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Difficulties in Learning English for Bilingual Students

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**Riobamba, Ecuador, 2026**

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## ABSTRACT

This study analyzes the types of difficulties bilingual students face when learning English as a foreign language in rural settings. Through interviews with teachers and students, as well as focus groups with the students themselves, the study identified that linguistic, affective, sociocultural, and educational factors have a significant impact on the teaching-learning process. The results show that there are problems with pronunciation, grammar, vocabulary, and especially oral production, since bilingual students must use three different languages, which causes interference and poor acquisition of the target language. Additionally, there are factors that limit student participation, such as the fear of making mistakes and low motivation stemming from the belief that the language will not be useful for future jobs. The constant reliance on memorizing grammar without a sound methodology that allows students to apply and internalize what they have learned ultimately results in low interest in learning. To address the difficulties bilingual students face when learning English, pedagogical strategies are proposed that take into account context, a communicative approach, task-based learning, translanguaging, and an intercultural approach, thereby promoting meaningful learning and improving student participation, particularly by avoiding traditionalist methodologies.

**Keywords:** Difficulties, Bilingual, English, Learning, Rural.

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## CHAPTER I.

### 1.1 Introduction

Over the past few decades, English has become a main language for international communication, academic exchange, and career growth. As globalization speeds up, knowing English is now a key skill for effective communication in many countries.

To keep up, schools have added English as a foreign language so students can take part in global academic and professional settings. This is especially important for those who want to work in academic fields.

In Ecuador, students start learning English as a foreign language in many types of schools, including bilingual and intercultural schools in rural areas where languages like Kichwa are spoken. Multiple students in these communities use their mother tongue at home, use Spanish as their second language day after day, and also learn English as a foreign language in school; this is a considerable challenge. Although being multilingual has cultural advantages, learning another language is tough because students have to juggle different language systems that each work in its own way. Students who are learning English in bilingual environments often encounter problems with pronunciation, vocabulary acquisition, grammatical structures, misunderstandings, and oral communication errors. In this regard, these barriers are influenced by the interaction between their mother tongue, their second language, and the new language introduced in school. Likewise, sociolinguistic factors, such as the bilingual context, as well as emotional factors like motivation, anxiety, and confidence, have a considerable impact on the development of the learning process. Classroom practices and teaching strategies can also play an important role in helping students approach foreign language learning without problems.

This study aims to find out the main challenges that Kichwa-Spanish bilingual students face when learning English as a foreign language. With permission from school authorities, the research was carried out with 10th-grade students at Unidad Educativa Intercultural Bilingüe “David Miller” during the 2025-2026 school year. The study looks at how language, culture, emotions, and education influence the learning process. The goal is to better understand how bilingual students learn English and to help improve teaching methods in intercultural classrooms.

This study has five chapters. The first chapter covers the research problem, goals, and why the study matters. The second chapter looks at the main theories and background of bilingualism and English language learning. The third chapter explains the research methods, including the approach, who participated, and how the data were collected and analyzed. The fourth chapter shares the results and what they mean. The last chapter gives the main conclusions and suggestions.

## 1.2 Problem Statement

Nowadays, people understand bilingualism as an ability of individuals who can use two languages in their daily life. In rural context, many students grow up with a mother tongue like kichwa within their communities while a second language is acquired during interaction in daily formal education. According to (Tejada Sánchez, 2012) bilingual people manage interaction between their languages, it influences the form they acquire new idioms. Intercultural educational systems are considered as a multilingual context and in this environment, bilingualism becomes like an important factor that shapes language-learning experiences and developments.

Acquire a new language like English represents many difficulties for people who grew in multilingual environments. In this sense, students who has a bilingual background face interference at the moment of acquire a new language, this is noted in aspects such as phonological, grammatical, and lexical structures.

As noted by (Cook, 2016) sometimes previous knowledge in linguistic ambits can both support and complicate the learning process of new language. In fact, bilingual students confront difficulties related to pronunciation, vocabulary, grammar, and oral communication when learn English as a foreign language.

Bilingual people experiment these difficulties during several moments because of linguistic, sociocultural, and emotional factors that affect learning process in academic process. In bilingual environments, interference is one of the most difficult notes by students because their previous acquired languages, it affects comprehension and production of English. Furthermore, emotions variables have a big impact on the acquisition of language, such as anxiety, fear of making mistakes and not self-confidence, it limits participation in classroom activities. According to (Macintyre & Lanxi, 2026), affective factors such as anxiety and self-confidence play a critical part of learning a foreign language because its impact in performance of communication and engage of learners.

In this sense, this research aims to analyze difficulties faced by Kichwa-Spanish bilingual students in learning English as a foreign language. To achieve this research is necessary work with students with multilingualism background, for this reason the study focuses on students in tenth grade of Unidad Educativa Intercultural Bilingüe “David Miller” during academic period 2025-2026. By examining linguistic, cultural, affective, and educational factors that are involved in academic process. The investigation seeks to obtain real data about challenges bilingual students suffer during the acquisition of English in intercultural educational context.

A qualitative research approach was conducted to explore students’ and teachers’ perspectives about difficulties in learning English. For this, data collection methods such as

interviews with teachers, focus groups with students, and observation were used to obtain complete information about learning process. These methods supported the analysis of classroom interactions, the identification of common learning difficulties, and the understanding of bilingual students' experiences in learning English as a foreign language.

