



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

"SOCIO-EDUCATIONAL FACTORS INFLUENCING CULTURAL EXCHANGE IN TEACHING ENGLISH AS A SECOND LANGUAGE"

Research report before obtaining the bachelor's degree in National and Foreign language
Pedagogy, English Major

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2022

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I CERTIFY THAT

This research report has been fully revved and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March 21st, 2022

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The research report entitled “Socio-educational factors influencing cultural exchange in teaching English as a second language”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

First of all, we want to thank God for guiding us along the way and strengthening us spiritually to begin a path full of success in our professional life. Also, we want to show our gratitude to all those people who were present in the realization of this goal. This dream that is so important to us, we appreciate all their help, their motivating words, their knowledge, their advice, their dedication, and their time.

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Valeria & Erika.

DEDICATION

The future has many names. For the weak, it is unattainable. For the fearful, the unknown. For the brave, it is opportunity. The effort made in this research project is mainly dedicated to my mother Mg. Nancy Mejía, for supporting my education and for always being with me. To my brother, Erik Gonzalez for being my engine and for his affection and love, which has pushed me to be better every day of study. To my grandparents, Berta Bonilla and Luis Nuñez who have motivated and supported me during all these years of study. To my uncle, Hernan Mejia who always believed in me and gave me the strength not to give up.

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Erika González

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Success is the sum of small efforts repeated day after day. I dedicate this research project to my mother: Yesenia Tipán, and Benito Villegas who gave me their unconditional support, their motivating words and were a fundamental pillar in the educational process to fulfill this great dream. To my grandparents, Maritza Cabrera and Segundo Tipán who have motivated me during all these years of study. To my uncles and aunts who always believed in me and alerted me when it seemed that I was going to give up.

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Valeria Tipán

TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS
EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: “SOCIO-EDUCATIONAL FACTORS INFLUENCING CULTURAL EXCHANGE IN TEACHING ENGLISH AS A SECOND LANGUAGE”

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ABSTRACT

Cultural knowledge is fundamental in foreign language acquisition, allowing students to properly manage and develop the four language skills during the English teaching-learning process as a second language. According to diverse authors, several factors influence the foreign language learning process, which affects students during its acquisition. The present research objective was to determine the socio-educational factors that influence cultural exchange in the teaching-learning of English as a second language as a mechanism for interaction and familiarization in the students of the 2nd semester "A" of the Pedagogy of National and Foreign Languages career at the Technical University of Cotopaxi. The type of research was theoretical-exploratory because a bibliographic review of several authors was carried out to support the research; it was exploratory because the study was limited in this knowledge area, which made it an innovative project in the educational environment. The data collection resource was the survey applied to the selected sample of 36 students of the 2nd semester "A". The analysis of the data determined that learning culture was substantial in language learning. However, the students established that the family and the university environment were the socio-educational factors that most influence cultural knowledge acquisition. The study concluded that culture teaching was not prevalent in English language learning. Therefore, it will be essential that teachers use digital tools and implement activities that facilitate cultural teaching in the educational environment.

Keywords: Culture, Cultural knowledge, Education, English

UNIVERSIDAD TECNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TÍTULO: "FACTORES SOCIOEDUCATIVOS QUE INFLUYEN EN EL INTERCAMBIO CULTURAL EN LA ENSEÑANZA DEL INGLÉS COMO SEGUNDA LENGUA"

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RESUMEN

El conocimiento de la cultura es fundamental para la adquisición de una lengua extranjera, lo cual le permite al estudiante el manejo correcto y el desarrollo de las cuatro habilidades del lenguaje durante el proceso de enseñanza-aprendizaje del idioma inglés como segunda lengua. Según diversos autores, existen varios factores que influyen en el proceso aprendizaje de una lengua extranjera, mismos que afectan a los estudiantes durante su adquisición. La presente investigación tuvo como objetivo determinar los factores socioeducativos que influyen en el intercambio cultural en la enseñanza-aprendizaje del idioma inglés como segunda lengua como mecanismo de interacción y familiarización en los estudiantes del 2do semestre "A" de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Cotopaxi. El tipo de investigación es teórica-exploratoria debido a que se utilizó investigaciones previas donde se manifiestan que aprender cultura es importante para el desarrollo del idioma inglés; es exploratorio porque el estudio es limitado en esta área de conocimiento lo cual lo convierte en un proyecto novedoso en el entorno educativo. El recurso de recolección de datos fue la encuesta aplicada a la muestra seleccionada conformada por 36 estudiantes del 2do semestre "A". El análisis de los datos obtenidos determinó que aprender cultura es sustancial en el aprendizaje de un idioma. No obstante, los estudiantes establecieron que los factores socio-educativos que más influyen en la adquisición del conocimiento cultural son el entorno familiar y el entorno universitario. El estudio concluye que la enseñanza de la cultura no prevalece en el aprendizaje del idioma inglés. Por ello, es fundamental que los docentes utilicen herramientas digitales y apliquen actividades que faciliten la enseñanza cultural en el entorno educativo.

Palabras claves: Cultura, Conocimiento cultural, Educación, Inglés

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1 GENERAL INFORMATION

Theme:

"Socio-educational factors influencing cultural exchange in teaching English as a second language".

Starting date: March 2021

Ending Date:

February 2022

Place of research:

Technical University of Cotopaxi.

El Ejido- Eloy Alfaro -San Felipe- Latacunga -Cotopaxi -Ecuador

Sponsoring Faculty: Pujilí Campus

Linked Research Project: Formative Research

Sponsoring career:

Educational Sciences, Majoring in English

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Knowledge area: Education

The research line of the career: Education and communication for human and social development.

Sub lines of research: Education, language, and culture.

2 PROBLEM STATEMENT

“Language and culture are so interrelated that they are said to be inseparable entities” (Mubarak, 2013, p. 2). It occurs because they are so interrelated that if one of them is separated, it loses its meaning. Hence, the teaching of English as a second language should be one of the main factors to be implemented in the classroom. Especially for students who are preparing to be educators in the English area. Indeed, Barón (2014) states that “the handling of a foreign language is based on several factors. Firstly, knowing all its skills: listening, speaking, reading and writing. Secondly, knowing the cultural and historical factors of the language” (p.13). In other words, it is divided into Capital and Small culture.

First of all, according to the experience of the researchers of this project, it has been identified that within the Pedagogy of National and Foreign Languages career, the teaching culture in English as a second language is not taught from the first academic cycles but is taken as a subject to be completed in the last academic semesters as a requirement of the current curriculum. This has generated a gap in the English language acquisition because the language and the culture are fundamental for the correct handling of the language. Consequently, the learning, understanding, and comprehension of a foreign culture are not considered important in the teaching-learning process of a language. Consequently, it has been identified that the students of the Pedagogy of National and Foreign Languages Career present a lack of cultural knowledge in the English language. This problem has been recurring for many years ago, and it has not been solved due to the lack of researchers on this issue.

Moreover, It has been chosen the students of the second semester "A" of the Pedagogy in National and Foreign Languages career who require the implementation of culture in the language teaching-learning process. In particular, the learning of a foreign language and the inclusion of cultural aspects increases cognitive capacity, leading to greater linguistic ability, and it improves the knowledge of the mother tongue by developing communicative skills.

According to Barquin (2013):

The creation of stereotypes, both inside and outside of foreign language classes, is not conducive to the creation of an intercultural society and in this way, the students will develop, in an autonomous way, critical thinking towards other realities in the world. (p. 3).

Whereas, it has been identified that there are several socio-educational factors that influence the cultural exchange of the English language as a second language. These factors that intervene in learning are: family environment, university environment, and economic situation. Within

the university environment the factor that influences this problem is that the students are not in an adequate linguistic environment because the student communicates in English during class in a limited time, that is, they finish their educational day and return to their mother tongue.

Within the family environment students are always influenced by school performance because it shows parental concern about their children's learning and behavior, or whether the school environment is safe. In addition, the academic training by parents towards their children influences the development and reflects the attitudes or emotions in their learning, because if there is no proper academic training there will not be a good result in their academic performance. However, it is important to know that the family is largely responsible for the emotional stability of their children in childhood and adulthood.

In the economic situation, the lack of money has a great influence on the students because they do not have enough income to acquire the necessary materials. These have a great influence on language learning because these materials are closely related to learning a foreign language. On the other hand, there are situations in which the family does not have enough income to educate their children and make them professionals, which is a serious situation for students because they come to have lack of concentration in class, poor academic performance and unsatisfactory learning.

Therefore, the research that has been conducted will help determine the socio-educational factors that influence the cultural exchange in the teaching-learning of English as a second language; as a result, the research problem has been identified to propose possible solutions that will help change the current situation of students belonging to the career of Pedagogy of National and Foreign Languages at the Technical University of Cotopaxi. In addition, the teachers of the career will be able to carry out the teaching-learning process of the language. In this way, the students of the aforementioned career will be able to acquire cultural knowledge in the foreign language.

Finally, the main cause of this problem is to determine what will social-educational factors affect students through a survey that will be applied, analyzed, and will obtain results at the end of the study.

Problem formulation

How do socio-educational factors influence cultural exchange in teaching-learning English as a second language in the 2nd semester “A” students of Pedagogy in National and Foreign Languages at Technical University of Cotopaxi, Pujilí canton, Cotopaxi province, during the period November 2021 - March 2022?

3 OBJECTIVES

General objective

- To determine the socio-educational factors that influence cultural exchange in teaching-learning English as a second language as a mechanism for interaction and familiarization.

Specific objective

- To describe theoretical foundations on socio-educational factors influencing cultural exchange in teaching-learning the English language in students from the 2nd semester “A” in National and Foreign Languages career.
- To identify the socio-educational factors that influence the cultural exchange in teaching-learning the English language from the 2nd semester “A” in National and Foreign Languages career.
- To establish conclusions and recommendations on the topic of research to encourage the teaching-learning of culture in the English language from the 2nd semester “A” in National and Foreign Languages career.

4 ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES

PROPOSED.

Objective	Activities	Means of Verification
To describe theoretical foundations on socio-educational factors influencing cultural exchange in teaching-learning the English	Bibliographic Review	Theoretical Framework

language in students from the 2nd semester “A” in national and foreign languages career.

To identify the socio-educational factors that influence the cultural exchange in teaching-learning the English language from the 2nd semester “A” in national and foreign languages career.

