



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

TABOOED TOPICS AND ENGLISH LANGUAGE

Author: Cherrez Fernandez Alex Fabricio

Tutor: Mg. Escalante Gamazo Marbella Cumandá

Ambato – Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Escalante Gamazo Marbella Cumandá , holder of the I.D No. 180291725 -0, in my capacity as supervisor of the Research dissertation on the topic: **“Tabooed Topics and English Language”** investigated by Mr. Alex Fabricio Cherrez Fernandez, with I.D No. 185044068-4, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....
Mg. Escalante Gamazo Marbella Cumandá
C.C. 180291725-0

DECLARATION PAGE

I declare this undergraduate dissertation entitled "**TABOOED TOPICS AND ENGLISH LANGUAGE**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Alex Fabricio', with a large, stylized flourish above the name.

.....
Cherrez Fernandez Alex Fabricio
I.D 185044068-4
AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y
DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic " **TABOOED TOPICS AND ENGLISH LANGUAGE** " which is held by Alex Fabricio Cherrez Fernandez undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April-August 2023 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, *Julio 2023*

REVISION COMMISSION

.....
Mg. Alba Paulina Hernández Freire

.....
Mg. Verónica Elizabeth Chicaiza Redin

COPYRIGHT REUSE

I, Alex Fabricio Cherrez Fernandez with I.D. No. 185044068-4, confer the rights of this undergraduate dissertation "**TABOOED TOPICS AND ENGLISH LANGUAGE**", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

A handwritten signature in blue ink, appearing to read 'Alex Fabricio Cherrez Fernandez', with some stylized flourishes.

.....
Cherrez Fernandez Alex Fabricio
I.D 185044068-4
AUTHOR

DEDICATION

TO:

I want to thank my family for giving me the strength, intelligence, and courage to move forward and guide me on the path of goodness, my mother because she is my fundamental pillar in my life, my brothers because their wise advice helps me to be a better person. To my father for always trusting on me. To my friends for encouraging me when I needed it. And finally, to all my teachers who allowed me to acquire their experiences and grow academically.

Alex.

AKNOWLEDGEMENTS

First, I thank God for giving me life and helping to achieve my goals, my family for lead my way through their advice and warnings to be a better person and helping me to the end by never giving up on me. I would also like to give thanks to all the people with whom I have shared this long path, full of challenges, teachings, and anecdotes that I will remember until the end. To my teachers for their patience and professionalism, in sharing their experiences with me. And finally, I dedicate my research to all those who fight constantly until the end despite all the adversities and obstacles that arise along the way, I identify with those people, and I feel that this work reflects perseverance and never giving up.

TABLE OF CONTENT

SUPERVISOR APPROVAL	ii
DECLARATION PAGE.....	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS YDE LA EDUCACIÓN	iv
COPYRIGHT REUSE.....	v
DEDICATION	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENT	viii
TABLES AND FIGURES INDEX.....	ix
ABSTRACT.....	x
SUMARY	xi
CHAPTER I.....	1
1.1 Research background.....	1
THEORETICAL FOUNDATION	9
Independent Variable.....	9
Dependent variable.....	13
1.2 OBJECTIVES	17
General Objectives	17
Specific Objectives	15
Fulfillment Objectives	18
CHAPTER II.....	19
2.1 Materials	19
2.2 Method.....	19
2.3 Modality research.....	20
2.4 Type of research	20
2.5 Instruments.....	20
2.6 Population	21
RESULTS AND DISCUSSION.....	23
3.1.1 Analysis and discussion of the results	23
Cronbach’s Alpha Survey	23
3.1.2 Students` survey results and analysis	24
3.1.3 Discussion.....	35
CHAPTER IV CONCLUSIONS AND RECOMENDATIONS	36
4.1 Conclusions.....	36
4.2 Recommendations	37
References.....	38
ANNEXES.....	41

TABLES AND FIGURES INDEX

Table 1 Students	21
Table 2 Age of Students	22
Table 3 Ethnicity	22
Table 4 Cronbach`s Alpha Survey Validity.....	23

QUESTIONS

Figure 1 Do you think that taboos help to develop oral production in the English language?	24
Figure 2 Can taboo topics be a motivational resource that increases interest and curiosity in class?.....	25
Figure 3 The use of taboo topics can be a creative, ingenious, and useful resource in English class?.....	26
Figure 4 Do you consider that taboo topics should be implemented in the curriculum?.....	27
Figure 5 : Does your teacher use role plays in English classes to provide oral practice?	28
Figure 6: Does your teacher use debates in English classes?	29
Figure 7: Does your teacher use oral presentations in English classes?	30
Figure 8: Do you feel embarrassed or uncomfortable when talking about taboo topics in class?	31
Figure 9: Tabooed Topics.....	32
Figure 10: Rating Scale.....	34

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS LA EDUCACION

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: ``Tabooed Topics and English Language``

AUTHOR: Alex Fabricio Cherez Fernandez

TUTOR: Mg. Marbella Cumandá Escalante Gamazo

ABSTRACT

The teaching and learning process is evolving in a positive, practical, and participatory way, gradually breaking down barriers and stereotypes that prevented learning from flowing naturally and spontaneously, introducing, topics, methodologies, and ideologies that allow the student to connect and adapt to an appropriate environment. Taboo topics are a little explored resource within the field of learning due to their sensitive nature, but addressing taboo topics can bring many benefits such as argumentation, critical thinking, and negotiation. Overall, creating an inclusive environment where openness and understanding replace stigma and shame, among other insecurities. Therefore, the objective of this research was to analyze the effectiveness of taboo topics on the development of oral production study. Additionally, the study was no experimental with a quantitative-descriptive level and transversal. Moreover, the information was collected through the application of a survey with 14 closed questions based on the Linkert scale, which was validated through a pilot test. The participants were 28 students of which 17 were women and 11 men corresponding to the third level of Universidad Tecnológica Indoamérica. Finally, Through the survey, the opinions, strategies, importance, influence, and benefits were analyzed, and it was concluded the students demonstrated different attitudes towards such as curiosity, interest, and confidence in discussing and arguing taboo topics, being positive behaviors that indicate that in a large part of the university students there is interest in learning about these topics. In addition, many participants found the use of taboo topics to be a creative, motivating, and witty resource that can be eye-catching and influence the development of criteria and argumentation skills.

Keywords: Controversial Topics, Creative Resource, Critical thinking, Curiosity, Oral Production

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS LA EDUCACION

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: ``Tabooed Topics and English Language``

AUTHOR: Alex Fabricio Cherez Fernandez

TUTOR: Mg. Marbella Cumandá Escalante Gamazo

RESUMEN

El proceso de enseñanza y aprendizaje está evolucionando de manera positiva, práctica y participativa, rompiendo gradualmente barreras y estereotipos que impedían que el aprendizaje fluya de forma natural y espontánea, introduciendo temas, metodologías e ideologías que permitan al estudiante conectarse y adaptarse a un ambiente apropiado. Los temas tabú son un recurso poco explorado dentro del campo del aprendizaje debido a su naturaleza sensible, pero abordar temas tabú puede traer muchos beneficios como la argumentación, el pensamiento crítico y la negociación. En general, crear un entorno inclusivo donde la apertura y la comprensión reemplacen el estigma y la vergüenza, entre otras inseguridades. Por ello, el objetivo de esta investigación fue analizar la efectividad de los temas tabú en el desarrollo del estudio de la producción oral. Adicionalmente, el estudio fue no experimental con un nivel cuantitativo-descriptivo y transversal. Además, la información se recolectó mediante la aplicación de una encuesta con 14 preguntas cerradas con base en la escala de Likert, la cual fue validada a través de una prueba piloto. Los participantes fueron 28 estudiantes de los cuales 17 fueron mujeres y 11 hombres correspondientes al tercer nivel de la Universidad Tecnológica Indoamérica. Finalmente, a través de la encuesta se analizaron las opiniones, estrategias, importancia, influencia y beneficios, y se concluyó que los estudiantes demostraron diferentes actitudes hacia como curiosidad, interés y confianza al discutir y argumentar temas tabúes, siendo comportamientos positivos que indican que en gran parte de los universitarios existe interés por aprender sobre estos temas. Además, muchos participantes encontraron en el uso de temas tabú un recurso creativo, motivador e ingenioso que puede llamar la atención e influir en el desarrollo de criterios y habilidades de argumentación.

Palabras clave: Curiosidad, Pensamiento Crítico, Producción Oral, Recurso Creativo, Temas Controversiales

CHAPTER I

THEORETICAL FREAMWORK

After analyzing the theme in depth, it was decided to focus more on oral production because the variable of the English language is an interesting theme but the same way a very broad theme, which would take a long time and due to the short time to present the study, it was suggested to focus on a skill more specific. So, the present study focused on tabooed topics and oral production.

1.1 Research background

In this research study, several previous studies related to the topic were taken into account. that served as a basis for understanding and analyzing the research purpose. In addition, the use of articles, papers, theses, books, and Journals from reliable scientific research networks and web pages were analyzed in order to determine their influence, impact, contribution, effectiveness, and the importance that tabooed topics can bring to develop oral production within the English language learning community and field.

In the research developed by Sakran (2021) called ``The Case of Culturally Sensitive Topics in the English Language Classrooms: Secondary School Teachers' Perspective``. the principal aim is to analyze the perceptions of secondary school teachers about discussing culturally sensitive topics in three private schools in the United Arab Emirates. Data was collected through questionnaires, semi- structured interviews, and careful examination of the English textbooks used in the respective schools and institutions. The results indicate a significantly positive general advance in teachers' attitudes toward the strong connection between language and culture.

The project developed by Malott et al. (2019) called ``Speak! Please stop talking! the challenges of facilitating classroom discussions on taboo topics``. She states that this presentation explores students' reluctance to engage in authentic classroom discussions about multicultural, social justice, or controversial issues, ethics, and morals (taboo topics). This presentation is based on a study, with data collected from students in a Whiteness course over a period of five years. After presenting this data, along with the perspectives of the presenters (both from the perspective of a student and a faculty member), the positive and the negative experiences (all

observations and information obtained) will be explored, based on a combination of research and personal experiences of the presenters. In conversations and dialogues about their own experiences. The ultimate goals include creating a sense of solidarity, support, and trust by sharing these issues with the other participants. Audience members will exchange ideas and support, as well as identify ways to deepen student learning through dialogue, and ultimately identify how the community plans and prepares for a variety of educational practices that can deepen student learning. student learning through dialogue in the classroom. The result presented was highly effective since it positively influenced critical thinking, points of view, argumentation skills, and new vocabulary, among others.

Another scholarly article written by MacAndrew et al. (2001) called "Taboos and Issues: Photocopiable Lessons on Controversial Issues". Turkish EFL students' attitudes toward class discussion of two topics generally perceived as taboo in Turkish society, such as homosexuality, and adultery/before sex, among other topics, were investigated. In order to test the motivational value of these topics in public speaking classes of English as a foreign language. The purpose of the study was to analyze the reactions of Turkish students to the materials and activities used in a lesson on the subject matter. For this, questionnaires were delivered before and after the discussions. In addition, through one-on-one interviews, participants were asked how disturbing they found the materials and activities used during these discussions. The results indicate that the students enjoyed and learned a lot during these discussions and did not find the materials and activities used in these lessons disruptive. In fact, the general statistical analysis of the evaluated items of the survey revealed that the attitude and behavior of the participants towards the idea and the process of using taboo topics in the class was very positive.

In another article written by Qiu et al. (2022) called "The effects of task types on L2 oral production and learner engagement" This study investigated the effects of two types of tasks, opinion sharing tasks and storytelling tasks, on the oral performance of 20 learners of English as a foreign language in terms of complexity, accuracy, and fluency and their engagement in L2 use. They performed two opinion-sharing tasks and two storytelling tasks. Analysis of their oral discourse revealed that students spent more time, took more turns, and negotiated language-related issues more frequently when co-constructing stories than in opinion-sharing tasks. The results reinforce the importance of considering the types of tasks in the teaching of speech in L2.