### **1.3 Justification**

This research aims to analyze the main difficulties faced by kichwa-Spanish bilingual students when learning English as a foreign language in tenth grade at Unidad Educativa Intercultural Bilingüe "David Miller". The topic was selected for the constant difficulties and problems faced by students in the institution, they are exposed to a multilingual environment where Kichwa and Spanish are used daily and it directly influence in the process of acquiring English. For this reason, is important to identify the linguistic and learning difficulties that arise when students use different linguistic systems at the same time.

In addition, this study seeks to understand the perceptions of participant students and teachers of the institution about the factors that influence English learning. Factors such as anxiety, low motivation, limited exposure to English, linguistic interference, and the use of traditional methods to teach can affect students' performance and participation. Knowing these factors allows a better understanding of how learning process occurs in rural context and how these difficulties can be addressed.

This research also helps identify the actual needs of bilingual students in rural educational settings. Since this institution has students who are bilingual in Kichwa and Spanish, it is possible to analyze how their linguistic and cultural background influences their English learning process and whether current teaching practices meet their needs. In this way, the study helps to understand whether students are able to express their ideas, participate actively, and develop communication skills in English.

Finally, this study is important because it proposes pedagogical strategies adapted to the students' context. These strategies aim to improve participation, reduce learning difficulties, and promote meaningful learning by considering students' linguistic and cultural reality. In this regard, the research not only contributes to understanding the difficulties, but also provides practical suggestions for improving English language instruction in bilingual intercultural educational settings.

## **1.4 Objectives**

### **1.4.1 General**

- To analyze the main difficulties faced by Kichwa-Spanish bilingual students in learning English as a foreign language in tenth grade at Unidad Educativa Intercultural Bilingüe “David Miller” during the 2025-2026 academic term.

### **1.4.2 Specifics**

- To identify the main linguistic and learning difficulties experienced by Kichwa-Spanish bilingual students in the process of learning English
- To know students’ and teachers’ perceptions regarding the linguistic cultural, affective and educational factors that influence English learning in a Kichwa-Spanish bilingual context.
- To propose context-sensitive pedagogical strategies to support English learning among Kichwa-Spanish bilingual students based on the findings of the study and literature review.

## CHAPTER II. THEORETICAL FRAMEWORK

### 2 Theoretical Framework

#### 2.1 Research Background

The acquisition of English as a foreign language in multilingual settings has received considerable attention in educational research, reflecting the increasing significance of English in global communication and academic advancement. In Ecuador, this process is particularly complex in rural areas, especially within bilingual contexts where indigenous languages coexist with Spanish before English is introduced. Consequently, students must navigate multiple linguistic systems, which can significantly affect their ability to acquire a new language.

Existing literature frequently examines anxiety related to foreign language learning, which has a substantial impact on student participation and performance in English as a foreign language. According to (Zia & Safi, 2020) socioeconomic conditions play a critical role, as students from disadvantaged educational backgrounds often experience heightened anxiety when learning a new language. The findings indicate that limited educational resources and inadequate institutional support diminish students' confidence and motivation, ultimately hindering their active engagement in learning activities.

Previous research also highlights linguistic interference, which arises when structures from previously learned languages influence the acquisition of a new language. In bilingual contexts, students often unconsciously transfer phonological, grammatical, or lexical features from their first or second language to the target language. As (Lema Guamán, 2021) observes, in bilingual communities where Kichwa and Spanish coexist, linguistic interference may occur at multiple levels, including phonemic, morphosyntactic, semantic, and pragmatic aspects. Such interference directly impedes communication, resulting in challenges with language production and comprehension.

Similarly, (Bravo & Diaz, 2025) notes that prior linguistic knowledge significantly influences the process of learning English as a foreign language. Thus, their research revealed that students commonly face difficulties with false cognates, incorrect use of grammatical structures, confusion with verb tenses, and literal translations from previously acquired languages. The findings demonstrate that linguistic transfer complicates the development of the target language when previously learned structures are applied.

In multilingual educational environments, sociocultural factors play a pivotal role in language learning. According to (Gashimov, 2023), language and culture are intrinsically connected, as cultural patterns shape how students interpret and use a new language. Students often transfer cultural norms or communicative patterns from their native language to the foreign language, which may result in misunderstandings during peer interactions.

According to (Pusnei, 2025) further explains that cultural and linguistic transfer can distort communication when students rely on cultural references from their native language that do not align with the communicative conventions of the target language. This phenomenon frequently occurs in multilingual contexts where students regularly alternate between linguistic systems. Linguistic and cultural influences, along with educational factors within the classroom, are also critical to the language learning process. As (Adaeze, 2025) notes, the acquisition of a new language is shaped by the interaction between students' linguistic backgrounds and the instructional methods employed. The study underscores that pedagogical approaches which overlook students' prior linguistic knowledge introduce further challenges. Consequently, recognizing students' contextual characteristics enables the development of teaching practices tailored to their specific educational environment, thereby promoting more effective learning.

Overall, researches demonstrates that learning English in multilingual contexts is shaped by multiple interacting factors, including linguistic interference, cultural influences, emotional variables such as anxiety, and educational practices. These elements present significant challenges for bilingual students learning English as a foreign language, especially in educational settings where multiple languages coexist. Despite the expanding body of research on language learning difficulties, few studies have specifically examined the challenges faced by Kichwa–Spanish bilingual students learning English as a foreign language in intercultural educational contexts in Ecuador.