Survey Creation
Google Forms Survey

Survey Application
Results

To establish conclusions and recommendations on the topic of research to encourage the teaching-learning process of culture in the English language from the 2nd semester “A” in national and foreign languages career.

Recommend technological tools for teaching culture in English language acquisition.

Conclusions and recommendations

5 JUSTIFICATION

Teaching a foreign language is not just teaching the grammatical structures that make it up; culture influences and matters when learning a second language. Culture is a “set of symbolic systems, including knowledge, norms, values, beliefs, languages, art, customs, habits and skills learned by members of a given society” (Shiarev y Levy 2004 as cited in Beltran, 2015, p. 346). For that reason, the present research will focus on investigating how socio-educational factors influence the cultural exchange in the teaching of English as a second language in the students of 2nd semester “A” of Pedagogy of National and Foreign Languages career since it has been identified that there is a lack of teaching-learning of culture in the English language within the virtual educational environment, which has become the main means of communication between students and teachers due to the pandemic of COVID-19, which has changed the lifestyle in all existing areas.

Therefore, it is important to determine the socio-educational factors that influence cultural exchange in the teaching of English as a second language as mechanisms for learning, interaction and familiarization with the language to be learned. These will be described in order to recommend different tools and learning activities suitable for developing cultural activities that allow the acquisition of cultural knowledge through digital platforms for English learners. This research is feasible because the necessary resources and information sources are available to carry it out.

In the social aspect, the research project seeks to improve the acquisition of English as a second language through learning culture in the students of the Pedagogy of National and Foreign Languages career as direct beneficiaries; as well as the teaching staff and students of the University and the language center as indirect beneficiaries.

The impact and relevance of the project is the contribution it provides to future research on the teaching of culture through the English language, since the content to solve this problem is scarce, considering that these factors are constantly recurring in the learning of a language but many of the researches are focused on the management of the grammatical part.

On the other hand, the teacher will put into practice the information obtained to develop teaching-learning strategies and methodologies that allow the student to acquire cultural knowledge about the language he/she is learning. In this way, meaningful and satisfactory learning is acquired by the student.

6 SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Research on the present research topic is not extensive at present. Therefore, some papers have been found related to the topic because the teaching of culture in the English language is uncommon in the educational environment; the English language has long been taught focusing on its grammatical structures and ignoring its culture.

The first antecedent referred to Méndez, (2018) titled: “Socio-educational Factors in the learning of the English language in the students of the third year of highschool of the D. M. Quito”. The purpose of the research is to determine the way in which these factors have influenced their learning process. The research methodology used in this project is descriptive exploratory, with a mixed approach. And, its population is about two hundred students. The means of data collection were a survey. It was found that socio-educational factors such as: the lack of family support, the level of English immersion, and the excessive number of students have a negative influence on English language learning in the educational environment.

On the other hand, in the second antecedent referred to León, M (2013) titled: “Factors that affect the English language teaching-learning process in Ecuadorian public high schools”. The objective of the research is to investigate the factors that affect the English language teaching/learning process in Ecuadorian public schools. The study was conducted in five public schools in Quito and Cumbayá cities. The author observed fifteen classes and evaluated several parameters such as factors related to the teacher, students, schools, and educational institutions. The age of the students in this study ranged from 13 to 19 years old. A quantitative analysis was conducted by tabulating the surveys completed by the teacher and by a randomly selected student. The results of this study show that the situation of the teaching-learning process in the public schools surveyed is basic due to lack of economic resources, class size, lack of motivation, and interest from the students in the teaching-learning of a foreign language, discuss contributing factors in second language acquisition. such as motivation, attitude, age, intelligence, aptitude, cognitive style, and personality. The methodology is descriptive and the means of data collection was the survey. The results show that the described factors are essential in language learning, which could lead to the learner's success or failure in a foreign language learning.

Nonetheless, in the third antecedent referred to Khasinah (2014) entitled: “Factors influencing second language acquisition”. The objective of the research is to identify how to acquire a second language, the factors that affect second language acquisition and the main point of this writing is discussing contributing factors such as: motivation, attitude, age, intelligence, aptitude, cognitive style, and personality. The methodology is descriptive and the means of data collection was the survey. The results show that the described factors are essential in language learning, which could lead to the learner's success or failure during the learning process.

Finally, in the last antecedent referred to Yanarico (2020) titled: “Influence of socio-educational factors on learning the English language in students of the Adventist Educational Institution Cristo Rey of Juliaca in 2020”. The objective of this research is to determine the Influence of socio-educational factors in the learning of the English language in the students of the Adventist Educational Institution Cristo Rey de Juliaca, 2020. The research was a quantitative, correlational, non-experimental design. For this purpose, 100 students were taken as a sample. The instrument collection was a survey. The results obtained show that 81% do not receive support from their parents and 19% receive support from their parents. 80% indicate that their friends do not influence their English learning and 20% indicate that they do. 20% indicated that it does, 50% indicated that the classroom environment does not influence English learning and 50% indicated that it does. The results of this research show the social factors of greater magnitude that have an impact on English language learning are the following: the family environment, the sociocultural environment, and the educational environment.

6.2 Theoretical framework

6.2.1 Education

Naziev (2017) states that “education is the socially organized and regulated process of continuous transference of socially significant experience from the previous to following generations” (p. 1) Therefore, it can be mentioned that education is the main source of formation through the human being from the first years of life. Nevertheless, education has been classified into three components: descriptive, programmatic, and stipulative. The first one explains the meaning and the use of the Education words in a correct way. The second one advocates a belief about what education means. However, this is more concerned with the practice than with the language that education conveys. The last one focuses on the management and practice that people exercise during a conversation due to, it seeks the integration of the opinion of the people who are in such discussion as the talk progresses. (Chazan, 2022, p.14).

In the researcher's definitions, it can be identified that education's concept talks about the inclusion of education in the lives of individuals from their birth. Through it, people acquire various skills, knowledge, and even cultural development. Also, the authors have classified the term education into three components, ranking them from highest to lowest impact. This means that education goes beyond a term, it also includes culture because the individuals generate their criteria according to what they read, listen to, and the beliefs that were instilled in them. In this way, they can expose their point of view with others respecting their opinion.

6.2.2 Learning

Zapata-Ros (2015) defines that "Learning is the process through which, ideas, skills, abilities, skills, behaviors or values are acquired or modified, as a result, or with the competition of study, experience, instruction, reasoning or observation" (p.5). All this influences educational learning since dialogue is needed between both intelligent wills that are the teacher and the student.

According to Zapata-Ros' definition, learning is related to education and personal development since it consists of acquiring, processing, understanding, and applying the information that has been taught in our social and educational environment.

6.2.3 Teaching-learning process

The teaching and learning process is a process that teachers and students carry out consciously. That is to say, teachers have to teach and students have to learn, so these two functions are directly related and are fundamental for the correct process of this process. However, Casado & Martínez (2021) defines the teaching-learning process as:

The subject that studies education as a conscious and organized process of appropriation of contents and ways of knowing, doing, living, and being, constructed in the experience as a result of the activity of the individual and his interaction with society as a whole, in which changes are produced that allow him to adapt to reality, transform it and grow personally. (p.4)

Under this concept, in the teaching-learning process teachers should plan activities and teaching strategies to be implemented in the school environment. They must also evaluate the students if the expected objectives have been achieved since students must make an effort and learn from the instructions given in class.

6.2.4 Culture

Culture has been defined in many ways. Moran 2001 (as cited in Beltran, 2015) defines education states education as that:

The evolutionary path in the life of a group of people consists of a set of practices associated with a set of products, based on a set of worldviews shared among the members of the group, and contained within specific social contexts (p. 345).

In Moran's definition, culture is the representation and expression of beliefs held by a people through the expression of their symbolic forms. These can vary according to the context in which they originate or develop. Thus, culture refers to a human community's way of looking at life, its way of thinking about itself, of communicating, of building a society, and a series of transcendent values, which can range from religion, morality, the arts, others.

In the same way, Gavarrete (2015) says that culture consists of three components:

- *Mentifacts* are the central and most enduring elements of a culture. They include language, myth, artistic traditions, and folklore.
- *Sociofacts* are those aspects of a culture that relate to links between individuals and groups such as political and educational systems.
- *Artifacts* are the material manifestations of the culture that allow the basic needs of the population to be met by providing food, shelter, transportation, and the like. (p.331-332)

6.2.5 Culture in the foreign language classroom

According to Emitt & Komesaroff, 2003 (as cited in Sheeraz, Bahram, Hussain, 2015) states that “students need to become efficient in using language for a range of purposes, such as following directions, requesting information, entertainment, and self-expression” (p.7). Nevertheless, these purposes can be solved within the classroom through the application of teaching-learning activities that help learners improve their communication. Since “these enable them to generate knowledge to achieve that they become autonomous, independent learners, capable of learning how to learn using reflection (...) and adapt them to new situations” (p.66). Moreover, the use of teaching strategies appropriate to the learner's environment not only increases the learner's effectiveness in using the language but also increases his or her

cultural awareness when communicating in a cross-cultural context. (Sheeraz, et. al, 2015, p. 7).

Proficiency in a foreign language depends on several factors. According to Barón (2014) states that “First, it is essential to know the four fundamental skills: listening, speaking, reading and writing. Secondly, knowledge of the cultural and historical factors of the language” (p.13). The latter factor is fundamental to the former because cultural and historical knowledge of a language is necessary to know the formation, evolution, and current configuration of that language.

6.2.6 Importance of cultural learning in second language acquisition

Culture is an important part of the learning environment because it enriches the cultural knowledge of a new language. When students learn a new language, they learn about a culture different from their own, broaden their worldview and understand different styles of thinking.

Furthermore, Altamar & Giraldo (2015) state that:

Many teachers firmly believe that culture can be taught independently or parallel to the teaching of the other components of the ELE class, but a large majority agree that its integration with grammatical and lexical content is more productive and effective for students to acquire a knowledge of that language as close as possible to that of native speakers. In other words, language is more than linguistic competence and a language learner needs to know those behavioral patterns that derive from culture. (p.5)

As the concept states, learners need to understand foreign cultures. For many reasons, understanding other people's views, gaining personal contact with foreign cultures, and contextualizing the language. By studying foreign cultures, students have the opportunity to learn about diverse cultural identities that they may not have known before. Stereotypes of other cultures are everywhere, but before studying a culture, people cannot get close to its reality. Therefore, foreign language classrooms have a responsibility to teach other cultures to students to break the cultural stereotypes that many students learn.

