	20
Figure 3: Learning a foreign language.....	21
Figure 4: Words, phrases and expressions.....	23
Figure 5: Positively or negatively	24
Figure 6: To communicate.....	26
Figure 7: Speak the English language.....	27
Figure 8: Translate	29
Figure 9: Think in Spanish.....	30
Figure 10: Native language	32
Figure 11: English fluency	33
Figure 12: Graphical representation of Chi-cuadrado.....	35

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AUTHOR: Andrade Rojas Christopher Patricio

TUTOR: Mg. Wilma Elizabeth Suárez Mosquera

Abstract

Learning a new language has always been complicated but rewarding for students, it has always been said that if to learn a new language it is necessary to use our mother tongue or learning should be authentic only with the use of the new foreign language for a better exposure to it. The focus of this research is to determine if the use of the mother tongue influences the learning of the English language and the development of the speaking skill. This was a descriptive research with a mixed approach in a qualitative and quantitative design with a group of 26 participants. They were from an intermediate B1 and advanced level of English at “Glenn Doman” school. At the beginning of the research, a checklist and a survey were developed. The observations to students and teachers were completed in four sessions for each level. At the end a survey was applied only to the students to take into account their point of view about this problem. Finally, the data gathered was analysed using Chi-Cuadrado statistical test. The results demonstrated that the use of the mother tongue in speaking skill influences students when learning the English language.

Keywords: Mother tongue, speaking skill, code-switching, foreign language, bilingual students.

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CARRERA IDIOMAS

TEMA: “MOTHER TONGUE AND SPEAKING SKILL”

AUTOR: Andrade Rojas Christopher Patricio

TUTOR: Mg. Wilma Elizabeth Suárez Mosquera

Resumen

Aprender un nuevo idioma siempre ha sido complicado pero gratificante para los estudiantes, siempre se ha dicho que si para aprender un nuevo idioma es necesario usar nuestra lengua materna o el aprendizaje debe ser auténtico solo con el uso de la nueva lengua extranjera para una mejor exposición a ella. El enfoque de esta investigación es determinar si el uso de la lengua materna influye en el aprendizaje del idioma inglés y el desarrollo de la habilidad de hablar. Esta fue una investigación descriptiva con enfoque mixto en un diseño cualitativo y cuantitativo con un grupo de 26 participantes. Eran de un nivel intermedio B1 y avanzado de inglés en la escuela “Glenn Doman”. Al inicio de la investigación se elaboró una lista de cotejo y una encuesta. Las observaciones a estudiantes y docentes se completaron en cuatro sesiones para cada nivel. Al finalizar se aplicó una encuesta solo a los estudiantes para tomar en cuenta su punto de vista sobre esta problemática. Finalmente, los datos recopilados se analizaron mediante la prueba estadística Chi-Cuadrado. Los resultados demostraron que el uso de la lengua materna en la habilidad de hablar influye en los estudiantes a la hora de aprender el idioma inglés.

Palabras clave: Lengua materna, habilidad para hablar, cambio de código, idioma extranjero, estudiantes bilingües.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

This research work focuses on the discussion of one of the problems that occurs in the learning of a foreign language (English), it is about analyzing how our mother tongue (Spanish) interferes, at the time of learn English and speak it within the classroom and whether this interaction may cause interference or could help us to communicate and learn better. It also focuses on finding a point of view in which this inference can have positive or negative effects when learning a foreign language, specifically in the learning and production of English speaking skills. To carry out this study it is necessary to take into account the following previous investigations related to the subject of the mother tongue and speaking skill and thus have a better understanding based on various theories or ideas of other authors.

Hawa, et al., (2021) determined the students' views on the use of the mother tongue and analyzed the students' use of English as a foreign language in class. Classroom observations, questionnaire surveys, and semi-structured interviews were used as data collection methods. Twenty students participated in the observation and questionnaire survey. But, only three of them were selected as interviewees. The results showed that students' from different English proficiency levels found that the use of the mother tongue has positive and negative effects on their perception. Low English proficiency and intermediate students preferred their mother tongue to understand instructions and explain unfamiliar vocabulary. At the same time, senior students showed negative views on the use of their mother tongue. They decided to avoid using their mother tongue in order to improve their ability to maximize exposure to English as the target language.

Alkhudiry and Al-Ahdal (2021) pointed out the way in which the mother tongue interferes with students' English as a foreign language production. The main objective of this research was to investigate the type of errors made by students at EFL University in Saudi, in essay writing and speaking activities, in order to identify the source of the errors in relation to mother tongue interference. This was an empirical study that analyzed a free writing sample and speaking tasks of 18 first-year learners who were in the age group of 17-18 years. The results showed that the main problems faced by English as a foreign language students in writing rather than speaking are subject-verb agreement, incorrect verb form, and redundant prepositions. In English speaking skill the respondents used to literally transfer some words from their native language to the English language.

Ganuza and Hedman (2019) investigated the influence of "Mother Tongue Instruction" on children's vocabulary knowledge. The authors predicted that the use of MTI had a positive impact on participants' native vocabulary, and they found evidence of cross-lingual impact on vocabulary. They decided to focus on the data of 120 bilingual students in grades 1-6 (6-12 years old) in Swedish schools. Before the children were tested, they conducted an oral background survey based on a written questionnaire, asking about language background, as well as their literacy habits. The results showed that MTI had a weaker impact on the participants' vocabulary proficiency.

Manel, et al., (2019) revealed in their research the attitudes of high school students towards code-switching to the first language in foreign language classrooms. A total of 120 high school students participated in the study. To collect the data, a questionnaire was administered to the sample that is selected at random. The study concluded that students had positive opinions about the used that teachers made of their mother tongue in foreign English classes. They believed that teachers use the mother tongue to fulfill pedagogical and social functions. Teachers mainly used code-switching to translate unfamiliar vocabulary and explain grammar lessons.

Tavoosy and Jelveh (2019) explored language teaching strategies and techniques that can be used in classroom settings to improved student learning in a language other than their native languages. This research aimed to investigate previous models of learning and increase teachers' awareness of language learning and created a resource bank of language teaching strategies, ideas and techniques for teachers to use in teaching a foreign language, this to avoid the use of the mother tongue and achieve a better communicative interaction by the students. Ten volunteer teachers participated in this research, the tools used to collect information were lesson observations, teacher interviews, Primary Years Programm Co-ordinator interviews and field notes. The results showed that in order to have this improvement in learning, the following techniques or strategies had to be implemented or improved: thinking time, elaborated input, re-casts, questioning and increase verbal interaction.

Pardede (2018) investigated the perception of high school students and teachers about the use of the mother tongue in their English classes. To achieve the goal, two sets of questionnaires were administered to measure the perceptions of 556 students and 15 teachers from 10 upper secondary schools in Jabodebek. The findings revealed: most students preferred to use their mother tongue in their English classes, it is useful for the development of language skills, learning the components of language and interactions in classroom, while teachers preferred the predominant use of English during class time; teachers with more teaching experience tended to expect a higher proportion of the mother tongue to be used in English classrooms.

Leong and Ahmadi (2017) established the factors that affect the English speaking ability of language learners. Describes the importance, characteristics, problems, and factors that affect speech performance. The findings of this work indicated that students with low self-esteem, higher anxiety and low motivation have serious difficulties in the ability to speak despite having acceptable language skills. The paper showed that students who are more motivated and less anxious can speak effectively. One of the problems was also the evident use of the mother tongue by the students to communicate.

Sabriye and Perihan (2017) explored the views, perceptions and suggestions of teacher trainees regarding L1 use in foreign language classes. A qualitative design was applied in which trainers were the participants through observation tasks. The participants of the study included a total of 41 ELT senior trainees at a state university in Turkey; 11 males and 30 females. The trainees took the course which included doing observation tasks and writing reports based on their observations as a part of their school practice in the fall term of 2015-2016 academic year. The data was collected through 5 open-ended questions. The survey results showed that most participants preferred to use the target language in class. They believe that excessive use of L1 deprives learners of opportunities to practice oral skills and develop communicative skills.

Almoayidi (2018) showed the effectiveness and ineffectiveness of the use of the mother tongue in the second language classroom. Researchers in the fields of language teaching and learning believed that the use of L1 in L2 classrooms helps facilitate learning. However, other researchers argued that the use of L1 in the L2 classroom difficult learning and deprives students of exposure to the second language. It depends on several factors, such as the learning context, the type of learners, the L2 proficiency of the teachers, the students' purposes for learning the second language. Regarding the use of L1 in the classroom or not, it can be argued that exposing students only to L2 is the appropriate teaching method for most students, exposure to L2 only in the classroom makes learning a good experience for learners to express their thoughts in a foreign language.

Donoso (2020) conducted a research about the perceptions of Chilean future teachers of English as a foreign language regarding the use of Spanish as L1 in English lessons. The participants belong to first and fourth year levels at four universities located throughout Chile. The data collection tool was a Likert questionnaire with an open questions section. The data were subjected to descriptive statistical analyses. The results indicated that the participants used Spanish in the English class mainly for two reasons: for pedagogical-didactic purposes and to maintain the student-teacher relationship.

