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**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD
PROYECTO DE INVESTIGACIÓN.**

TITTLE:

LEARNING ENVIRONMENTS AS FACTORS RELATED TO SPEAKING SKILL IN AN EFL CLASSROOM AT UNIDAD EDUCATIVA CATOLICA LA VICTORIA, DURING THE SCHOOL PERIOD 2019-2020

Presentado en cumplimiento de los requisitos para el grado de “Licenciatura en Inglés”.

Línea de investigación: gestión, calidad de la educación, procesos pedagógicos e idiomas.

Autor: Dillan Steven Congo Cervantes

Director: Msc. Marcia Lucía Mantilla Guerra

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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1003928452		
APELLIDOS Y NOMBRES:	Congo Cervantes Dillan Steaven		
DIRECCIÓN:	Ibarra		
EMAIL:	dscongoc@utn.edu.ec dillan9627@hotmail.com		
TELÉFONO FIJO:	062 539-004	TELÉFONO MÓVIL:	0992668768

DATOS DE LA OBRA	
TÍTULO:	Learning environments as factors related to speaking skill in an EFL classroom at Unidad Educativa Católica la Victoria, during the school period 2019 – 2020
AUTOR (ES):	Dillan Steaven Congo Cervantes
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ASESOR /DIRECTOR:	Msc. Marcía Lucía Mantilla Guerra

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Ibarra, a los 20 días del mes de Octubre de 2021

EL AUTOR:

(Firma).....
Nombre: Dillan Congo

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 14 de Septiembre de 2021

Msc. Marcia Mantilla

DIRECTOR DEL TRABAJO DE TITULACIÓN

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(f)



MSc. Marcia Mantilla

C.C.:


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El Tribunal Examinador del trabajo de titulación “**Learning environments as factors related to speaking skill in an EFL classroom at Unidad Educativa Católica la Victoria, during the school period 2019 – 2020**” elaborado por Dillan Steaven Congo Cervantes, previo a la obtención del título de Licenciatura en Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

C.C.: 711539600

(f): 

Msc. Marcia Mantilla

C.C.: 1001512043

(f): 

Msc. José Obando

C.C.: 100218847-0

(f): 

Msc. Fernando Flores

DEDICATION

At the end of this stage in my professional life, I infinitely dedicate this work firstly to God, then with love to my parents, my girlfriend, my son, my brothers and sister who have been the most important strength to fulfill this objective.

Likewise, to the teachers and friends who in one way or another have supported me to successfully reach the culmination of this stage in my life, supporting me unconditionally for what I always carry in my heart.

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RESUMEN

Este trabajo de grado es un estudio sobre los entornos de aprendizaje como factores relacionados con la habilidad de hablar en un aula de inglés como lengua extranjera. Consiste en un enfoque mixto (Cualitativo, Cuantitativo). Está orientado a identificar un problema que ocurre en las aulas de inglés como lengua extranjera con respecto a la falta de consideración de los entornos de aprendizaje. Este problema académico puede ser regulado principalmente por instituciones, profesores y estudiantes trabajando juntos. Ciertamente, las consideraciones sobre los entornos de aprendizaje pueden influir en las habilidades para hablar de los estudiantes. Estos factores, completamente desarrollados en un aula de inglés, sin duda involucrarán a los estudiantes en un aprendizaje significativo. Para su propio beneficio, los datos se han tomado en una gran institución de la ciudad de Ibarra, Imbabura. Los participantes de esta investigación fueron niños y niñas, todos ellos estudiantes que cursan séptimo y octavo curso básico. Además, también participaron profesores del área de inglés para una mayor precisión de los resultados obtenidos.

ABSTRACT

This degree work is a study about learning environments as factors related to improve speaking skill in an EFL classroom. It consists of a mixed approach (Qualitative, Quantitative). This is oriented to identify a problem that occurs in EFL classrooms regarding learning environments lack of considerations. This academic problem can mostly be regulated by institutions, teachers and students' working together. Learning environments considerations can certainly influence students speaking skills. These factors, fully developed in an English classroom, will certainly engage students into a meaningful learning. For their own benefit, the data has been taken at a large institution in the city of Ibarra, Imbabura. The participants of this research were boys and girls, they all students who are studying seventh and eighth basic school year. Furthermore, teachers from the English area were also participating for greater accuracy of the results obtained.

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INTRODUCTION

Languages in general are very important for research and innovation in careers that an Educational Institution can offer its students. This is why English as a Second Language has become a universal language in Ecuador and the rest of the world becoming a professional development tool.

Given its importance in our world where very rapid changes have occurred, learning the English language must focus on communication through which the student learns to understand and build the necessary structures for common speech. The use of new technological resources for teaching and learning English are seen as the most important requirements, which help teachers and warn about the different paths that can be followed if the objectives to be developed in the teaching of English in the classroom they come to a happy ending. Consequently, each learning environment must be viable so that communication between teachers and students can develop well, facilitating their speaking as a training skill and communication facilitator.

- **Chapter I:** Based on the background, about learning environments as factors related to speaking skill in an EFL classroom. The statement of the problem that includes the analysis of the causes and effects that help to develop and understand this problem. The formulation of the problem, the spatial and temporal delimitation. The first part describes the place where the research was carried out and the time it took. The general objective and the specific ones which specify the activities that guided the development of the investigation and finally the justification which is in charge of determining and explaining the contributions given and solutions that will be given to the problem.
- **Chapter II:** This chapter describes the methodology that includes the methods, techniques and instruments that make it possible to obtain information and in turn fulfill the objectives proposed in the research.
- **Chapter III:** In this chapter, the results of the surveys carried out with the students and the interviews directed to the teachers of the English area were all analyzed.
- **Chapter IV:** Finally, this chapter develops the proposal to solve the research problem already raised.

Problem background

According to Krashen (1982) “English deserves to be regarded as a world language. It is the world’s most widely spoken language. It is the common means of communication among people of different nations” (pg. 1). In fact, due to the new era of globalization, English as a Foreign Language Learning (EFL) is considered nowadays of a great importance, something that should be undoubtedly very little discussed practically saying that it is the language of today’s world, the language of this era, the great international language, a lingua franca that has had repercussions all over the world, and that affects more or less directly the various fields and professions. According to Stiglitz (2004), there is no single country able to avoid themselves from globalization, and English Language belongs to part of that; so EFL acquisition cannot longer be treated as a luxury, it is an everyday tool. Mastering English is an obvious necessity; personally, not only students, but all professionals are encouraged to at least manage certain level of English so that it can become a plus in everybody’s life.

In regard to the learning process, learning environments and students’ behaviors in the classroom greatly affects student learning. Over the years, education has changed, adapting technology to the learning process. Technology and learning environment improvements have made it easier for many students to learn English interactively in the classroom; but what is a learning environment? It is important to know what is a learning environment to understand the problem that is occurring today. Duarte (2003), defines it as a favorable scenario for learning in which relations with the environment, physical resources, dynamics, social experiences, attitudes and conditions for the use of resources, their spatial disposition and the moments of interactions that promote learning. Considering that, a learning environment should certainly be developed for the sole and spatial benefit of the students’ good living, and an effective language learning. This will always have to favor the social, cognitive, emotional and physical development of the students, promulgating a multidimensional area of EFL students learning.

According to different researchers, teachers spend a lot of time planning classes so that students understand the content, but students spend little time on meaningful activities to remember the information they received. Based on that, best practices (Zemelman, Daniels & Hyde, 2003) propose that class activities should be challenging, constructive, developmental, social, holistic, expressive and cognitive. Additionally, best practices within the classroom contributes to improve student’s behavior in class, making it meaningful for all of them, as it integrally develops various skills and increases the likelihood that information will be stored in long-term memory. Furthermore, they recommend teachers to integrate activities that motivate students not only to memorize meaningless information but also to mediate relevant inner experiences that will really and make classes an enjoyable place to learn a language.

Research question

- Do learning environments influence speaking skills in an EFL classroom?

Justification

This research is important because it is centered on analyzing how learning environments influence the speaking skill in an EFL classroom. As it is known, one of the main factors for which students have trouble in speaking English and learning the language is linked to the learning environments that in some cases are not adequate because there is a lack of digital or didactic resources that can be used frequently in an English Class.

Two variables are analyzed in depth, because they represent a very important resource to understand how clear or concise management of a class is fundamental in learning environments. In the classroom, this is very important for students to keep their attention more than they can estimate. Crespo (2012) points out that a correctly managed class is a reference of life, attitudes, actions and reactions for students. As at home, children, especially the little ones, learn in part by repetition and imitation.

Most of the countries consider the use of English for more than one reason, according to Krashen, (1982, pág. 2) in multi-lingual contexts of different countries, English became a unifying force and helped the freedom-fighters propagate the ideas of nationalism and self-rule. It is important to mention that having good leaning environments in an educational institution will be decisive for students to obtain the academic results desired or expected by the teacher. In other words, most of the time, school conditions, how teachers teach, how they incorporate everything for the students benefit, will influence too on EFL students' learning; so that the class will be better and easier to learn.