In the research carried out by Liyanage et al (2015) called ``Accommodating taboo language in English language teaching: problems of appropriation and authenticity``. The importance of promoting the use of the English language with arguments, data, and how teachers can adapt it to different paths depending on what they seek to improve is evident, in addition to the fundamental role that learning experiences have in the classroom to prepare students, in skills for negotiation in the use and application of taboos such as language, expressions, words, and topics in social interactions. Teachers of English face not only obstacles to the effective development of sociolinguistic and cultural knowledge in classroom instruction and the failure of textbooks to address taboo language, topics, and expressions, but also the uncertainties that they themselves have on how to address such obstacles and omissions. This article is based on data from interviews with three teachers with experience in English as an additional language, to explore their perceptions and practices in the classroom in relation to the application of topics, language, and expressions that can be considered taboo in the classroom. and verify the experience and sensations within this area. The result varies from positive and negative experiences when applying, discussing, and introducing the taboo and its extensions in the classroom, concluding that it depends on the teacher, his preparation, and his intentions to involve students in the discussion of controversial, ethical, and moral issues.

In the academic paper elaborated by Valverde et al. (2022) The main goal of this research is to provide a general overview of Communicative activities to enhance oral production in the EFL classroom. Methodology. This article was based on the qualitative approach. A descriptive - documentary research was carried out through an extensive bibliographic literature review about the main principles of the Communicative Approach, communicative activities, types of CA, and speaking. Results. Results from the reviewed research investigations show that they are quite useful for teachers and learners since CA facilitate learners' oral production employing the interaction among classmates and teachers. Conclusion. Besides, Communicative activities encourage learners to develop their language competencies due to the dynamic in which these activities are carried out in the EFL classroom.

In the paper prepared by Markowska et al (2022) called `` Tackling sensitive and controversial topics in social research—sensitivity of the field``. It is explained that the article addresses issues related to sensitive issues in various social contexts. Mainly related to sensitive field research. The authors first analyze problems related to sensitive topics and then move on to discuss examples of socially sensitive research in difficult research-related situations and areas. Also focus on the complex situation of a social researcher who performs a search in a sensitive environment, socially in culturally and politically diverse contexts, including the context of education that is generally research-oriented toward learning and experiences about the world (real and virtual) through interaction with other people related to their social, educational, and parenting environment.

In the investigation developed by Lopez et al. (2021) .This article describes the development of speaking fluency through authentic oral production in a six-week action research study of a public high school in Guayaquil, Ecuador. The methodology included a pre-test and a post-test that measured quantitative aspects of student's spoken fluency (speed, pauses, repetitions, and corrections), a survey with closed-ended questions that collected learners' perspectives towards their own speaking fluency, and an interview that addressed students' opinions towards the elements of this action research. Twenty-four students' audio recordings were analyzed, and the results indicated that there was a significant increase of students' speaking fluency. Results also showed that student's perspectives on the innovation were positive since it raised awareness of their mistakes, helped them feel more confident, and let them practice the target language with autonomy outside the school boundaries. However, some considered that time and the lack of equipment and technological skills were issues that made the activity look less pleasant. This paper affirms that authentic oral production, facilitated by vlogging, helps students develop speaking fluency. Other EFL teachers and professionals in this field who would like to improve the fluency of their students in their oral production may consider reading this paper.

In Academic research conducted by Lee (2020) called `` Effects of taboo conversation topics on impression formation and task performance evaluation. Social Behavior and Personality``. Several topics of conversation that can be considered taboo can be observed, such as being arrested, religion, and bodyweight, among others. And how these topics affect the formation of impressions and the performance of tasks. In an experiment conducted with 109 women, each participant is given a taboo topic and initiates a conversation with the others and is subsequently asked to complete a task. The topics of conversation and the actual performance of the task were manipulated, and the communicative satisfaction of the participants was measured, perception of social, physical, and work attractiveness and task performance. The results show that appropriate (vs. taboo) conversation topics were discussed, and participants acquired a more positive impression and evaluated their task performance more positively and meaningfully. Therefore, if social norms for appropriate conversation topics are not followed, people may be less satisfied with their interpersonal communication interaction.

In the academic article written by Guerrero et al (2020) .The main objective of the present research work was to determine the impact of the Task-based Learning Approach helps to enhance the speaking students' ability from the Languages Center in the Universidad Nacional de Chimborazo level 1. To determine the effectiveness of this approach, a pre-test and post-test based on the Cambridge KET exam – speaking part, were given to the students of First level at the Language Center of the Universidad Nacional de Chimborazo, classes 1K4 and 1E4 during the period October 2018 - March 2019. The data analysis was done before and after the work in the classroom. The guide design for the teacher was made based on the three stages of the process of a task: pre-task, task itself and post-task with the use of various types of tasks such as individual, group, open, closed, and information gap tasks, taking into consideration the motivation and the challenge that each task implies in the improvement of learners' speaking skill. The results show that effectively the Task-based Learning Approach had a positive impact on the development of the students' oral production who improved their ability to speak. Therefore, it is recommended that teachers apply this proposal with the Task-based Learning Approach to enhance the oral performance of students.

In another academic research by Sekran (2017) called `` Elt Teachers' Perspectives on The Discussion of Culturally Sensitive Topics in The United Arab Emirates``. This study examines secondary school teachers' perceptions towards the discussion of culturally sensitive topics in three private schools that are located in the Emirate of Ajman, the Emirate of Dubai, and the Emirate of Sharjah, which are all located in the United Arab Emirates (UAE). It looks at teachers' perceptions of the relationship between culture and language and whether English can be taught without covering its cultural aspects. Moreover, investigates the implications of discussing such topics on the teachers' career path. Besides, it questions whether there are consequences for the student's cognitive skills when teachers cover taboo topics in classrooms. Data were gathered through questionnaires and semi-structured interviews with the three private school teachers, analysis of some of the teachers' open-ended answers, and interviews with a senior Ministry of Education (MoE) teacher trainer and a female English teacher who works at one of the schools. Results show the reasons behind teachers' decisions of covering or ignoring sensitive topics, also revealed that some teachers might avoid covering culturally sensitive topics to be on the safe side; that is in order not to jeopardize their career paths. Additionally, also revealed that teaching the culture of the language and covering its sensitive topics have positive impacts on the student's cognitive skills. In general, the findings indicated positive general attitudes of teachers toward the strong connection between language and culture and conclude with some pedagogical recommendations and suggestions for future research.

In the paper elaborated by Patau (2020) called `` Factors influencing student participation in English-speaking classroom activities.`` This study aims to determine the factors that influence participation for speaking English. This research is carried out at the University Sintuwu Maroso Poso. The data is collected through interview, questionnaire and documentation. The results showed that the most important factor affecting the participation of students in speak English are the lack of basic language skills (grammar and vocabulary) and feedback during activities (teacher to students) and lack of confidence and security to speak in front of the audience.

In the research carried out by Diveki (2018) called `` Teachers' attitudes toward dealing with controversial issues in the EFL classroom: A pilot study`` The main aim of this small- scale questionnaire study involving 35 participants, was to validate a research instrument which is to be used in the author's main study on Hungarian EFL teachers' attitudes towards the incorporation of controversial issues (CI) into their lessons. The other aims of the study were to reveal how often teachers teach CI, what CI they teach, what background variables influence their decisions to teach CI and what stance they take when dealing with CI in class. After an extensive review of the literature on global education and the teaching of controversial issues, insight into the validation process is provided, and some preliminary results are given regarding the research questions, the findings suggest predominantly positive attitudes from the participants. Based on the results, teachers quite frequently use a wide range of controversial topics, mainly because they take into account the topic, interest, and curiosity of their students.

In the academic article developed by Toro et al. (2019) called `` The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills`` The purpose of this study is to determine the use , strategies and resources used by the teachers to improve students' oral skills. The participants were 6 English teachers and 105 students enrolled in the 2nd, 3rd, and 4th grades at a public elementary school in the city of Loja, located at the southern part of Ecuador. A mixed method approach was applied in this study. In order to collect the data, a questionnaire was given to the English teachers and class observations were carried out. The results obtained throughout this study reveal that modeling, repetition, pair and group work are the main strategies used by teachers to help students develop communicative competences. These strategies were frequently used but still not enough to promote active participation during classes. It is important to highlight that there is a variety of strategies besides the ones previously mentioned that can be incorporated to offer students more opportunities to orally produce the language. Additionally, teachers provide different kinds of feedback such as metalinguistic feedback and elicitation as a way to help students improve their oral skills.

In the investigation by Figueroa et al (2022) called ``Strategies for the oral production of the English Language in the student communication`` . The management of the speaking skill of the English language is linked to a teaching and learning process, directly familiar with oral production strategies, being these that help individuals to exercise a good communication performance. Therefore, this research was carried out to determine strategies for the oral production of the English language in the communication of the students of the third semester of the language major of the Technical University of Manabí, whose population is 30 students. The methodology used was complexly mixed, with the application of different data collection methods such as: Survey and document analysis. The results showed percentages of positive opinions about strategies that will favor the adaptation of the oral production of the English language to the students.

The contribution of these previous works helped to know how taboo topics have a significant influence on teaching, familiarization, strategies, attitudes and skills within the educational context in the classroom. Fundamental characteristics that Promote and strengthen the ability of oral production with interactions, debates, exchange of ideas and points of view considering the social and cultural context that is required. In addition, all these investigations and articles aimed to determine the incidence of taboo topics in the context of the English language. Since it can be said that the introduction of taboo topics provides valuable improvements for the progress of students from oral production and, in turn, develop critical thinking skills to speak, discuss and solve real-life problems. Educators must adopt ways to innovate their classes and generate interest in students and through taboo topics interest and curiosity to know things that can be controversial, unethical and moral are produced. In short, taboo topics are a tool that, if used correctly, offers a positive path to learning.

THEORETICAL FOUNDATION

The theoretical framework within a thesis is of fundamental importance since it is a review of the existing theories that serve as a roadmap or guide to develop the arguments of this present work. A theoretical framework represents a fully developed and connected set of concepts and premises incorporated from one or more theories that a researcher creates to support a study (Varpio & Paradis, 2020). In this part of the research, different concepts and theoretical contributions proposed by different authors and their respective categories are presented, for which various reliable sources such as books, pdfs, academic articles, academic papers, web pages have been reviewed. The information extracted served as support for the investigation, the documents helped to have a better idea, a better understanding of the subject in relation to its variables, and feasible and reliable information to support the investigation.

Independent Variable

Society

Society is a group of individuals who live in the same territory under a certain organizational scheme, also sharing economic, political, and cultural ties. Society comes from Latin and is derived from the word socius, which translates as ``ally`` or ``partner``. Which in a few words gives an idea regarding union or coexistence. According to Maclver (1937) "Society is a system of uses and procedures, of authority and help, of many groups and divisions, of controls on human behavior and freedoms. This complex and ever-changing system we call society. "(p.20). Every society has an organization. Where there is a social structure (Hierarchy) in which rules (norms) and behaviors are generated within society (individualism, solidarity). In conclusion, Societies are not static, but evolve over time, changing certain customs according to the ideologies present in eachspace.

Culture

Culture is a system that encompasses ideas, values, customs, and traditions that distinguish one society from another. Harris (1990) claims, Culture is the learned set of traditions and lifestyles, socially acquired, of the members of a society including their patterned and repetitive ways of thinking, feeling, and acting (in their behavior). The most fundamental aspects that make up cultures are beliefs, norms, values, language, symbols, technology, and identities, among others. And finally, culture is learned. It means everything that the human being is capable of learning is called culture, which consequently causes culture to have a subjective dimension.

Tabooed Topics

The term taboo or tabooed designates a behavior that is seen from a moral point of view as something unacceptable for society, the human group, or any religion. Wardhaugh (2000) states that “taboo is the prohibition or avoidance in any society of behavior believed to be harmful to its members in that it would cause them controversy, anxiety, embarrassment or shame” (p.234). Taboos are considered very important characteristics of the members of each society because they can be used to differentiate the members of each community from other members According to their rules, customs, and ways of acting. In conclusion, some taboos are considered global, but each culture also has its own set of taboos and its ways of interpreting them. the different taboo topics can be.

On the other hand, Bolton and Hutton (1995) state the meaning of tabooed “is not trivial or incidental to the study of language and culture in the study of taboo language that is (central to any understanding of linguistic beliefs and social behavior)”(p.163). Tabooed is generally understood to involve the prohibition of the normal use of tabooed items, topics, expressions, and discussions that can be unlucky, indecent, immoral, obscene, etc.