Arévalo (2017) developed an investigation to compare the same lecturer's use of questions in her mother tongue versus her lectures in English. The author wanted to show whether the questions were affected by the language of instruction, whether it was in Spanish or English. Most of the questions were in English to encourage verbal interaction between the students and the lecturer. To test this hypothesis, a group of 3 lectures in English and 3 in Spanish by the same lecturer was analyzed, the participants were two groups of students taking the same subject. The results showed that English lectures display a slightly higher frequency of questions than those in Spanish. However, a qualitative analysis also reflects interesting aspects of the type of questions in English.

Rivera and Mazak (2017) determined whether students' language attitudes influenced their perceptions of teachers' multilingual pedagogy. The research was carried out in a classroom at the University of Puerto Rico in Mayagüez and involved the methodology of case studies and analysis of survey results. The results showed that this group of students had neutral and positive attitudes towards translating between languages in the classroom. A large number of neutral responses may mean that students were indifferent to translanguaging pedagogy, or that these students were used to working in environments where translanguaging and code-switching often occurred.

Strahan (2019) wanted to discover what students and teachers in a bilingual program thought of their own participation in regards to language. Through the use of surveys, interviews, and observations over the course of several weeks, the researcher was able to determine that many factors including student motivation, preferences, resources available, and misunderstanding all contribute to their willingness to participate in a given language. The purpose of this study was to understand student participation patterns in relation to the language of instruction by observing student participation in class when a teacher was teaching in their L1 or L2 in order to compare the two configurations. The researcher presented how the students' willingness to participate verbally in class changes when the teacher speaks in their L2 and whether the willingness to participate changes when the teacher speaks the students' L1.

Most of the studies mentioned above recommend avoiding the use of the mother tongue for teaching and learning English as a foreign language because it limits students from experiencing real learning, however certain studies support its implementation only for pedagogical purposes in cases where their use cannot be avoided. These studies were carried out with a similar population of this research, the participants were children and teenagers aged 12 to 17 years. The citation of these studies contributed in the search for instruments to collect data in this type of descriptive research, which are: observation checklist and survey. In this way, the results show that the majority of students with an advanced level of English prefer learning without the use of their mother tongue, while beginner and intermediate students prefer its use to facilitate learning. In addition, these studies support the fact that the use of the mother tongue cannot be used for the development of speaking skills in students because it limits their interaction and application of the foreign language in learning.

1.2 Theoretical Framework

Independent variable

1.2.1 Communication

According to Zadeh (2018) humans communicate using a complex linguistic modality structure. We employ three modalities in a coordinated way to transmit our thoughts: language modality (words, phrases and sentences); vision modality (gestures and expressions) and acoustic modality (paralinguistic and changes in vocal tones).

Communication has been constantly changing according to the needs of each society for a better development in all fields, but mainly the focus is on education, in which there has been an incorporation of learning other languages and even the inclusion of other types of communication such as braille or sign language. Words, phrases and sentences are always important in the communication between students and the teacher, while the teacher is responsible for using gestures and expressions to get the attention of their students by using vocal changes for a better interaction.

1.2.2 Language

Language is a linguistic and sociolinguistic attitude that can provide essential information, such as the prediction of linguistic scenes in areas where cultural contacts exist, understanding about language and related issues, and the change that occurs in various spheres of society. However, the approach is to say that the success of any educational process depends a lot on the language used because it is fundamental in the transmission of knowledge (Alieto, 2018).

Language is a way of interaction in society between people, this also depending on their demographic context, and has evolved according to the needs of each society based on development. Language is a series of patterns that are used for interaction within a context, in this case, being educational, it is necessary to transmit information between students and teachers, it is also very important to take into account the development and change that language is having to have an adaptation of it in future generations of students.

1.2.3 Spanish Language

It is estimated that the Spanish language is the second most commonly spoken language. Thus, when contemplating the ideas about “Spanish” and about “countries/nations”, it is important to keep in mind the fact that these constitute a kind of conceptual demography that does not always correspond to the realities of individuals. Despite these important limitations, what we generally understand as the Spanish language can be understood from the fact that historically it is a language that has been evolving along with the cultural and social change that the country that speaks this language presents (Potowski and Muñoz, 2018).

As Spanish is our mother tongue, we must understand why it could affect our learning of a foreign language. When learning English, students may face a problem to dominate pronunciation due to differences in both languages, such as the correspondence between sound to letter, the large number of phonemes, the allophonic sounds and the place and form of articulation. In addition, the interference of the first language and the age of acquisition of the foreign language have been found as factors that complicate the process of learning English pronunciation.

1.2.4 Mother tongue

Mother tongue refers not only to the language one learns from the mother, but also to the speaker's home language. It's also called native language. So, the mother tongue is the native language of the place where we were born, grew up and developed during a period using this language, even the mother tongue can be acquired by the contact that a new-born has with a native speaking adult. However, in certain places it is believed that a mother tongue refers to the language that is dominated by a certain ethnic group (Subandowo, 2017).

The use of the mother tongue allows young foreign language learners to immediately explain their thoughts without fear of making mistakes. This allows teachers to more accurately assess and identify areas where they need help (Tadeo and Queroda, 2020). The mother tongue is established as the native language (L1) that the person learns within their social context to communicate with their surroundings, this within an educational environment of a foreign language (L2) facilitates communication between student-student and student-teacher, this to clarify doubts or require more information for a good understanding.

Dependent variable

1.2.5 English Language

Today, the English language is considered essential because it is used almost everywhere in the world as a universal way of communication. For this reason, a good knowledge of English is the stimulus for better educational and employment opportunities. In order to provide English communication skills to the younger generation of students for higher education and career opportunities, public and private schools introduced ESL/EFL in their education systems.

It is believed that the learning of the English language should be encouraged and developed in the classroom and outside the classroom through appropriate techniques. Such techniques help in better exposure to the foreign language so that students are able to improve and express themselves in the target language (Al-Zoubi, 2018).

1.2.6 Productive Skills

Speaking and writing skills involve producing language rather than receiving it, speaking involves using speech to communicate to other people its divided into subskills for better development. Writing involves communicating a message by making signs in a page. Through speaking and writing activities, students are encouraged to express meaning by producing appropriate oral or written utterances. In speaking, a person interacts with others or influence someone by saying something which may affect someone else's point of view, while in writing we need someone and something to communicate (Spratt, Pulverness and Williams, 2011).

1.2.7 Speaking skill

Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication. When speaking, we tend to build and explore ideas or simply communicate to continue with our daily routine. This ability is an important indicator for someone to be able to speak English correctly and fluently, especially for the younger generation in general and students in particular who are learning this foreign language. (Syakur, et al., 2020).

According to Spratt, et al., (2011) speaking is one of the four language skills and this is a productive skill because involves producing language rather than receiving it, so speaking involves using speech to communicate ideas. Also, for a better development of this skill, it has been divided into subskills such as:

1. Functions
2. Use of register
3. Connected speech
4. Body language
5. Text types
6. Oral fluency
7. Interactive strategies.

However, of these seven subskills, two were taken into account; fluency and connected speech, because they are the most important in relation to the use of the mother tongue and the speaking skill.

1.2.7.1 Fluency

One of the most challenging difficulties in learning a foreign language is finding ways to improve oral fluency. This problem is more common in countries where students share a native language and have very little exposure to the foreign language outside of the classroom.

Since the real trend in foreign language learning is towards the development of oral proficiency, and since oral fluency is one of its components, language learners need to speak with a certain degree of fluency to demonstrate their speaking proficiency. Fluency is difficult for most language learners to acquire, but it contributes greatly to the accuracy and value of having a correct knowledge of the foreign language (Pishkar and Moinzadeh, 2017).

1.2.7.2 Connected speech

It is the spoken language in which all the words come together to form a stream of connected sounds. This subskill has several characteristics such as: Sentence stress which is used when speaking, this depending on the pronunciation of what you want to say and the situation to be able to modulate the stress with which certain phrases are said. Linking is another feature that is related, because in the connected speech when communicating word boundaries were used instead of saying the words separately, this happens when a word ends in a consonant sound and the next begins with a vowel. Finally, there is the intonation which is about the change of the vocal sound that the speaker makes to communicate and emphasize emotions and thoughts (Spratt, et al., 2011).

1.2.8 Code-switching

Code switching is the process of linguistic change that occurs when a person speaks from one language to another in the same conversational sequence, this is a phenomenon that appears in bilingual and multilingual communities and is therefore extremely frequent among speakers, these kind of speakers can spontaneously insert words and phrases from the mother tongue into the foreign language. This is seen as a strategy that multilingual speakers use to have better communication between them, depending on the situation and the person they are talking to (Anastassiou and Andreou, 2017).

The study of code switching in bilingual adults generally reveals a developed knowledge of the grammatical system of both the mother tongue and the foreign language and also reflects the adult's competence to use them appropriately in conversation. On the other hand, studies on bilingual children's code switching postulated that they switch languages because they have doubts about what they are studying or have not yet fully developed their language skills and linguistic competency.

Bilingual and multilingual speakers code switch not because they cannot differentiate the linguistic systems of each language, the reason is that they lack of lexical or grammatical competence in one or both of the languages known or still being studied. The purpose of code switching is to fill lexical gaps, for this reason students tend to insert words from one language to another when they do not have the translation equivalents (Yow, Tan and Flynn, 2017).