In addition, in this digital age, something that has already been researched several times and has shown results for the benefit of learning environments in the classroom, the use of ICT is very important, because it is considered as a great facilitator and a study tool for students, giving them greater opportunities to learn and apply the required skills of the 21st century. Therefore, implementing technological resources in a classroom may be a good resource for teaching and learning to promote adequate learning, improving learning environments.

Finally, this study may serve as a key contribution for academic institutions in general, English teachers and students. At the end, based on the results to achieve through some suggestions will be provided to authorities and teachers, who will be able to improve learning environments in a class, showing greater interest from students to continue improving speaking skills and so learning with a better attitude.

Objectives

General Objective

- Analyze the influence of learning environments as factors related to improve speaking skill in an EFL classroom at Unidad Educativa Católica la Victoria.

Specific Objectives

- Determine the learning environments as factors to improve speaking skill in an EFL classroom.
- Describe the influence of learning environments in an EFL speaking skill classroom.
- Identify students' level of English performance in speaking.
- Propose a set of actions to improve speaking through learning environments considerations.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English as a foreign language

Due to globalization processes, English as a second language has the function of stating how important it is today to learn this language (Mansfield, June 30, 2011). Consequently, in Ecuador and many more countries of the world have raised in their curriculum the teaching of the English language. That is, the linking of the English language to educational institutions could be conceived as part of the new concerns and demands of globalization. However, the teaching of this language should not only be a bit meaningful, since today the curriculum asks teachers that this linkage of English in the sea curriculum conceived as an element of great importance for the integral training that must guarantee the student (s), not only linguistically and culturally, but with a contribution and critical, reflexive, active training.

Therefore, and this being a century determined by globalization and quality in education (the latter not only a simple commodity, but a central part of a culture and a society), learning English complements professional training comprehensively and it is conceived as one of the most obvious labor market requirements, together with the management of technological resources (Chavarría, 15 de diciembre del 2010).

1.2. Learning environment definitions

A learning environment must be understood as the space in which there are various interactions between different subjects that are part of the same Universe, that is, students and teachers. These are part of an active learning system, that is, they are always in constant interaction so that a meaningful teaching and learning process is fulfilled. Also, according to (Duarte, 2003) An environment refers to a set of conditions or circumstances of an educational institution, aimed at promoting the achievement of the purposes of education.

“Learning environments, from the tracking carried out, are assumed as a set of internal, external and psychosocial factors that favor or hinder interaction, that is, that it has different meanings. In addition to consider aspects of physical and architectural order, social and human relationships that give meaning to culture are presented”. (Flórez Romero, et al., 2017)

1.3. Physical spaces as generators of significant learning

Nowadays learning environments are appreciated as an important and significant element in the students. Also, something that is part of the learning environments but not only those that were mentioned above, is the socio-emotional part which influences considerably and directly the way a student learns. Understanding this, a good learning environment that manages and generate meaningful learning must have adequate (physical) spaces and with acceptable relationship constructions of teaching, that is, the relationship between the Student and the Teacher.

It is of great importance to mention that learning environments are responsible for providing adequate spaces or conditions that cultivate and enrich student learning. According to (Mike Keppell; Kay Souter; Matthew Riddle, 2012) The spaces in which we work, live and learn can have profound effects on how we feel, how we behave, how we perform ... spaces can also limit the possibilities of our activity, restricting us to old modes of working and thinking.

Today, many institutions focus on pedagogical practices based on traditionalist models, in which children play a significant or passive role in their learning. This happens and is unfavorable or harmful, since it contradicts the new teaching models and the era in which people live, a digitalized era. It is important to mention that the main objective of a learning environment is that children and young students can generate their learning in a playful way so that they make sense throughout their lives. Namely, students will always be an active part of this process called teaching-learning a language. Finally, according to (Flores Romero, Castro Martínez, & col., 2017) it is important to mention that for the creation of an effective language learning environment, the teacher is and will always be in charge of building a close relationship with the student where he participates in conversations, demonstrating that it is interesting what they say based on their needs and interests

1.4. Linguistic environment

For Solsona (2008) “The linguistic environment can occur naturally or formally (p.5). This refers to the forms of learning that can originate when learning a second language (L2) in a natural or formal, spontaneous and guided or mixed way. On the other hand, the same author explains that natural learning originates when the second language (L2) is learned in a context where the second language is used in communication situations. Example: A foreigner of the United States nationality who decides to visit the country with the objective of learning to speak Spanish and he learns the language in contact with the local population exchanging cultures. Solsona (2008) also says that formal learning refers to guidance where this learning is usually generated within a unique academic context. Through this type of learning, the student receives guided classes in a classroom, which have a schedule. Mixed learning is the combination of natural and formal learning.

As an example, a native student from Ecuador travels abroad because he wishes to learn to speak the language, keep practicing the language and additionally takes English classes two hours a day.

1.5. Meaningful classes

For a class to become meaningful, it is necessary that the learning environments generated by the teacher and the students be harmonious and efficient. As mentioned above, the teacher and the

student are such a diverse and unique world together under 4 walls trying to fulfill their functions, the first to teach, the second to learn.

Additionally, if there is no good communication within the classroom between the teacher and the students, significant learning will never be established in them. For this, teachers and students should fulfill their true roles: The teacher goes to an institution to teach and impart knowledge to their students, and for them to learn a language in a better way there are 3 elements that are important to fulfill this goal of teaching a language:

1. The communication principle: Activities that involves real communication promote learning.
2. The task principle: Activities in which language is used for carrying out meaningful tasks promote learning.
3. The meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

1.6. Importance of activities inside and outside the classroom

The activities carried out inside and outside the classroom are several and can help to encourage student learning especially when learning a second language (L2). According to García (2004), teachers generally use only the wing as a learning space, not taking into account other school spaces such as the halls, courtyards, bars and audiovisual room that can be incorporated into the students' activities in class. For example, inside a bar, students can learn new vocabulary and grammatical expressions. Harmer (2007) in his study mentions that "Student's motivation is for more likely to remain healthy if they are doing things they enjoy doing, and which they can see the point of" (p.102).

1.7. Factors that influence learning

1.7.1. Activities inside and outside the classroom

According to (Hasdovaz, 2006) "Teaching a language can be complicated, if the learning environments and class behavior of students is not appropriate". So, learning a language should be easy and interactive for students, not only because of their age, but also because of the ease and support it provides for learning. For meaningful learning to be achieved, the activities carried out in the classroom and outside always have to be varied, as they encourage student learning, in this case when a second language is learned. A teacher needs to do his classes interactive; he should work in facilitating his students to make them interested in learning English. In Ecuador, learning English and having as a subject from junior high school, high school and university is a marathon and sometimes motivation is very easily lost in learning it.

Furthermore, the way in which students are adapted in class is very important so that a place of comfort is created where everyone feels good being in it helping their learning to not be forced, but that it flows as natural as it is possible to help students share the language learning in the best way, feeling sure to express their ideas with other classmates. It is important to remember that a teacher must build confidence in the students.

1.7.2. Types of conditioning to behaviors in a class

Classical conditioning and operant conditioning are two forms of teaching. First, we have the classical conditioning also called the learning of signals or respondent conditioning because it seeks automatic responses with new stimuli. This type of conditioning developed by the Russian scientist Ivan Pavlov, is the first type of learning in which an organism responds to an environmental stimulus.

In classical conditioning, the stimulus will always be the one that will trigger an organism's response. This is due to the organism's exposure to stimuli, which result in reflexes (involuntary internal root behavior). For example, one of the most commonly observable reflexes in humans is the blinking of the eye when an object is close to our eyes or when someone blows near them. That is, reflexes should be understood as the lack of conscious control of the person, or animal, which adheres better to understand classical conditioning.

For this Pavlov developed a classical conditioning model to be able to have a better reading of what it represents and how this conditioning occurs. In general, there are four concepts reflecting this model, which are: 1. The unconditioned stimulus activates the unconditioned response: It means that, without the need for learning, a stimulus can cause a reflex. 2. The neutral stimulus is a stimulus that does not provoke the unconditioned response: It means that when the stimulus is presented to the organism, it will not execute the same response that it showed when it was met. 3. The unconditioned stimulus and neutral stimulus are combined and shown to the organism as a whole. 4. The unification of the unconditioned stimulus with the neutral transforms the neutral into a conditioned stimulus: It means that every time the previously neutral stimulus is presented only to the organism, it has the consequence that the IR is reproduced. But this time, the IR is transformed into a conditioned response, because the response is caused by conditioning. That is to say that a conditioned stimulus causes a conditioned reflex.

After having reviewed the classical conditioning, let's talk now about the operant, also known as instrumental conditioning which, as it has been mentioned above, is a type of learning that is more likely to repeat the forms of behavior that have consequences more positive than negative.