Addressing taboo or difficult topics can be challenging in higher education, but without open dialogue and participation from students and staff, an inclusive environment cannot be created where openness and understanding replace the stigma and shame that today affect students and learning within the university community. Lin (2020) states that “Its need to understand that English language learners must acquire some of these “culturally sensitive issues” so that they can develop proficiency in communication”(p-131). The preparation of critical thinking, dialogue, communication, and reasoning requires exposure to and discussion of issues on which there are disagreements. While disagreement is a common problem within social experience, controversy occurs when such disagreements involve issues or situations that may generate emotionally charged responses or challenge conventional thinking on a specific topic.

Many teachers worry about bringing controversy into the classroom because it could lead to conflict among students or reprimands from administrators or parents, but issues that divide opinions among students learning to live need to be addressed and thought about. Participate and empathize with the diverse perspectives that surround the world. Addressing a taboo, controversial or sensitive topic remains a challenge (Ndemanu & Davis 2019), especially if a tense environment is created where both parties are actively involved in the dispute or conflict. Within the taboo topics, the dividing lines that polarize problems in different cultures, societies and social groups are questions of a political nature, points of view, beliefs, loyalty to traditional values, ideals, conspiracy theories, social and personal problems, as well as such as national identity, human rights, or the economy, among others. That within the educational context, the correct implementation of these Themes strengthens various fields of learning such as the development of scientific thinking, mental agility, more argued opinions, confidence and security in situations and actions implemented within a realistic context with a more critical, serious, and intelligent attitude.

Taboos are novel in the classroom, they have the potential for in-depth discussion and analysis, which is indeed a desired outcome in any language classroom (Hartmann & Faulkner ,2002). Introducing taboo topics allows students to open up more as persons and will help students use skills in negotiation, agreement, disagreement, explanation of opinion, and justification through dialogue and debate.

Controversial issues can create superlative emotions and reinforce cultural stereotypes; among other things, misunderstandings and tensions can occur between the participants (Senior, 2007). As can be seen, there can be discrepancies and cause frictions between students who have different points of view, which would be considered a disadvantage of using these topics in class.

Ways to introduce taboo topics in class:

Consult: You can learn a lot from what other groups are doing. Try Talking to students, staff, authority, and the community, this way you can get ideas to engage students to address social issues and try to be more practical, didactic within the learning.

Use humor: With humor, the teacher addresses challenging topics sensitively without alienating anyone and without altering the classroom environment in anyway.

Practice collaboratively: Collaborative work practices are great for tackling taboo topics. Working in pairs, groups, etc. helps coordinate active learning experiences and integrate them into work.

Using technological resources: To demystify taboo topics, it is advisable to create resources accessible to all. Make content available in more than one format, across multiple platforms, and through internal communication networks. It can be a website, digital documents, movies, or podcasts. In this way, students acquire various emotions such as curiosity, interest, and attention and are introduced little by little.

Incorporate taboo topics and social challenges into the curriculum: Create group or interdisciplinary projects or work-based learning modules to address these topics that students can collaborate on, research, and present.

Dependent variable

Communication

Communication is the process of producing and exchanging messages through various means that can be verbal or non-verbal, including speech or oral communication; writing, and graphic representations. According to Gooseko (2021), Communication is the fundamental force that drives the development process in each and every field and is considered the backbone of an organization as it gives life to all its activities. Communication is a fundamental element in the daily life of every individual, the interaction between human beings encourages the development of motives and perceptions of one another that they share and create common understandings in which language promotes dialogue between consciences. In conclusion, communicating means sharing ideas, thoughts, and arguments with one another through different channels and with a shared code.

English Language

Language can be defined as a human being's own resource to communicate and express thoughts and various emotions through which human beings, as members of a social group and participants in their culture, naturally acquire with interaction. Rabiah (2018) pointed out that language is a system that allows interaction and communication between members of a society through the use of sound symbols produced by the organ of speech, this may mean that there is a formation by a series of components that are fixed and can be modeled and embodied according to what the individual seeks to transmit and express. Language is a system that is in constant formation and that allows us to communicate, the use of language is made up of a series of components and links for its formation. In addition, its purpose is to communicate and transmit ideas, thoughts and emotions through sounds and symbols that are naturally emitted by human beings, so language is essential in the development and formation of the human being. Being able to transmit what we think and what we feel is an essential and fundamental aspect in the life of the human being, and it is through language that they can create interactions, dialogues, and ways of sending a communication or transmitting what we want to someone.

Currently, English is considered the most important language worldwide, either for those who speak it as a first language or for those who speak it as a second language, that is, the study of English is universal throughout the world and is very useful for personal and professional life. According to Delahunty and Garvey (2010), English language skills must be acquired during the learning process because they are the main way to obtain a successful use of the language, every day students must improve their skills with the help of the teacher and the tools that offer. The English language is considered one of the most important languages in the world as it allows people to interact in the world within the fields of business, learning, and cultural aspects. for how it is spoken in different countries. In a conclusion, The English language has been considered one of the most influential languages in the modern space, and it definitely has an important role in the social and cultural relations that surround it.

Oral Production

Oral production is considered an essential part of learning foreign languages. Because the students learn to speak a new language, they learn to select words and sentences according to the audience, the experience, and the context in which it occurs (the situation and the theme). The purpose of teachers developing this skill is to correct, guide, and help students use it clearly, effectively, and professionally. (Leong & Ahmadi, 2017). by developing this ability, the students have the capacity to organize their thoughts in a meaningful and logical sequence, quickly, appropriately, and with confidence and security. The main purpose of oral production within the field of learning (taboo topics) is to improve the ability of students. Communication skills, and mental agility, in practical and productive ways, because in this way students will be able to express themselves. be critical and learn to follow cultural and social rules appropriately in many communicative and expressive contexts within the field of teaching and learning.

How to develop oral production

Encourage conversation.

Every interaction and social dialogue give students a new opportunity to practice the language. It is possible that some students need a little guidance from the teacher to start conversations, so it is necessary to provoke interactions whenever you can, in this way, the student acquires a routine when practicing the language.

Develop listening skills.

Listening skills are complementary to developing oral production skills, it is essential to ensure that students are listening correctly to the speaker. If students do not understand the context. The idea, the plot line, the dialogue, and the presentation will be lost in natural continuity and consequently the comprehension is null.

Maintain eye contact.

Maintaining eye contact will help students gauge their audience's attention and adjust the language, volume, or organization of their speech, and gauge the confidence with which they argue. This will help them understand each other better, communicate more clearly, and successfully interpret nonverbal cues about your clarity.

Encourage students to speak loudly and articulate clearly.

Ask students to speak and monitor their volume and articulation. Remind them and let them know that clear and loud enough speech is essential to hold the group's attention and communicate their information and opinions effectively.

Encourage students to summarize the information heard.

Encourage students to verbally summarize and discuss the information they hear. With increasingly difficult questions as students adapt so they gain confidence as they progress. In this way, students are taught to ask for clarification when they do not understand something and to emphasize it in a summarized way with the least number of words but being specific and clear.

Control the tone of voice.

Voice tone, including pitch, volume, speed, and rhythm, can change the meaning of what an individual says. Often, it is not what they say, but how they say it that can lead to a misinterpretation of the motives and attitudes of the speech. In this way, the student must take into account the tone when they try to transmit a message and adjust the volume and tone accordingly and the intent with which it is transmitted.

1.1 OBJECTIVES

General Objectives

- To analyze Taboo Topics in the English Language within Oral Production

Specific Objectives

- To describe the impact of taboo topics in the English language within the oral production
- To identify how the use of taboo topics helps develop oral production.
- To determine the level of oral production of students using taboo topics.

Fulfillment Objectives

- First of all, to complete the first specific objective, a theoretical review was carried out based on authors of different academic articles presenting similar research. Therefore, this was a key factor since it allowed us to analyze the impact it brings to students and institutions in terms of the application and discussion of taboo topics in the classroom. To do this, through questions prepared in the survey regarding opinions, behavior, and benefits, etc. It allowed us to verify what impact university students bring when learning it and teachers when teaching.
- In addition, to complete the second specific objective, within the theoretical framework, evidence is provided regarding the benefits and how to implement taboo topics in the classroom, information that was used to capture the research. In the same way, within the survey there will be questions that suggest ways and means that teachers and students use to facilitate and strengthen oral production in the English language through the use of taboo topics in the classroom without altering the educational environment.
- Finally, to achieve the third specific objective, it's started the information obtained from the results and conclusions of the pdfs and academic articles referring to the study phenomenon. In the same way, through the use of the survey, it was possible to make comparison with the data and the results obtained, to perform a final analysis and provide conclusions based on the level of students using taboo topics for developing oral production.

CHAPTER II

METHODOLOGY

At this chapter, the instruments and techniques used to collect the information is explained, the materials and resources that were used for the application of the investigation, additionally the method of research, modality, and the approach that was used for the correct development of the study. And finally, the population, the participants, and the institution that participated in the investigation.

2.1 Materials

To carry out this research it was necessary to use human as well as materials resources. The human resource was 28 students from the Universidad Tecnológica Indoamérica. In addition, various materials such as books, pens, pencils, markers, and academic papers were used. Also, it was essential to have technological resources such as a laptop, internet, projector, academic articles, thesis, and other documents such as web pages and online magazines, among others. Resources that served as a base and support to sustain and highlight the contents.

2.2 Method

This research had a quantitative approach because it was necessary to use a validated survey with closed questions. Where the tastes, preferences, attitudes, benefits, opinions, strategies, and experiences acquired regarding the development of oral production within Taboo Topics were known and the information collected based on the results obtained was analyzed. The quantitative approach was very beneficial during the research process because it allowed a better construction and elaboration of the study phenomenon, since it was based on the analysis, description, tabulation, and interpretation of the information on the results obtained. In addition, it was possible to reveal fundamental aspects such as the relationship, impact, effectiveness, influence and behavior between Taboo Topics and Oral Production, to develop communication skills and debates, discussions, and curiosities within the classes.

2.3 Modality research

Field Research.

This research was carried out in the field because it was necessary to go to the Universidad Tecnológica Indoamérica, to observe the participants and the environment in which they perform in English classes. Therefore, the necessary information was collected from evaluating and knowing their actions, activities, behaviors, reactions, preferences, experiences in relation to the phenomenon treated through a survey that allowed knowing how they faced the possible problem encountered, and the possible solutions to solve it by the students. .

Bibliographic

This research was bibliographic because it used works, ideas, and contributions that were prepared by other authors, to have a better notion and purpose of the study phenomenon. Therefore, the use of documents, academic articles, thesis, magazines, and websites were of great help for the development and progress of the study.

2.4 Type of research

Descriptive

This study was no experimental with a descriptive type because it was in charge of observing and describing the attitudes and behaviors of the participants of the Universidad Tecnológica Indoamérica. For that, a survey of 14 questions for students was applied, which was done in the first week of June.

2.5 Instruments

In this study, the survey was used as a research technique, which was a series of questions that were applied to the participants to collect data or detect their importance, effectiveness, opinions, preferences, and the level of experience gained on a topic, theme, or phenomenon within a social, cultural, or educational context. And closed questions were used, as an instrument since being a descriptive investigation, the information

Collected by this means was essential to obtain results from various participants based on opinions, preferences, and experiences. The questionnaire was developed through the operationalization of variables, which was validated through a pilot test, and the validity of the instrument was measured using Cronbach's alpha statistic.

2.6 Population

The present investigation was carried out at the Universidad Tecnológica Indoamérica, which is a private institution of higher education located in the province of Tungurahua. In addition, the institution has an English area with teachers highly trained in teaching the language, it also has infrastructure, resources, and rooms equipped for teaching and learning. Finally, the participants were students of the third semester corresponding to the academic period April- August 2023. The students were 11 men and 17 women, with a total of 28 students, the average age of the students is between 17 to 25 years, and the ethnic group of the participants is very diverse, it varies among half-blood, white, and Indigenous students.

Table 1
Students

Population	Frequency	Percentage
Men	11	39,3%
Women	17	60,7%
Total	28	100%

Note: The data was taken from the students of the third level of Universidad Tecnológica Indoamérica

Table 2*Age of students*

Age range	Frequency	Percentage
17-20	6	21,4%
21-25	22	78,6%
26-30	0	10,5%
Total	28	100%

Note: The data was taken from the students of the third level of Universidad Tecnológica .
Indoamérica.