Currently, English learners mainly communicate in a non-native speaking environment with non-native speakers. For this reason, students must be realistically prepared for communication with native speakers, and it is important to focus on speaking activities that promote communicative fluency. The presence of the mother tongue in code-switching is frequently detected by teachers in English classrooms, because most students present perspectives that reveal this linguistic behaviour, sometimes intentional or unconscious. Students alternate between the mother language and the foreign language to complete certain pragmatic functions and deal with language deficiencies.

1.3 Objectives

1.3.1 General Objective

- To determine the influence of the mother tongue and the ability to speak English language.

1.3.2 Specific Objectives

- To identify the impact of the mother tongue on the English speaking skill.
- To analyze the fluency that students have when they speak English.
- To describe the relationship between mother tongue and speaking skill.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

For this research, a total of 26 students were taken into account, 20 at intermediate level B1 and 6 at advanced level in English. They were students of the "Glenn Doman" school where the English area was divided by levels and not in the educational system to which it is accustomed. This research took about two weeks, which were divided into 4 observations for intermediate level plus the survey and 4 sessions for advanced level with the application of the survey, the whole process was in face to face classes except for a last observation and the application of a survey that was online.

2.1.2 Instruments

- Observation checklist

A checklist was created and validated by experts for its application. This checklist has 10 parameters to evaluate according to the Likert frequency scale. This observation checklist was used to observe students and teachers of intermediate level B1 and advanced English.

- Survey

A survey was created, which was validated by experts for its application to students of intermediate level B1 and advanced English, the survey was elaborated based on the Likert scale of satisfaction to take into account the opinion of the students about the influence of the mother tongue in the study of the English language. This survey was carried out in a paper sheet and Google Forms.

- Google forms

Due to the pandemic, students returned to online classes, so it was decided to take the survey on google forms to intermediate level B1 students.

2.1.3 Procedure

For the procedure, the checklist was used to observe the development of the English classes, this according to the items established in this instrument. The time of eight sessions was necessary for each level giving a total of eight observations. After that, the survey was applied only to students of both levels.

The first session, which was a face-to-face class, the researcher introduced himself to the teacher and the advanced level students in English, then the instruments that were going to be used for the development of this research were explained to them. After this, the researcher proceeded to observe the class in which it was possible to notice that the students and the teacher had a good level of English, but they did not act normally, this due to the presence of the researcher. For this reason, a greater use of the English language was observed throughout the class.

The rest of the 3 sessions for this level were the same, but what could be observed was an increase in the use of the mother tongue, due to the fact that the researcher did not intervene directly in the class and the students and the teacher behaved normally, this allowed to obtain more real information. Finally, the survey was applied to six students of this level.

In the first face to face session with the intermediate level B1, the researcher introduced himself to the teacher and the students to later explain the application of the instruments. After this, the researcher proceeded to observe the class in which it was possible to notice that the students did not have a good level of English, so almost all the time they used their mother tongue to communicate with each other and the teacher.

The rest of the sessions were the same, despite a good level of English by the teacher, the students still did not use the foreign language correctly. Finally, the last session and the application of the survey to twenty students of this level was in online classes, this due to the pandemic.

2.2 Methods

Descriptive Research

According to Askarzai (2017) a descriptive research is a type of research which describes the nature and, the attributes of a subject, for this reason, this is a qualitative research for the qualities that students and teachers have in learning the English language and the relationship that our mother tongue would have when learning a new language is taken into account. This research worked with students of two different levels (Intermediate-Advanced) to have a point of comparison.

Bibliographic or documentary research

According to Kothari (2004) this research is necessary to work based on a documentary and bibliographic modality which scientifically focuses on research, articles, books, journals, texts, newspapers and documents. It is important because these documentary materials are directly or indirectly related to this topic of how the students mother tongue influences in their learning of English speaking skill.

Field Research

Current research seeks to apply direct observation. For this reason, the research work was developed by observing face to face and online classes at “Glenn Doman” school for students from intermediate and advanced level of English to collect important data.

Level or Type of Research

Analytical Level

The present research work is analytical because documents related to the mother tongue and speaking skill were reviewed, the problem, the variables of social behaviour and education that generate a hypothesis were observed.

Some scientific aspects were taken into account, so it was essential to look for the appropriate and objective information to have a clear focus on the two variables and to be able to establish adequate criteria to explain the hypothesis.

CHAPTR III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and findings compiled during the observations and the analysis of the survey. In order to have understandable results, everything is represented in tables and figures with an analysis and an interpretation.

The instruments were applied to 20 students from Intermediate B1 and 6 students from Advanced level of English with a total of 26 students at “Glenn Doman” school, the process was carried out in face to face classes, except for one last observation and the survey, which were applied in online classes due the pandemic.

The results of the observation and survey applied to the students were carefully analyzed to demonstrate whether or not the use of the mother tongue influences the learning and development of English speaking skill.

To carry out the observation, a checklist was used for each class with the same items for each level in which it also contains a section with specific observations that could be evidenced in each class and thus have a comparison regarding the perception of the students and teachers on the use of the mother tongue in a class where a foreign language is learned, also at the end of the observations a survey was applied to all students to take into account the opinion of each one regarding this type of learning.

The total results of the frequencies marked in the checklist are presented below, in the table and figure 1. Also, it can be observed tables and figures of the 10 questions of the survey with the application of the statistical model to verify the hypothesis.

3.2 Data interpretation

Table 1:

Items from the observation checklist for Intermediate B1 and advanced

ITEMS	Always		Often		Sometimes		Rarely		Never	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
The teacher uses the English language in class.	0	0	8	100%	0	0	0	0	0	0
Students use English in class.	0	0	2	25%	6	75%	0	0	0	0
Students use their mother tongue within English classes.	0	0	4	50%	2	25%	2	25%	0	0
The teacher uses his mother tongue to teach the English language.	0	0	0	0	0	0	6	75%	2	25%
Students and teacher use English to communicate at the end of the English class.	0	0	0	0	0	0	0	0	8	100%
Student´s English speaking skill is fluent.	4	50%	0	0	4	50%	0	0	0	0
Teacher´s English speaking skill is fluent.	8	100%	0	0	0	0	0	0	0	0
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.	4	50%	0	0	0	0	4	50%	0	0
Teacher encourages the practice of the speaking skill in English.	2	25%	1	12.5%	2	25%	3	37.5%	0	0
When speaking in English, students combine words from both languages. (code-switching).	0	0	0	0	2	25%	4	50%	2	25%

Source: Field research

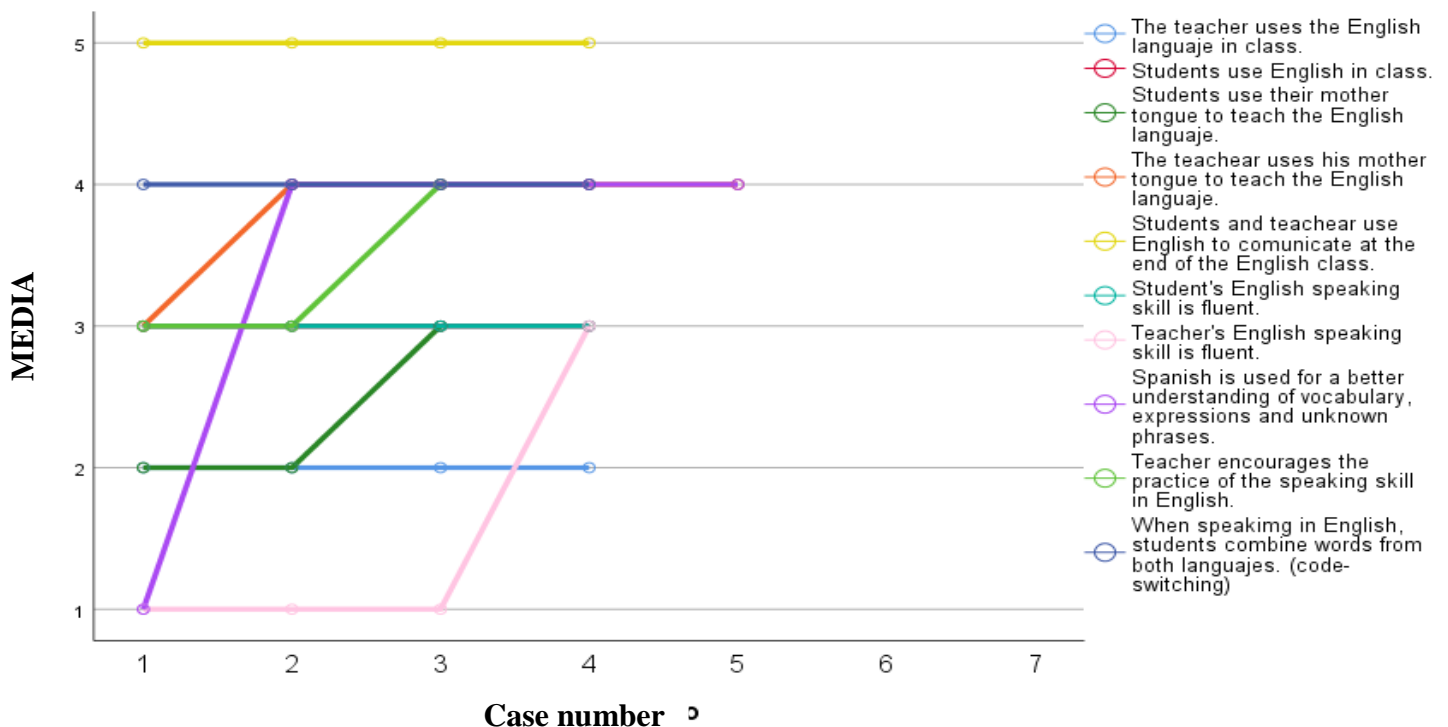
Author: Andrade, C. (2022)

Analysis and interpretation

Table 1 shows the compilation of frequencies and percentages in total of the 8 observations made through the checklist to students and teachers of intermediate level B1 and advanced English. Divide into 10 items which are measured according to the Likert frequency scale. It can be seen that the items with the highest frequency are: "Teacher's English speaking skill is fluent" with 100% in a frequency of always, "The teacher uses the English language in class" with a frequency of often and "Students and teacher use English to communicate at the end of the English class" with a frequency of never.