6.2.7 Educational Methodology

The educational methodology can be defined as how teachers and educators carry out their daily practice using techniques, strategies, and methodologies. Gallegos (2012), states that:

Educational methodologies are those that indicate to the teacher which teaching tools, methods, or techniques can be used, taking into account the characteristics of the group and the context in general, to introduce a topic, to reinforce a given topic, to motivate, to give meaning to knowledge, to evaluate, to analyze students' abilities and difficulties, etc. On the other hand, this methodology indicates to the student the elements that must be available to obtain knowledge, processes, steps to follow, methods, techniques, or ways of doing something. (p.1)

According to the concept, it can be understood that the methodology is to help teachers to organize scientific research and develop special skills in the field of research work to promote student learning and achieve the established objectives.

6.3 Learning theories

6.3.1 Behaviorist theory

According to Heredia & Sanchez (2013) explains that behaviorism is "learning that can be explained in terms of observable events both in behavior and in the surrounding environment" (p. 11). Indeed, behaviorism considers that it is the way learners behave. Their learning depends on environmental arrangements and external conditions can be arranged so that the subject or learner modifies his behaviors in a given sense. (García, Guillén, & Acevedo, 2013, p. 4).

From a behaviorist point of view, learning itself should be defined as something that can be observed and recorded, in other words, when there is a behavior change, there is learning. In terms of education, this means that teachers will be able to determine whether their students have understood the subject matter when they can show changes. For example, in their test scores. If there is no concrete evidence, teachers will not know if their students have learned anything.

6.3.2 Cognitive theory

Heredia & Sanchez (2013) defines "cognitive theory, postulates that learning can only be explained by the thinking processes of the learner" (p.11). On the other hand, it instructs to maintain the communication or transfer of knowledge to the individual learner efficiently and effectively. The cognitivist researcher will analyze a task to develop a strategy that goes from the simple to the complex since the individual only receives the information to be learned from the teacher. (Medina, Calla & Romero, 2019, p. 381)

According to this concept, it is given to understand that cognitive theory emphasizes the acquisition of knowledge since the information that is received is organized and stored because them is related to memory, reasoning, its possible solution to the problem, etc.

6.3.3 Constructivist theory

According to Piaget as cited in Saldarriaga, Guadalupe, Bravo, & Loor (2016) states that: “Cognitive development is a continuous process in which the construction of mental schemas is elaborated from childhood schemas, in a process of constant reconstruction. This occurs in a series of stages or stages, which are defined by the constant order of succession and by the hierarchy of intellectual structures that respond to an integrative evolution mode” (p.131).

In each of these stages, there is an increase in skills and abilities acquired by the individual because they make use of the previously acquired knowledge and become observable by the people around them; the cognitive structure determines the mental capacity of the person, who actively participates in their learning process while the teacher tries to create a favorable context for learning. In Piaget's theory, it can be observed that the construction of knowledge within the classroom occurs as the information from the environment where the interaction takes place, is the same that drives knowledge since the learning must be given through the process of participation among students, while the teacher creates a pleasant context that is comfortable for the individuals who are learning and influences their learning in a good way. Thus, the knowledge acquired is strongly built.

6.4 Subject development

6.4.1 Socio-educational factors and their impact on learning

These are situations that affect human beings in both the social and educational spheres. They can be generated by various situations such as the family, cultural environment, the school environment, the economic situation.

6.4.2 Social factors

The learning of a foreign language depends on many factors, which intervene directly or indirectly in the learners. This includes the social environment with which learners interact. Indeed, social interactions occur between two or more individuals, who dialogue, discuss, collaborate or oppose different factors at the time. The consequences of a positive social environment and favorable learning conditions will be reflected in the efficient, specific, and effective performance of students, and on the contrary, the consequences of a hostile social

environment, lacking motivation and pleasant stimulation, will be reflected in a lower interest or lack of enthusiasm and low performance on the part of learners. (Quezada & Frías, 2018, p. 3). This indicates that socialization occurs in individuals of all ages and is a process to which the person will be subjected all the time. Also, “family involvement in children's education and social integration has a positive impact on academic achievement” (Martínez, Torres & Ríos, 2019, p.4).

On the other hand, the International University of Valencia 2015 (as cited in Mendez,2018) mentions that: “Numerous studies have demonstrated the impact of family and social factors (social class, economic and cultural level) on educational outcomes, strongly influencing children's cognitive functioning and motivation and, consequently, having a significant impact on their educational performance” (p.11).

In that case, it should be noted that many aspects affect the learning of English in terms of social factors because of the economic sphere. In other words, the lack of money has a major influence on people because they do not have sufficient income to acquire the necessary materials. These have a major influence on the learning of the language due to these materials are closely linked to the learning of a foreign language.

6.4.3 Family environment

The family environment is the main factor in academic formation because it influences the educational and personal processes of students. The family environment of students is always influenced by school performance because it shows the parents' care about their children's learning and behavior, or whether the school environment is safe. In particular, more active forms of participation produce greater school success than more passive ones, so that family involvement is one of the most influential factors in the educational sphere. (Yanarico, 2020, p. 6) All these aspects will influence the learning process to determine the good or bad results.

Hence, Gales 2016 (as cited in Mendez, 2018) emphasize that:

The lack of academic education on the part of the parents influences the formation of the children because they are the family example, the academic level is reflected in the attitudes or emotions of the children, in such a way that, if there is no academically educated family, there will be no success in the learning of the language by the offspring. (p. 12)

The stimulation provided by parents to their children is reflected in their behavior. However, the family is largely responsible for the emotional stability of its members in childhood and

adulthood. Also, interaction with other family members supports and enhances their development. This is because children develop cognitive skills through understanding and participation in the cultural activities of their population. (Capano & Ubach, 2013, p. 86). Additionally, the stimulation provided from the family environment helps to assess the IQ of the students and can help the students in the process of learning the English language.

6.4.4 University environment

The university environment is where the learning process is given and determines students' progress in the university. A favorable university environment is also critical for teachers to feel safe at school, decrease the likelihood that they will develop illnesses generated by stress and distress, and more importantly, levels of engagement with student learning tend to rise. (UniAndes 2015 as cited in Rojas & Cabrera, 2016, p. 18-19). The university environment is not only suitable for students to learn. It is also to strengthen the goals proposed by the student through the guidance of teachers inside of interactive classes, which will allow the student to develop their knowledge, their reasoning skills to apply in the society.

In addition, Castro & Morales (2015) state that a university environment must have "ethical, aesthetic, safe, comfortable, luminous, sonorous, adapted to disabilities, with a unity of color and form, harmonious, mediators of thoughts and social relations, playful, expressive, free, diverse, respectful spaces; with cultural and natural resources". (p.4). Thus, the environment must transcend the concept of physical space and move towards a space of experience to carry out a meaningful learning process. In addition, the university environment considers the physical and social aspects that influence or help to build the interaction between the members of the educational institutions.

6.4.5 The economic situation

The socioeconomic level refers to the conditions that students have to meet the needs that arise to support themselves during their professional development, such as food, clothing, housing, transportation, study materials, others. If conditions are favorable, this means that academic activities will have satisfactory results. (Cruz, Medina, Vazquez, Espinosa, & Antonio, 2014, p.27) On the other hand, there are situations where the family does not have enough income to educate their children and make them professionals, which is a serious problem for students as they come to have a lack of concentration in class, low academic performance, and unsatisfactory learning. Indeed, García & Cabanillas (2015) states that:

The lack of money in the families generates the lack of food, which is an essential element in the concentration of the students is an essential element in student's concentration when he/she is in class. The student can unfavorably change their conduct or behavior. (p.4)

As a result, this can provoke mood swings, anger, lack of concentration, even generate violence with the people around them. In addition, concentration is affected by the lack of food intake, which affects the student and prevents him from learning.

6.5 B-learning and constructivist as learning methodologies to develop cultural knowledge in the English classrooms

6.5.1 Blended learning

It is the process where face-to-face classes and e-learning are combined. Indeed, González (2015) defines this as a "modality, in which there are physical or face-to-face and virtual meetings and in which ICT or electronic resources, such as forums, chat, email, are used as support" (p.520). This allows students to give their own opinion, share ideas and interact with the teacher and their classmates.

Moreover, Zambrano, et. al, (2018) enunciates that "the main role of B learning is to provide the student with the necessary information and guide him so that he can build his knowledge from previously acquired learning" (p. 61) The students play an important role in the teaching process because they are their own knowledge's constructor. They also can predict certain situations and solve problems, and they can perform activities within a given time without being pressured by teachers who are the mediators of learning to give their students satisfactory learning.

6.5.2 Constructivist methodology

Constructivism provides students with the necessary tools to construct their knowledge and is the result of the experience acquired in their environment since the student interprets the information received. For this reason, Schreurs (2012) mentions that:

The teacher's role is fundamental in this process because the Constructivism theory tries to understand how students interpret knowledge and to guide and help them to refine their understanding and interpretations to correct any misconception that arises between students at an early stage and improve learned knowledge quality. (p. 2).

As a result, the teachers are the facilitator of important information. They must apply interesting methodologies useful for the students to develop reasoning skills such as: analyzing, reflecting, thinking, generating ideas, and saving their knowledge.

6.6 Applying Constructivist based on Blended learning to teach culture in the English language

“Constructivism based on the Blended learning model consists of a variety of face-to-face classrooms and online learning activities” (Schreurs, 2012, p.6) It allows students to interact in their social environment to exchange ideas, building and creating knowledge using their experiences to reduce the possibility of misunderstandings in the learning process.

According to Ahmad & Schreurs (2012) states that:

Constructivism theory can be applied in the Blended Learning environment because it increases the interactivity of the students and focuses on the student building new knowledge based on their previous experience. The role of the teacher is essential in the learning process. The role of the teacher in constructivism theory is to try to understand how students interpret knowledge and to guide and help them refine their understanding and interpretation to correct any misconceptions that arise among students at an early stage and improve the quality of the knowledge learned. (p. 1-2).