## **2.2 Theoretical Foundations**

### **2.2.1 English as a Foreign Language**

Acquiring English as a second language presents several challenges that impede learners' development of linguistic competence. These challenges frequently result in systematic errors in pronunciation, grammar, vocabulary, and sentence structure. Such errors are shaped by both the influence of the learner's first language and the inherent processes of second language acquisition. Analyzing these errors is crucial for identifying specific learning obstacles and for developing targeted instructional strategies.

To learn a new language people, have to acquire first the basic skills of the main language such as grammar, vocabulary, and pronunciation, without this basis people cannot learn in a good form. According to (Harmer, 2001) the learning process in English is difficult for many people because they must to learn four skills; Speaking, writing, listening, and reading, but also people must to learn first basis of the main language such as pronunciation of words, vocabulary about diverse topics and how to use the grammatical structure in the main language. For this, to learn English is necessary start with the basic topics to the hardest topics, if a student does not learn English progressively in a future problem will appear.

The relation between grammatical skills and English language proficiency is important to continue with a good acquisition of English. According to (Albarico, 2021) deficiencies in basic grammar can result hinder progressive learning by limiting learners' ability to internalize structures. If students do not fix their problems in grammar at the beginning of the study of a new language in the future the grammatical errors may persist and continue to appear even at higher levels of proficiency affecting learners from achieving native-like competence.

Additionally, students from a rural context have a big problem in exposure to the main language because in rural contexts people only speaks Kichwa and Spanish. As argue by (Mammadova, 2024) to obtain a meaningful learning in the process of acquisition of a new language, people have to stay exposure constantly to the main language, it is a good form to practice in areas such as listening and speaking if they interact with others. Some people who want to learn a new language only focus on grammar or vocabulary, but it is more important applied the communication purposes.

To acquire English as a foreign language in schools teachers uses traditional methods such as grammar translation method to teach English during academic periods, but this form to teach English is one of the most criticized by academics. According to (Ping, 2026) this approach criticized for its focus only on translation and memorization instead of communicative purposes. This method limit students' abilities to use English in real life situations and to communicate with foreign people. Also, this affect negatively in their preparation for advanced levels where spontaneity is crucial to demonstrate a good performance.

Regarding to specific context of Kichwa-Spanish bilingual students in rural Ecuador, these challenges become in a huge impact because of the limited exposure to English in rural context and more important the coexistence of diverse linguistic systems in classroom, in everyday life and at home. In tenth-grade intercultural bilingual classrooms, learners commonly have to switch in different language between Kichwa, Spanish, and English that requires a big cognitive effort and often affects language performance. Consequently, teaching English in bilingual contexts is not only provide grammar knowledge or general linguistic skills, but also adapt instructional practices to students' realities and use the multilingual background to obtain a meaningful learning.

According to (Touchie, 1986) the most common types of errors can be categorized as follows: **Phonological errors refer to incorrect production of English sounds, often resulting from** interference by the learner's first language. For instance, confusion between the phonemes /p/ and /b/ can cause mispronunciations such as "pird" for "bird."

1. **Morphological Errors:** Learners often make mistakes in word formation, including pluralization and possessive forms. Examples include "womans" instead of "women," "sheeps" instead of "sheep," and "furnitures" instead of "furniture."

2. **Lexical errors:** when learners misuse vocabulary or translate expressions directly from their native language. For example, substituting “home” for “house” or saying, “The clock is now ten” instead of “It’s ten o’clock now.”
3. **Syntactic errors:** incorrect sentence structure, such as errors in word order, subject-verb agreement, or use of relative pronouns. For example, “The boy that I saw him is called Ali” should be “The boy whom I saw is called Ali.”
4. **Causes of Errors:** negative transfer from the first language, overgeneralization of grammatical rules, simplification of complex structures, hypercorrection, avoidance of challenging constructions, and incomplete mastery of English rules.

Second language acquisition is a multifaceted process influenced by interrelated factors that may promote or impede learner progress. These factors are commonly classified as linguistic, cognitive, sociocultural, and pedagogical dimensions. Analyzing these dimensions is essential for identifying the origins of learner challenges and for developing targeted strategies to enhance language acquisition.

- **Linguistic factors**

Second language (L2) acquisition is shaped by multiple factors influencing comprehension and production. Interference from the first language (L1) is particularly significant, as transfer of L1 linguistic structures and patterns often results in errors and learning challenges. Recognizing L1 linguistic characteristics is therefore essential when developing effective pedagogical strategies for L2 instruction.

According to (Shrivastava, 2017) Mother tongue interference in second language acquisition often results from differences in phonology, morphology, and syntax between L1 and L2. Variations in pronunciation, word structure, and sentence order can cause common learner errors. The transfer of grammatical rules, such as verb tenses or prepositions, further contributes to this interference. Recognizing these L1 characteristics is essential when addressing challenges in L2 learning.

- **Cognitive factors**

Second language acquisition is a complex process that is influenced by various cognitive factors. These factors determine how individuals perceive, process, and retain linguistic information. Understanding how these cognitive aspects affect learning can provide effective strategies for improving language teaching and learning.

According (Smith, 2024), several cognitive factors play a crucial role in second language acquisition. These include working memory, declarative and procedural memory, and

processing speed. Working memory allows individuals to hold and manipulate information, facilitating language comprehension and production. Declarative memory stores facts and vocabulary, while procedural memory relates to acquiring automatic language skills such as grammar. Processing speed influences how quickly individuals comprehend and respond in a foreign language. These cognitive abilities vary among individuals and can significantly affect second language learning.