Table 3*Ethnicity*

Ethnicity	Frequency	Percentage
Half-blood	20	71,5%
White	3	10,7%
Indigenous	5	17,8%
Other	0	0%
Total	28	100%

Note: The data was taken from the students of the third level of Universidad
Tecnológica Indoamérica.

CHAPTER III

RESULTS AND DISCUSSION

3.1.1 Analysis and discussion of the results

This chapter contains the information collected from the survey on taboo topics and oral production, which was applied to 28 third-semester students of the "Universidad Tecnológica Indoamerica". The purpose of the survey was to describe the phenomenon studied through the results obtained on the importance, influence, opinions, strategies, and benefits of taboo topics and oral production. In addition, the survey included 14 multiple-choice questions with 5 frequency options such as never, rarely, sometimes, often, and always, based on a Likert scale, of which 8 questions were analyzed and interpreted. Finally, a survey on taboo topics that students would like to discuss or debate in the future was conducted to find out their interests and preferences on which topics students would like to discuss in class.

Cronbach's Alpha Survey

Once the pilot survey was validated by Cronbach's Alpha, it was applied to the 28 third-semester students of the UTI in the first week of June. Below is an analysis and interpretation of the data obtained.

Table 4

Confidence statistical survey

Cronbach's Alpha	Cronbach's alpha based on standardized items	N items
.875	.876	14

Note: This table shows the reliability value on the survey of the students of the Universidad Tecnológica Indoamérica elaborated by Cherez A (2023).

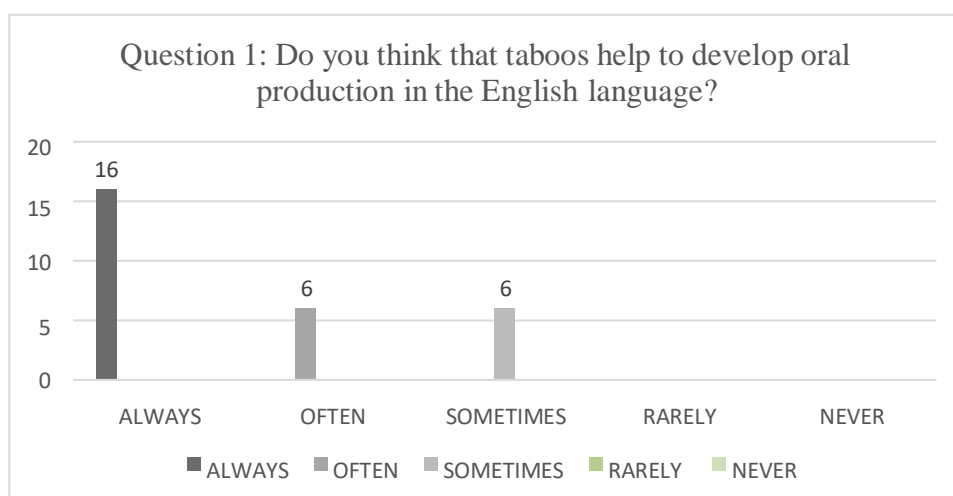
3.1.2 Students` survey results and analysis

Analysis and interpretation

The survey was evaluated according to Cronbach's Alpha test, the instrument had a reliability value of 0.875. The results showed that it had a value higher than the accepted average which is 0.7. It means that the applied instrument was valid and reliable for its application.

Figure 1

Taboo topics and the development of oral production.



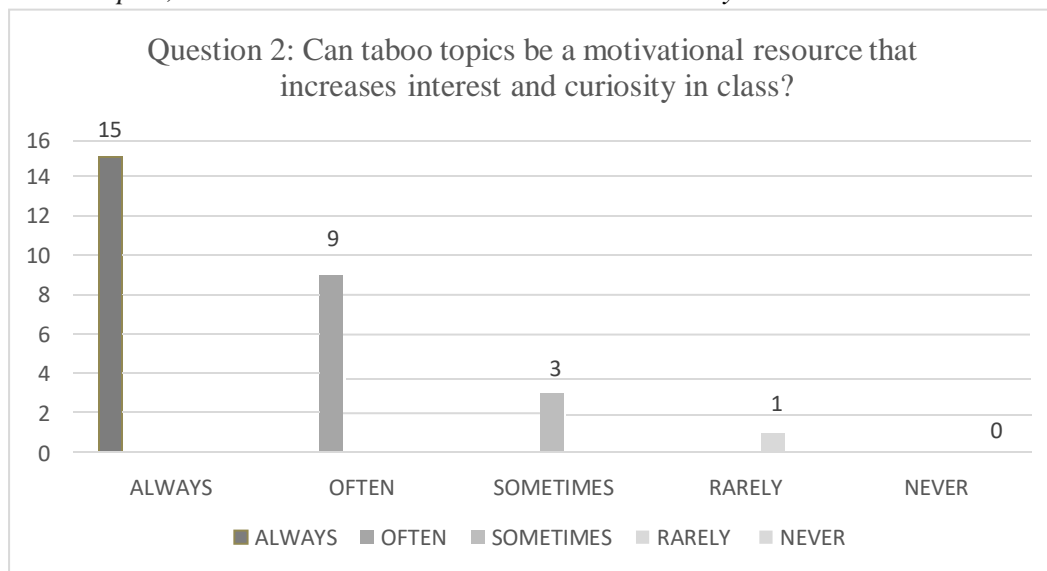
Note: Information obtained from the third semester of Universidad Tecnológica . Indoamerica elaborated by Cherez, A. (2023)

Analysis and interpretation

According to the collected data, it showed that 16 students, representing 57,1%, consider that taboos always help the development of oral production, 6 students, representing 21,4%, consider that taboos often help to the development of oral production. Finally, 6 students representing 21,4%, consider that taboos sometimes help the development of oral production in English Classes. The results indicate that in general many students believe that the use of taboo, controversial or sensitive topics can help in the correct development of oral production. Which shows that a large number of students have positive opinions and sincerely consider that taboo topics, if taught correctly, can help develop oral production in class.

Figure 2

Taboo topics, Resource that increases interest and curiosity in class



Note: Information obtained from the third semester of Universidad Tecnológica Indoamerica elaborated by Cherrez, A. (2023)

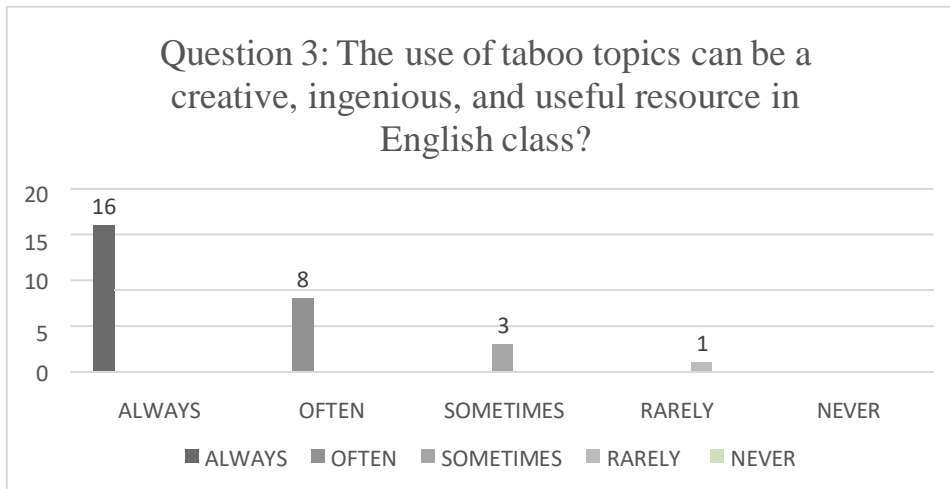
Analysis and interpretation

According to the data collected, Figure 2 shows that 15 students, representing 53,6%, consider that taboos always can be a motivational resource that increase interest and curiosity, 9 students, representing 32,1%, consider that taboos can often be a motivational resource that increases interest and curiosity. 3 students, representing 10,7%, consider that taboos can sometimes be a motivational resource that increases interest and curiosity. Finally, only 1 student representing 3,6%, rarely consider that taboos can be a motivational resource that increases interest and curiosity in English classes.

Based on the results, it is concluded that many students consider taboos a valid, creative, and innovative resource that can increase curiosity and interest in the classroom. Which shows that students are gradually losing interest in routine classes and want more innovative classes involving controversy or real-life issues.

Figure 3

Taboo topics, useful resource in English Classes



Note: Information obtained from the third semester of Universidad Tecnológica Indoamérica elaborated by Cherrez, A. (2023)

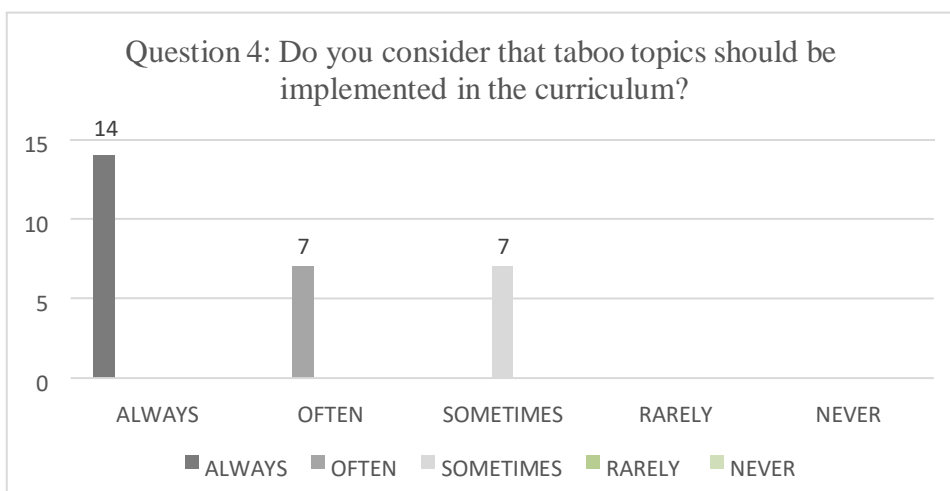
Analysis and interpretation

According to the data collected, Figure 3 shows that 16 students, representing 57,1%, consider that the use of taboo topics always can be a creative, ingenious, and useful resource in the English class, 8 students, representing 28,6%, consider that the use of taboo topics often can be a creative, ingenious, and useful resource in the English class. 3 students, representing 10,7%, consider that the use of taboo topics sometimes can be a creative, ingenious, and useful resource in the English class. Finally, only 1 student representing 3,6%, consider that the use of taboo topics rarely can be a creative, ingenious, and useful resource in the English class.

The results indicated that, in general, many students consider taboo topics are creative, innovative and beneficial resources that can be applied in the classroom since they capture attention and interest due to content.

Figure 4

taboo topics should be implemented in the curriculum.



Note: Information obtained from the third semester of Universidad Tecnológica Indoamerica elaborated by Cherrez, A. (2023)

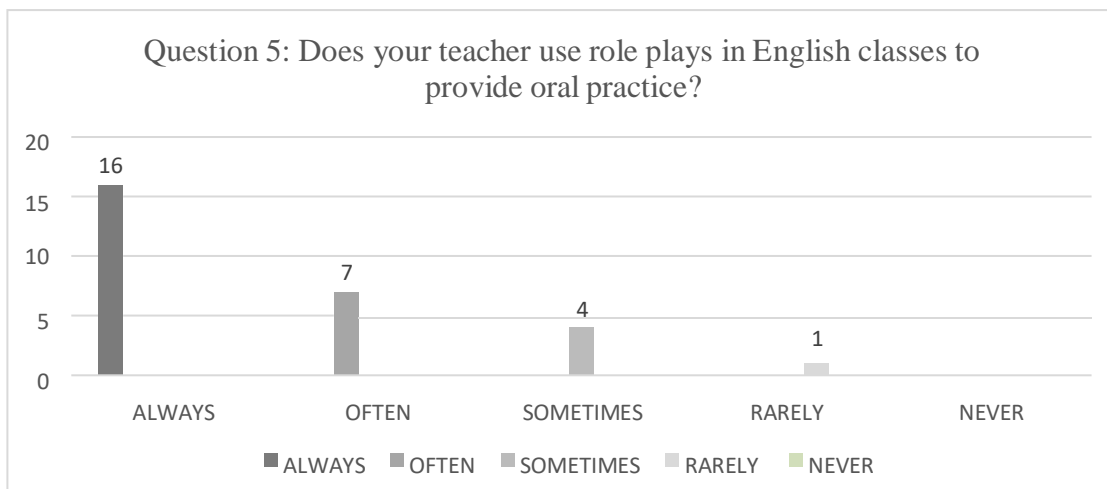
Analysis and interpretation

According to the data collected, Figure 4 shows that 14 students, representing 50%, consider that always taboo topics should be implemented in the curriculum. 7 students, representing 25%, consider that often taboo topics should be implemented in the curriculum. Finally, 7 students, representing 25%, consider that sometimes taboo topics should be implemented in the curriculum.