According to this conditioning is based on reinforcing or punishing in relation to that increase or decrease the probability that a behavior will happen again in the future. With this, try to make an association between a behavior and a consequence of that behavior. It should be contemplated that its principal author of this operant behavior was described for the first time by the behavioral

psychologist Frederick Skinner as a learning method that can increase or decrease the probability that a behavior will incur it again. Furthermore, this conditioning is based on a simple premise explaining that: the actions followed by reinforcement will almost always tend to be repeated. Conversely, actions that result in undesirable punishments or consequences will decrease and a future will be less likely to happen again.

CHAPTER II: METHODOLOGY

2.1. Methodology

This research is based on a mixed research. It has a qualitative approach and a quantitative approach due to the objective of the study which is to analyze how learning environments influence speaking English as an L2, finding an answer to this problem presented in the different levels of basic education such as Seventh and Eighth of junior high school and high school.

It should be taken into account that for Patton (2011), qualitative data are detailed descriptions of situations, events, people, interactions, behaviors observed and its manifestations. In this way, the qualitative researcher is able to use different techniques to collect the necessary information, such as: unstructured observation, open interviews, document review, group discussion, evaluation of personal experiences, record of stories of life, and interaction and introspection with groups or communities.

Consequently, this research has a descriptive focus which looks for information to demonstrate how environmental learning influences in the language acquisition of the class. The objective of the qualitative approach is to gain and understand opinions, reasons and motivations. In addition, this kind of research it is a good resource due to it used to uncover trends in thought and opinions and dive deeper into the problem. The method used is individual interviews and participation-observations. It is important to mention that the sample size from this kind of research is commonly small and respondents are selected to fulfil a given quota., through using interviews on 60 students from Unidad Educativa Católica “La Victoria” and 4 English Teachers.

Furthermore, using the observation of the process in the form of data collection and analyze them to get to answer your research questions. This quantitative approach uses statistical analyzes. It is given from the collection, measurement of parameters, obtaining frequencies and population statistics. It raises a problem of delimited and concrete study. Once the study problem has been raised, review what has been investigated previously. This activity is known as the review of literature (Hernández, Fernández and Baptista, 2010).

2.2. Techniques

This research paper relies into three instruments to take data or collect the corresponding information. First, it is necessary to use the observation technique to analyze the state of the infrastructure of the classroom, then as a second step a short test directed to students to know their speaking skills, and interview teachers to know more in advance that problematic. One interview is applied to teachers focused to know more about student’s behaviors and how they try to manage their classes to make them a good place to learn a language. The coding and preparation of the data obtained is discussed after presenting the main measuring instruments.

The first phase of this investigation is based on applying the observation technique which is of great help to complete this process properly. The observation of school educational practices has great relevance in the educational field because it is considered as an evaluation element. According to (M. Teresa Fuertes Camacho), the observation technique for collecting data analysis on the teaching and learning process has been very helpful in determining real learning contexts in the classroom.

According to Coll and Onrubia (1999), they note that “the fact of observing as an intentional process that aims to seek information from the environment, using a series of procedures consistent with objectives and a work program” (Fuertes, 2011, pp238). It is an observation in which the observed facts are related, with the possible theories that explain them.

According to the information already discussed above, the observation of school practices generally must be addressed, be specific and systematic which requires that it is planned previously so that in this way it makes it possible to collect information regarding the problem being investigated and It is of great interest.

2.3. Types of observation

2.3.1. Direct observation / Indirect observation

Camacho (2011) states that “The observation is direct when the researcher personally contacts the fact or phenomenon he wants to investigate, and is indirect when he receives information from the observations made by other people.

2.3.2. Field observation / Laboratory observation

“The field observation is carried out in the place where the events occur and is the main resource of the descriptive observation used in the educational and social field. The laboratory can take place in pre-established spaces and with predetermined groups”.

2.3.3. Individual observation / Equipment observation

(Camacho, 2011) The individual observation is carried out by a single person, either because he conducts the investigation alone or because he is part of a team and is entrusted with the task of looking, and in team observation, several people perform the same investigation. In the latter type, all people in the team can perform the same observation and then contrast the data collected, each can apply techniques or perform different tasks around the observation and observe part of the established categories.

2.4. The Test

As procedure number two, it is necessary to know through a test the domain that students can express themselves in English and their level of speaking.

2.5. Observe student's behaviors and interview teachers

As a last step it is of great importance to observe how the behavior of the students usually occurs in a class, so that each student paid attention in the way that is directed to the teacher, the occasions that interrupts the class by talking with one of the classmates whether they pay attention to the class or not, among other things.

And it is also necessary to have a small dialogue with the teachers of the English area to learn more about the problems they are in when they cannot handle the class properly due to high indices of indiscipline in the during the class they teach.

2.6. Sample

The sampling for this research is not probabilistic, also known as "directed sample", since it is focused on the characteristics of the research, that is, each and every student and teacher that is interviewed, is of vital importance for this research, managing to understand various situations and contexts that occur in a classroom that affects or does not achieve learning environments challenges to improve the performance and stimulation of a language.

The purpose of this is to test the students of seventh and eighth grade of junior high school and high school their English speaking level and observe students' behaviors in a class and dialogue with teachers using an interview as a resource to collect information required for this research and for this there are 60 students from two different courses who are considered as sample and 4 English Teachers.

CHAPTER III: ANALYSIS AND INTERPRETATION OF THE RESULTS

After completing the due process of data collection in the educational institution applying a survey to students and an interview with teachers in the English area, therefore the data is analyzed. It is worth mentioning that the survey consisted of 9 closed questions and the interview was conducted openly, forming a dialogue with teachers in the English area, where each had the opportunity to express their ideas while compiling the information that is shared in this document. In the same way, it is necessary to take an English-speaking test to measure the mastery they have with this skill. It is worth mentioning that this speaking test was taken virtually due to the pandemic.

The specific analyzed and valued criteria within the research are the following: Learning achievement, Student behavior, Student interests, Condition of the educational space, Cooperative learning, Student improvement, Drawbacks of the teaching environment.

SURVEY ANALYSIS

Table 1. *Learning achievement*

Ítem	N.º Estudiantes
¿Cree importante aprender inglés?	
a) SI	14
b) NO	1
TOTAL	15

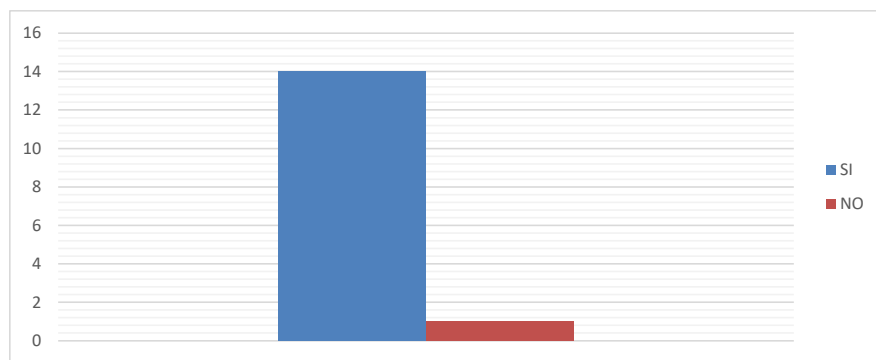


Figure 1: *How important students consider learning English as a second language.*

From the surveyed students, the vast majority believe that it is important to learn English, so a massification mechanism should be proposed to facilitate the learning of the L2 English language. In most schools, technical difficulties begin by becoming a major problem and a source of frustration for students and teachers, causing disruptions in the teaching and learning process. The infrastructure and resources that are used in class facilitate the teaching-learning process in the classroom. The lack of a good infrastructure means that learning environments are not proper or appropriate.

Table 2. Complementary

Ítems	N.º Estudiantes
Si su respuesta fue NO anteriormente, señale con un visto las razones.	
a) No lo considero necesario	0
b) No es fácil aprender inglés	0
c) No me gusta como enseña el idioma el profesor	0
d) Prefiero aprender otro idioma	1
TOTAL	1 de 15 estudiantes

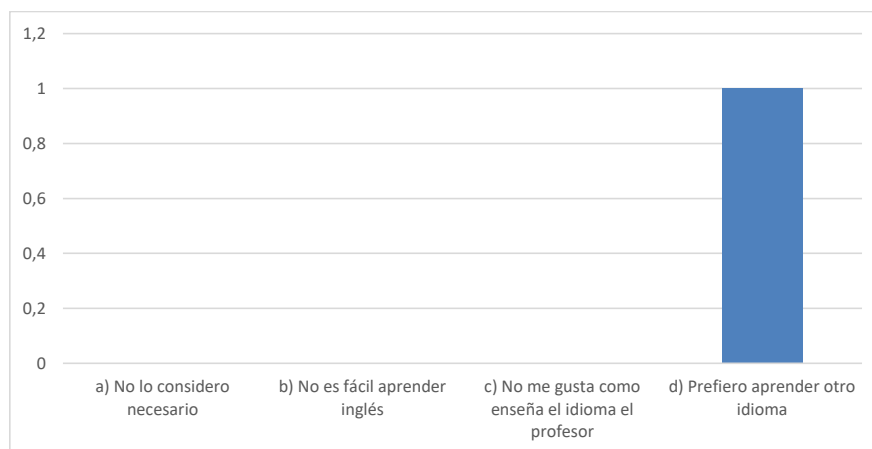


Figure 2. Complementary

One of the total number of students surveyed states that they prefer to learn another language, which is interpreted to mean that the educational institution must offer complementary alternatives for minorities.