- **Pedagogical factors**

Second language (L2) acquisition is a complex process shaped by multiple pedagogical factors, including teaching methodologies, curriculum design, educational technologies, and classroom interaction. Analyzing the impact of these elements on L2 learning is critical for designing instructional strategies that enhance linguistic competence.

Several pedagogical factors play a crucial role in second language acquisition. These include the learner's age, personality, motivation, and learning style. In addition, the article highlights the importance of pedagogical approaches that encourage interaction, meaning negotiation, and language use in authentic communicative contexts. The application of technologies such as computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) is also considered an effective strategy for supporting L2 learning, especially in flexible and distance-learning environments. These pedagogical approaches must be adapted to learners' individual differences to optimize language acquisition. («Factors And Approaches That Influence Second Language Acquisition - Free Essay Example», 2025)

## **2.2.2 Bilingualism in Intercultural Contexts**

### **2.2.2.1 Characteristics of indigenous multilingualism**

Many Indigenous communities have long used several languages, often mixing Indigenous and colonial ones. Within a single community, people may speak multiple Indigenous languages as part of daily life. This multilingualism does more than help people communicate; it strengthens social bonds, supports cultural identity, and helps pass on knowledge. Over time, Indigenous groups have adapted to complex language situations with flexibility. Yet, mainstream stories often ignore or downplay this diversity. To truly understand Indigenous multilingualism, we need to question common ideas about language and society and pay attention to how these communities maintain and manage their languages.

### **2.2.3 Third Language Acquisition**

### **2.2.4 Theories of second and third language acquisition Types of Linguistic Transfer**

According to (Lipka, 2020) Language transfer is a linguistic phenomenon that arises when learners use prior knowledge of one language (L1) while acquiring a second language

(L2). According to the theory of linguistic transfer, it usually has both positive and negative processes. There is positive transfer and negative transfer. On the one hand, positive transfer is that which occurs when there are similarities between the two languages which leads to a correct use of the language, while negative transfer or also called interference leads to errors due to the differences between the linguistic systems. This theory demonstrates that there are important approaches to the acquisition of a new language and is a key concept for language teaching, especially in multilingual environments.

### **Interlanguage theory**

Interlanguage theory explains how people learning a second language create their own system of language, which is different from both their native language and the language they are trying to learn. According to (Al-khresheh, 2015) learners' mistakes are not solely caused by their first language, but also by their efforts to apply temporary rules, simplify language, and reorganize what they know. This system changes over time and can vary depending on the situation, the task, and psychological factors. Sometimes, this process leads to fossilization, where certain mistakes persist even after learners are aware of the correct rules and have been exposed to the language.

Interlanguage theory explains that the language system learners develop has unique features that distinguish it from both their native language and the language they are learning. This system operates according to its own rules, so mistakes are not just random but also reveal how learners are developing an intermediate level of grammar. The system also changes over time as learners get more experience and adjust their ideas about the new language. It can vary as well, since learners' language use depends on the situation, the task, or their own background. The theory also highlights fossilization, which occurs when certain mistakes or patterns persist even after extensive practice or correction, thereby limiting the degree to which learners can approximate native-like speech (Al-khresheh, 2015).

According to (Gomez, 2016) Larry Selinker introduced the concept of interlanguage to describe the unique linguistic system that adult second-language learners develop before achieving full proficiency. Interlanguage is distinct from both the learner's *native* and *target languages*, encompassing phonology, morphology, syntax, lexicon, pragmatics, and discourse. It is dynamic, evolving as learners adjust their understanding of language rules, often through trial and error. Fossilization, the persistence of certain errors despite continued exposure, is another key feature. Interlanguage development is influenced by the transfer of native language features, overgeneralization, the use of communication strategies, and instructional methods.

### **Positive transfer**

In the case of (Bardovi-Harlig & Sprouse, 2017) argue that positive transfer occurs when a previous knowledge of the language (L1) facilitates the learning or correct use of a new language (L2). This commonly happens when the similarities between languages are close. If

the grammatical rules of both L1 and L2 coincide or if there are similar words or meanings (cognates), learners can correctly apply what they already know from the previous language they already know. Positive transfer contributes to linguistic development, allowing the learner to use previous skills effectively when communicating in the new language.

This type of transfer is much more noticeable in languages that share a common language family or have a history of cultural or educational contact. Negative transfer, on the other hand, leads to errors; positive transfer supports the acquisition of a new language by reducing the cognitive load and increasing the learner's confidence during the process.

### **Negative transfer**

Negative transfer occurs when learners make mistakes when learning a second language (L2) due to the influence of their native language (L1). According to Xiaoru (2009), negative transfers occur when learners apply linguistic structures, grammatical rules, or thought patterns from their native language that are not compatible with the new language.