The results indicated that, in general, many students consider and agree that taboo topics should be implemented in the curriculum within the area of English, such as within tasks, projects, and various activities that involve and reinforce English skills. Since in this way, it is reinforced and little by little is acquired opinion and critical thinking skills through controversial or polemic situations.

Figure 5

Use of role plays in English classes to provide oral practice.



Note: Information obtained from the third semester of Universidad Tecnológica Indoamerica elaborated by Cherrez, A. (2023)

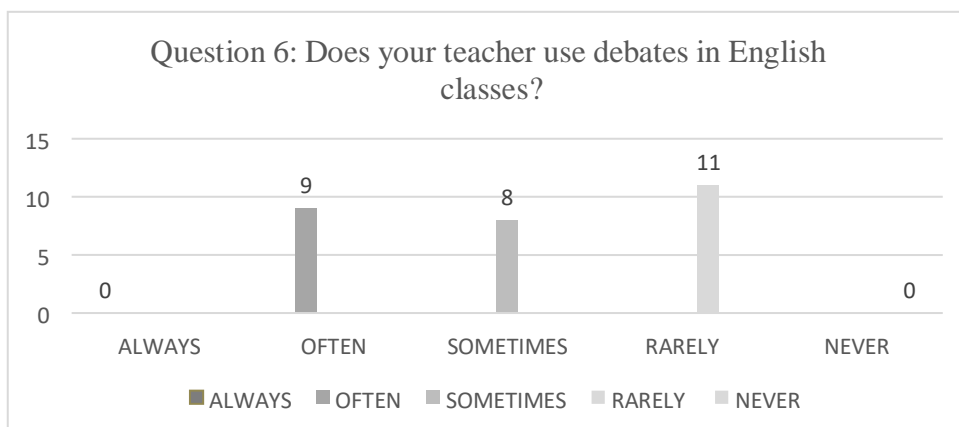
Analysis and interpretation

According to the data collected, Figure 5 shows that 16 students, representing 57,1%, consider that the teacher always uses role plays in class. 7 students, representing 25% consider that the teacher often uses role plays in class. 4 students, representing 14,3%, consider that the teacher sometimes uses role plays in class. Finally, only 1 student representing 3,6% consider that the teacher rarely uses role plays in class.

The results indicate that the teacher frequently uses role-playing games in English classes to develop oral production to analyze their strengths and weaknesses, among other aspects such as trust and security towards the audience, the ability to improvise, creativity and the fluency that it transmits to the students.

Figure 6

Use of debates in English classes.



Note: Information obtained from the third semester of Universidad Tecnológica Indoamerica elaborated by Cherrez, A. (2023)

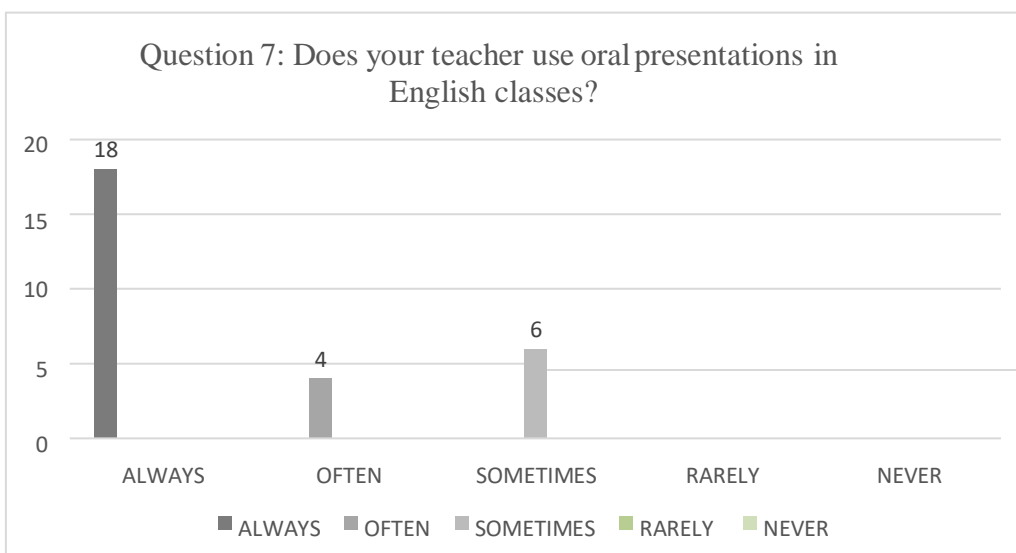
Analysis and interpretation

According to the data collected, Figure 6 shows that 11 students, representing 39,3%, consider that the teacher rarely uses debates in class. 8 students, representing 28,6% consider that the teacher sometimes uses debates in class. Finally, 9 students, representing 32,1%, consider that the teacher often uses debates in class.

The results of the students indicated that the teacher uses the debates in the English classes to develop the oral production but infrequently, which indicates that the debates are not a fundamental and priority resource that the teacher uses in class to develop the production oral.

Figure 7

Use oral presentations in English classes.



Note: Information obtained from the third semester of Universidad Tecnológica Indoamerica elaborated by Cherez, A. (2023)

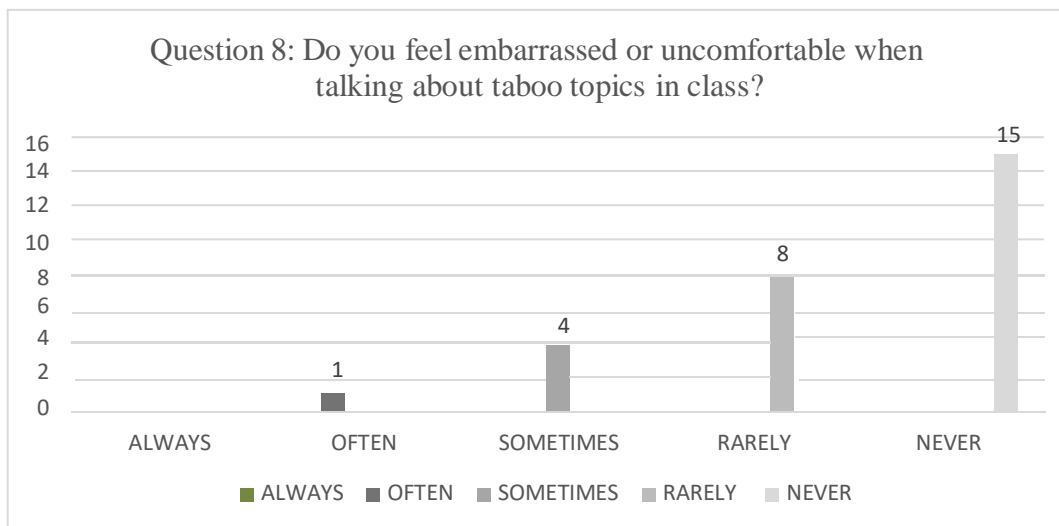
Analysis and interpretation

According to the data collected, Figure 7 shows that 18 students, representing 64,3%, consider that the teacher always uses oral presentations in class. 4 students, representing 14,5% consider that the teacher often uses oral presentations in class. Finally, 6 students, representing 21,4%, consider that the teacher sometimes uses oral presentations in class.

The results of the students indicated that the teacher frequently uses oral presentations in English classes to develop oral production. which shows that the use of oral presentations, whether in groups or individually, is the resource most used by the teacher to reinforce oral production skills in students.

Figure 8

Feelings when talking about taboo topics.



Information obtained from the third semester of Universidad Tecnológica Indoamerica. elaborated by Cherrez, A. (2023)

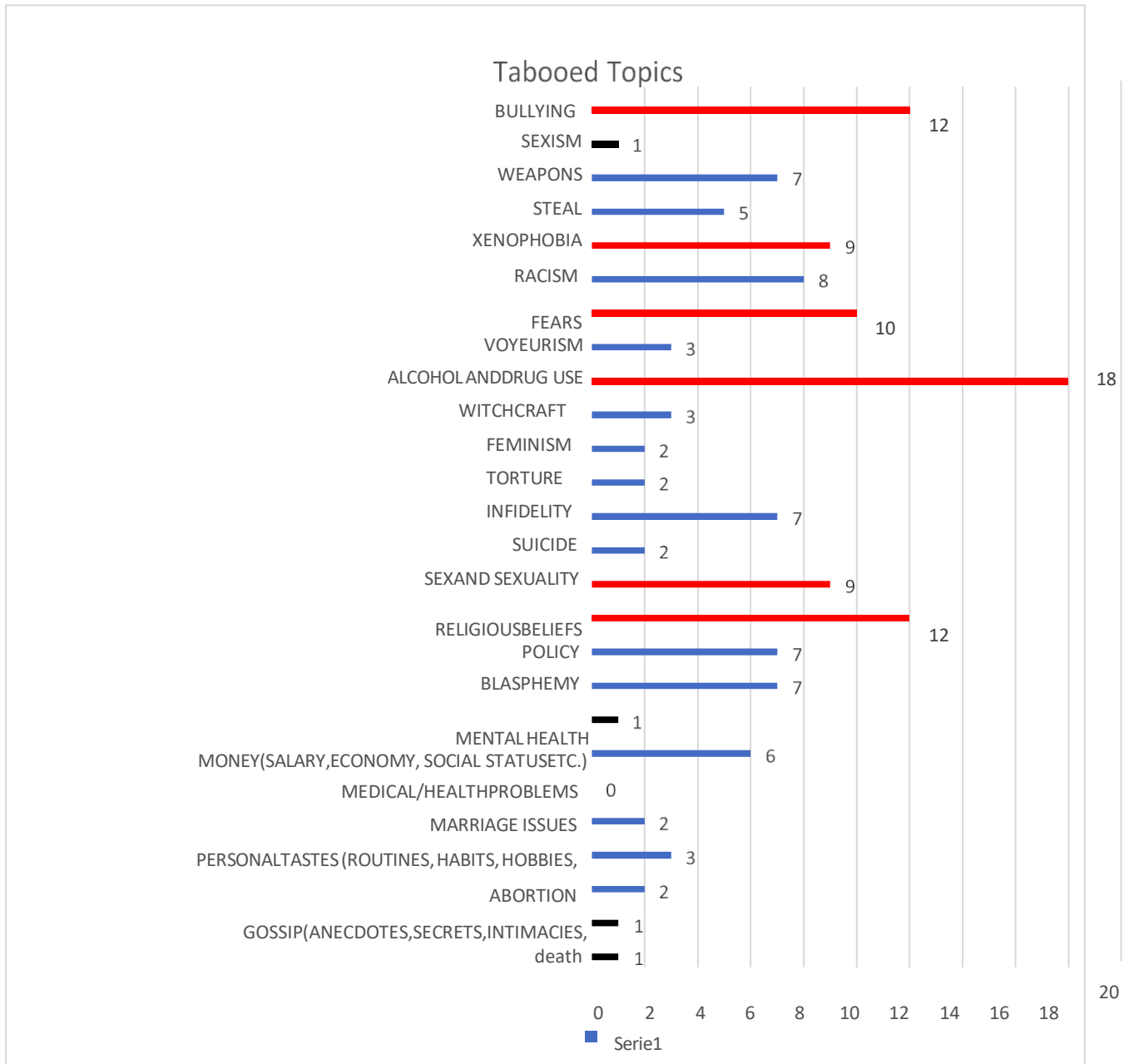
Analysis and interpretation

According to the data collected, Figure 8 shows that 15 students, representing 53,6%, consider never feel embarrassed or uncomfortable talking about taboo topics in class. 8 students, representing 28,6%, consider rarely feel embarrassed or uncomfortable talking about taboo topics in class. 4 students, representing 14,3%, consider sometimes feel embarrassed or uncomfortable talking about taboo topics in class. Finally, only 1 student representing 3,6%, consider often feel embarrassed or uncomfortable talking about taboo topics in class.