Figure 1:

Multiple line chart (Observation made to teachers and students of advanced level and intermediate B1)



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Figure 1 shows a multiline line chart which details the increase, neutrality or decrease of each of the 10 items observed in the checklist in the 8 sessions for students and teachers of intermediate level B1 and advanced English, these items are detailed according to a colour to observe their function. Media means the 5 frequencies that allowed the measurement of the items.

Table 2:

Do you consider that the use of the mother tongue is important to understand the topics studied in English classes?

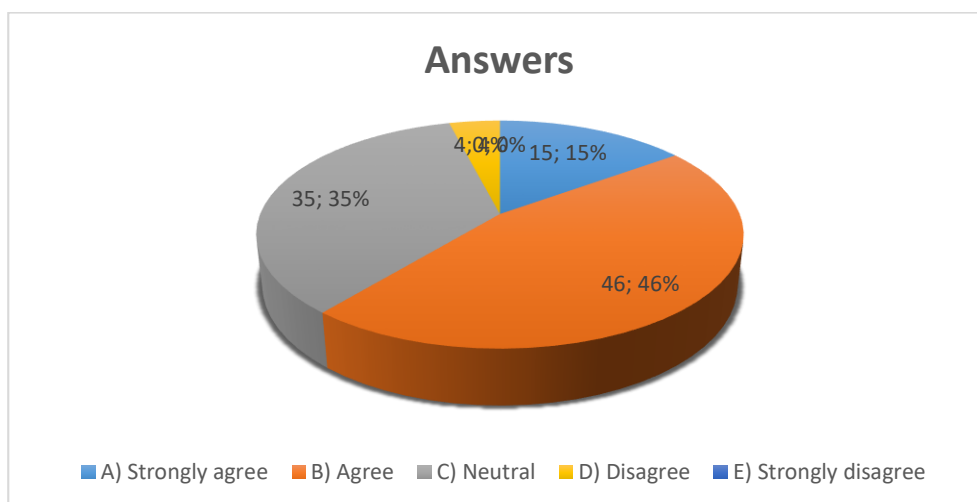
Options	Intermediate B1	Advanced	Total	%
A) Strongly agree	3	1	4	15%
B) Agree	8	4	12	46%
C) Neutral	8	1	9	35%
D) Disagree	1	0	1	4%
E) Strongly disagree	0	0	0	0%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 2:

Do you consider that the use of the mother tongue is important to understand the topics studied in English classes?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 1 shows that, 15% of 26 students from intermediate B1 and advanced level of English strongly agree, 46% agree, 35% are neutral, 4% disagree and no one strongly disagree. According to these results, it could be said that most of the students of both English levels agree with the use of the mother tongue to understand the topics studied in English.

Table 3:

Do you consider that learning a foreign language is easier using your mother tongue?

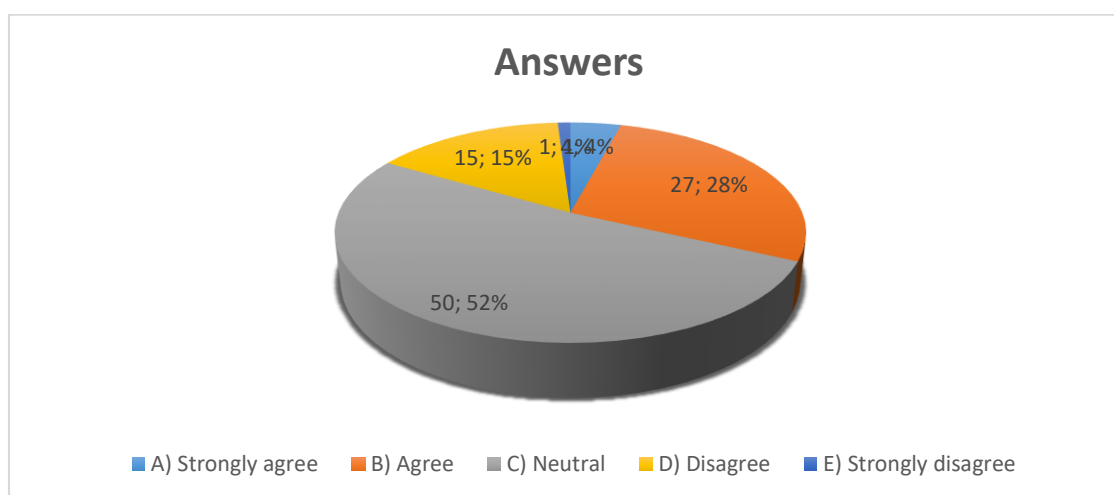
Options	Intermediate	Advanced	Total	%
B1				
A) Strongly agree	1	0	1	4%
B) Agree	6	1	7	27%
C) Neutral	9	4	13	50%
D) Disagree	3	1	4	15%
E) Strongly disagree	1	0	1	4%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 3:

Do you consider that learning a foreign language is easier using your mother tongue?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 2 shows that, 4% of 26 students from intermediate B1 and advanced level of English strongly agree, 27% agree, 50% are neutral, 15% disagree and 4% strongly disagree. According to these results, it could be said that most of the students of both English levels are neutral about the learning of a foreign language is easier using their mother tongue.

Table 4:

Do you consider that the words, phrases and expressions of your mother tongue affect the learning of the English language?

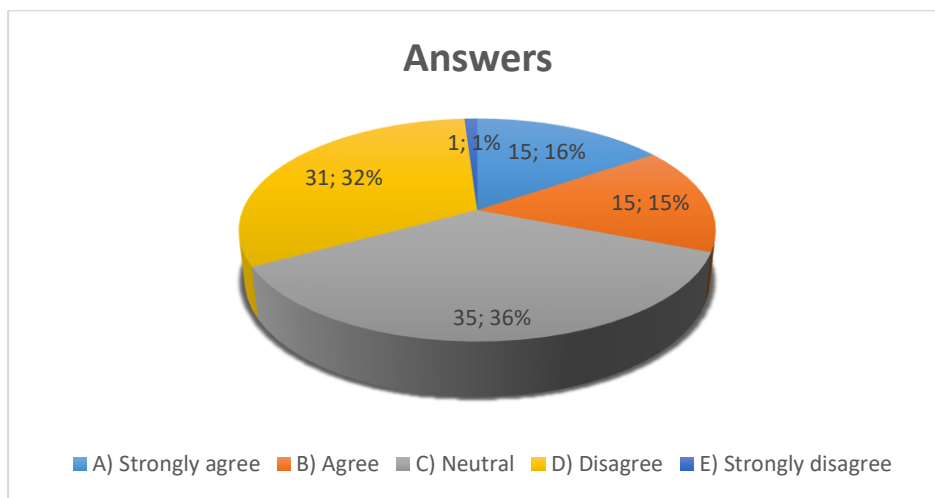
Options	Intermediate	Advanced	Total	%
B1				
A) Strongly agree	2	2	4	15%
B) Agree	3	1	4	15%
C) Neutral	8	1	9	35%
D) Disagree	6	2	8	31%
E) Strongly disagree	1	0	1	4%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 4:

Do you consider that the words, phrases and expressions of your mother tongue affect the learning of the English language?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 3 shows that, 15% of 26 students from intermediate B1 and advanced level of English strongly agree, 15% agree, 35% are neutral, 31% disagree and 4% strongly disagree. According to these results, it could be said that most of the students of both English levels are neutral in that the words, phrases and expressions of their mother tongue affect the learning of the English language.

Table 5:

Do you consider that in general the use of the mother tongue during the English classes affects, either positively or negatively your learning of the English language?