### **Differences between L2 and L3 acquisition**

Learning a third language (L3) is different from learning a second language (L2) in several important ways. L2 learners usually use their first language (L1) as a reference point, but L3 learners can draw on both their L1 and L2. This means the process of cross-linguistic influence is more complex, since transfer can come from either or both languages they already know. According to (Bardel & Falk, 2020) L3 learners also have the advantage of previous language learning experience, which helps them develop better awareness of language and more effective strategies for understanding new material. As a result, learning an L3 can sometimes be quicker or more adaptable than learning an L2. The language that influences L3 learning most depends on factors like how similar the languages are, how well the learner knows each one, and how recently each language was used. Often, L2, especially if it was learned in a classroom setting, has the strongest influence on L3 learning. L3 acquisition also takes place in a multilingual environment, which requires more cognitive control, selective use of languages, and more complex identity management. These factors make learning an L3 a unique process, shaped by the interaction of several languages and past learning experiences, rather than just an extension of learning a second language. In the school setting, particularly in intercultural schools in rural areas, these linguistic challenges require specific pedagogical approaches. Teachers must design activities that address pronunciation, grammar, and vocabulary through contextualized and interactive strategies that reflect students' linguistic realities.

### **2.3 Linguistic Difficulties in Learning English**

Nowadays English as a foreign language introduce a range of difficulties in its acquisition, especially for students who has a bilingualism background. In this sense, the common problems noted during the academic process are associated with pronunciation,

vocabulary, grammar and oral production. But, in multilingual contexts, these problems become more than just interaction with multiple linguistic systems that affect learning process. When people learn a new language, they prior the first language system when acquiring a new language which result in interference and in the same way, facilitation in acquiring the language.

As noted by (Al-Takhayinh et al., 2015), in second language acquisition learners actively use their previous linguistic structures as a reference start when learning a new language, which evokes to do systematic errors when the structure are different. In multilingualism contexts where learners use different linguistic structures everyday it is relevant, it is the case with kichwa-Spanish bilingual students learning English as a foreign language.

During the acquisition of language, learners must manage different phonological, lexical, and grammatical systems, which can increase cognitive load and affect language production.

As noted by (Cook, 2016), multilingual individuals do not store language separately; their linguistic systems interact at the same moment, influencing learning and usage. This interaction results in poor acquisition of linguistic features. Students reflect these difficulties during oral performance because is real-time processing. In this sense, learners hesitate, avoid speaking, or produce inaccurate forms because of interference. In rural contexts, where Kichwa and Spanish are spoken every day, a limited exposure to main language to acquire result in challenges, making acquisition demanding.

In school's environment, especially in intercultural areas or contexts, linguistic difficulties require specific instructional responses. To teach English in a better way, teachers must to design activities that help to improve pronunciation, grammar, and vocabulary but with the usage of contextualized and interactive strategies that reflect students' linguistic realities.

Another important thing noted by (Rodriguez Barboza, 2022) is that the oral expression skills in English learning is a fundamental component to acquire it in a better way; however, traditional methods focuses only on grammar and writing limit students to only practice writing and memorization of structure, the communicative competencies are not improved. In this sense, the approaches that focus communication are better than traditional methods because English to communicate is what people need in real life situations.

### **2.3.1 Linguistic Interference in Multilingual Contexts**

Linguistic interference or trans language is the central point in multilingual language acquisition. It is common during learning process because elements from one language influence the use of another language and how it is used. This phenomenon is especially common in multilingual learners, as their languages are cognitively connected and are simultaneously activated.

According to (Alonso, 2017), interference affect in levels such as phonology, syntax, morphology, and semantics. In multilingualism context, the interference of the previous language knowledge becomes in a big impact problem for the transfers of rules from both first and second language. This can result in two sides, facilitate in acquisition or impediment of internalize and acquire the new language.

The most important element when interference appear is the structural similarity or difference between languages. In this sense, when two languages share similar characteristics, students can use positive transfer facilitating learning process. But, if there are a lot of differences, negative transfer replace the positive transfer and it result in errors in language production. For this, Kichwa-Spanish bilingual students have problems because the structural differences between English and it creates difficulties in areas such as word order, verbs and particularly in pronunciation

Bilingual cognition suggest that languages remain active in the learner's mind, even if they only used one of it.

For (Kroll, 2008) this phenomenon explains why learners accidentally switch between their languages or apply wrong rules. In result, interference is a persistent characteristic of multilingual language learning, particularly in classroom environments where students are still familiarizing with the target language

### **2.3.1.1 Multiple language transfer**

The correct form to describe multiple language transfer is talking about the influences it produces in one of previously acquired language on the process of learning an additional language. For people with multilingualism background, both first language (L1) and second language (L2) simultaneously influence the learning process of a new language (L3), such as English This interaction results in a complex process during learning than traditional bilingual models.

According to (De Angelis, 2008), students with multilingual knowledge utilize all of their linguistic repertoire when learning a new language, which result in interactions between different language levels. The interactions come in mixed forms, code-switching, transfer of incorrect structures, sometimes students are not sure about the correct form of structure in their dominant language.

For Kichwa-Spanish bilingual students, the acquisition of English means the usage of three different linguistic systems at the same time. This grows the probability of cross linguistic influence in different learning areas. As a result, students produce structures not according to the real rules that reflect features of both Kichwa and Spanish that require targeted instructional strategies.

### **2.3.1.2 Phonological, morphological, and syntactic interference**

Spanish, English, and Kichwa each have distinct structures that reflect their unique histories. Spanish comes from Latin and uses many verb forms, along with gender and number agreement between nouns and adjectives. English, a Germanic language, relies more on word order and uses auxiliary verbs and prepositions instead of many inflections. Kichwa, part of the Quechuan family, forms words by adding several suffixes to a root, which can show tense, person, case, and more. According to (Camacho & Romero, 2017) These differences in how words are built, and sentences are formed can make it challenging for Kichwa and Spanish speakers to learn English, especially when adjusting to its word order and simpler word forms

### **2.3.1.3 Phonological Interference**

The influence of the sound system of one language on the pronunciation during a new language acquisition is called phonological interference. This kind of interference is evident in multilingual learners because each language has different phonemic inventory, patterns, and forms to intonation systems.