The results of the students indicated that there is a diversity of opinions and positions that show that the students, depending on the topic and the context, can feel comfortable or uncomfortable. Since it is a situation of security and trust controlling a taboo topic in class in front of the students.

Figure 9

Preferences to discuss Tabooed topics.



Note: Figure 9 represents the tabooed topics that the students of the third semester of the Universidad Tecnológica Indoamérica would like to discuss in class in debate, oral presentation, and role play. elaborated by Cherez. A (2023)

Figure 9 represents a survey with a list of taboo topics that was applied to the third-semester students of the Universidad Tecnológica Indoamérica in the first week of June. With the purpose of knowing the preferences that young people have about which taboo topics they would like to deal with in class, be it in a debate, oral presentation, or role play, among others. Therefore, a survey with 26 taboo topics was shared with the students where the participants had to mark 5 topics according to their opinion, tastes, or preferences that they would like to discuss in class.

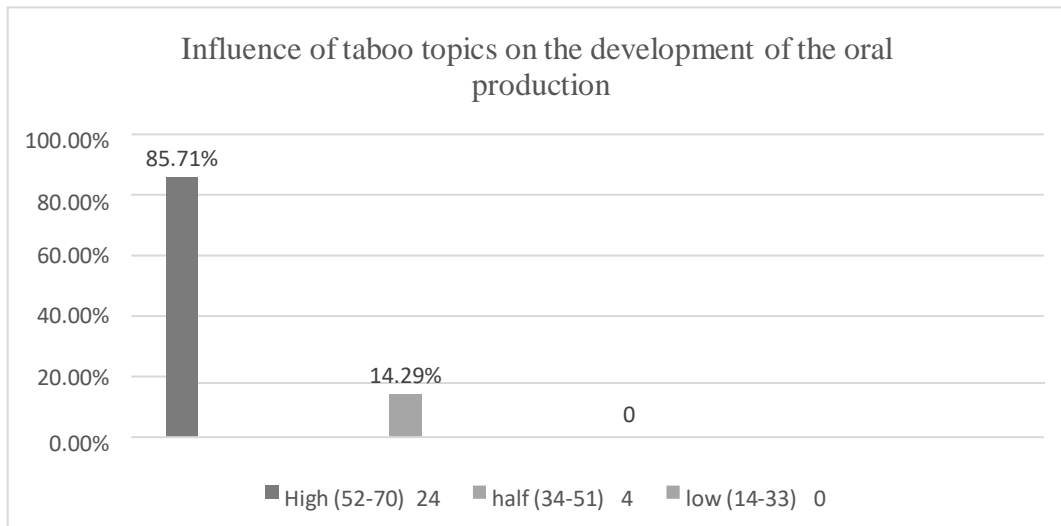
Analysis and interpretation

According to the data collected, Figure 9 shows that one of the topics most supported by students is the Consumption of alcohol and drugs with 18 students who marked this option who prefer to cover the topic in class. Bullying and religious beliefs with 12 students each who marked these options to cover in class. The fears topics with 10 students who marked this option to cover in class. Finally, the topics xenophobia and sex and sexuality with 9 students each who marked these options to cover in class. On the other hand, among the less preferred topics by the students based on the results are sexism, mental health, death, and abortion with only 1 student who marked these options to cover in class and medical/health problems with 0 students to want to cover in class being the topic with no repercussion within the opinions and preferences of the students.

Based on the information collected on taboo topics, it is evident that the topic: Alcohol and drug use, Bullying and Religion Beliefs are the topics that students prefer to cover in class within a debate, a role play or in an oral presentation since considering interesting and curious share and learn about the diversity of opinions, whether it is about agreeing or disagreeing about their opinions, sharing personal experiences, anecdotes among others things. On the other hand, medical health problems are the taboo topic with the least preference, support, and repercussion, which shows that students find it boring, irrelevant, or do not want to get involved in topics that have todo with diseases or illnesses.

Figure 10

Rating scale



Rating scale obtained from student's information obtained from the third semester of Universidad Tecnológica Indoamerica. elaborated by Cherrez, A. (2023)

Analysis and interpretation

Figure 10 indicates the total assessment scale of the third-level students of the Universidad Tecnológica Indoamerica, which reflects that 85.71%, corresponding to 24 students, are located on the high scale and 14.29% corresponding to 4 students. They are on the half scale.

The total scale was 59, which falls within the high scale range, which shows that taboo topics positively influence the development of oral production.

3.1.3 Discussion

This research work presented the information obtained after a survey on taboo topics and oral production was applied with the students of the Universidad Tecnológica Indoamerica. After that, it has been shown that the use of taboo topics had a positive, influential and interesting impact on the development of students' oral production in English classes, since through the use of various strategies such as the use of Oral activities such as oral presentations, debates, role plays, students reinforce critical thinking attitudes, opinions, postures and strengthen intonation, fluency and pronunciation skills to communicate clearly, confidently and safely.

According to the results obtained from the students, taboo topics can be an innovative, creative, and motivational resource to reinforce oral production skills. This is because through controversy an environment full of curiosity and diversity of opinions, preferences, and positions can be created based on personal criteria based on experiences regarding a taboo topic. Kraatz et al. (2022) argued that taboo topics can be uncomfortable but there are cognitive and socio-emotional benefits to participating in controversial conversations or classroom discussions.

In the same way, the students of the Universidad Tecnológica Indoamérica seriously considered that taboo topics should be implemented in the curriculum to reinforce opinion, argument, negotiation, agreement, and disagreement skills. This agrees with the results of previous academic articles such as Malott et al. (2019) who published research whose main objective is to analyze and explore the perceptions and feelings of students to participate in authentic discussions and debates in the classroom on multicultural, social justice or controversial issues of an ethical and moral nature (taboo topics). With encouraging results that show that critical thinking skills, points of view, argumentation skills, and new vocabulary were positively strengthened, among others, through the use of discussions.

CHAPTER IV

CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

This research project aimed to describe the study phenomenon through the information collected on the importance, influence, benefits, opinions and strategies of taboo topics and oral production within the English language and once the data analysis has been carried out. It could be concluded that.

- After evaluating through the survey and the conclusions and contributions of previous pdfs and academic articles. The results indicated that exist a positive impact into the students of learning taboo topics within the oral production. since through its implementation the students reflected curiosity, interest and attention, being in general positive aspects that show that university students are interested in learning about controversial topics in class. On the other hand, there is an interest, predisposition and a little concern on the part of the teacher, which reflects that teachers find in taboo topics an adequate and motivational resource that can involve students in cultural and social issues.
- Another aspect that was analyzed in the survey and previous investigations was how taboo topics helps develop oral production. The analysis showed that the teacher considers taboo topics like a resource for sharing experiences and develop opinions and discussions with the use of multicultural, social justice and controversial topics. Therefore, through the use of oral production activities, such as the use of conversations, role plays, oral presentations, and debates the students can develop oral production skills and the confidence to speak and express themselves before the public.
- Another aspect that was analyzed within the survey and the previous investigations was the level and the effectiveness of Taboo Topics to improve oral production in the students. And it was observed that students and teachers considered taboo topics as a creative, innovative and ingenious resource capable of attracting attention and improving communication skills for critical thinking, argumentation, and more elaborated opinions, which reflects that it is an effective resource that is capable of increase level significantly in students in discussions opinions, arguments critical thinking.

4.2 Recommendations

Based on the previous conclusions, it is recommended that:

- Taboo topics have a positive impact on students but in the same way are topics that demands the teacher and tests his ability to introduce and innovate a class , therefore, to introduce taboos it is recommended that teachers establish rules such as respect, honesty, and tolerance of opinions and arguments, since these are controversial topics that can get out of control if there is no rigorous mastery in the class, and students are also encouraged to control their emotions without acting aggressive and arrogant when discussing taboo topics.
- To deal with taboo topics in English classes, it is recommended to familiarize with controversial topics and frequently use oral production activities and that reinforce the capacity for argumentation, negotiation, deeper and more elaborated opinions and critical thinking, specifically using debates and role plays, since to deal with controversial topics what is required is that there are discrepancies among the participants. And exchange ideas and positions in a natural and spontaneous and applying them in a way practical, innovative and interesting.
- It is highly recommended that teachers, the institution, and the administrative authority analyze the implementation of controversial, and sensitive issues in the curriculum. Since it has a lot of support from students and it would be a resource that would help increase attention, curiosity, and participation in class and most importantly increase the level in producing speeches and demonstrating security and confidence, gradually eliminating stigmas of shame and conservation.

References

- Bolton, K., & Hutton, C. (1995). Bad and banned language: Triad secret societies, the censorship of the Cantonese vernacular, and colonial language policy in Hong Kong. *Language in Society*, 24(2), 159- 186. Recovered From: <https://hub.hku.hk/bitstream/10722/42331/1/15220.pdf?acc ept=1>
- Brookes blog (2018, January 23) *14 Ways to Improve Your Students' Oral Language Skills*. Recovered from: <https://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills/>.
- Boudreau, E (february 2, 2022) You Want to Teach What? Harvard graduate school of education. Recovered from: <https://www.gse.harvard.edu/news/uk/22/02/you-want-teach-what>
- Crooks, A. (2006). Taboo language: Is there a right time? *Proceedings of Classic2006 [online]*. Recovered From: <https://jyx.jyu.fi/bitstream/handle/123456789/37059/URN%3aNBN%3afi%3ajyu-2011120911780.pdf?sequence=1&isAllowed=y>
- De Cock, B., & Suñer, F. (2018). 10. The influence of conceptual differences on processing taboo metaphors in the foreign language. In *Linguistic Taboo Revisited* (pp. 201-222).
- Delahunty, G., & Garvey, J. (2010). The English Language: From sound to sense. *Colorado Parlor Press*. Recovered from: <https://n9.cl/3i7cb>.
- Dellar, H. (2006). Taboo or not taboo? That's in the question!, Retrieved January 27, 2008, recovered from http://www.centercom.ru/user_files/1153/File/Taboo%20or%20not%20taboo.doc
- Demir, S. B., & Pismek, N. (2018). A Convergent Parallel Mixed- Methods Study of Controversial Issues in Social Studies Classes: A Clash of Ideologies. *Educational Sciences: Theory and Practice*, 18(1), 119- 149. recovered from: <https://files.eric.ed.gov/fulltext/EJ1179818.pdf>.
- Divéki, R. (2018). Teachers' attitudes towards dealing with controversial issues in the EFL classroom: A pilot study. *Working Papers in Language Pedagogy*, 12, 27-54. recovered from: <https://n9.cl/ybvj2>

- El-Sakran, O. T. (2017). *ELT Teachers' Perspectives on the Discussion of Culturally Sensitive Topics in the United Arab Emirates* (Doctoral dissertation). Recovered From: <https://n9.cl/e69dj1>
- EL-Sakran, O. T., & EL-Sakran, T. M. (2021). The Case of Culturally Sensitive Topics in the English Language Classrooms: Secondary School Teachers' Perspective. *Journal of English as an International Language*, 16(1), 37-59. Recovered from: <https://files.eric.ed.gov/fulltext/EJ1328419.pdf>
- Gooseko. (2021, may26) What is the Definition of Communication? Recovered From: <https://www.gooseko.com/blog/what-is-communication/>
- Hallowell, A. I. (2017). *Culture and experience*. University of Pennsylvania Press. Recovered From: <https://www.degruyter.com/document/doi/10.9783/9781512816600/html>
- Harris, N. (1990). *Cultural excursions: Marketing appetites and cultural tastes in modern America*. University of Chicago Press
- Harris M (1990) *Antropologia Culturale*. New York. Recovered From: <https://diversidadlocal.files.wordpress.com/2012/09/harris-marvin-antropologia-cultural.pdf>.
- Kawasaki .J (september 9, 2020) How Should You Handle Taboos When Teaching English?. *Bridge Universe*. Recovered From: <https://bridge.edu/tefl/blog/taboo-when-teaching-english/>
- Kraatz, E., von Spiegel, J., Sayers, R., & Brady, A. C. (2022). Should we “just stick to the facts”? The benefit of controversial conversations in classrooms. *Theory Into Practice*, 61(3), 312-324. Recovered from: <https://www.tandfonline.com/doi/abs/10.1080/00405841.2022.2096381>
- Lee, H. E., Westerman, C. K., Hashi, E., Heuett, K. B., Spates, S. A., Reno, K. M., & Jenkins, E. W. (2020). Effects of taboo conversation topics on impression formation and task performance evaluation. *Social Behavior and Personality: an international journal*, 48(8), 1-11. Retrieved from: <https://doi.org/10.2224/sbp.8322>