Table 3. *Student's behaviour*

Ítems	N.º Estudiantes
¿Normalmente mi comportamiento en la clase de inglés es?	
a) Muy bueno	0
b) Bueno	8
c) Regular	7
d) Malo	0
e) Muy malo	0
TOTAL	15

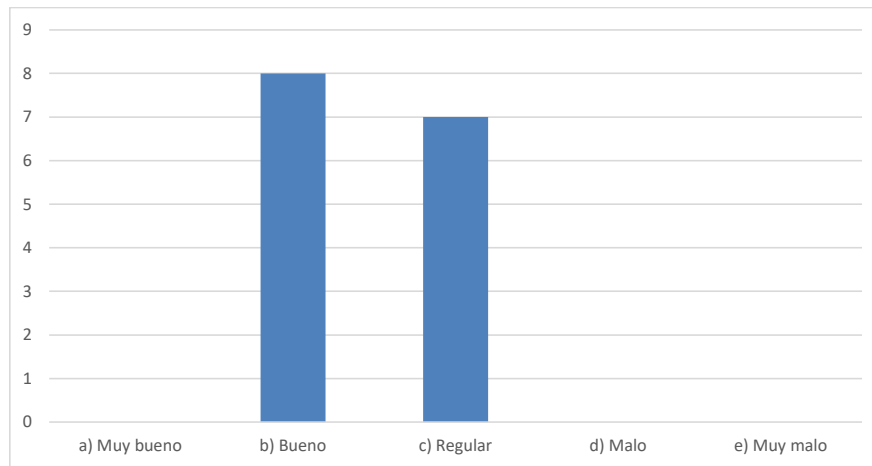


Figure 3. *Student's behaviour*

Most of the surveyed students agree that their behavior in the English class is good or regular, which shows that the behavior of the students influences the teaching of an L2, occasionally being distracting for the class.

Table 4. *Student interests*

Ítems	N.º Estudiantes
¿Normalmente pongo atención a las clases de inglés?	
a) Nunca	0
b) Casi nunca	1
c) En ocasiones	6
d) Casi siempre	8
e) Siempre	0
TOTAL	15

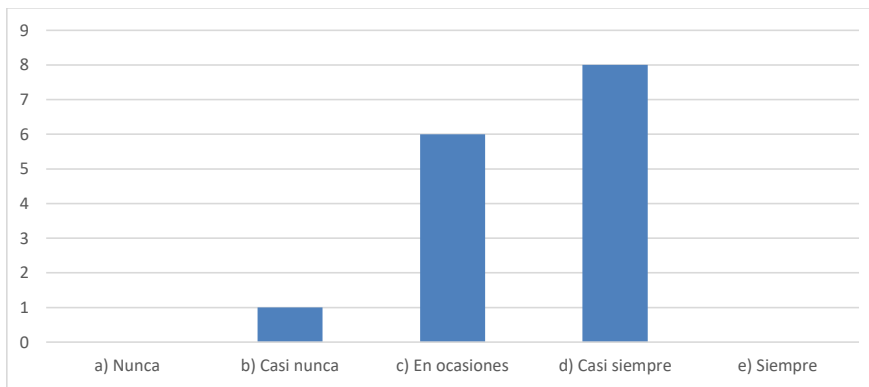


Figure 4. *Student interests*

A high number of student's state that they pay attention to English classes, with the minority hardly ever paying attention to classes. So, it is suggested that teachers should find academic alternatives to awaken students' interest in the English class.

Table 5. Classroom management

Ítems	N.º Estudiantes
¿Qué tipo de actividades te gusta sean realizadas en clase con el profesor?	
a) Juegos	2
b) Trabajos en grupo	3
c) Trabajos Individuales	7
d) Dinámicas	0
e) El uso de fotocopias por parte del maestro hacia los estudiantes	2
f) Trabajar únicamente en el pizarrón y el cuaderno	1
TOTAL	15

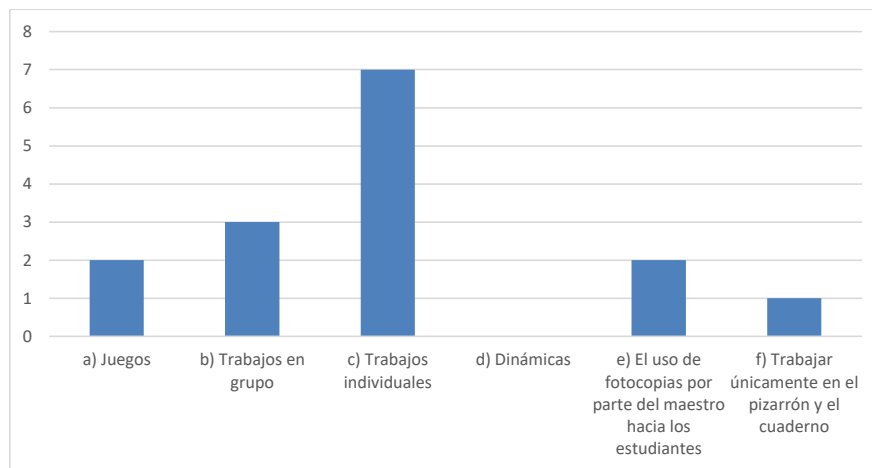


Figure 5. Classroom management

Seven out of the fifteen students surveyed suggested that during an English class they prefer working individually so they can put their knowledge into practice better than in control activities. The surplus states that in a class should be team work, games, and photocopies provided by the teacher to work together with the teacher and classmates.

Table 6. *Condition of the educational space*

Ítems	N.º Estudiantes
¿Cree importante la adecuación del espacio educativo?	
a) SI	13
b) NO	2
TOTAL	15

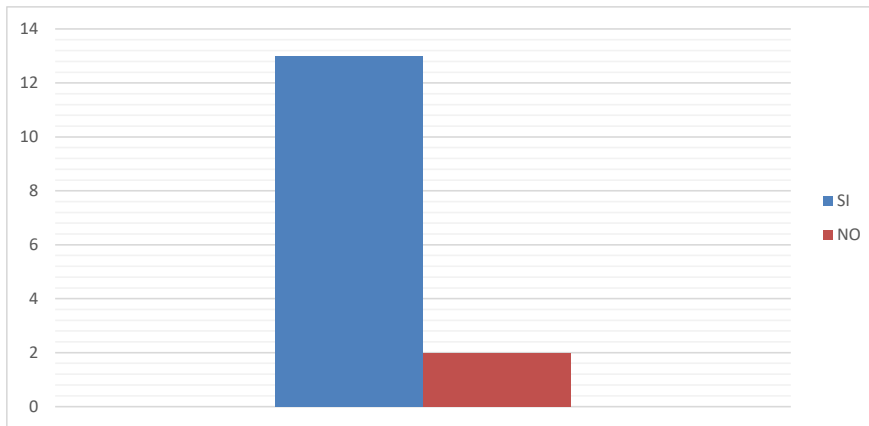


Figure 6. *Condition of the educational space*

A high number of students pointed out that they believe that the adaptation of the educational space is important for a better development of the class, since it is considered an important factor for the good development of the class, it encourages students to participate more.

Table 7. *Cooperative learning*

Ítems	N.º Estudiantes
¿Considera importante el vínculo que genera un estudiante con el resto de su clase?	
a) Poco importante	2
b) Moderadamente importante	1
c) Bastante importante	7
d) Muy importante	5
e) Totalmente importante	0
TOTAL	15

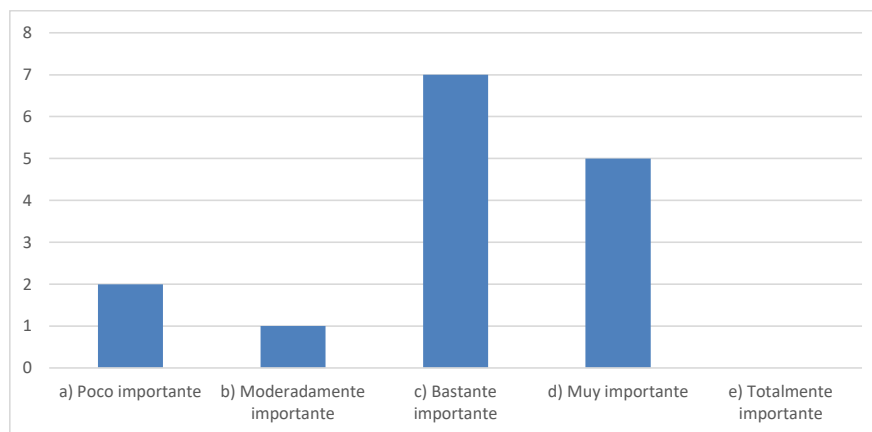


Figure 7. *Cooperative learning*

Seven out of the total respondents consider very important the link that a student generates with the rest of the class. Here it is also important to mention that cooperative learning persuade students to work together to learn and to be responsible for reviewing both their peers' and their own learning.