Using these methodologies in the English language culture virtual classes, would not only enable students to develop their learning capabilities. It should allow them to have a broad perspective in the world to change the teaching’s evolution. In Addition, “teachers should use various ICT tools, such as synchronous and asynchronous learning technologies to facilitate and encourage collaboration, interaction, communication, construction and sharing of knowledge in learners.” (Ahmad & Schreurs,2012, p.2). Therefore, it allows us to adapt, support, and facilitate the English classes' culture comprehension. In this way, students do not get distracted in the learning process.

To conclude, the constructivist methodology based on blended learning allows students to construct their knowledge from the acquisition of previous content. It allows the teacher to become a facilitator and guide of knowledge due to students having the possibility of creating a collaborative environment where they can participate themselves and the teacher, maintaining synchronous and active connection, making use of several tools for its acquisition such as ICT or electronic resources.

6.7 Technological tools to be used in the application of b-learning and constructivism methodologies.

Education is constantly changing, as are the methodologies applied and the technological tools to be applied in the classroom. Indeed, Barba 2007 (as cited in Perero 2011) emphasizes that:

Information technologies allow us to meet a diversity of educational demands from students, making the demands from students, making thinking visible, and opening the door to the multimedia world in the classroom. to the multimedia world in the classroom. In this way, the teacher can devote more time to meaningful and creative tasks. meaningful and creative tasks. (p. 20)

However, learning is highly dependent on the activities that the learner undertakes to acquire his or her learning. This adds up to the activities, the time spent studying, and how they are performed. Also, there are several virtual educational platforms that students can use to perform their knowledge.

According to Casado & Mendoza (2020) some of the technological tools suitable for teaching are:

Nearpod: It is an interactive presentation tool that allows students to actively participate in the classroom through different types of activities. In addition, after each session, it reports to the teacher with all the results of the exercises.

According to this concept, it is a tool that allows a guided presentation through devices capable of connecting to the Internet, with the ability to interact with students through activities that allow developing their knowledge using it enters the b-learning methodology and constructivism because it allows the full attention of students.

Kahoot: It is a multimedia platform of questions suitable to promote interactive learning. The teacher makes a questionnaire of multiple solutions and establishes the response time. Also, all the results of the activities performed are recorded in the application. (Lacal 2018 as cited in Casado & Martinez, 2020, p.17).

This concept implies that Kahoot is a very useful tool for teachers and students to learn and review concepts entertainingly as if it were a test. The most common method is to use multiple-choice questions, although there is room for discussion and debate which encourages meaningful learning and allows them to construct their knowledge.

Furthermore, Contreras (2011) states that “the Moodle is one of the most popular Free software LMS platforms inspired by the pedagogy of social constructivism, which makes it an excellent choice for incorporating this platform in a b-learning context” (p.157).

This is an effective teaching and learning tool. It is also a platform that specializes in learning content taking into account the interaction in the classroom. Therefore, it is a motivational tool that enables many possibilities of educational communication based on constructivism, so that students can obtain and build their ideas and develop their skills and abilities. All these digital tools are of great help for both students and teachers because apart from the application of both methodologies (constructivist and blended learning). These tools can develop, build and analyze their knowledge allowing them to give their point of view, having their criticism. In addition, the teacher is the guide of the students. So, these tools will allow the students to pay attention and develop activities while they are having classes. Thus, the students do their activities without getting distracted.

6.8 Activities to develop in the application of constructivism based on blended learning

Blended Learning is a concept that includes a supervised teaching and learning process that integrates both face-to-face teaching and technology-assisted learning. This type of blended learning integrates face-to-face teaching, indirect teaching, and computer-assisted cooperative learning. However, Mujica (2020) describes some activities that students and teachers can apply:

Group discussion and exchange of ideas: This helps to develop confidence in students, eliminate their doubts, and develop effective communication skills, among them forums.

Access to the electronic library: The digital library gives them access to different books related to their subject and in diversified areas. It broadens their perspective and enriches their knowledge, which helps to meet the cognitive objectives.

Virtual classroom: Provides the student with an option to learn anywhere and anytime. Students can be part of a virtual classroom meeting with their peers and teachers in cyberspace regardless of geographical boundaries.

Online assessment: Immediate feedback is a key factor in learning, as it motivates the learner and is based on readiness principles. Online assessment helps to make the assessment system more formative, transparent, and faster. It becomes more reliable and objective.

In summary, constructivism is a learning methodology that relies on prior knowledge to build new learning and its teacher as a mediator, while blended learning represents a group of activities that combine teaching and technology-based individualized learning programs.

However, Maloik (2018) mentions that there are activities to apply it in culture classes as:

Brainstorming: It consists of collecting the different ideas that people in the group are having about the established topic, noting a brief description that identifies each one, without questioning or developing them. The more proposals, the better! In this case, quantity is more important than quality.

Graphic organizers: These are visual representations of knowledge that rescue and graph the important aspects of a concept or content.

Concept maps: They help to explore knowledge about a certain topic or concept using graphics that represent knowledge networks.

All these activities can be implemented in the classroom because it allows meaningful learning for students so that they can develop their abilities and skills. Finally, they can have their criteria without the need for memorization.

7 METHODOLOGY

The main objective of this research is to determine the socio-educational factors that influence cultural exchange in the teaching-learning of English as a second language as a mechanism for learning, interaction, and familiarization in order to describe the factors that affect the acquisition of culture in the foreign language, followed by the analysis of the different learning tools and activities that allow to students to develop their cultural knowledge through the application of various cultural activities using digital platforms in the students of 2nd semester “A” of the pedagogy of national and foreign languages career.

7.1 Type of research

This project has been established as theoretical research because it aims to describe the existing reality within the university educational community which presents socio-educational factors that influence the learning of culture in English as a second language. In that case, the object of study is the students of the 2nd semester “A” of the Pedagogy in National and Foreign Languages career compound of 36 students whom a question has been raised that explains how is the reality of this group to be analyzed conformed by the students of the career to solve the problem identified in the population to be studied and provides a solution. Thus, the type of research is exploratory because the object of study based on the teaching-learning of English language culture has limited research content in the educational field as there is not much information on the research topic.

7.2 Research Approach

The research project had a quantitative approach because it complied with a set of sequential processes: it is the accomplishment of fulfilling one stage after another in an orderly manner without skipping steps during its development. Thereby, the main characteristics of this approach were the need to measure the magnitude of the research problem, which led the researcher to pose a study problem to solve what was found; then a literature review was conducted to build the theoretical framework. Hence, Neill & Suarez (2018) state that "Quantitative research is to acquire fundamental knowledge and the choice of the most appropriate model that allows us to know the reality more impartially since the data are collected and analyzed through measurable concepts and variables" (p.69)

In that case, this approach allowed the application of surveys to the selected sample of students belonging to the Pedagogy of National and Foreign Languages career. The survey was divided into 5 sections: Informative data; Socio-educational factors influencing cultural exchange in

teaching English as a second language; Describe the socio-educational factors influencing cultural exchange in teaching the English language; Learning tools and activities to develop cultural knowledge and Cultural activities to the acquisition of cultural knowledge, with a total of 15 questions for the four sections. It included open and closed questions with the following items: yes, no, always, rarely, not at all, sometimes, multiple-choice, and write your opinion here.

7.3 Design of the investigation

The research design of the project was non-experimental because the study was conducted without the need to manipulate the study variables extensively and in detail. In this case, the phenomena caused within the study area were observed and analyzed to obtain a result. In the case of the present research, a theoretical exploratory study was conducted since the content described within the theoretical framework was the product of a literature review using previous research without applying an exhaustive and experimental investigation to determine whether or not the study yielded results. Therefore, a survey was applied to identify the socio-educational factors that influence the cultural exchange in the teaching of English as a second language as a mechanism for learning, interaction, and familiarization. In addition, which activities and technological tools are considered useful to apply in the educational environment. In this case, the research was identified as non-experimental transactional because data were collected at a single point in time from the selected sample, which consisted of 2nd semester "A" students of the Pedagogy of National and Foreign Languages program. Finally, the results were analyzed and conclusions were drawn about the study developed.

7.4 Population and sample

Population

According to Gomez (2016) "The study population is a defined, limited and accessible set of cases that will form the referent for the choice of the sample, and that meets a series of predetermined criteria" (p.202). According to this definition, the selected population where the research was conducted were young university students of the Technical University of Cotopaxi. However, the research was focused on a specific course of Pedagogy of National and Foreign Languages career which consists of 457 university students from the first to the ninth semester. As a sample for the study, a class of 36 students from the second semester "A" of the morning session was selected. Students between the ages of nineteen and twenty years old. Population and sample of the selected course.

Students population	457
Students Sample	36

Sample

According to Sampieri, Hernandez & Baptista (2014) raise the “Subgroup of the population in which the choice of elements does not depend on probability, but on the characteristics of the investigation” (p.176). Thus, the sample used for this research is the non-probabilistic sample due to the selected students of the second semester “A” being chosen by the researchers of the project to apply the survey. In addition, the sample of 36 university students, is composed of (10) are males and (26) are females. This course was chosen by the researchers because they wish to implement culture English classes from the first semesters of the career, so that students acquire cultural knowledge of the English language during their academic training.

8 ANALYSIS AND DISCUSSION OF RESULTS

The survey has been applied to the selected sample consisting of the 2nd semester "A" of the Pedagogy of National and Foreign Languages Career. This sample has provided different opinions about cultural exchange in teaching English as a second language. However, it is important to mention that the sample is made up of 36 students of which 34 students completed the survey and sent it on the date and time requested. In that case, two of the students abstained from responding to the requirement; the causes could be several. For instance: absence at class time, illness, economic problems, and other factors that are unknown but are mentioned due to the frequency which they occur within the educational environment. Therefore, the analysis and discussion presented below will be based on a total of 34 responses collected.

1. Do you consider that socio-educational factors greatly influence the acquisition of cultural knowledge in the English language?

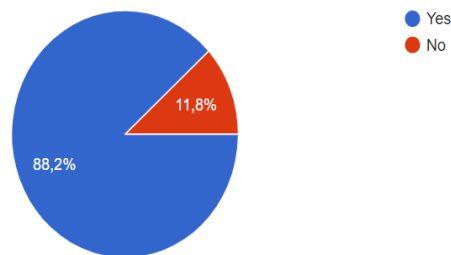
Table 1. SEFIC

Option	Frequency	%
Yes	8.2	88,2%
No	1.8	11,8%
Total	10	100%

Graphic 1. SEFIC

Do you consider that socio-educational factors greatly influence the acquisition of cultural knowledge in the English language?