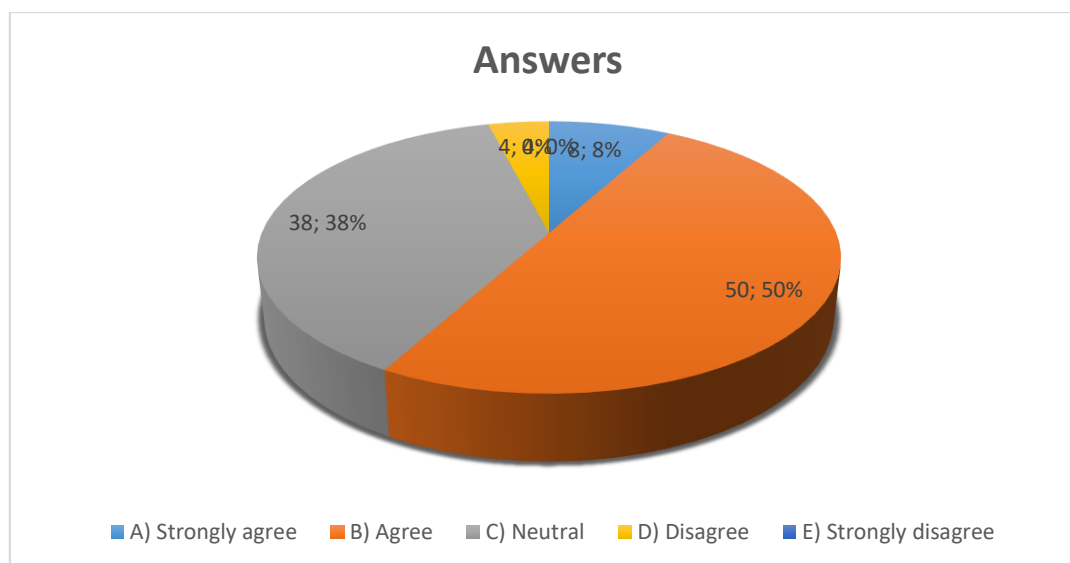
Options	Intermediate	Advanced	Total	%
B1				
A) Strongly agree	2	0	2	8%
B) Agree	8	5	13	50%
C) Neutral	9	1	10	38%
D) Disagree	1	0	1	4%
E) Strongly disagree	0	0	0	0%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 5:

Do you consider that in general the use of the mother tongue during the English classes affects, either positively or negatively your learning of the English language?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 4 shows that, 8% of 26 students from intermediate B1 and advanced level of English strongly agree, 50% agree, 38% are neutral, 4% disagree and no one strongly disagrees. According to these results, it could be said that most students agree that in general the use of the mother tongue during the English classes affects, either positively or negatively your learning of the English language.

Table 6:

Do you use your mother tongue to communicate in English classes with your classmates and teachers?

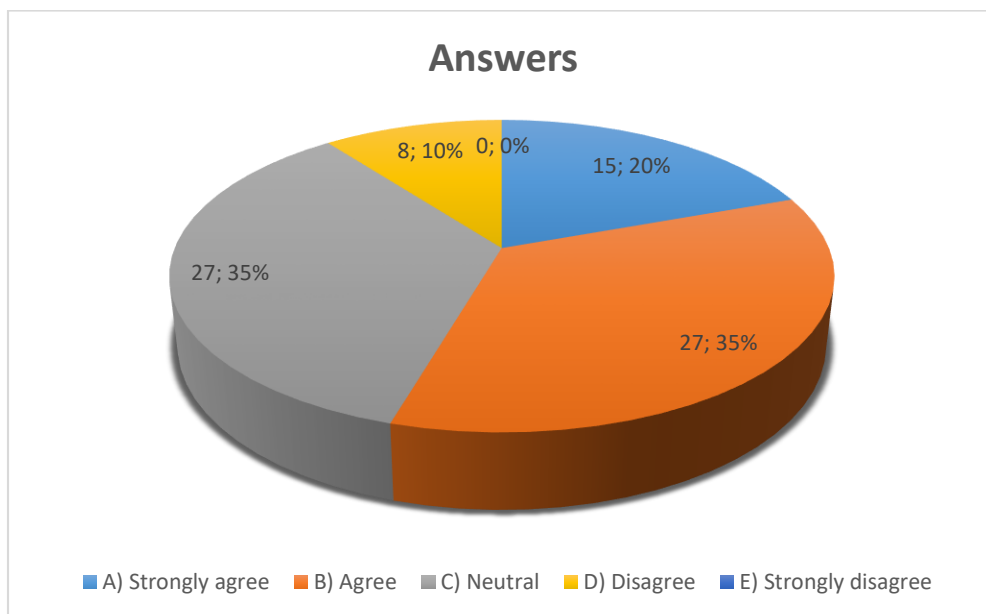
Options	Intermediate B1	Advanced	Total	Percentage
A) Strongly agree	3	1	4	15%
B) Agree	4	3	7	27%
C) Neutral	7	0	7	27%
D) Disagree	6	2	8	31%
E) Strongly disagree	0	0	0	0%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 6:

Do you use your mother tongue to communicate in English classes with your classmates and teachers?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 5 shows that, 15% of 26 students from intermediate B1 and advanced level of English strongly agree, 27% agree, 27% are neutral, 31% disagree and no one strongly disagrees. According to these results, it could be said that most students of both English levels disagree with the use of the mother tongue to communicate in English classes with classmates and teachers.

Table 7:

Do you consider that you can speak the English language adequately in a conversation without using your mother tongue?

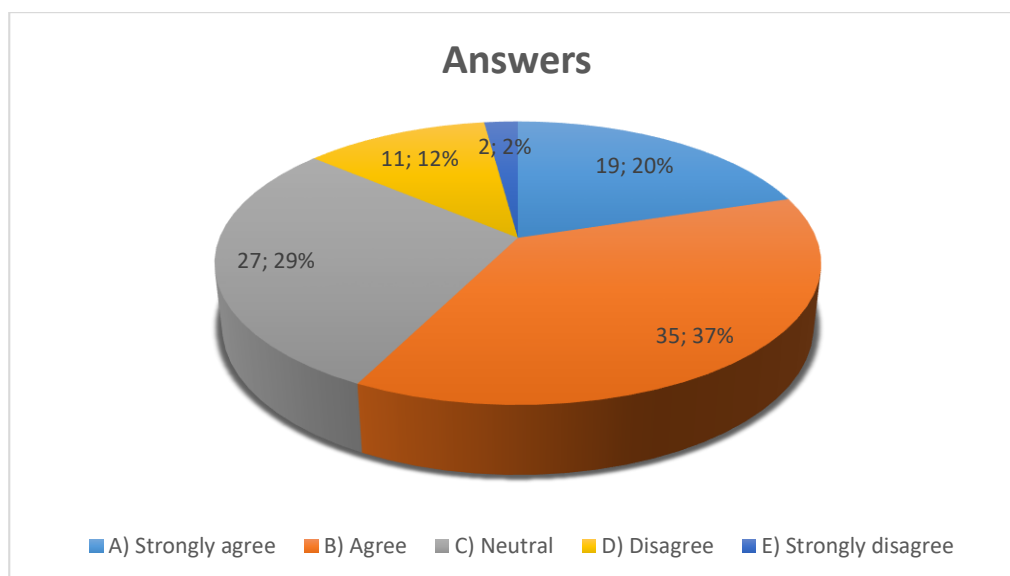
Options	Intermediate	Advanced	Total	Percentage
B1				
A) Strongly agree	2	3	5	19%
B) Agree	6	3	9	35%
C) Neutral	7	0	7	27%
D) Disagree	3	0	3	11%
E) Strongly disagree	2	0	2	8%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 7:

Do you consider that you can speak the English language adequately in a conversation without using your mother tongue?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 6 shows that, 19% of 26 students from intermediate B1 and advanced level of English strongly agree, 35% agree, 27% are neutral, 11% disagree and 8% strongly disagree. According to these results, it could be said that most students of both English levels agree that they can speak the English language adequately in a conversation without using their mother tongue.

Table 8:

Do you literally translate words from your mother tongue into English when you speak?

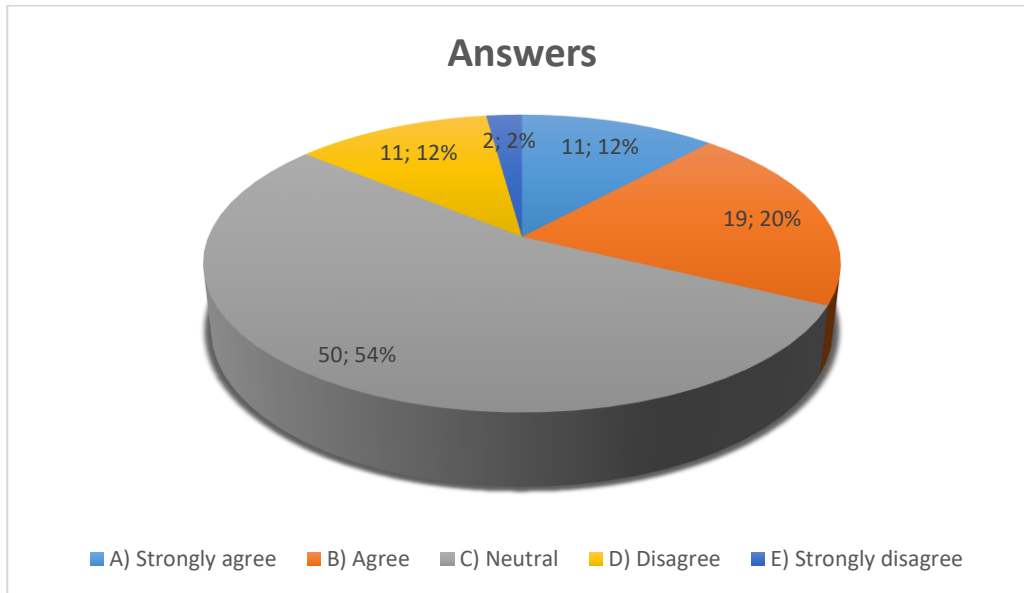
Options	Intermediate B1	Advanced	Total	Percentage
A) Strongly agree	3	0	3	11%
B) Agree	4	1	5	19%
C) Neutral	11	2	13	50%
D) Disagree	1	2	3	11%
E) Strongly disagree	1	1	2	8%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 8:

Do you literally translate words from your mother tongue into English when you speak?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 7 shows that, 11% of 26 students from intermediate B1 and advanced level of English strongly agree, 19% agree, 50% are neutral, 11% disagree and 8% strongly disagree. According to these results, it could be said that most of the students of both English levels are neutral with literally translate words from your mother tongue into English when they speak.