Table 8. Student's improvement

Ítems	N.º Estudiantes
¿Cuándo el profesor utiliza distintos materiales didácticos en clase, ¿sus calificaciones mejoran?	
a) SI	9
b) NO	6
TOTAL	15

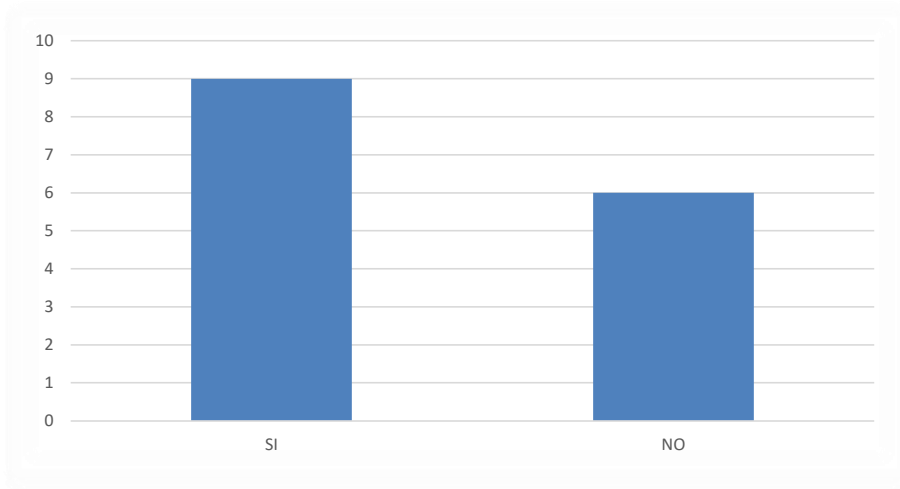


Figure 8. *Student's improvement*

Nine respondents stated that when the teacher uses different teaching materials in class, their grades tend to improve; so, it is recommended to use materials that help students feel motivated to learn in a variety of ways. This shows that if a teacher plans her work with didactic tools, this help and guarantee better fluency using this language.

Table 9. Drawbacks of the teaching environment

Ítems	N.º Estudiantes
¿Qué tipo de inconvenientes se presentan diariamente en una clase de inglés?	
a) Los estudiantes molestan mucho en clase	5
b) El profesor no domina el idioma	0
c) Se participa muy poco en la clase	10
d) No existe interés por el alumno y el profesor	0
e) Totalmente importante	0
TOTAL	15

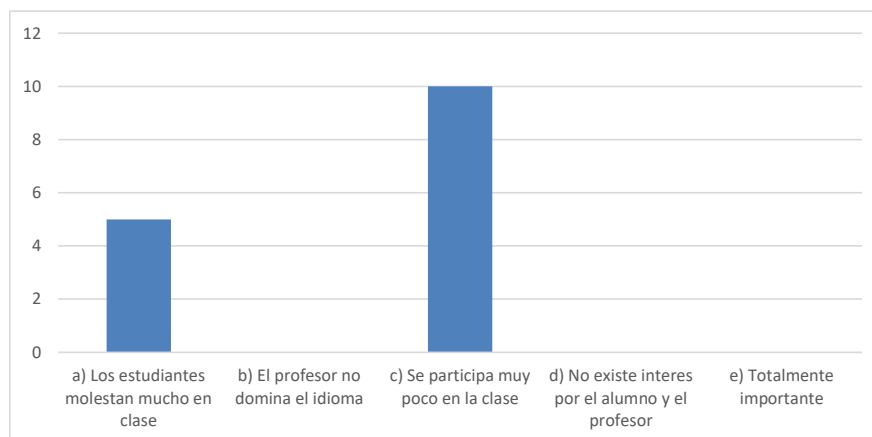


Figure 9. Drawbacks of the teaching environment

The majority of students surveyed indicate that the main types of problems that usually occur daily in an English class is low participation frequency of each student, that is to say that not all feel integrated into the class and, in the same way that group of leftovers students often have behaviors that are not consistent with education, such as teasing in during class.

INTERVIEW ANALYSIS

Table 10. Matriz de tabulación de entrevistas

MATRIZ DE TABULACION DE ENTREVISTAS				
Institution: U.E.C LA VICTORIA	Interviewer: Dillan Congo	Interviewed 1: Gabriela Flores Interviewed 2: Daniela Cisneros	Date:	Last: 25 minutes
QUESTIONS	INTERVIEW 1	INTERVIEW 2	ANALYSIS	
<p>1. What is learning environments for you? Do you think that learning environments affect speaking skills and teaching of english l2?</p>	<p>Learning environments and resources clearly affect the teaching of a language and any other subject. But it is important to mention that it will also depend a lot on the development of the teacher since he must be prepared in various aspects such as the use of various resources to expose his class for any unforeseen that may arise.</p>	<p>Personally, I think that learning environment and management of a class consists of being able to open a class, develop and finish it effectively. That the students abide by your teaching methodology and when the feedback is made, all actively participate and put into practice the knowledge that has been imparted to them.</p> <p>It affects because the language is not well developed. It is important to put into practice all possible resources to improve each of your language skills such as speaking. If the students are not comfortable where they are, if they do not have the necessary resources, how could they feel motivated to participate in the class? These are things that occur in different schools, which is why it has been necessary to implement various technological tools to improve their skills.</p>	<p>The two interviewees agree that learning environment and management of a class consists in how a teacher performs in a classroom, and that the infrastructure and resources provided by the teacher to the students affects significantly English learning L2. As a result, it is suggested that a teacher should always try to provide resources that are necessary and possible to use in the classroom as it will help to create greater confidence and satisfaction in students, improving their performance and motivation to learn a language.</p>	

<p>2. Do you consider that learning environments motivate students in an L2 English class?</p>	<p>Learning environments become very important aspects to consider, since many students take it as a burden or a weight that they do not like. I think that the more fun or motivated the class is, they will be able to improve their speaking skill, so they have much more freedom and self-confidence.</p>	<p>Sure, they do, since to achieve comprehensive learning you need to develop meaningful learning.</p>	<p>The two teachers interviewed agree that learning environments and motivating each student within the classroom will help provide comprehensive and meaningful learning. The more dynamic the class and its contents are equally significant their learning in the language will be complete. Everything that the teacher does directly or indirectly affects students. Everything, absolutely everything the teacher does since his presentation to every movement he makes during it.</p>
<p>3. Do you think it is important that building confidence on students through improving learning environments helps their speaking skill?</p>	<p>The confidence that the teacher will generate through improving learning environments with his students will help significantly in providing meaningful learning in them, since it will help them to present their ideas in a calm way, without feeling afraid when speaking.</p>	<p>Yes, the attitude is super important for the teacher. I believe that many teachers make the mistake of coming to class and starting to manage a boring class. The teacher must use a standard language and must be motivating so that they feel in a comfortable place where the interest of the students is awakened.</p>	<p>They both teachers interviewed agree that building confidence in students is one of the main bases for them to feel motivated to express their ideas, to contribute to a class regardless of their level. It is important to mention that one of the great challenges faced by School professors is to adapt their teaching strategies to the new model that characterizes school education. From this perspective, the achievements of teachers in relation to their teaching activities go to a large extent, dependent on the confidence we have in them to address all these changes that entail their new role. I think that self-efficacy encompasses a whole set of beliefs that the teacher has about his own ability to exert a positive effect on student learning. I believe that self-efficacy encompasses a whole set of beliefs that the teacher has about his own ability to have a positive effect on student learning. If you do it correctly, if you manage to motivate, build confidence in your students, the learning environment will present a great improvement in each language skill, being the case of speaking in the research presented.</p>

<p>4. What about discipline in the classroom? How does good dialogue affect the class?</p>	<p>It is one of the parts that a teacher have to learn to master since indiscipline creates distraction. So, if there are uncontrolled distractions, the interaction between the teacher and the student does not facilitate their learning, so knowledge may become null.</p>	<p>Discipline is an important axis within classroom management. Controlling the discipline is part of managing it and if a teacher cannot do it, the teaching process - learning a second language will not be fulfilled at all.</p>	<p>Both teachers interviewed stated that discipline in the classroom is of great importance. An educator who cannot handle a group of students will be lost in the attempt. Always in a classroom there must be respect from both parties and the discipline consists of that, respecting each other since you are in a learning environment. Also, the way in which both interact in class will be fundamental so that this process is not affected. And finally, the desire that the student puts to learn every day will be a tool if he wishes to consider it of total importance or fundamental; so that, there is always the evidence that educator and student should always work together to succeed in the process.</p>
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ANALISIS OF THE SPEAKING TEST

Assessment Scales:

According to *Cambridge English: Key* Assessment Scales are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. Cambridge English Key is at Level A2 of the Common European Framework of Reference (CEFR), and the descriptors for band 3 and above generally indicate performance of at least A2 level.