- Leong, L., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learner's Speaking Skill. *International Journal of Research in English Education*, 2 (1), 34-41.
www.ijreeonline.com <https://dialnet.unirioja.es/descarga/articulo/8020886.pdf>
- Lin, H. (2020). The impact of global English: Perceptions of English promotion- English education and the ELT industry in Taiwan. *The Asian EFL Journal*, 24(1), 102-140.
Retrieved from <https://www.elejournals.com/asian-efl-journal/volume-24-issue-1-january-2020/>
- Liyanage, I., Walker, T., Bartlett, B., & Guo, X. (2015). Accommodating taboo language in English language teaching: Issues of appropriacy and authenticity. *Language, Culture and Curriculum*, 28(2), 113-125. Recovered from: Vol 28, No 2 (tandfonline.com) <https://www.tandfonline.com/doi/abs/10.1080/07908318.2015.1031675>
- Lycke, K., & Lucey, T. (2018). The Messages We Miss: Banned Books, Censored Texts, and Citizenship. *Journal of Social Studies Education Research*, 9(3), 1-26.
Recovered from: <https://dergipark.org.tr/en/download/article-file/661085>
- MacAndrew, R., & Martinez, R. (2001) *Taboos and issues: Photocopiable lessons on controversial topics*. London: *Language Teaching Publications*. Recovered From: <https://n9.cl/yfxi5>
- Maclver, R.M & Page (1956) *Society: An Introductory Analysis (p-19)*. Recovered from: [society-an-introductory.pdf\(wordpress.com\)](https://www.wordpress.com/society-an-introductory.pdf)
- Malott, K. M., & Mabunda, X. (2019). Talk! Please stop talking! The challenges of facilitating classroom discussions on taboo topics. Recovered From: Digital Commons@Georgia Southern - National Cross-Cultural Counseling and Education Conference for Research, Action, and Change: Talk! Please stop talking! The challenges of facilitating classroom discussions on taboo.
- Markowska-Manista, U., & Górak-Sosnowska, K. (2022). Tackling sensitive and controversial topics in social research-sensitivity of the field. *Society Register*, 6(2), 7-16. Recovered from: https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10_14746_sr_2022_6_2_01/c/articles-2027983.pdf.pdf.
- Morgan, L. (2021, November 10) *Talking about taboos: how to create an open atmosphere for discussing difficult subjects*. Recovered from: <https://www.timeshighereducation.com/campus/talking-about-taboos-how->

create-open-atmosphere-discussing- difficult- subjects.

- Ndemanu, M., & Davis, C. (2019). Teaching Sensitive Topics in Troubled Times. Ideating Pedagogy in Troubled Times: *Approached to Identity, Theory, Teaching, and Research*, 129-140.
- O'Grady, W., Dobrovolsky, M., and Aronoff, M. (1993). Contemporary linguistics. An introduction. *New York, NY: St. Martin's Press*.
- Patau, S. A. (2020). Factors that Influence Students' Participation in English Speaking Classroom Activities. *Sintuwu Maroso Journal of English Teaching*, 4(1), 31-38.
- Qiu, X. & Cheng, H. (2022). The effects of task types on L2 oral production and learner engagement. *International Journal of Applied Linguistics in Language Teaching*, 60(4), 1063-1088.
- Rabiah, S. (2018). Language as a Tool for Communication and Cultural Reality Discloser. *Universitas Muslin Indonesia* Recovered From: <https://doi.org/10.31227/osf.io/nw94m>
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2019). The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. *English Language Teaching*, 12(1), 110-118. Recovered From: <https://files.eric.ed.gov/fulltext/EJ1200055.pdf>
- Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine*, 95(7), 989- 994. Recovered from: <https://n9.cl/ilijo>.
- Wong, S. W. (2016). Hong Kong Cantonese-speakers 'attitudes towards tabooed words in the 21st century. *HKU Theses Online (HKUTO)*. Recovered from: 15220.pdf(hku.hk)

ANNEXES UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

Objective: Describe the studyphenomenon through the information collected about the importance, influence and benefits of Tabooed Topics and the oralproduction

Instruction: Please read the questions carefullyand choose the option that matches your criteria

QUESTIONNAIRE	(1) NEVER	(2) RARELY	(3) SOMETIMES	(4) OFTEN	(5) ALWAYS
1) Do you think that taboo topics help to develop oral production in the English language?					
2) Can taboo topics be a motivational resource that increases interest and curiosityin class?					
3) Do you think that your institution and your professors limit and restrict you in what you can or cannot learn?					
4) The use of taboo topics can be a creative, ingenious, and useful resource in English class?					
5) Do you consider that taboo topics should be implemented in the curriculum?					
6) Do you think that the use of intonation is necessary to understandthe message in a better way?					
7) Does the teacher provide feedback after each oral presentation and tell you strategies, tips, and ways to improve?					
8) In your opinion, is it important to have correct pronunciation to better understand the message?					
9) Do you think that fluency is important and necessary forthe development of an effective and spontaneous conversation?					
10) Does your teacher use role plays in English classes to provide oral production?					

11) Does your teacher use debates in English classes?					
12) Does your teacher use oral presentations in English classes?					
13) During the whole class, do you speak only English?					
14) Do you feel embarrassed or uncomfortable when talking about taboo topics in class?					

Mark with an X the topics that you would like to cover in class (In a debate, oral presentation, etc). (mark 5)

1) ABORTION	
2) DEATH	
3) GOSSIP (ANECDOTES, SECRETS, INTIMACIES, PERSONAL INFORMATION, STORIES OF FRIENDS, GIRLFRIEND, COLLEAGUES, ENEMIES, ETC.)	
4) IMMIGRATION	
5) MARRIAGE ISSUES	
6) MEDICAL/HEALTH PROBLEMS	
7) MONEY (SALARY, ECONOMY, SOCIAL STATUS ETC.)	
8) MENTALHEALTH	
9) BLASPHEMY	
10) POLICY	
11) RELIGIOUS BELIEFS	
12) SEX AND SEXUALITY	
13) SUICIDE	
14) INFIDELITY	
15) TORTURE	
16) FEMINISM	
17) BULLYING	
18) WITCHCRAFT	
19) ALCOHOL AND DRUG USE	
20) VOYEURISM	
21) FEARS	
22) RACISM	
23) XENOPHOBIA	
24) STEAL	
25) WEAPONS	
26) SEXISM	

Operationalization of variables

INDEPENDENT VARIABLE: Tabooed Topics

Independent variable

Conceptualization	Dimensions	Indicators	Basics Items	Tools and techniques
<p>Taboos can be classified as all those behaviors, actions or expressions that are prohibited or censored due to cultural, social, or religious reasons.</p>	<p>Culture</p>	<p>Language</p> <p>Values</p> <p>Society</p> <p>Rules</p> <p>Beliefs</p> <p>Communication</p>	<ol style="list-style-type: none"> 1) Do you think that taboos help to develop oral production in the English language? 2) Can taboo topics be a motivational resource that increases interest and curiosity in class? 3) Do you think that your institution and your professors limit and restrict you in what you cannot learn? 	<p>Survey</p> <p>Questionnaire</p> <p>Applied to students and teachers</p>

	<p>Behaviors Actions expressions Influence Opinion</p> <p>Prohibited</p>	<p>Interest Comfortable Confident Curiosity Creativity</p> <p>Restriction</p> <p>Affect</p> <p>dangerous</p>	<p>4) The use of taboo topics can be a creative, ingenious, and useful resource in English class?</p> <p>5) Do you consider that taboo topics should be implemented in the curriculum?</p>	

Operationalization of variables

DEPENDENT VARIABLE: Oral production

DEPENDENT VARIABLE:

Conceptualization	Dimensions	Indicators	Basics Items	Tools and techniques
Oral production is an English skill that allows students to interact, and product words, sentences, and phrases based on audience, experience, and the context in which it occurs.	Practice	Provide feedback Understand Pronunciation Fluency Promote Intonation	6) Do you think that the use of intonation is necessary to understand the message in a better way? 7) Does your teacher provide feedback after each oral presentation and tell us strategies, tips, and ways to improve? 8) In your opinion, is it important to have correct pronunciation to understand the message in a better way? 9) Do you think that fluency is important and necessary for the development of an effective and spontaneous conversation? 10) Does your teacher use roleplays in English classes?	Survey Questionnaire Applied to students and teachers

	Interaction Production	Real Life Oral- Communication Speak Talk Express Participation	<p>11) Does your teacher use Debates in English classes?</p> <p>12) Does your teacher use oral presentations in English classes?</p> <p>13) During the whole class, do you speak only English?</p> <p>14) Do you feel embarrassed or uncomfortable when talking about taboo topics in class?</p>	
	Learning	Application Activities		
	strategies	Dialogs Debates Role-plays Conversations Oral presentations		

Note: operationalization of the variable from which the questions for the survey were extracted Elaborated by Cherrez A (2023).

Resumen de procesamiento de casos

		N	%
Casos	Válido	10	100,0
	Excluido ^a	0	,0
	Total	10	100,0

a. La eliminación por lista se basa en todas las variables del procedimiento.

Estadísticas de fiabilidad

Alfa de Cronbach	Alfa de Cronbach basada en elementos estandarizados	N de elementos
,91	,91	1

Estadísticas de elemento

	Media	Desv. Desviación	N
Q1	4,30	,823	10
Q2	4,30	,949	10
Q3	3,80	,919	10
Q4	4,30	,823	10
Q5	4,00	,943	10
Q6	4,40	,843	10
Q7	4,00	,816	10
Q8	4,10	,876	10
Q9	4,20	,919	10
Q10	4,20	,919	10
Q11	4,30	,823	10
Q12	4,40	,843	10
Q13	3,90	,876	10
Q14	3,10	,994	10

Estadísticas de escala

Media	Varianza	Desv. Desviación	N de elementos
57,30	73,789	8,590	14

Resumen de procesamiento de casos

		N	%
Casos	Válido	28	93,3
	Excluido ^a	2	6,7
	Total	30	100,0

a. La eliminación por lista se basa en todas las variables del procedimiento.