34 respuestas



ANALYSIS

There is 88.2% agreement that socio-educational factors influence the acquisition of cultural knowledge of the English language and the lowest percentage corresponding to 11.8% disagrees that socio-educational factors influence cultural knowledge. As for the highest proportion, it can be analyzed that this factor interferes with the cultural learning of the English language and does not allow acquiring the desired knowledge.

2. Which of the following socio-educational factors do you think influence cultural exchange in teaching English as a second language?

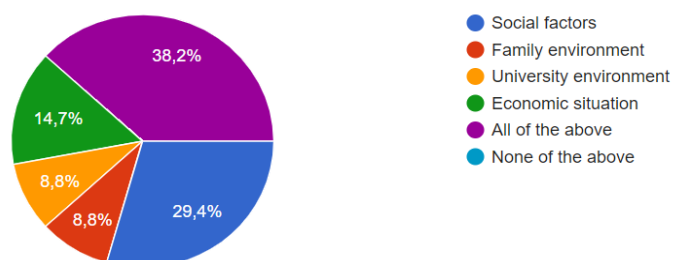
Table 2. SEFIC

Option	Frequency	%
Social Factors	29	29,4%
Family environment	5	8,8%
University environment	5	8,8%
Economic situation	10	14,7%
All of the above	30	38,2%
None of the above	21	29,4%
Total	100	100%

Graphic 2. SEFIC

Which of the following social and educational factors do you think influence cultural exchange in teaching English as a second language?

34 respuestas



ANALYSIS

With a total of 33 students 38.2% of the students selected all the options that correspond to the social and educational factors that influence cultural exchange in the teaching of English, the other hand in 29.4% of the answers had as a result that none of the given options affect cultural exchange in the teaching of English, and the lowest percentage 14.7% affirmed that the economic situation affects their educational environment. Therefore, it must be taken into account that all the options selected by the students are affecting their learning of the English language and how this affects their knowledge at the moment of learning the culture of the English language.

3. *Do you think that general education allows you to improve your professional development?*

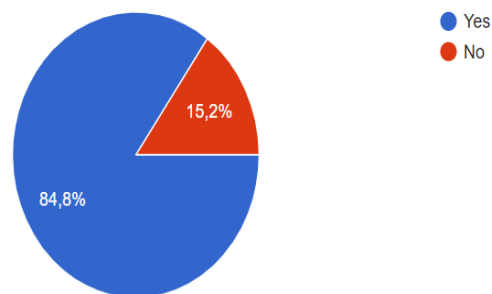
Table 3. General education allows you to improve your professional development

Option	Frequency	%
Yes	8.8	84,8%
No	1.2	15,2%
Total	10	100%

Graphic 3. General education allows you to improve your professional development

Do you think that general education allows you to improve your professional development?

33 respuestas



ANALYSIS

In the survey and question used 84.8% of the students state that general education allows them to improve their professional development. On the other hand, the lowest number conform of 5 students who correspond to 15.2% state that general education does not allow them to improve their professional development. Therefore, it should be noted that students have a better professional development in general education.

4. In the teaching-learning process of the pedagogical of national and foreign languages career, on which skills do the teacher emphasize the most? (select more than one option)

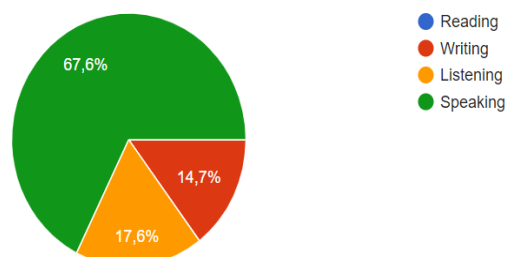
Table 4. Skills mostly teachers emphasize in the teaching-learning process

Option	Frequency	%
Reading	0.0	0,0%
Writing	1.7	14,7%
Listening	1.6	17,6%
Speaking	6.6	67,6%
TOTAL	10	100 %

Graphic 4. Skills mostly teachers emphasize in the teaching-learning process

In the teaching-learning process of the pedagogical of national and foreign languages career, on which skills does the teacher emphasize the most? (select more than one option)

34 respuestas



ANALYSIS

Most of the respondents 67.6% mentioned that the teacher puts more emphasis on the reading skill. On the other hand, 17.6% of the students surveyed stated that the skill used by the teacher is listening. Lastly, 14.7% of the students mentioned that the teacher puts emphasis on the writing skill. However, the reading skill has no any answer which percentage is 0%. This shows that the students do not use it in their classes. Consequently, the students could present reading comprehension problems in the English language.

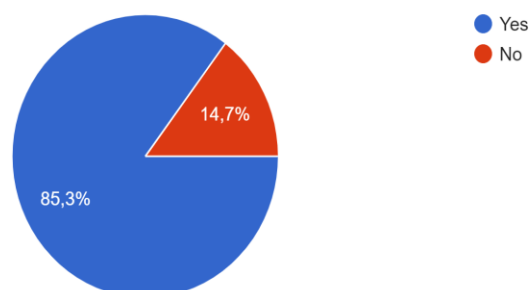
5. *Are your parents supportive of you learning English at the university?*

Table 5. Your parents are supportive of you learning English at the University

Option	Frequency	%
Yes	8.3	85,3%
No	1.7	14,7%
Total	10	100%

Graphic 5. Your parents are supportive of you learning English at the University

Are your parents supportive of you learning English at the University?
34 respuestas



ANALYSIS

The 85.3% of the respondents mentioned that their parents support them in English learning. While 14.7% responded that they do not receive support from their parents. This question shows that most of the students feel that their parents are supportive and supportive in the process of learning English. For that reason, the students feel motivated and are more likely to complete their university studies successfully.

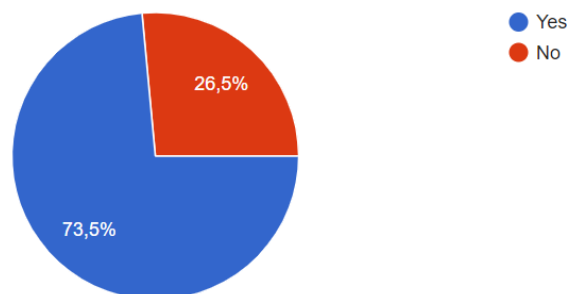
6. Do you consider that money is necessary for your English language learning?

Table 6. Money is necessary for English Language Learning

Option	Frequency	%
Yes	8.3	85,3%
No	1.7	14,7%
Total	10	100%

Graphic 6. Money is necessary for English Language Learning

Do you consider that money is necessary for your English language learning?
34 respuestas



ANALYSIS

According to the question below, it can be obtained as a result that the majority of students conform to 90%, considering that money is very important for learning the English language. While a smaller percentage conform of 10%, said that money is not important for learning. For

the majority of students, money is not considered a principal resource for studying and learning a foreign language.

7. Does the environment in which you are immersed, i.e. your friends, influence your English language learning?

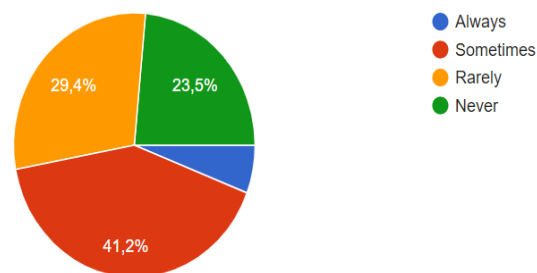
Table 7. Your friends influence your English language learning

Option	Frequency	%
Always	0	0%
Sometimes	5	41,2%
Rarely	3	29,4%
Never	2	23,5%
Total	10	100%

Graphic 7. Your friend influence your English language learning

Does the environment in which you are immersed, i.e. your friends, influence your English language learning?

34 respuestas



ANALYSIS

It is evident from some students that 41.2% expressed that "sometimes" friends influence English language learning. While 29.4% mentioned that "rarely" friends influence learning. Lastly, 23.5% said that friends never influence their learning process. In addition, no students

mentioned that friends always influence English language learning. Therefore, the social environment of friends is not a factor affecting students' ability to learn a language.

8. Do you consider that the use of technological tools will facilitate the acquisition of cultural knowledge in teaching English as a second language?

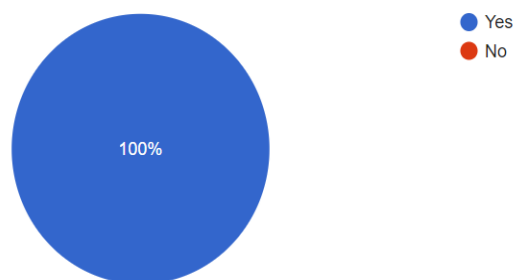
Table 8. Technological tools facilitate the acquisition of cultural knowledge

Option	Frequency	%
Yes	10	100 %
No	0	0 %
Total	10	100%

Graphic 8. Technological tools facilitate the acquisition of cultural knowledge

Do you consider that the use of technological tools will facilitate the acquisition of cultural knowledge in teaching English as a second language?

34 respuestas



ANALYSIS

According to the question, the 34 students, 100% said "yes" that the use of technological tools will facilitate the acquisition of cultural knowledge in teaching English as a second language. This means that there was not a single student who considered that the use of technological tools does not facilitate it. Nowadays, technological tools are widely used in teaching, as they are considered a fun and direct way for students to learn without being bored.

9. Do you think the University has the necessary tools to adequately implement the cultural classes to learn a second language?

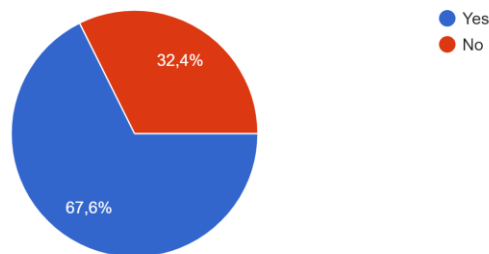
Table 9. Tools to implement cultural classes in the University

Option	Frequency	%
Yes	6,6	67,6 %
No	3,4	32,4 %
Total	10	100%

Graphic 9. Technological tools facilitate the acquisition of cultural knowledge

Do you think the University has the necessary tools to adequately implement the cultural classes to learn a second language?