(CAMBRIDGE)

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Taken from Cambridge English qualifications

Table 11. Speaking Test Results

	SPEAKING 5 puntos	
1.	AUSENTE	LEVEL
2.	2pts	A1
3.	1.5pts	A1
4.	1.5pts	A1
5.	3.5pts	A2
6.	2pts	A1
7.	2pts	A1
8.	1pts	A1
9.	2pts	A1
10.	NO PRESENTE	
11.	2pts	A1
12.	NO PRESENTE	
13.	1pts	A1
14.	3pts	A2
15.	2pts	A1
16.	1pts	A1
17.	2pts	A1
18.	1pts	A1
19.	1pts	A1
20.	2.5pts	A1

21.	NO PRESENTE		
22.		1.5pts	A1
23.		2.5pts	A1
24.		2.5pts	A1
25.		4pts	A2
26.		2.5pts	A1
27.		1pts	A1
28.		1.5pts	A1
29.		1pts	A1

Of a total of 29 students who took the speaking test to measure their level of English, only 3 students could be identified as having A2 in speaking. On the other hand, 26 students demonstrated to have a speaking level A1. It is worth mentioning that the evaluation was carried out online, using the technological tools due to the pandemic.

Observations

During the test, several observations were made to the students which are made known in this document, such as:

- Parents trying to help their children.
- Students trying to copy.
- Students turning off and on their cameras.
- Connection issues.
- Students doing the test from a cell phone, presenting major problems when developing the test.

Suggestions

- It is suggested to take this type of test in person since the teachers in charge can have greater control over those evaluated, in addition the results will be more congruent.
- As this is the first time that an online test of this type has been taken, it is possible to continue working on its improvement to obtain better results and master these exams in the city by offering quality evaluations.

CHAPTER IV: PROPOSAL

TITLE

Set of actions to improve speaking into an environmental classroom

INTRODUCTION

People live in a globalized world that over time has connected different societies and cultures through various languages considered the most widely spoken globally. In this list and as number one is the English Language; consequently, it has been necessary to implement the teaching of such a language in the curriculum in different junior high schools, high schools and universities in Ecuador. This is why mastering the English language has already gone from being a “hobby” to being a very important tool in our education.

As it has been stated previously, English is a language that is used throughout the world, in different fields involving communication like education, commerce, research, among others and is being taught and used in our country. Speaking this language will certainly open many doors for anybody. It is important to mention that most of the articles, books, and more updated teaching materials conceived with advanced didactics, all are in the English language. In fact, regarding this proposal, for a language teaching process to be carried out properly, apart from other didactic protocols, learning environments related to improve speaking skill in an EFL classroom must be always considered.

JUSTIFICATION

Learning environments are essential in teaching English as a second language. It is important to mention that the teaching of foreign languages begins at the primary level in many countries around the world, including Ecuador. However, at this point there are certain considerations such as the selection of appropriate methods, approaches and techniques when teaching children, that is, everything that is within the classroom and is considered as a learning environment.

According to (Babcock, March 24-26, 1993) successful language learning equally involves a successful combination of the micro and macro skills acquired into appropriate expressions of communication; so, environmental issues are rich subject matters of communication.

This series of micro and macro skills that students acquire over time are typical of the learning process but the way in which a classroom is appropriate will significantly influence on the

communication that the teacher manages to have with each of his students. Classrooms, laboratories, equipment and each of the adjustments made by the teacher (educational infrastructure) will always be crucial elements of the learning environments in schools since in a percentage it affects the communication between the teacher and student. Because of this there is strong evidence that high-quality infrastructure facilitates better instruction and improves student outcomes. Infra structure, learning environments, and resources clearly affect the teaching of a language and any other subject. So, if it is not well designed, language learning will not be well developed. It is important to put into practice all possible resources to improve each of your language skills such as speaking.

OBJECTIVES

General Objective

Present a set of academic actions to improve students speaking skills into an environmental classroom.

Specific Objectives

- Provide students and teachers environmental classroom ideas to improve speaking.
- Facilitate students speaking rehearsal into an environmental classroom.

Set of actions to improve speaking

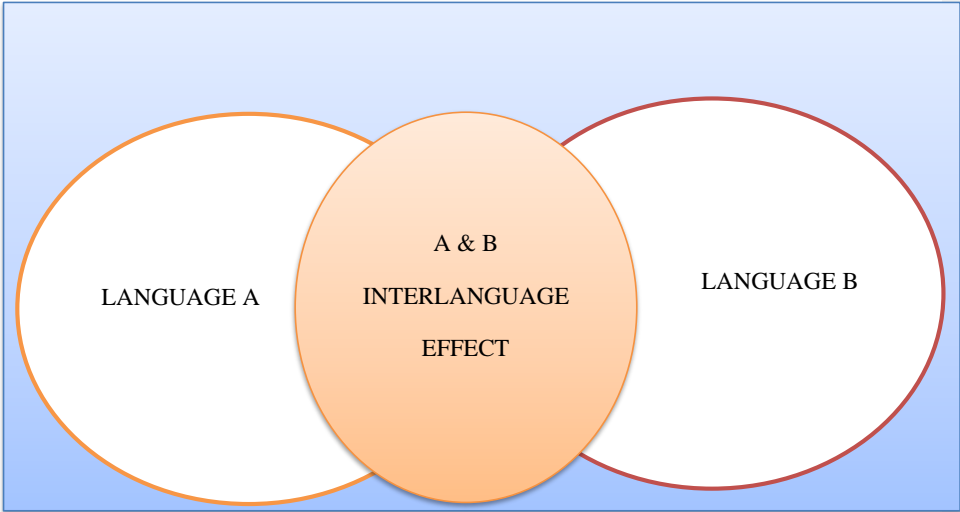
Speaking may seem easy for a native speaker, but not for a second language student since speaking is a cognitively and socially demanding skill. This is particularly true for language learners who need to decide what to say and how to quickly or effectively express and encode their thoughts into sounds that make sense to the people they are communicating with.

To improve speaking in an EFL environmental classroom will always be important to encourage the use of the foreign language as such, since if we go to a small context and ask ourselves clear questions and answer like: How do you learn to speak? So, I completely believe that a teacher must first generate confidence in his class so that his students throw themselves into the ring without any fear and are not afraid of being wrong. That is why it is presented a series of tips which could help generate better communication in an environmental English class, thus to put students speaking into practice much more.

The number of strategies mentioned in the proposal prosper after having taken into account the following parameter: a school year, the 7 strategies can be used in the two semesters making use of a variation of them so that in a given time the class has alternation in their teaching and a better result in the learning and mastery of the students since these strategies are totally oriented to improve the command of the language in oral ability.

In the same way, the weekly workload that each course has been taken into account since among the different aspects, time plays an important role in marking the duration of each of the different educational stages and of the teaching-learning process during the same, even more so when teachers want to improve the speaking skill of the students.

- 1. Give way to interlanguage:** It is fully known that if people enter a class where a language other than L1 is taught, our main fears will be to be able to express our ideas in that second language, such is the case of English. So why not allow students who can mix these two languages without any problem so that what they want to say or express they do, feeling sure that their mistake will not be frowned upon in the class. It is better to listen to a student mix language than to be silent, it is better to show a thought, an idea than to be afraid of being wrong. This is because when the brain trains, makes an effort, makes mistakes and corrects those mistakes, its learning will be better. The contrast between subliminal learning and implicit learning, or learning without understanding, has to do with the level of awareness involved (Gabriela Kasper and Shoshana Blum - Kulka, 1993).