According to authors like (Al-Nabhani & Madiseh, 2025), learners often use the phonological rules of their first language when they are producing sounds with the new language. In particular the mistakes appears when students encounter with unfamiliar phonemes. In consequence, they may change sounds that do not exist in their native language with the closest similar phonemes in their native language, it leads to mispronunciations and also misunderstanding.

Phonological interference occurs when the sound system of the mother tongue affects the pronunciation of the target language. In the study, the authors (Camacho & Romero, 2017) identified difficulties among Kichwa–Spanish bilingual students when pronouncing English phonemes such as **/b/ and /v/**, **/th/ and /d/**, or **/sh/ and /ll/**. These errors are the result of the absence of certain sounds in Kichwa and the influence of Spanish phonetic patterns. For example, many learners pronounce “*very*” as “*bery*” or “*think*” as “*tink*”, showing a direct transfer from their native phonological systems. This type of interference reveals how Kichwa and Spanish speakers rely on familiar sound patterns when producing English words, which affects intelligibility and accent.

According to (Nguyen et al., 2024) these differences often lead to difficulties in perception, learners can not only produce unfamiliar sounds but also to recognize the correct form to spoken in language.

This kind of challenges represents the real needs to targeted in classroom with bilingual students, where teachers explicitly teach how to pronounce English sounds with those of Kichwa and Spanish to improve phonological awareness avoiding misunderstandings and mistakes.

### **2.3.1.4 Morphological Interference**

Morphological interference occurs when learners apply grammatical rules from their first or second language to English word formation. As (Camacho & Romero, 2017) mention one common example is the pluralization of nouns. Students may add Spanish or Kichwa plural markers to English words, such as “*childrens*” from Spanish, where “s” marks plural, or “*childkuna*” from Kichwa, where the suffix *-kuna* indicates plurality. These cases show how learners transfer morphological patterns from their native languages into English, resulting in hybrid or non-standard forms. The confusion arises because both Kichwa and Spanish rely more on inflectional or agglutinative morphology, while English has a simpler and more fixed system.

This demonstrates how important is the usage of grammatical structure through contrastive approaches that have to help learners to understand and specially identify differences between English and their previous linguistic structures in Spanish and Kichwa.

According to (Odlin, 2012), apply familiar morphological patterns from native language when producing words in a new language is a common practice for learners but it result in mistakes forms of the language. An example of this phenomenon is when learners incorrectly apply conjugation from Spanish and rules that does not exist in English, also omit necessary morphological markers in English due to differences between languages.

### **2.3.1.5 Syntactic Interference**

Syntactic interference happens when learners use the sentence structure or word order from Kichwa or Spanish while speaking or writing in English. For example, Kichwa speakers may leave out the subject in English sentences because both Kichwa and Spanish allow this when the subject is clear from context, but English usually needs the subject stated. Another example is adjective placement. Spanish often puts adjectives after the noun, while Kichwa and English place them before, which can lead to mistakes or confusion. For (Camacho & Romero, 2017) Some students also use the Subject–Object–Verb order from Kichwa in English, leading to sentences like “*He the homework did.*” These cases show that syntactic interference comes from the basic differences in how the three languages are structured. Therefore, instructional practices should include guided sentence construction and provide communicative activities to improve language skills, in this case to help to internalize English word order, pronunciation and usage.

## **2.3.2 Structural differences between the three languages**

According to (Romero et al., 2024) The structural differences between Kichwa, Spanish, and English influence how bilingual speakers perceive English vowels. Each language has its own set of vowel sounds: Kichwa has fewer vowels, Spanish has five, and English has a wider and more complex range. For these differences, bilingual learners may find it difficult to

recognize and produce English vowel sounds, sometimes confusing them with those from their first languages.

The phonemic inventory of Kichwa contains twenty-seven phonemes, including three vowels, /i/, /a/, and /u/; the vowels /e/ and /o/ are used in loanwords from Spanish. Therefore, three vowel phonemes are recognized: the open vowel /a/, the closed rounded /u/, and the closed unrounded /i/. The phonemic inventory of Spanish distinguishes vowels in terms of tongue height and frontness, resulting in five vowels: /a/, /e/, /i/, /o/, and /u/. At times, Kichwa-Spanish bilinguals replace the Spanish vowel /e/ with /i/ and the vowel /o/ with /u/. The inventories of English and Spanish exhibit more widely dispersed peripheral vowels compared to the less dispersed vowel inventory of Kichwa. Indeed, a study suggests that the four most difficult English vowel sounds for Kichwa-Spanish bilinguals to accurately produce are /ɪ/, /æ/, /ə/, and /ʌ/

### **2.3.3 Contrastive Grammatical Rules**

According to (Daza et al., 2024) Kichwa as a first language shapes the way Kichwa-Spanish bilingual students learn English. It finds that differences in grammar between Kichwa, Spanish, and English often cause students to mix up language rules. Kichwa uses affixes to show meaning, while English depends on word order and helper verbs. Spanish falls somewhere in between, with some word endings and a mostly fixed sentence structure, which sometimes helps students bridge the gap between Kichwa and English. The research notes that students often bring Kichwa grammar into their English, such as leaving out articles or mixing up word order in sentences, because Kichwa marks these relationships differently. Spanish also has a smaller influence, such as students adding extra agreement in gender and number. These results highlight the need for teaching methods that take students' first language into account, helping them learn English in ways that respect their background and address specific grammar challenges.