34 respuestas



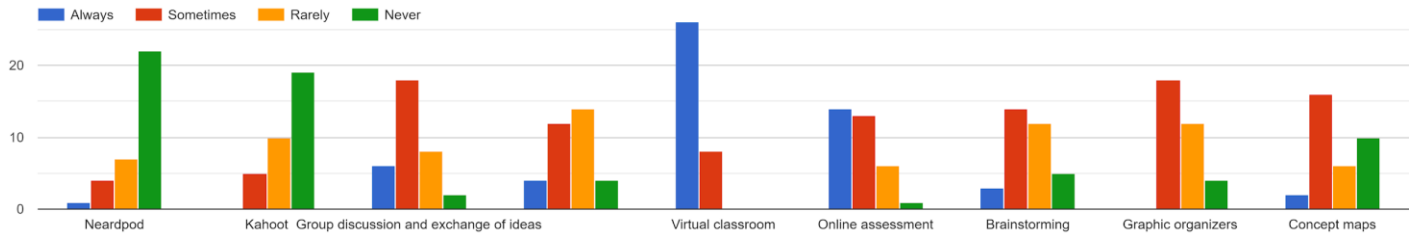
ANALYSIS

Out of a total of 34 students, only 67.6% of the students answered "Yes", that the University has the necessary tools to implement culture in the English language. While 32.4% of the students surveyed consider that the University does not have the necessary tools to implement culture classes to learn a second language. Consequently, the University should improve its technological tools for students to learn the culture.

10. How often do you use the following learning tools and activities?

Graphic 10. Use of learning tools and activities

How often do you use the following learning tools and activities?



ANALYSIS

In the first learning tool, one student always uses Nearpod as a learning tool and creates activities, while four students said that they sometimes use Nearpod. Seven students mentioned that they rarely use it as a learning tool or creative activities, while twenty-two students said that they never had been used Nearpod to learn. Then, five students said that they sometimes use Kahoot, ten students rarely use it, while most of the students never had been used Kahoot to create activities and learn. The group discussion and exchange of ideas as a learning tool, six of the students always use it, eighteen students sometimes use both techniques to learn and create activities, eight students rarely use it and two students never use them in their studies techniques. On the other hand, access to the electronic library had different answers. Four students always use it, twelve students sometimes use the electronic library as a learning tool, fourteen students rarely have access to it to learn or create activities, and four students never had been accessing it. The virtual classroom had two answers: twenty-six students always use it to learn and eight students sometimes use it to create activities or learn.

The online assessment had several answers: fourteen students always used it, thirteen students sometimes used it, six students rarely used it, and one student never had been use it. Whereas brainstorming is always used by three students, fourteen sometimes use it, twelve rarely apply it in their student routine, and five never had been use it. Also, Graphic organizers had eighteen students that sometimes use it, twelve rarely use it, and four never use it in the school. Finally, in the concept maps two students always use it, sixteen sometimes apply it as a learning tool or creative activities, six rarely use it, and ten students never had been used in their students' routine.

11. *Do you consider that technological tools can be an important resource in teaching and learning? Yes/not, please justify your answer.*

Graphic 11. Technological tools

Do you consider that technological tools can be an important resource in teaching and learning process? Yes/not, please justify your answer

34 respuestas

- Yes, because we have websites or apps that help us in the teaching and learning of the English language.
- Yes, because we need to practice the English language and that is possible with the use of tools.
- Yes, because technology helps us to be able to understand and review notes in English.
- Yes, through technology, we have the facility to learn English or meet people who speak English and help us with learning it.
- if it is important because with them it would help us to learn
- Yes, because you can find virtual dictionaries and videos to learn any subject at any time, not necessarily with a private tutor.
- Yes, cos it is a big tool for education, in wich we can find a lot of important information
- Yes, I think that the technological tools are really helpful in teaching and learning

Do you consider that technological tools can be an important resource in teaching and learning process? Yes/not, please justify your answer

34 respuestas

- Yes, because thanks to technology you learn through videos, even through music videos.
- Yes, because the technological material is didactic and with fun you learn.
- Yes, because thanks to technology there are platforms in which English is learned through games or various didactics.
- Yes, technological tools help us to clarify doubts and make it easier to understand.
- Yes, because with technological tools the class is more interesting.
- Yes because it is necessary and facilitates learning.
- Yes, technological tools are important in teaching the English language because they help us to practice or correct words and grammar.
- Yes, because with it we can learn new things or at the same time things we don't know or things we don't understand.

Do you consider that technological tools can be an important resource in teaching and learning process? Yes/not, please justify your answer

34 respuestas

Technology itself helps a lot in the English language because unlike books or dictionaries we can find things faster.

Technological tools are an important resource in the process of teaching and learning not only English but also everything because human beings have to interact with an object to learn. Nowadays, technological tools are part of our lives and somehow we are used to them facilitating things like learning.

Yes, because a lot of information can be accessed quickly.

yes because it will help us with pronunciation and writing

Yes, because several times technology helps us to have a support resource to learn the language.

Yes, I consider that technological tools are very necessary for learning because they help to learn new knowledge in all areas for example medicine, engineering. For me are very necessary because I can learn English through technology. I listen music, I read virtual books on my computer.

Yes, because nowadays technological tools are used to learn about everything.

Do you consider that technological tools can be an important resource in teaching and learning process? Yes/not, please justify your answer

34 respuestas

I sometimes virtual learning can be useful in the classroom technological skills that are considered basic no, I don't

If it is important because it helps us to reinforce our knowledge.

Yes, I consider that technological tools are important because they allow us to interact with platforms or it also gives us the opportunity to practice with people.

yes, because they reinforce our knowledge and with that we learn more.

Yes, I think we have a lot of material online that can be used, and if used in the right way it is very useful.

If it is an important resource because with them we can carry out activities better. This tool helps us a lot.

I consider it important, it is necessary because it is a guide that allows the student to verify the information.

Currently, the technological tools must be the main way to learn English. I think the teachers from our

Do you consider that technological tools can be an important resource in teaching and learning process? Yes/not, please justify your answer

34 respuestas

Yes, I think we have a lot of material online that can be used, and if used in the right way it is very useful.

If it is an important resource because with them we can carry out activities better. This tool helps us a lot.

I consider it important, it is necessary because it is a guide that allows the student to verify the information.

Currently, the technological tools must be the main way to learn English. I think the teachers from our university have to emphasize about this kind of resources; especially, the tech which can help to acquire listening and reading skills.

If it is important resource because it helps the student to live classes from home and not miss classes, technology also helps the student to consult something that he does not understand in class

yes, because is important in the second idiom the most in persons minors age and improve language

I think so because it helps us to know some things that we many not understand

ANALYSIS

It was an open question because students can answer it according to their criteria. It helped us to identify what were their opinions about the use of technological tools as a resource to teach and learn in the educational process. So, there were different answers but all the students agree that technological tools are an important resource for the teaching-learning process.

12. Do you think teachers must develop interesting cultural activities in English subjects (according to the curricula design) to achieve motivation and develop satisfactory knowledge of it? Yes/No, please, justify your answer.

Graphic 12. Teachers must develop interesting cultural activities

Do you think it is necessary that teachers develop interesting cultural activities in English subject (according the curricula design) to achieve motivation and develop satisfactory knowledge of it? Yes/No, please, justify your answer

34 respuestas

Yes, because this methodology would make the class much more didactic and not boring, thus making the students pay more attention.

Yes, because they teach the culture of the English language

Yes, because the classes must be interesting in order to attract the student's attention.

If necessary because we can learn with more interest and not get bored at the time of learning.

Yes, because it would help us learn and develop our skills and knowledge more

Yes, because they could teach aspects of other cultures to put them in context with what we learn and do not celebrate, for example Thanksgiving, Halloween, etc.

No, I think is better to focus on the topic

Yes, Always is important to keep learning English and your culture and the students will be more interest in learning in that way

Do you think it is necessary that teachers develop interesting cultural activities in English subject (according the curricula design) to achieve motivation and develop satisfactory knowledge of it? Yes/No, please, justify your answer

34 respuestas

Yes, since with motivational classes you learn better and they will encourage us.

Yes, because interaction is part of the process.

Yes, because culture is very important and young people nowadays do not acquire or do not care what culture is.

Of course, learning would be more interesting and would sing everyone's attention.

Yes, because cultural activities in English subject help us to relate to each other in the social environment in which we are going to work

If it is important since they must impart knowledge widely.

Yes, because the activities get boring.

I think so because it would be a great motivation and I believe that learning could be more fun.

Do you think it is necessary that teachers develop interesting cultural activities in English subject (according the curricula design) to achieve motivation and develop satisfactory knowledge of it?
Yes/No, please, justify your answer

34 respuestas

I think that teachers should use methods that amuse us in the learning process.

Developing interesting cultural activities in English subject is very necessary, however, the educational system from our country and college doesn't provide us that so we can't learn about cultures, and even improve our skills of English.

Yes, because it would be learned in a more entertaining way and more knowledge would be formed.

not because we want to learn a new language

Yes, because we would learn more and it would be much more interesting

Yes of course because teachers help to students of different places and they can share ideas and knowledge.

Yes, developing cultural activities benefits the interaction between students.

Do you think it is necessary that teachers develop interesting cultural activities in English subject (according the curricula design) to achieve motivation and develop satisfactory knowledge of it?
Yes/No, please, justify your answer

34 respuestas

I teaching used by English teachers to develop by the teacher and students for each of them.

If necessary, we will learn more about our cultures and gain new insights.

Yes, I think so, because that way the student could see it as something entertaining in the moment to learn.

I think so because teachers should look for more teaching methods that facilitate learning in their students.

Yes, teachers should have their teaching methods in English with new platforms that help to learn faster and better.