Table 9:

Do you often think in Spanish when you are speaking English?

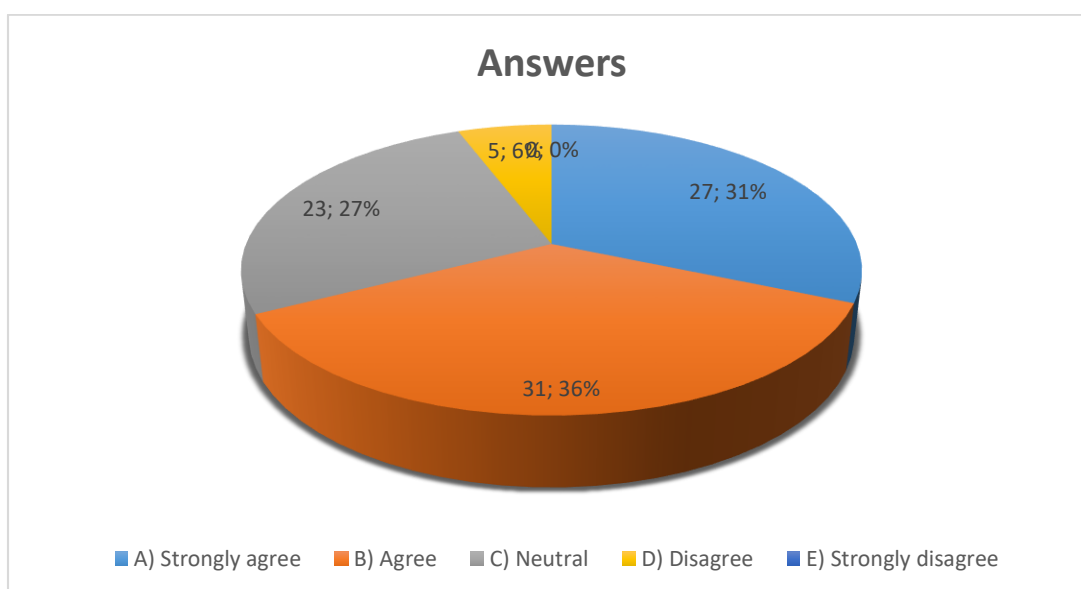
Options	Intermediate	Advanced	Total	Percentage
B1				
A) Strongly agree	7	0	7	27%
B) Agree	5	3	8	31%
C) Neutral	5	1	6	23%
D) Disagree	3	2	5	19%
E) Strongly disagree	0	0	0	0%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 9:

Do you often think in Spanish when you are speaking English?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 8 shows that, 27% of 26 students from intermediate B1 and advanced level of English strongly agree, 31% agree, 23% are neutral, 19% disagree and no one strongly disagrees. According to these results, it could be said that most of the students of both English levels agree that they think in Spanish when they are speaking English.

Table 10:

Do you think that your native language accent influences your pronunciation of the English language?

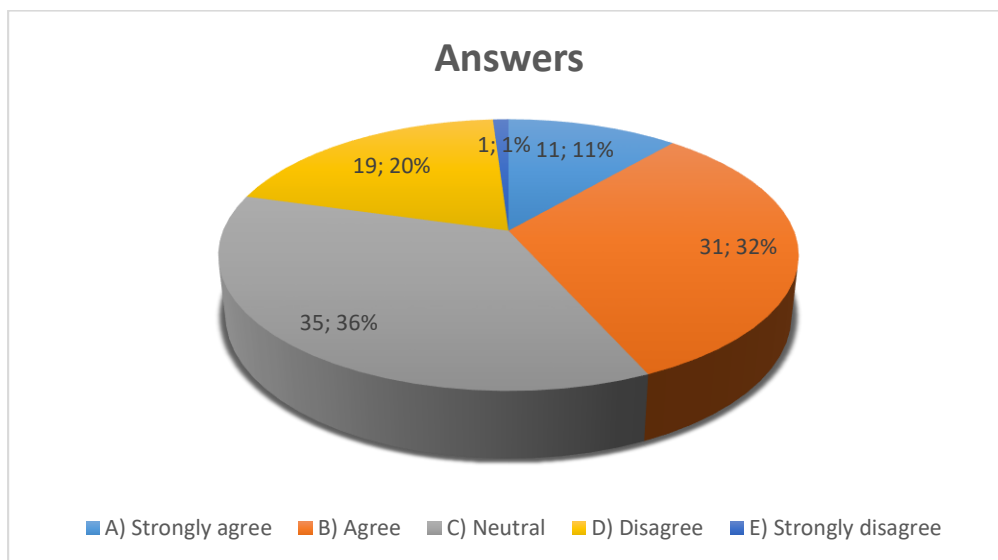
Options	Intermediate B1	Advanced	Total	Percentage
A) Strongly agree	3	0	3	11%
B) Agree	5	3	8	31%
C) Neutral	8	1	9	35%
D) Disagree	4	1	5	19%
E) Strongly disagree	0	1	1	4%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 10:

Do you think that your native language accent influences your pronunciation of the English language?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 9 shows that, 11% of 26 students from intermediate B1 and advanced level of English strongly agree, 31% agree, 35% are neutral, 19% disagree and 4% strongly disagree. According to these results, it could be said that most students of both English levels are neutral in that the use of native language accent influences their pronunciation of the English language.

Table 11:

Do you consider that your mother tongue affects your English fluency?

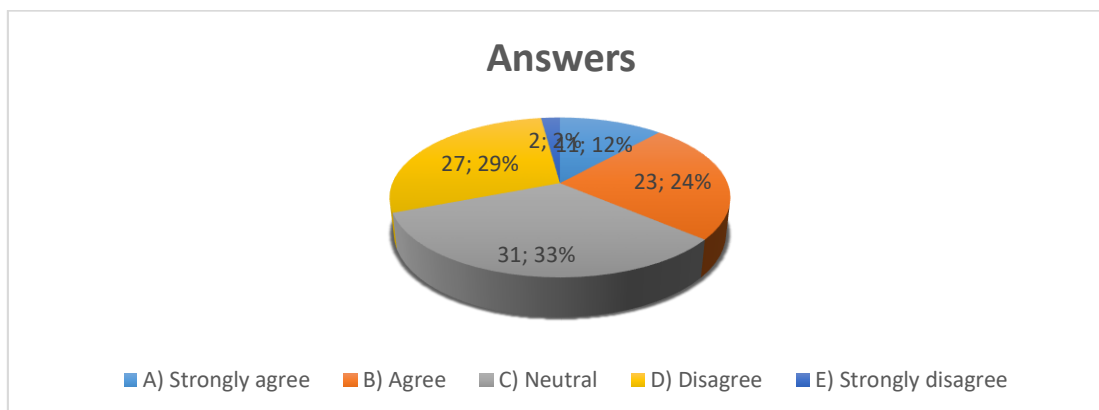
Options	Intermediate	Advanced	Total	Percentage
	B1			
A) Strongly agree	3	0	3	11%
B) Agree	6	0	6	23%
C) Neutral	7	1	8	31%
D) Disagree	3	4	7	27%
E) Strongly disagree	1	1	2	8%
TOTAL	20	6	26	100%

Source: Field research

Author: Andrade, C. (2022)

Figure 11:

Do you consider that your mother tongue affects your English fluency?



Source: Field research

Author: Andrade, C. (2022)

Analysis and interpretation

Table and figure 10 shows that, 11% of 26 students from intermediate B1 and advanced level of English strongly agree, 23% agree, 31% are neutral, 27% disagree and 8% strongly disagree. According to these results, it could be said that most students of both English levels are neutral in that the use of their mother tongue affects their English fluency.

3.3 Hypothesis verification

The results obtained and gathered for this research were analysed by using Chi-Cuadrado statistical test with the SPSS program.

3.3.1 Hypothesis

Null hypothesis (H0)

The use of the mother tongue in the speaking skill does not influences students when learning the English language.

Alternative hypothesis (H1)

The use of the mother tongue in the speaking skill influences students when learning the English language.

3.3.2 Significance level

To test the hypothesis, a significance level of 5% ($\alpha=0.05$) is selected.