## **2.4 Sociocultural Factors**

### **2.4.1 Importance of the Kichwa language in identity**

The Kichwa language plays a key role in Ecuador's indigenous identity and cultural strength. It carries generations of knowledge and traditions that tie communities to their land, beliefs, and daily life. Speaking Kichwa helps people share a perspective that values living in balance with nature and respecting community traditions. The language connects young and old, passing down stories, wisdom, and important values. If Kichwa were lost, it would mean losing a unique way of seeing the world. That is why supporting Kichwa in schools is vital for keeping cultural identity alive and helping indigenous communities in Ecuador's Amazon and Andes stay strong.

From a pedagogical perspective, the integration of cultural identity and mother tongue in the acquisition of English as a foreign language can help students to stay motivated, improve

the participation and meaningful learning. In intercultural classrooms, this approach strengthens both language acquisition and cultural preservation with the correspond relevant.

According to (Álvarez, 2025) Indigenous languages like Kichwa are essential to cultural identity and collective memory. It explains that these languages are not just means of communication but living expressions of worldviews, ancestral knowledge, and ethical values that connect people with their land, community, and history. Through Kichwa, speakers preserve traditional knowledge about nature, agriculture, and social life, while maintaining a deep sense of belonging and continuity. The article emphasizes that when a language disappears, a unique way of understanding the world and part of a people's identity is lost. Protecting and revitalizing Kichwa is vital for sustaining cultural diversity, ensuring intergenerational transmission of knowledge, and strengthening Indigenous identity in Ecuador.

#### **2.4.2 Loss of language and cultural values**

The decline of the Kichwa language presents a significant threat to Ecuadorian cultural diversity and ancestral heritage. Kichwa encodes traditional knowledge, community values, and collective memory, serving as a medium for the worldview and identity of Indigenous populations. Increasingly, speakers, particularly younger generations, are abandoning the language due to factors such as urbanization, migration, and the predominance of Spanish in educational and public domains. Consequently, the transmission of core values, including environmental stewardship, social cohesion, and communal living, is impeded, thereby undermining both effective communication and the cultural structures that sustain Indigenous identity.

According to (García & Wei, 2018) family and economic obligations is a big impact in bilingual students' life because it limit energy and time for learning in general. In rural context students carry responsibilities such as agricultural work or caring for young siblings that reduce study opportunities in both forms, inside classroom or outside in diary life. These sociocultural constraints become as a structural barrier to obtain English Skills, it affects all competencies in academic preparation, not only in the acquisition of a new language, also in learning other topics from syllabus.

According to (Yuyari, 2023) The disappearance of the Kichwa language in schools is mainly due to the predominance of Spanish, the lack of bilingual teachers, and the perception that Kichwa has little practical value in modern society. The study highlights that this linguistic loss directly affects cultural continuity, as the language carries essential values and traditions that define Indigenous identity. It concludes that the decline in Kichwa use among children leads to a disconnection from their roots and a diminished sense of belonging to their community. This underscores the importance of preserving the language to safeguard cultural values and collective identity.

## 2.5 Affective Factors

Affective factors are important for its impact in process of learning as a foreign language, the role influence students' attitudes, emotions, and motivation to participate actively in classes. These factors provoke elements such as anxiety, motivation and confidence, which can facilitate the acquisition and the improvement of the language acquisition.

For (Dover, 2011) emotions act as a filter because can allowing or block language learning, the emotions plays a crucial role during language learning. In this sense, fear or anxiety provokes acquisition of language more difficult, while positive emotions can increase participation and facilitation of learning process.

Emotions are an important part of life, especially in academic process, for this, control emotions and resilience can help students to obtain a new perception of the acquisition of knowledge improving grades and performance obtaining a better environment inside the class.

In multilingual educational contexts in rural areas, especially with Kichwa speakers who are studying and interacting with two languages, affective factors become more relevant because this kind of factors impact directly in educational process. For this, bilingual students who are learning English as a third language are already navigating in two linguistic systems, have also emotional variables that significantly influence performance in activities such as speaking and participation inside the class.

The family participation is important for students, being secure is a form to go beyond in school. According to (Epstein, 2001) family is a fundamental pilar for students during academic process, the absence of family, especially of partners results in a affection of the learning process. Children's development and learning are strongly influenced by family and social environment.

As noted by (Lema & Samuel, 2023) students considered that English is not important as their mother tongue kichwa and it is a factor that affects the acquisition of English during the academic period. Also, teachers' roles and institution environment affect considerable students' development. For this, is important to adapt the teaching methods and teach using contextualized vocabulary and things that are important for students in their context and community.

In rural context, especially in multilingual communities, many students do not have a pleasure for English because of challenges they face during the acquisition of the language inside the class, it is for the difficulties that represent learn a new language and manage two linguistic systems at the same time. As noted by (Gavilema Vaca et al., 2025) psychological factors play an important role when students are acquiring English as a foreign language, emotions such as anxiety, fear, and shame during classes provokes a huge impact in the development of students.