Estadísticas de elemento

	Media	Desv. Desviación	N
Q1	4,36	,826	28
Q2	4,36	,826	28
Q3	4,43	,836	28
Q4	4,39	,832	28
Q5	4,25	,844	28
Q6	4,43	,836	28
Q7	4,46	,838	28
Q8	4,29	,854	28
Q9	4,43	,836	28
Q10	4,36	,870	28
Q11	2,93	,858	28
Q12	4,43	,836	28
Q13	4,39	,832	28
Q14	4,32	,863	28

Estadísticas de escala

Media	Varianza	Desv. Desviación	N de elementos
59,82	52,967	7,27	1

Estadísticas de fiabilidad

Alfa de Cronbach	Alfa de Cronbach basada en elementos estandarizados	N de elementos
,87	,87	1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1		respondents		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Total					
2			1	5	5	5	5	5	4	5	4	4	5	4	5	5	5	66					
3			2	4	5	4	5	5	5	5	4	5	5	2	5	5	5	64					
4			3	5	5	4	4	3	4	5	5	5	5	3	5	4	5	62					
5			4	4	5	4	5	5	5	5	5	5	5	2	5	4	5	64					
6			5	5	4	5	5	5	5	5	5	4	4	3	5	4	4	63					
7			6	5	5	5	4	5	5	5	5	5	5	2	4	5	5	65					
8			7	3	3	2	3	3	3	2	4	3	4	4	3	3	2	42					
9			8	4	5	4	5	5	5	5	5	5	4	2	5	4	4	62					
10			9	5	5	5	5	5	4	4	5	4	5	3	4	5	5	64					
11			10	5	4	5	4	3	5	5	4	5	5	3	3	5	5	61					
12			11	5	5	5	5	4	5	5	5	4	3	2	3	5	4	60					
13			12	4	4	3	4	5	5	5	4	5	5	2	5	5	5	61					
14			13	5	4	5	5	3	4	5	5	5	4	2	3	4	4	58					
15			14	3	4	3	3	3	3	3	3	2	3	4	3	2	3	42					
16			15	4	4	4	5	5	5	5	5	5	3	4	5	4	4	62					
17			16	5	5	5	4	4	4	4	5	4	5	2	5	3	3	58					
18			17	4	4	4	5	5	5	5	4	5	4	4	5	5	5	64					
19			18	5	5	5	5	5	5	5	4	3	5	5	3	5	5	65					
20			19	5	5	5	5	4	5	4	3	3	5	4	5	4	4	61					
21			20	5	5	5	5	5	5	5	5	4	5	2	5	5	5	66					
22			21	5	5	5	5	5	5	5	4	5	5	3	5	5	4	66					
23			22	5	5	5	4	4	4	5	4	5	5	4	5	5	5	66					
24			23	3	4	4	4	4	4	3	3	3	2	3	4	3	3	47					
25			24	5	5	5	5	4	5	5	5	5	5	3	5	5	5	67					
26			25	5	4	5	4	5	4	4	5	5	4	4	4	4	3	60					
27			26	3	3	3	3	3	2	4	5	5	3	4	5	5	5	53					
28			27	3	2	5	2	3	3	3	2	4	4	2	3	5	4	45					
29			28	3	3	5	5	4	5	5	4	5	5	2	5	5	5	61					
30																							
31																		59,821					
32																							
33																							
34																							

	Mínimo	Máximo
Bajo	14	33
Medio	34	51
Alto	52	70

	Total	%
Bajo	0	0
Medio	4	14,29%
Alto	24	85,71%

Note: Rating scale of the total items of the instrument with a result of 59 that is within the range of a high, which shows that the instrument is very reliable and valid. Made by Cherrez. (2023)

Rating Scale per dimensions

2																									
3			D1	D2	D3	D1	D4	D4	D2	D4	D1	D5	D5	D5	D1	D3									
4	respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Total	Total D1	Total D2	Total D3	Total D4	Total D5				
5	1	5	5	5	5	5	5	4	5	4	4	5	4	5	5	5	66	19	10	10	13	14			
6	2	4	5	4	5	5	5	5	5	4	5	5	2	5	5	5	64	19	10	9	14	12			
7	3	5	5	4	4	3	4	5	5	5	5	3	5	4	5	5	62	18	10	9	12	13			
8	4	4	5	4	5	5	5	5	5	5	5	2	5	4	5	5	64	18	10	9	15	12			
9	5	5	4	5	5	5	5	5	5	5	4	4	3	5	4	4	63	18	9	9	15	12			
10	6	5	5	5	4	5	5	5	5	5	5	2	4	5	5	5	65	19	10	10	15	11			
11	7	3	3	2	3	3	3	2	4	3	4	4	3	3	2	2	42	12	5	4	10	11			
12	8	4	5	4	5	5	5	5	5	5	5	4	2	5	4	4	62	18	10	8	15	11			
13	9	5	5	5	5	5	4	4	4	5	4	5	3	4	5	5	64	19	9	10	14	12			
14	10	5	4	5	4	3	5	5	5	4	5	5	3	3	5	5	61	19	9	10	12	11			
15	11	5	5	5	5	4	5	5	5	5	4	3	2	3	5	4	60	19	10	9	14	8			
16	12	4	4	3	4	5	5	5	5	4	5	5	2	5	5	5	61	18	9	8	14	12			
17	13	5	4	5	5	3	4	5	5	5	5	4	2	3	4	4	58	19	9	9	12	9			
18	14	3	4	3	3	3	3	3	3	3	2	3	4	3	2	3	42	10	7	6	9	10			
19	15	4	4	4	5	5	5	5	5	5	5	3	4	5	4	4	62	18	9	8	15	12			
20	16	5	5	5	4	4	4	4	4	5	4	5	2	5	3	3	58	16	9	8	13	12			
21	17	4	4	4	5	5	5	5	5	4	5	4	4	5	5	5	64	19	9	9	14	13			
22	18	5	5	5	5	5	5	5	4	3	5	5	3	5	5	5	65	20	9	10	13	13			
23	19	5	5	5	5	4	5	4	3	3	5	4	5	4	4	4	61	17	9	9	12	14			
24	20	5	5	5	5	5	5	5	5	5	4	5	2	5	5	5	66	19	10	10	15	12			
25	21	5	5	5	5	5	5	5	5	4	5	5	3	5	5	4	66	20	10	9	14	13			
26	22	5	5	5	4	4	5	5	5	4	5	5	4	5	5	5	66	19	10	10	13	14			
27	23	3	4	4	4	4	4	3	3	3	2	3	4	3	3	3	47	13	7	7	11	9			
28	24	5	5	5	5	4	5	5	5	5	5	3	5	5	5	5	67	20	10	10	14	13			
29	25	5	4	5	4	5	4	4	4	5	5	4	4	4	3	60	18	8	8	14	12				
30	26	3	3	3	3	3	2	4	5	5	3	4	5	5	5	53	16	7	8	10	12				
31	27	3	2	5	2	3	3	3	2	4	4	2	3	5	4	45	14	5	9	8	9				
32	28	3	3	5	5	4	5	5	4	5	5	2	5	5	5	61	18	8	10	13	12				
33																									
34																rating scale	17,571	8,8214	8,75	12,964	11,714				

DIMENSION 1:IMPORTANCE
1) Do you think that taboo topics help to develop oral production in the English language?
4) The use of taboo topics can be a creative, ingenious, and useful resource in English class
9) Do you think that fluency is important and necessary for the development of an effective and spontaneous conversation?
13) During the whole class, do you speak only English?

	Minimo	Maximo
Bajo	4	9
Medio	10	15
Alto	16	20

	Total	%
Bajo	0	0 %
Medio	4	14,29%
Alto	24	85,71%

Validation scale	17
------------------	----

Note: The importance dimension consists of 4 questions, obtaining a scale of 17, falling within the high range, which means that the dimension is reliable. Elaborated by Cherrez A. (2023)

DIMENSION 2: BENEFITS
2) Cantaboo topics be a motivational resource that increases interest and curiosity in class?
7) Does the teacher provide feedback after each oral presentation and tell you strategies, tips, and ways to improve?

	Minimo	Maximo
Bajo	2	5
Medio	6	7
Alto	8	10

	Total	%
Bajo	2	7,14 %
Medio	3	10,71%
Alto	23	82,15%

Validation scale	8
------------------	---

Note: The Benefits dimension consists of 2 questions, obtaining a scale of 8, falling within the high range, which means that the dimension is reliable Elaborated by Cherrez A. (2023)

DIMENSION3: INFLUENCE
3) Do you think that your institution and your professors limit and restrict you in what you can or cannot learn?
14) Do you feel embarrassed or uncomfortable when talking about taboo topics in class?

	Minimo	Maximo
Bajo	2	5
Medio	6	7
Alto	8	10

	Total	%
Bajo	1	3,57%
Medio	2	7,14%
Alto	25	89,29%

Validationscale	8
-----------------	---

Note: The Influence dimension consists of 2 questions, obtaining a scale of 8, falling within the high range, which means that the dimension is reliable Elaborated by Cherrez A. (2023)

DIMENSION 4: OPINIONS
5) Do you consider that taboo topics should be implemented in the curriculum
6) Do you think that the use of intonation is necessary to understand the message in a better way?
8) In your opinion, is it important to have correct pronunciation to better understand the message?

Validation scale	12
------------------	----

	Minimo	Maximo
Bajo	3	7
Medio	8	11
Alto	12	15

	Total	%
Bajo	0	0 %
Medio	5	17,85%
Alto	23	82,15%

Note: The opinions dimension consists of 3 questions, obtaining a scale of 12, falling within the high range, which means that the dimension is reliable Elaborated by Cherrez A. (2023)

DIMENSION 5: STRATEGIES
10) Does your teacher use role play in English classes to provide oralproduction?
11) Does your teacher use debate in English classes?
12) Does your teacher use oral presentations in English classes?

	Minimo	Maximo
Bajo	3	7
Medio	8	11
Alto	12	15

Validationscale	11
-----------------	----

	Total	%
Bajo	0	0 %
Medio	5	17,85%
Alto	23	82,15%

Note: The opinions dimension consists of 3 questions, obtaining a scale of 11, falling within the middle range, which means that the dimension it is reliable but can be improved Elaborated by Cherrez A. (2023)

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 11 de abril del 2023

Doctor

Marcelo Núñez

Presidente

Unidad de titulación

Facultad de Ciencias Humanas y de la Educación

Mg. Diego Vinicio López Aguilar en mi calidad de coordinador del área de inglés de la Universidad Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del trabajo de Titulación bajo el tema "Tabooed Topics and English Language" propuesto por el estudiante Alex Fabricio Cherez Fernandez portador de la cédula No. 1850440684, estudiante de la Carrera de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA
CENTRO DE IDIOMAS

Mg. Diego Vinicio López Aguilar

Coordinador del área de Inglés de la Universidad Indoamérica

C.I. 1803752987

0998690206

diegolopez@uti.edu.ec

Document Information

Analyzed document	CHAPTERSx 1-2-3-4.pdf (D171515040)
Submitted	6/29/2023 3:45:00 PM
Submitted by	
Submitter email	acherrez0684@uta.edu.ec
Similarity	9%
Analysis address	cristinadjordanb.uta@analysis.orkund.com

Sources included in the report

UNIVERSIDAD TECNICA DE AMBATO / STRUCTURE -PROFILE INVESTIGATION

SA

(2).pdf

Document STRUCTURE -PROFILE INVESTIGATION (2).pdf (D111622360)

Submitted by: acherrez0684@uta.edu.ec

Receiver: deadv.pved.02.uta@analysis.orkund.com

8

UNIVERSIDAD TECNICA DE AMBATO / theoretical.docx

SA

Document theoretical.docx (D111620846)

Submitted by: acherrez0684@uta.edu.ec

Receiver: deadv.pved.02.uta@analysis.orkund.com

9

UNIVERSIDAD TECNICA DE AMBATO / FLORES DAYANA DISSERTATION.pdf

SA

Document FLORES_DAYANA DISSERTATION.pdf (D156250348)

Submitted by: dflores3725@uta.edu.ec

Receiver: wilmaesuarizm.uta@analysis.orkund.com

1

UNIVERSIDAD TECNICA DE AMBATO / SIMALUISA SELENA_ TESIS.pdf

SA

Document SIMALUISA SELENA_ TESIS.pdf (D110641569)

Submitted by: ssimaluisa4104@uta.edu.ec

Receiver: ve.chicaiza.uta@analysis.orkund.com

1

Entire Document



Firmado electrónicamente por:
MARBELLA CUMANDA
ESCALANTE GAMAZO

1 CHAPTER I THEORETICAL FREMEWORK Note After analyzing the subject in depth, it was decided to focus more on oral production because the variable of the English language is an interesting theme but the same way a very broad theme, which would take a long time and due to the short time to present the study, it was suggested to focus on a skill More specific. so, the present study focused on tabooed topics and oral production. 1.1 Research background In this research study, several previous studies related to the topic were taken into account. that served as a basis for understanding and analyzing the research purpose. In addition, the use of articles, papers, theses, books, and Journals from reliable scientific research networks and web pages were analyzed in order to determine their influence, impact, contribution, effectiveness, and the importance that tabooed topics can bring to develop oral production within the English language learning community and field. In the research developed by Sakran (2021) called ``The Case of Culturally Sensitive Topics in the English Language Classrooms: Secondary School Teachers' Perspective``. the principal aim is to analyze the perceptions of secondary school teachers about discussing culturally sensitive topics in three private schools in the United Arab Emirates. Data was collected through questionnaires, semi- structured interviews, and careful examination of the English textbooks used in the respective schools and institutions. The results indicate a significantly positive general advance in teachers' attitudes toward the strong connection between language and culture. The project developed by Malott et al. (2019) called ``Speak!