Selection of the statistic

The survey applied to students of English at the intermediate B1 and advanced levels and due to the existence of several alternatives; a contingency table is drawn up; selecting the Chi-Cuadrado, for the verification of the hypothesis:

$$X^2 = \frac{\sum (Fo - Fe)^2}{Fe}$$

Region of acceptance and rejection

To determine the region of acceptance and rejection, the degrees of freedom are calculated, and the Chi-Cuadrado value is determined in the statistical table.

$$g.l. = (C - 1) * (F - 1) \qquad g.l. = (4 - 1) * (4 - 1)$$

$$g.l. = 3 * 3 \qquad g.l. = 9$$

Figure 12:

Graphical representation of Chi-Cuadrado

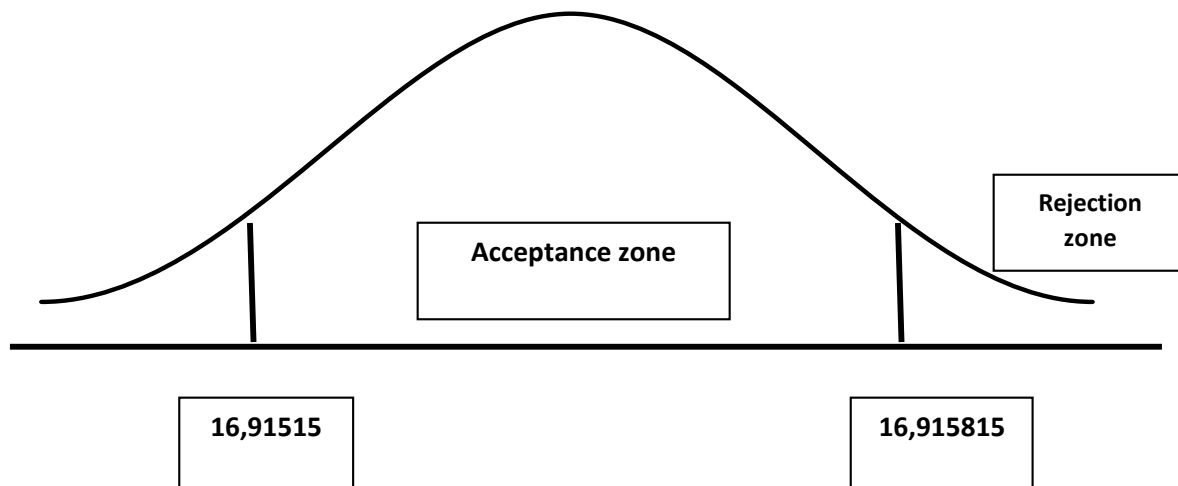


Table 12:*Cross table number 1*

Cross Table: Do you consider that the use of the mother tongue is important to understand the topics studied in English classes?

Do you consider that in general the use of the mother tongue during English classes affects, either positively or negatively, your English language learning?

		Strongly agree	Agree	Neutral	Strongly disagree	Total
STRONGLY AGREE	Count	2	2	0	0	4
	Expected count	,3	2,0	1,5	,2	4,0
AGREE	Count	0	11	1	0	12
	Expected count	,9	6,0	4,6	,5	12,0
NEUTRAL	Count	0	0	9	0	9
	Expected count	,7	4,5	3,5	,3	9,0
DISAGREE	Count	0	0	0	1	1
	Expected count	,1	,5	,4	,0	1,0
Total	Count	2	13	10	1	26
	Expected count	2,0	13,0	10,0	1,0	26,0

Table 13:

Chi-Cuadrado test number 1

Chi-cuadrado test			
	Value	df	Asymptotic significance (bilateral)
Chi-cuadrado Pearson	58,783 ^a	9	,000
Likelihood ratio	41,479	9	,000
Linear by Linear Association	20,614	1	,000
N of valid cases	26		

a. 15 cells (93.8%) have expected a count less than 5. The minimum expected count is .04.

Table 14:*Cross table number 2*

		Do you often think in Spanish when you speak English?					Total
		Strongly agree	Agree	Neutral	Strongly disagree		
STRONGLY AGREE	Count	4	0	0	0	4	
	Expected count	1,1	1,2	,9	,8	4,0	
AGREE	Count	3	8	1	0	12	
	Expected count	3,2	3,7	2,8	2,3	12,0	
NEUTRAL	Count	0	0	5	4	9	
	Expected count	2,4	2,8	2,1	1,7	9,0	
DISAGREE	Count	0	0	0	1	1	
	Expected count	,3	,3	,2	,2	1,0	
Total	Count	7	8	6	5	26	
	Expected count	7,0	8,0	6,0	5,0	26,0	

Table 15:

Chi-Cuadrado test number 2

Chi-cuadrado test			
	Value	df	Asymptotic significance (bilateral)
Chi-cuadrado Pearson	35,819 ^a	9	,000
Likelihood ratio	39,171	9	,000
Linear by Linear Association	19,099	1	,000
N. of valid cases	26		

a. 16 cells (100.0%) have expected a count less than 5. The minimum expected count is .19.

Indications

G1: degrees of freedom, these are obtained by multiplying the difference between the number of columns minus the unit by the difference in rows minus the unit, that is, rows minus one times columns minus 1. $(F - 1) * (C - 1)$

The confidence level is 95% and the significance level is 5%. In the present case, the statistician value is sought in the statistical table, with 9 degrees of freedom and 0.05% significance, and a value of 16.915 was obtained.

Final decision

For a bilateral contrast, the Chi-Cuadrado value with 9 degrees of freedom and a significance level of 95%, the value of the table is 16.915 and the determined value is 16.1167; therefore, the null hypothesis is rejected and the alternative is accepted, determining that: "The use of the mother tongue in speaking skill influences students when learning the English language"

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the investigation was completed, the following conclusions were obtained:

- The use of the mother tongue had both positive and negative effects on students' speaking skill. By using the mother tongue in the English classes, the students and teachers felt more comfortable to communicate each other, this to solve questions and explain the instructions more clearly such as: unknown vocabulary, phrases or expressions. However, the use of the mother tongue distances students from a true interaction and use of the foreign language that is being learned, one of the most notable disadvantages was the code-switching that was seen in the students, mostly from the intermediate B1 level when speaking.
- The level of speaking skill was identified in intermediate B1 and advanced level students in English, through observation in the checklist. This showed that intermediate level B1 students had problems when doing tasks that involve speaking in English. Their speaking skills were not good due to lack of vocabulary and organization of ideas. On the other hand, the advanced level has no problem maintaining a conversation or participating in a debate in English, however, despite this result, the students did use their mother tongue to communicate.
- The influence of the mother tongue to learn the English language and develop the ability to speak in intermediate level B1 and advanced students, it was shown with the analysis of the survey applied to the students. With 9 degrees of freedom and a significance level of 95%, the value was 16.915 and the determined value was 16.1167 to accept the alternative hypothesis and it is shown that the use of the mother tongue influence in learning the English language.

4.2 Recommendations

After having analyzed the use of the mother tongue and the speaking skill in the learning of the English language in the students, the following recommendations can be taken into account.

- It is recommended to take into account that there are several ways to explain something that is not understood in a foreign language, this can be with the use of technology or through visual content for students. It is also important to talk to students about the importance of authentic learning and to set rules for better teaching. This is because one of the problems is code-switching and the habit that students generate by not having a clear vision of learning a foreign language and wanting to learn everything in their native language.
- It is important to take into account techniques and strategies for an authentic teaching of the English language, this to have the attention of the students and encourage greater participation by them when practicing speaking skill in English. A learning strategy that could be observed very effectively and should be applied from the lower levels is the debate among students on a specific topic, this helps students to think critically in their mother tongue and to know how to express themselves in the foreign language.
- By demonstrating that the mother tongue does influence speaking skill and learning of the English language, it is recommended to avoid the use of the mother tongue if possible, because it creates a dependency by the students to make use of their mother tongue in English classes and for that reason they do not have a correct learning in most cases.

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ANNEXES

Annex 1: Approval

ANEXO 3

CARTA DE COMPROMISO

Ambato, 26/10/2021

Doctor:

Marcelo Núñez

Presidente

Unidad de Integración Curricular

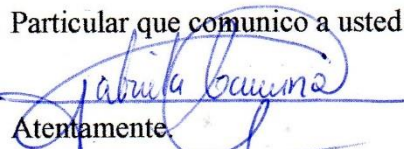
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Mg. María Gabriela Camino Cepeda en mi calidad de Rectora de la Unidad Educativa “Glenn Doman”, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: “MOTHER TONGUE AND SPEAKING SKILL” propuesto por el estudiante Christopher Patricio Andrade Rojas , portador de la Cédula de Ciudadanía 1804768644, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.



Atentamente

Mg. María Gabriela Camino Cepeda

1802525814

2588538

0998776624

18h000014ed@gmail.com



Annex 2: Expert approval

Link of the instruments approved by experts:

https://drive.google.com/drive/folders/1JsjOCVosgf6X7dpMn7vTP0IvLi2pCE_a?usp=sharing

Annex 3: Observation checklist

UNIVERSIDAD TÉCNICA DE AMBATO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
 OBSERVATION CHECKLIST

RESEARCH TOPIC: Mother tongue and speaking skill.

OBJECTIVE: To collect data and information from teachers and intermediate-advanced level students at “Glenn Doman” school about the use of the mother tongue and its influence in the speaking skill of the English language.

OBSERVER: Christopher Andrade

OBSERVED GROUP: Intermediate B1

DATE: 15-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher tried to use English most of the time.
Students use English in class.			X			Students only use English to present the speaking assignments to the teacher.
Students use their mother tongue within English classes.			X			Sometimes they use Spanish to talk between them.
The teacher uses his mother tongue to teach the English language.				X		In today's class she rarely uses Spanish to teach.
Students and teacher use English to communicate at the end of the English class.					X	In today's class they did not speak at the end of the class.
Student's English speaking skill is fluent.			X			The students do not have a high level of English, so they are not fluent in communicating their ideas.
Teacher's English speaking skill is fluent.	X					The teacher has a good level of English speaking skill.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.				X		Some students ask for the translation of certain vocabulary words that they don't know.
Teacher encourages the practice of the speaking skill in English.			X			In today's class they do not practice speaking skill between them, and sometimes the teacher has to remind them to talk in English.
When speaking in English, students combine words from both languages. (code-switching).				X		When they speak in English and don't know a word they said the word in Spanish.