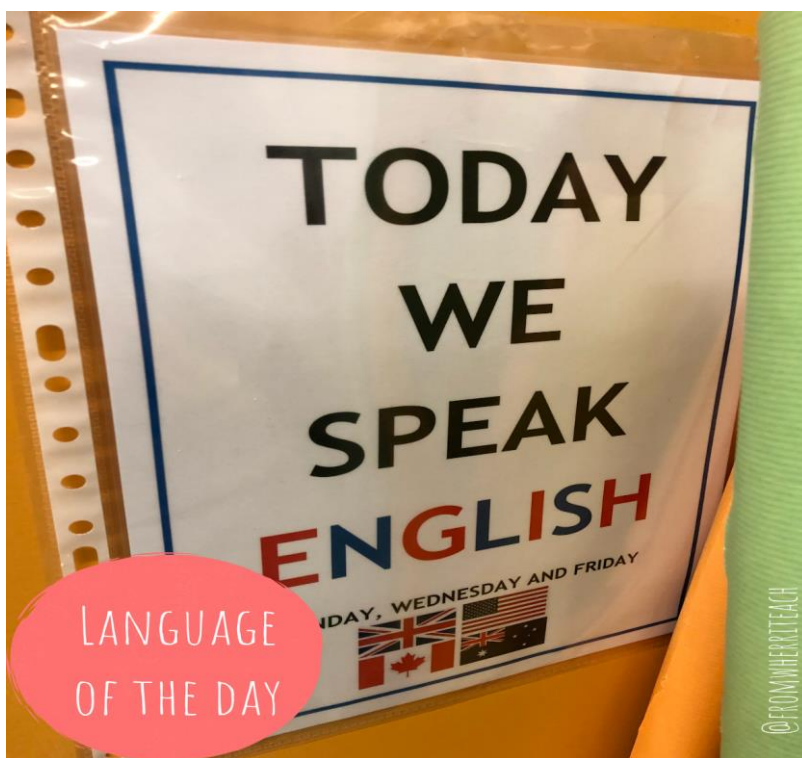
(Cañete, 2018) *From WhereITeach*. [Figura] Retrieved from <https://www.nebrija.com/revista-linguistica/entrenamiento-en-estrategias-de-aprendizaje-de-ingles-como-lengua-extranjera-en-un-contexto-de-aprendizaje-combinado.html>

2. **Scaffold, communication in the classroom:** (Goh, Research into practice: Scaffolding learning processes to improve) says “Teachers can include scaffolding activities in speaking lessons to help learners become aware of the processes involved in speaking, thereby making these processes 'visible' to them”. With greater knowledge of the various aspects of speech production and experiencing the processes personally, students will be more likely to complete the task at hand well and approach similar tasks in future more confidently.



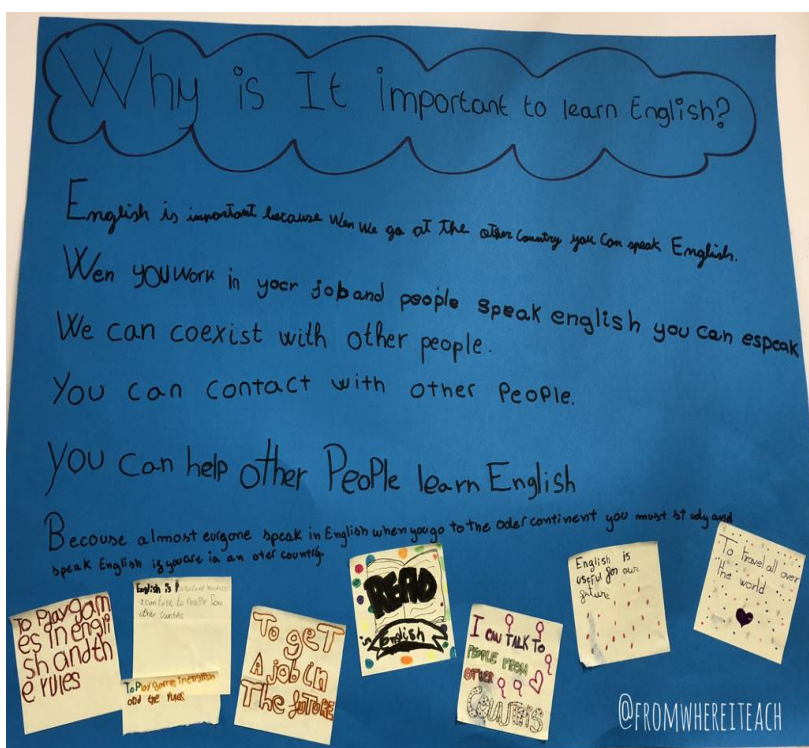
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3. **Make the foreign language visible and necessary into the whole school:** If I really want to build trust with my students so that they have a greater command of the language in their speaking, why not implement it throughout the school and not just in the classroom. That is, the status of the foreign language is raised throughout the school, where two or three days of the week can be named as: "**TODAY, WE ONLY SPEAK ENGLISH**". Example Monday and Wednesday. So, all the daily routines that are usually said in Spanish will now have to be done in English. The public address announcements, the contacts with the teachers, the good morning or good afternoon routines, everything will absolutely have to be done in English. This in order to give a stronger use of the language and improve confidence and can speak in a better way.



(Cañete, 2018) *From WhereITeach*. [Figura] Retrieved from <https://www.nebrija.com/revista-linguistica/entrenamiento-en-estrategias-de-aprendizaje-de-ingles-como-lengua-extranjera-en-un-contexto-de-aprendizaje-combinado.html>

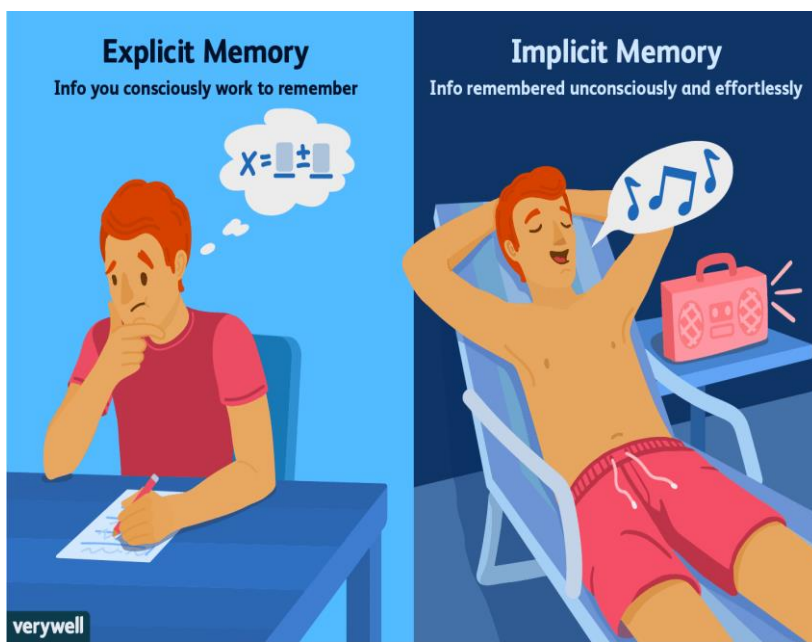
4. **Make explicit lessons about the importance of learning English:** Every beginning of the school year, English teachers usually spend 1 to 2 weeks reviewing the importance of learning English, the reasons why it will be so necessary, especially in its future, and also, they usually reflect on what they can do them to know more, to improve student's speaking, to learn more words and expressions, to gain fluency. But this is forgotten over time or during the school year, teachers arrive and give their class, but very rarely do they let their students have a goal setting where each one sets SMART goals to achieve at the end of the year, and actions that they will do to achieve them. Making this motivate them a lot!



(Cañete, 2018) From WhereITeach. [Figura] Retrieved from <https://www.nebrija.com/revista-linguistica/entrenamiento-en-estrategias-de-aprendizaje-de-ingles-como-lengua-extranjera-en-un-contexto-de-aprendizaje-combinado.html>

5. **Implicit Learning:** The use of the term implicit is generally restricted to those situations where subjects have acquired unconscious (implicit) knowledge under incidental learning conditions (WILLIAMS). In a study published earlier this year, researchers at the University of Illinois at Chicago reported that people who are learning a new language showed 'native language processing' on brain scans when they received implicit training (immersion in the speech of a variety of different speakers), but not when they received explicit training (instruction focused on the grammar of the language)

If we draw a conclusion from that, it is much easier to learn when the student is completely surrounded by a language. Listening to the radio in English and speaking with native speakers or people who master the language will be of great help, all this to boost your speaking.



(Cherry, 2019) October 31). *verywellmind*. Retrieved from Differences Between Implicit and Explicit Long-Term Memory: <https://www.verywellmind.com/implicit-and-explicit-memory-2795346>

6. **Create an element as a "linguistic marker":** In this case provided the scarf will allow students to speak in Spanish and English. When they do not bring their scarf, they can only communicate in English. This will be a way to create awareness of the language that is being learned and in the same way it is done or learned in a fun way. This object can change or vary each week to be part of it as another class activity.



(Cañete, 2018) *From Where I Teach*. [Figura] Retrieved from <https://www.nebrija.com/revista-linguistica/entrenamiento-en-estrategias-de-aprendizaje-de-ingles-como-lengua-extranjera-en-un-contexto-de-aprendizaje-combinado.html>

7. **Immersion:** One of the most effective ways of learning a second language is, what is now known as, immersion language teaching (Robertson, P., Dash, P., Jung, J., 2005). A very common way to promote language learning is immersion. This happens when the student is put in a context outside the classroom in which they can fit into the environment of the language being studied so that they can find or find a way to communicate with native speakers and improve their speaking skills.



(Cañete, 2018) From *WhereITeach*. [Figura] Retrieved from <https://www.nebrija.com/revista-linguistica/entrenamiento-en-estrategias-de-aprendizaje-de-ingles-como-lengua-extranjera-en-un-contexto-de-aprendizaje-combinado.html>

This is why it is suggested that from the beginning students can develop in good learning environments according to the level they are at, since these can become harmful in learning a second language, such as English. It is important to mention that it will also depend a lot on the

development of the teacher since they must be prepared in various aspects such as the use of various resources to expose their class to any unforeseen event that may arise.