Yes, I think that that way you can learn more about the subject and the culture.

that would be a good idea since through these cultural activities both the teacher and the student can create a better educational environment

Yes, but of this kind of activities should be part just students who are really interesting on learning the

Do you think it is necessary that teachers develop interesting cultural activities in English subject (according the curricula design) to achieve motivation and develop satisfactory knowledge of it?
Yes/No, please, justify your answer

34 respuestas

Yes, I think that that way you can learn more about the subject and the culture.

that would be a good idea since through these cultural activities both the teacher and the student can create a better educational environment

Yes, but of this kind of activities should be part just students who are really interesting on learning the language and its culture. For example, in the conversations with native speakers, the people who participate in this kind of activities sometimes don't give the real interest to the conversation.

yes,because that's how I study them when the teacher with fun didactics, the tudent participates and the classes ans is more active and the classes are not boring

Si, porque muchas de las personas no suelen entender el ingles en su forma general, es necesario tener métodos y formas de enseñar para que de esta forma como estudiantes capturemos al idioma de una manera clara y no haya problemas a futuro.

Yes, because we could know more about the cultures and participatory way if the teachers do activities

ANALYSIS

It was an open question because students can answer it according to their criteria. So, it allowed us to determine what were the different points of view of the students. As a result, we had several answers but all of the students considered that it is necessary that teachers develop an interest in cultural activities in English subjects, take into account the curricula design to achieve motivation, and develop the cultural knowledge through the interaction between students and teachers to create a good educational environment.

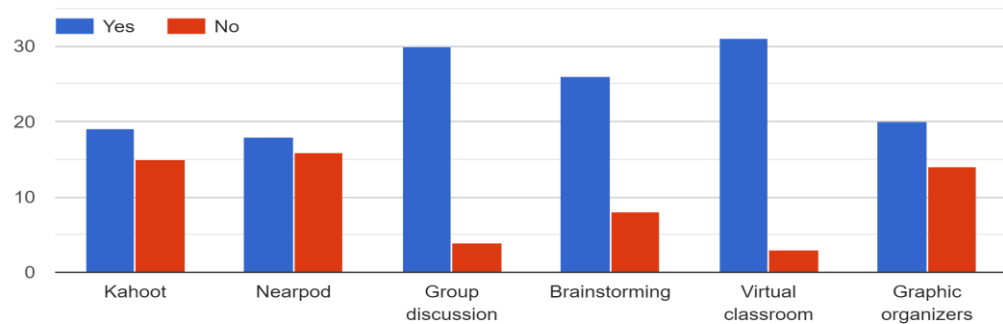
13. What digital tools and activities would you like your teacher to apply in class?

Table 10. Digital tools and activities that teachers can apply in the class

Option	Yes	No	Frequency	%
Kahoot	19	15	1.0	10%
Nearpod	18	16	1.0	10%
Group discussion	30	4	2.7	22,7%
Brainstorming	26	8	2.2	20,2%
Virtual Classroom	31	3	2.0	21, 0%
Group Organizers	20	14	1,1	16,1%

Graphic 13. Digital tools and activities that teachers can apply in the class

What digital tools and activities would you like your teacher to apply in class?



ANALYSIS

There were several options that students could select according to their criteria. So, nineteen students considered that Kahoot is a good digital tool that teachers can apply in the class, while fifteen students said, “No”. There was Nearpod as another digital tool that teachers could apply in the class, so, eighteen students mentioned, “Yes”, while sixteen students said, “No”. Also, in the virtual classroom as digital tools, thirty-one students approve of the idea that students apply it in the class, while three students said, “No”. On the other hand, as activities to apply in the class, there were group discussions, brainstorming, and graphic organizers.

In the first activity, thirty students said, “Yes” which is appropriate to apply in the class by the teacher. While, four students said, “No”. In the second one, twenty-six students expressed, “Yes” to apply in the class. While, eight students said, “No”. Finally, in the graphic organizers as an activity to apply in the class, twenty students said, “Yes”, while fourteen students said, “No”.

14. Do you think that teachers should be highly trained in digital platforms and tools for teaching culture in English language learning?

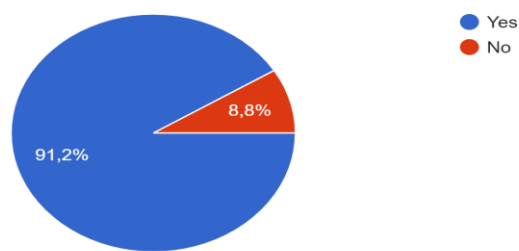
Table 11. Teachers should be highly trained in digital platforms and tools

Option	Frequency	%
Yes	8	91,2 %

No	2	8,8 %
Total	10	100%

Graphic 14. *Teachers should be highly trained in digital platforms and tools*

Do you think that teachers should be highly trained in digital platforms and tools for teaching culture in English language learning?
34 respuestas



ANALYSIS

According to the 34 students surveyed 91.2% of the students consider that the teaching staff should be highly trained in digital platforms and tools in the process of learning English for teaching culture. While the least percentage corresponding to 8.8% of the students do not consider it necessary within the teaching staff and their English learning process. Therefore, it is essential that teachers have the necessary knowledge in tools that are suitable for teaching English as a foreign language.

15. *Do you think that through learning employing digital tools and activities you will obtain cultural knowledge and learn the English language?*

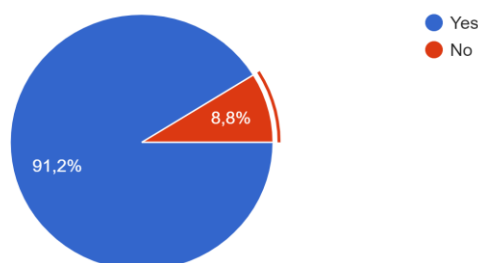
Table 12. **Teachers should be highly trained in digital platforms and tools**

Option	Frequency	%
Yes	8	91,2 %

No	2	8,8 %
Total	10	100%

Graphic 15. Digital tools and activities

Do you think that through learning by means of digital tools and activities you will obtain cultural knowledge and learn the English language?
34 respuestas



ANALYSIS

The highest percentage of the question asked to the students it could be seen that 91.2% consider that teachers should be highly trained in digital platforms and tools in the process of learning English for teaching culture. While 8.8% of the students do not consider it necessary within the teaching staff and their English learning process. For this reason, it is necessary that teachers are adequately trained in platforms and tools that allow students to develop their knowledge properly.

DISCUSSION

Based on the findings, this research has determined that the acquisition of culture in the English language is affected to a great extent by the family factor and the social environment as socio-educational factors, which influence the learning of the language in the students of 2nd semester "A" of the Pedagogy of National and Foreign Languages career.

These results are related to Zambrano, et al, (2018) in his study conducted on students (*item 4*) where a survey has been applied in which it has been possible to identify which skill is frequently used by the English teacher in the classroom. This study gave as a result that most teachers are listening and speaking skills because the students have been favored in the ability

to understand and interpret what they hear in the English language (item 4/2). However, in the present study, the students stated that the skills most applied by the teachers were speaking with 67.6% and listening with 17.6%, this suggests that the students are developing their skills. Mostly, adapting to the English language to develop the other skills that will allow them to function in society in the future.

On the other hand, in the study conducted by Méndez (2018), the survey applied talks about the teachers (*item 7*), about whether the teacher uses the English language to dictate their classes, which contrasts with the research project in the survey applied to the students where they indicate that their learning has been based on speech.

Besides, in the study conducted by Méndez (2018), a survey has been applied to both students and parents to identify the moral support provided by parents to their children in the teaching of English as a second language (*item 1*), which mentions that few students have such support. Therefore, their academic performance is good. In this case, the present research was applied only to students, which limited the parents' opinion, and would have provided more information to help identify more existing causes within the student's socio-educational environment (*item 1/3*). Additionally, in the same study by Méndez (2018) (*item 2*), it was identified that students mentioned money is not fundamental to learn English because they consider that economic resources do not develop their language skills in a second language; however, this contrast with the present research because students identified that money is necessary for learning English as a second language (*item 2/3*). However, Capano & Ubach (2013) have investigated in great depth the importance of the parental role in the educational environment of students as well as participation, exchange, discussions, and generating spaces for reflection between parents and children in their family relationship (*item 1*). This is similar to (*item 1/3*) of this research because students consider their parents as a fundamental support in English language learning. On the other hand, Martínez, Torrez, & Ríos (2020) state that the types of the family from which the student comes from greatly influence their learning since there are nuclear households consisting of mother and father; single-parent households consisting of the presence of mother or father in the company of other family members; single-parent households consisting of the father or mother, and the extended family consisting of the presence or absence of children or relatives. Of all of them, the students who come from a nuclear home are the most successful in school. On the other hand, Yanarico (2020) in her study established that 50% of the students mentioned that the classroom environment does not influence English language learning, while the other 50% indicated that it does (*item 3*). This refutes the results found in the present

research because in the survey applied to the university students, it was determined that they consider the classroom environment, especially the closeness with their friends, greatly influences the learning of the English language. (*item 3/3*) Finally, in the study conducted by Perero (2011), it was found that one of the factors that also affect the acquisition of a second language is gender (*item 9*). The researcher shows that of the population surveyed, she has determined that women are the ones who have the greatest ability to learn a language, unlike the male gender. This information is not included in the present research because this indicator was not considered as a factor that could influence the academic performance of the students.

Despite, it is worth mentioning that the academic process of the students is based on all the socio-educational factors mentioned in the survey applied such as family environment, social factors, university environment, and economic situation but the result that was most welcomed was the economic situation. Therefore, the study and knowledge of these socio-educational factors are focused to eradicate them and provide solutions to improve the students' English learning ability.

In the first instance, a great number of students do not have family support, since, it is not present in their children to encourage and support their learning due to the lack of knowledge about the importance of the English language, how it can help in their future and, absence of immersion to the language has generated to student do not adapt to the teaching-learning of the language, which cannot process the information. As a result, the students feel unmotivated by the lack of empathy from their parents.

Therefore, concerning the university environment, it was possible to analyze that the learning problem of students is caused by teachers because they do not apply digital tools that allow students to focus their attention on virtual classes and participate actively as it should. For that reason, in the survey applied students say that if teachers used digital tools in cultural classes, it would be a more entertaining way to learn and not boring. In addition, it is always necessary that teachers are properly trained in possible tools that allow the student to grasp and understand the information provided either synchronously or asynchronously in virtual cultural classes and any other subject. However, another cause is also the students themselves since they do not work actively in a virtual class, implying disinterest so that in a propitious future the students will have more difficulties at the moment of demonstrating the 4 skills of the English language.