OBSERVED GROUP: Intermediate B1

DATE: 16-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher tried to use English most of the time, but she has to give some instructions in Spanish.
Students use English in class.			X			They only use English to present the speaking assignments to the teacher.
Students use their mother tongue within English classes.		X				Students use Spanish to talk each other about things not related with the subject.
The teacher uses his mother tongue to teach the English language.				X		As students don't know some vocabulary words, the teacher has to explain in Spanish.
Students and teacher use English to communicate at the end of the English class.					X	Students feel more comfortable asking questions in Spanish than in English.
Student's English speaking skill is fluent.			X			The students do not have a high level of English, so they are not fluent in communicating their ideas.
Teacher's English speaking skill is fluent.	X					The teacher has a good level of English speaking skill.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.				X		To clarify unknown words.
Teacher encourages the practice of the speaking skill in English.	X					In today's class students have an oral presentation in groups.
When speaking in English, students combine words from both languages. (code-switching).				X		Students said in Spanish the words that they don't know.

OBSERVED GROUP: Intermediate B1

DATE: 21-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher tried to use English most of the time, but she has to clarify some words in Spanish.
Students use English in class.			X			Students only use English to present the speaking assignments to the teacher.
Students use their mother tongue within English classes.		X				Students use Spanish to talk to each other, even to ask the teacher.
The teacher uses his mother tongue to teach the English language.				X		As students don't know some vocabulary words, the teacher has to explain in Spanish.
Students and teacher use English to communicate at the end of the English class.					X	Students feel more comfortable asking questions in Spanish than in English.
Student's English speaking skill is fluent.			X			The students do not have a high level of English, so they are not fluent in communicating their ideas.
Teacher's English speaking skill is fluent.	X					The teacher has a good level of English speaking skill.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.				X		Rarely the teacher has to teach some instructions in Spanish.
Teacher encourages the practice of the speaking skill in English.			X			In today's class they do not practice speaking skill, and sometimes the teacher has to remind them to talk in English.
When speaking in English, students combine words from both languages. (code-switching).				X		In today's class the students hardly speak, but what little I could hear, they rarely combine words from both languages.

OBSERVED GROUP: Intermediate B1

DATE: 04-01-2022

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher often uses English in class to teach and talk to the students.
Students use English in class.			X			Students only use English to present the speaking assignments to the teacher.
Students use their mother tongue within English classes.		X				Students feel more comfortable to tell their ideas in Spanish.
The teacher uses his mother tongue to teach the English language.				X		She rarely use Spanish to teach some vocabulary or translate a word.
Students and teacher use English to communicate at the end of the English class.					X	Students feel more comfortable asking questions in Spanish than in English.
Student´s English speaking skill is fluent.			X			The students do not have a high level of English, so they are not fluent in communicating their ideas.
Teacher´s English speaking skill is fluent.	X					The teacher has a good level of English speaking skill.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.				X		The teacher rarely use Spanish for a better understanding of vocabulary.
Teacher encourages the practice of the speaking skill in English.				X		Today, students practice little speaking at the end of the class and teacher does not correct when they talk in Spanish.
When speaking in English, students combine words from both languages. (code-switching).				X		To tell a complete idea they use both languages, because they try to use English but as the do not know some words, they use Spanish.

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OBSERVATION CHECKLIST

RESEARCH TOPIC: Mother tongue and speaking skill.

OBJECTIVE: To collect data and information from teachers and intermediate-advanced level students at “Glenn Doman” school about the use of the mother tongue and its influence in the speaking skill of the English language.

OBSERVER: Christopher Andrade

OBSERVED GROUP: Advanced

DATE: 14-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher uses English only to teach the class and give instructions.
Students use English in class.		X				Students often try to use English between them and with the teacher always.
Students use their mother tongue within English classes.				X		Students rarely talk each other in Spanish.
The teacher uses his mother tongue to teach the English language.				X		Teacher has a student with special needs, so she rarely use Spanish with her.
Students and teacher use English to communicate at the end of the English class.					X	Students use Spanish to talk about other topics not related with the subject.
Student´s English speaking skill is fluent.	X					As they are an advanced level of English, they are fluent in speaking.
Teacher´s English speaking skill is fluent.	X					The teacher has an excellent level of English to talk and teach.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.					X	Students know all vocabulary, expressions and phrases of today´s class.
Teacher encourages the practice of the speaking skill in English.	X					In today´s class they have a debate task, so they speak a lot in English.
When speaking in English, students combine words from both languages. (code-switching).					X	Students speak complete ideas in English, so there aren´t a code-switching.

OBSERVED GROUP: Advanced

DATE: 15-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher uses English only to teach the class and give instructions.
Students use English in class.			X			In today's class students only speak English to complete tasks, but between them they use Spanish.
Students use their mother tongue within English classes.			X			Students talk in Spanish between them about their daily life while they are doing tasks.
The teacher uses his mother tongue to teach the English language.				X		Teacher has a student with special needs, so she rarely uses Spanish with her.
Students and teacher use English to communicate at the end of the English class.					X	Enough communication in Spanish at the end of the class.
Student's English speaking skill is fluent.	X					As they are an advanced level of English, they are fluent in speaking.
Teacher's English speaking skill is fluent.	X					The teacher has an excellent level of English to talk and teach.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.					X	In today's class they don't learn new vocabulary, expressions and phrases.
Teacher encourages the practice of the speaking skill in English.				X		Today, they practice little speaking skill.
When speaking in English, students combine words from both languages. (code-switching).			X			Students use code-switching when talk between them.

OBSERVED GROUP: Advanced

DATE: 16-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher uses English only to teach the class and give instructions, for the rest she uses Spanish.
Students use English in class.			X			Today they use less English than the other days.
Students use their mother tongue within English classes.		X				Students talk in Spanish between them about their daily life while they are doing tasks.
The teacher uses his mother tongue to teach the English language.					X	To teach she never use Spanish, but sometimes she communicate about other things in Spanish.
Students and teacher use English to communicate at the end of the English class.					X	Students have the confidence to talk in Spanish with the teacher, even if the class is not over.
Student´s English speaking skill is fluent.	X					As they are an advanced level of English, they are fluent in speaking.
Teacher´s English speaking skill is fluent.	X					The teacher has an excellent level of English to talk and teach.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.			X			The doubts they have are resolved between them by speaking in Spanish.
Teacher encourages the practice of the speaking skill in English.		X				Teacher often try to encourages students speaking skill and participation.
When speaking in English, students combine words from both languages. (code-switching).			X			Students use code-switching when talk between them.

OBSERVED GROUP: Advanced

DATE: 20-12-2021

	Always	Often	Sometimes	Rarely	Never	Observations
The teacher uses the English language in class.		X				The teacher uses English only to teach the class and give instructions.
Students use English in class.		X				Students speak to the teacher in English, but less between them.
Students use their mother tongue within English classes.			X			Students talk in Spanish between them about their daily life while they are doing tasks.
The teacher uses his mother tongue to teach the English language.					X	To teach she never use Spanish, but sometimes she communicate about other things in Spanish.
Students and teacher use English to communicate at the end of the English class.					X	Students talk in Spanish between them about their daily life.
Student's English speaking skill is fluent.	X					As they are an advanced level of English, they are fluent in speaking.
Teacher's English speaking skill is fluent.	X					The teacher has an excellent level of English to talk and teach.
Spanish is used for a better understanding of vocabulary, expressions and unknown phrases.					X	Students know all vocabulary, expressions and phrases of today's class.
Teacher encourages the practice of the speaking skill in English.				X		Rarely, the teacher reminds them to talk in English
When speaking in English, students combine words from both languages. (code-switching).					X	Students say complete ideas in English.

Annex 4: Survey

RESEARCH TOPIC: Mother tongue and speaking skill.

OBJECTIVE: To collect information from Intermediate and Advanced level students at "Glenn Doman" school to analyse the effects that the mother tongue has on the learning of the English language and speaking skill.

INSTRUCTIONS: Read the questions carefully and mark the answer that you consider correct according to your knowledge.

1. ¿Do you consider that the use of the mother tongue is important to understand the topics studied in English classes? *

Strongly agree

Agree

Neutral

Disagree

2. ¿Do you consider that learning a foreign language is easier using your mother tongue? *

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

3. ¿Do you consider that the words, phrases and expressions of your mother tongue affect the learning of the English language? *

Strongly agree

Agree

Neutral

Google forms survey link:

https://docs.google.com/forms/d/e/1FAIpQLSfZ5gwOD3NSuUtyiH-IGqnvwg1zyduwgXK-I21TgUs6uezC8g/viewform?usp=sf_link

Annex 5: Urkund report



Document Information

Analyzed document	AndradeChristopher_Dissertation.docx (D127476842)
Submitted	2022-02-09T16:14:00.0000000
Submitted by	
Submitter email	candrade8644@uta.edu.ec
Similarity	5%
Analysis address	wilmaesuarzm.uta@analysis.orkund.com

Dra. Mg. Wilma Suárez Mosquera

TUTORA TRABAJO DE TITULACIÓN