In the same way, the management of a class as mentioned before consists of being able to open a class, develop it and finish it effectively, this will be very important so that communication between the teacher and the student is not affected. This will happen as long as the students adhere to your teaching methodology and when feedback is given, everyone actively participates and puts into practice the knowledge that has been imparted to them.

CHAPTER V

CONCLUSIONS

- Learning environments are assumed as a set of internal, external and psychosocial factors that favor or hinder the interaction and communication of the English language. These are part of an active learning system, that is, they are always in constant interaction so that a meaningful teaching and learning process corresponding to the speaking skill takes place.
- The most important or essential thing is to ensure that the students of a second language develop good communicative competence, that is, to ensure that each and every one of them has the ability to use the language that is being learned. This is the importance of developing the learning environments of the students to carry out a communicative system suitable for having good communication. So, with reference to the communicative method, "It is not only that students acquire a certain linguistic system, but that they are able to use it to communicate properly and effectively.
- After having applied a speaking test to seventh grade students, it has been concluded that most of them have an A1 level except for 3 students with an A2 level. Due to this, it will be necessary to put the speaking skill more into practice in the classroom and outside of it with the pertinent help of the teacher.

RECOMMENDATIONS

- Based on the data found, it is recommended that the teacher create good learning environments within the classroom to mainly improve the speaking skill of the students, that is, that they can be in constant interaction with each activity carried out in class, that they are in harmony and express a high desire to learn to speak the language.
- It is necessary for teachers to get their students to develop a better linguistic communicative competence by putting into use good learning environments which help students to have the capacity, ability to put the language being learned to use. This, since speaking may seem easy, but it is one of the biggest problems that students have when measuring their linguistic competencies, that is why it is also necessary to analyze how much teachers really put the speaking skill into practice in their classes.
- It is important to constantly evaluate the students' level of speaking either through dynamics, class work, or a normal class without making them notice so that in that way they feel sure of themselves to express something in the language they are learning and have greater dynamism in the class.

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ANEXOS

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTY OF EDUCATION, SCIENCE AND
TECHNOLOGY
ENGLISH MAJOR

Name: Dillan Congo

Subject: Trabajo de Grado II

Name	Learning Achievement
Definition Operative and Definition Measure	This illustrates how important it is for students to learn the language. Cummins (1989) popularized for educators the concept of different levels of language proficiency needed depending on the context of language use, basing his theories on the work of man: researchers before him. Given the level of language development needed to succeed in an academic context
Categorist and Scale measure	<input checked="" type="checkbox"/> • Si <input type="checkbox"/> • No
Data Collection	¿Cree importante aprender inglés?

Name	Complementative
Definition Operative and Definition Measure	Clark and Clark (1977) explain that young learners are still in the process of developing their concepts. Young learners do not have real linguistic need. Children rarely have such needs in learning a foreign language. They are still in the process of learning many things at the same time.
Categorist and Scale measure	<ul style="list-style-type: none"> • No le considero necesario. • No es fácil aprender inglés. • No me gusta como enseña el idioma el profesor. • Prefiero aprender otro idioma.
Data Collection	Si su respuesta fue NO anteriormente, señale con un visto las razones.

Name	Student's Behaviour
Definition Operative and Definition Measure	The implementation of some strategies can create a useful environment to which most students are responsive. In the case of persistent behaviour problems, specific events that precede problem behaviour can be removed or modified to create individualized antecedent interventions.
Categorist and Scale measure	5 Muy bueno 4 <u>Bueno</u> 3 Regular 2 Malo 1 Muy Malo
Data Collection	¿Normalmente mi comportamiento en la clase de inglés es?

Name	Students Interests
Definition Operative and Definition Measure	Learning can be considered as a process of getting knowledge. Student's interest is important in learning and interests also play an important role in developing student's thinking ability. Idit Katz et.al. (2006) call Interest as intrinsic interest or intrinsic value defined as "the enjoyment people experience when doing a task, or their subjective interest in the content of the task" (Wigfield & Eccles, 1992, pp. 280)
Categorist and Scale measure	<ul style="list-style-type: none"> • Nunca • Casi nunca • <u>En ocasiones</u> • Casi siempre • Siempre
Data Collection	¿Normalmente pongo atención a las clases de inglés?

Name	Students Interests
Definition Operative and Definition Measure	
Categorist and Scale measure	<ul style="list-style-type: none"> • Juegos • Trabajos en grupo • Trabajos Individuales • Dinámicas • El uso de fotocopias por parte del maestro hacia los estudiantes • <u>Trabajar únicamente en el pizarrón y el cuaderno.</u>
Data Collection	¿Qué tipo de actividades te gusta que sean realizadas en clase con el profesor?

Name	Condition of the educational space
Definition Operative and Definition Measure	The suitability of the place of class is considered as an important factor for the good development of the class, encouraging students to participate more in it. Some studies indicate that effective classroom participation involves the integration of academic content and interactional form. (AM H)
Categorist and Scale measure	<input checked="" type="checkbox"/> • Si <input type="checkbox"/> • No
Data Collection	¿Cree importante la condición del espacio educativo?

Name	Cooperative Learning
Definition Operative and Definition Measure	It is important to know if the relation that students have with each other help them to improve the environment, encouraging them to learn better. Cooperative Learning by Slavin (1995) "All cooperative learning methods share the idea that students work together to learn and are responsible for Reviews their teammates' learning as well as their own."
Categorist and Scale measure	<ul style="list-style-type: none"> • Poco Importante • Moderadamente Importante • <u>Bastante Importante</u> • Muy importante • Total
Data Collection	¿Considera importante el vínculo que genera un estudiante con el resto de su clase?

Name	Students Improvement	
Definition Operative and Definition Measure	All the materials that are used in the classroom by the teacher, will directly have results in the notes and knowledge of the students	
Categorist and Scale measure	Si <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Data Collection	Cuando el profesor utiliza distintos materiales didácticos en clase, ¿tus calificaciones mejoran?	

Name	Teaching Environment Inconvenients	
Definition Operative and Definition Measure	<ul style="list-style-type: none"> • <u>Los estudiantes molestan mucho en clase</u> • <u>El professor no domina el idioma</u> • Se participa muy poco en la clase • No existe interes por el alummo y el professor. 	
Categorist and Scale measure		
Data Collection	¿Qué tipos de inconvenients se presentan diariamente en una clase de ingles?	

INTERVIEW 1

Interviewer: Dillan. C

Interviewed: Gabriela F.

Job: English Teacher at U.E.C LA VICTORIA

What is learning environments for you? Do you think that learning environments affect speaking skills and teaching of English as a L2?

Learning environments and resources clearly affect the teaching of a language and any other subject. But it is important to mention that it will also depend a lot on the development of the teacher since he must be prepared in various aspects such as the use of various resources to expose his class for any unforeseen that may arise.

Do you consider that learning environments motivate students in an L2 English class?

Very important. Learning environments become an important aspect to consider, since many students take it as a burden or a weight that they do not like. I think that the more fun or motivated the class is, they will be able to improve their speaking skill, so they have much more freedom and self-confidence.

Do you think it is important that building confidence on students through improving learning environments helps their speaking skill?

The confidence that the teacher will generate through improving learning environments with his students will help significantly in providing meaningful learning in them, since it will help them to present their ideas in a calm way, without feeling afraid when speaking.

What about discipline in the classroom? How does good dialogue affect the class?

It is one of the parts that the teacher must learn to master since indiscipline creates distraction. So, if there are uncontrolled distractions, the interaction between the teacher and the student does not facilitate their learning, so knowledge may become null.

INTERVIEW 2

Interviewer: Dillan. C

Interviewed: Daniela C.

Job: English Teacher at U.E.C LA VICTORIA

What is learning environments for you? Do you think that learning environments affect speaking skill and teaching of English L2?

Personally, I think that learning environment and management of a class consists of being able to open a class, develop and finish it effectively. That the students abide by your teaching methodology and when the feedback is made, all actively participate and put into practice the knowledge that has been imparted to them.

It affects because the language is not well developed. It is important to put into practice all possible resources to improve each of your language skills such as speaking. If the students are not comfortable where they are, if they do not have the necessary resources, how could they feel motivated to participate in the class? These are things that occur in different schools, which is why it has been necessary to implement various technological tools to improve their skills.

Do you consider that learning environments motivate students in an L2 English class?

Sure, they do, since to achieve comprehensive learning you need to develop meaningful learning.

Comentado [MLMG1]: add punctuation mark

Do you think it is important that building confidence on students through improving learning environments helps their speaking skill?

Yes, the attitude is super important for the teacher. I believe that many teachers make the mistake of coming to class and starting to manage a boring class. The teacher must use a standard language and must be motivating so that they feel in a comfortable place where the interest of the students is awakened.

What about discipline in the classroom? How does good dialogue affect the class?

Discipline is an important axis within classroom management. Controlling the discipline is part of managing it and if a teacher cannot do it, the teaching process - learning a second language will not be fulfilled at all.