To conclude, the information obtained in this work suggests that socio-educational factors influence to a certain extent creating problems in the students' learning of English. Nevertheless, certain conclusions are determined to provide possible solutions to this problem.

9 RESEARCH IMPACTS

This project has an educational and social impact. It is educational because it shows one of the most frequent problems that arise in the educational environment when learning a language which prevents the learning of the culture spontaneously and necessarily. Therefore, it provides technological tools and activities to be developed with the students. Thus, the implementation of culture in the foreign languages teaching in Ecuador is achieved, and this factor is being lost in the student population. Finally, it is a social impact because it seeks the use of the information researched so that students and teachers acquire knowledge of these factors, apply them and allow the student population to develop in the society of the foreign language correctly due to learning a language requires the management and use of various skills which go beyond the mastery of grammar structures.

10 CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- It is essential to give the culture of the English language the importance it deserves in the teaching and learning of the English language. This is because language without a culture to support it is incomplete. As culture evolves, so does the English language. In this way, they can get to know the people, their history, their traditions, their art, their customs, in other words, all the aspects that make up a society. On the other hand, the socio-educational factors, although it is well known, have an impact on learning since they cause a low level of the English language to the students, among them is the family environment in its lack of motivation and support. There is also the university environment and other factors that cause this problem in students.
- The major socio-educational factors that influence the learning of the English language are the family and the university environment that the students have had within the Technical University of Cotopaxi in the career of Pedagogy in national and foreign languages in the second semester "A". Taking into account these two aspects, it is concluded that the motivation of the parents towards the students is fundamental in the learning of the English language since, it is presented in all the educational subjects, not only in culture, these come to generate great and terrible negative consequences that prevent the students to lose the interest to learn English and to develop as such as for the other factor of the university environment, which is that, English teachers are not highly trained in digital tools that allow them to capture the student's attention without the need to be distracted or do other things in virtual classes, it is always necessary for teachers to apply some interactive digital tools that provide not only the attention of students but that these can learn in a fun and enjoyable way so that they can build their knowledge when the teacher teaches his culture class.
- It is concluded that the use of technological tools in English language learning is necessary for the development of an enjoyable, dynamic and interactive cultural class

between the student and the teacher in a virtual educational environment. Finally, a recommendation is established for teachers to follow in order to achieve their objectives.

RECOMMENDATIONS

- This research project will bring great benefits for future research because as we know, English culture is an essential subject to learn in depth the English language, its history, culture, traditions, etc. since the subject is not totally immersed in the learning of the language so it is advisable to study and teach it in English classes. In addition, it is necessary to know about these socio-educational factors that cause students to have difficulties in learning the English language and how they can cope with these learning problems in the future.
- Regarding social and educational factors, in the family environment, it is recommended that parents and their children understand, help and support them to learn English, letting them know that thanks to this language they can have a better lifestyle since it is considered a universal language and will allow them to have greater sources of work or interact with people from different parts of the world in the social, educational or work environment. On the other hand, parents should take into account that since their children's childhood, it is advisable to immerse them in the linguistic field by making them watch videos, movies or readings that may have Spanish and English languages to facilitate the understanding of the language from an early age and that it is a fundamental basis when following a university career such as Pedagogy in Languages and it is not complicated when learning it in depth.
- Finally, it is recommended that teachers use digital tools or programs applying their strategies that allow them to teach cultural topics that have as an objective the concentration and attention of students in English classes.

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12.2 Annex 2. Describe Socio educational factors

Which of the following social and educational factors do you think influence cultural exchange in teaching English as a second language? *

- Social factors
- Family environment
- University environment
- Economic situation
- All of the above
- None of the above



Do you think that general education allows you to improve your professional development?

- Yes
- No

In the teaching-learning process of the pedagogical of national and foreign languages career, on which skills does the teacher emphasize the most? (select more than one option) *

- Reading
- Writing
- Listening
- Speaking

Sección 3 de 5

Describe the socio-educational factors influencing cultural exchange in teaching English language ✕ ⋮

Descripción (opcional)



Are your parents supportive of you learning English at the University? *

- Yes
- No

Do you consider that money is necessary for your English language learning? *

- Yes
- No

12.3 Annex 3. Learning tools

Does the environment in which you are immersed, i.e. your friends, influence your English language learning? *

- Always
- Sometimes
- Rarely
- Never



Sección 4 de 5

Learning tools and activities to develop cultural knowledge

Descripción (opcional)

Do you consider that the use of technological tools will facilitate the acquisition of cultural knowledge in teaching English as a second language? *

- Yes
- No



Do you think the University has the necessary tools to adequately implement the cultural classes to learn a second language? *

- Yes
- No

How often do you use the following learning tools and activities? *

	Always	Sometimes	Rarely	Never
Neardpod	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group discussion a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the elect...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brainstorming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphic organizers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concept maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12.4 Annex 4. Cultural activities

Do you consider that technological tools can be an important resource in teaching and learning process? *

Yes/not, please justify your answer

Texto de respuesta larga

Sección 5 de 5

Cultural activities to acquisition of cultural knowledge

Descripción (opcional)

Do you think it is necessary that teachers develop interesting cultural activities in English subject (according the curricula design) to achieve motivation and develop satisfactory knowledge of it? Yes/No, please, justify your answer *

Texto de respuesta larga

What digital tools and activities would you like your teacher to apply in class? *

	Yes	No
Kahoot	<input type="radio"/>	<input type="radio"/>
Nearpod	<input type="radio"/>	<input type="radio"/>
Group discussion	<input type="radio"/>	<input type="radio"/>
Brainstorming	<input type="radio"/>	<input type="radio"/>
Virtual classroom	<input type="radio"/>	<input type="radio"/>
Graphic organizers	<input type="radio"/>	<input type="radio"/>

12.5 Annex 5.Tutor´s Curriculum Vitae

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- POSTGRADO: *Universidad Tecnológica Indoamérica*
Licenciada en Ciencias de la Educación Especialidad Inglés
Magister en Docencia Universitaria y Administrativa Educativa
Doctora en Lingüística y Lenguas en la Universidad de Rosario,
Argentina

3. EXPERIENCIA ACADÉMICA

- *Profesora de inglés en la "escuela manuel salcedo"*
- *Profesora de inglés en el "centro educativo integral salcedo"*
- *Profesora de inglés en el colegio "ramón barba naranjo"*

- *Profesora de inglés en el “Centro de idiomas de la Universidad Técnica de Cotopaxi”.*
- *Profesora de inglés en la “Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi”.*
- *Directora de tesis de pregrado y posgrado*
- *Tutora de vinculación con la sociedad*
- *Miembro del honorable Consejo Universitario 2016*

4. EXPERIENCIA INVESTIGATIVA

PUBLICACIONES

- *“La Calidad de la Educación en las Instituciones de Educación Superior Bajo una Nueva Reforma Curricular”, REDIPE tomo 6 “cultura, innovación y política educativa” ISBN: 978-1-945570-24-7 Primera Edición Estados Unidos, abril 2017.*
- *“La Gestión Docente en el Ambiente Intercultural”. Revista científica Polo del Conocimiento ISSN: 2550-682X, Volumen 2, No. 6, 15 de junio 2017*
- *“La Lingüística Aplicada a la enseñanza de la segunda Lengua” REDIPE, Tomo 7, Capítulo 8 “Nuevos Ambientes De Aprendizaje Experiencias, Reflexiones, Liderazgo, Política Educativa”. ISBN 7-8-1-945570-34-6, Primera Edición, Mayo de 2017.*
- *“Lengua Materna, Interferencia Fonológica en Discursos en Inglés” DIDASCALIA DIDACTICA Y EDUCACIÓN, volumen 8, numero, 2 (2017).*

12.6 Annex 6. First Authors Curriculum Vitae

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3. TITULOS OBTENIDOS

- BACHILLER EN CIENCIAS
- EGRESADA EN CIENCIAS DE LA EDUCACION MENCIÓN INGLÉS

4. EXPERIENCIA ACADEMICA

- UNIDAD EDUCATIVA “PRIMERO DE ABRIL”
- UNIDAD EDUCATIVA “LUIS FERNANDO RUIZ”
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5. CARGOS DESEMPEÑADOS

- PRACTICAS DE OBSERVACION
- PRACTICAS PRE-PROFESIONALES
- PRACTICAS DE AYUDANTÍA

6. CURSOS REALIZADOS

- 1ST INTERNATIONAL ENGLISH TEACHING CONGRESS
- PEDAGOGIA Y ANDAGOGÍA
- II SEMINARIO INTERNACIONAL IMPACTO DE LAS MUJERES
- NIVEAU B1 DE LANGUE FRANCAISE
- B1 ABA ENGLISH ACADEMY
- C1 ABA ENGLISH ACADEMY
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12.7 Annex 7. Second Authors Curriculum Vitae

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 UNIDAD EDUCATIVA "NATHALIA VACA"
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3. TITULOS OBTENIDOS

- BACHILLER EN CIENCIAS
- EGRESADA EN CIENCIAS DE LA EDUCACION MENCIÓN INGLÉS

4. EXPERIENCIA LABORAL

- ZONA MEGA RADIO ONLINE
- RADIO UNIMAX (AMBATO)
- GLOBAL CELL (ACCESORIOS MÓBILES)
- COSTA CRUCEROS (AGENCIA DE VIAJES)

5. EXPERIENCIA ACADEMICA

- UNIDAD EDUCATIVA “PRIMERO DE ABRIL”
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- UNIVERSIDAD TECNICA DE COTOPAXI

6. CARGOS DESEMPEÑADOS

- LOCUTORA DE RADIO
- PRESENTADORA DE PROGRAMA DE ENTRETENIMIENTO
- ATENCION AL CLIENTE
- PRACTICAS DE OBSERVACION
- PRACTICAS PRE-PROFESIONALES
- PRACTICAS DE AYUDANTÍA
- ASISTENTE DE VENTAS (LINER)

7. CURSOS REALIZADOS

- 1ST INTERNATIONAL ENGLISH TEACHING CONGRESS
- PEDAGOGIA Y ANDAGOGÍA
- II SEMINARIO INTERNACIONAL DE LAS MUJERES EN LA CIENCIA: GÉNERO Y CONOCIMIENTO, QUITO, 2019
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