### **2.5.1 Language Anxiety**

When people talk about affective factors in acquisition a new linguistic system, language anxiety is the most factor that affects learners, especially when learning English as a foreign language. Feelings such as nervousness, tension, or fear that students experience when they are using a language in which they do not have enough proficiency.

According to (Horwitz et al., 2019), anxiety is a situation that affect people around the world, in educational context, focus on language acquisition it arises particularly during speaking and listening activities. This type of anxiety affects negatively to students' performance, reducing their ability to internalize the information and produce language effectively.

Language anxiety occurs when the complexity of an activity is notable, in bilingual and multilingual settings this anxiety appears when learners have to managing multiple languages at the same time. Students may fear making mistakes or being judged by peers in their participations, this kind of situations leads to fail in academic expectations that produce more anxiety. For this reason, students prefer to avoid participation during class activities, limiting moments to practice and improve their language skills.

### **2.5.2 Motivation in language Learning**

To obtain a good level in any area of the life people need motivation, it is because motivation is a key factor that play a crucial role during language acquisition, it influences the intermetal and external drives that encourages learners to obtain a better skills in learning area.

According to (Saranraj, 2016), it is important to motivate students to do the best, because motivation is a central role in second language acquisition, when a student feel motivated and determinate, it effort and persistence learners invest in learning a language. Motivation helps students to avoid anxiety and are more determinate to participate during class activities, practice regularly, and affront difficulties to obtain an improvement in their language skills step by step.

For this reason, multilingual context, motivation sometimes can be influenced by many factors around the students such as cultural identity, perceived usefulness of the language that they are learning in class, and classroom environment with teacher and peers. An example of this is students feeling more motivated to learn English if they perceive the language as a tool for future life or opportunities for work. However, learners feel lack of motivation and it result in low participation and limited exposure to the language because they prefer use their time in abilities that they consider are useful for future.

### **2.5.3 Confidence and participation**

Confidence is an important role in educational context because it allows students to participate in a better way in language learning activities. In other words, if learners believe in their own ability to use a new language well, they are going to participate more during the class. When students feel more confident, they demonstrate performance during speak and try new forms to communicate something, this is a good form to obtain a good level for students, both confidence and motivation result in better grades and easily language acquisition.

According to (Bandura, 1997), to achieve individual approach task, students have to reinforce their self-efficacy beliefs because it influence how they learn, including language learning. If a student believe in their abilities is more likely to participate actively and confront the difficulties during tasks, works, or peers' activities. It demonstrates the value of self-efficacy in language learning.

In contrast, there exist moments where learners prefer to avoid activities, oral communication, and avoidance behaviors, it is called low confidence. As noted by (Horwitz et al., 2019) Students have fear to speak, participate, or prefer to use their native language instead the new acquisition of language, it is the result of fear to be judged affecting directly to classroom participation which is crucial to develop academic skills and communicative competence.

In case of bilingual educational contexts in rural areas, confidence is influenced by previous experiences, partners, teachers, and all of environment that students are exposed. To create an inclusive classroom, it is necessary to give confidence to students, reduce fear of making mistakes, and overall encourage participation because in the classroom all of the participants are learning and nobody is perfect in a new topic, commit errors is part to learn it is because good practices make perfect.

## **2.6 Educational Factors**

### **2.6.1 Ecuadorian Sociocultural and Educational Context**

In Ecuador exist communities where sociocultural and educational context plays a crucial role in the process of learning English a foreign language, especially in intercultural bilingual areas where students speak Kichwa and Spanish. People around Ecuador have different linguistic structures and cultural diversity, where indigenous languages such as Kichwa coexist in everyday life with other languages not only in community but also in educational environment. Multilingual education is essential to protect and preservation the cultural diversities in society, it promotes inclusion and improves learning outcomes by value students' linguistic background, history, and language. (*Multilingual Education, the Bet to Preserve Indigenous Languages And*, 2023).

In rural areas, students commonly used their mother tongue in daily life while acquiring English and Spanish in school formal education. This multilingual reality creates a complex learning environment for problems such as interference, linguistic, cultural, and educational factors must interact each other. According to (*Estándares de Inglés – Ministerio de Educación, Deporte y Cultura, 2009*) the implementation of intercultural bilingual education aims to protect indigenous language and cultural identity with the promote of learning additional languages such as English for communicative purposes.

Therefore, in Ecuadorian contexts is necessary analyze what kind of challenges face students with a bilingual background and design pedagogical strategies that are relevant, inclusive, and responsible to sociocultural realities.

### **2.6.1.1 Legal framework for intercultural education**

Ecuador's education system is grounded in its recognition of the country's plurinational and intercultural identity. The Organic Law of Intercultural Education (LOEI) establishes the legal basis for promoting inclusive education, interculturality, and the protection of indigenous languages and cultures. According to the law, educational policies must reflect the country's cultural and linguistic diversity and ensure equal access to quality education for all students. (*Ley Orgánica de Educación Intercultural. | Ecuador - Guía Oficial de Trámites y Servicios, 2022*)

In Ecuador exist a law that emphasizes the need to provide education in ancestral languages of indigenous people to preserve native languages and fostering mutual respect among the country's diverse cultures. Also, in Article 22 establishes that education system must be both intercultural and bilingual, in this sense, is necessary promote instruction in both, Spanish and indigenous languages of Ecuador's indigenous people and give a pride feeling of the native language. (*Ley Orgánica de Educación Intercultural. | Ecuador - Guía Oficial de Trámites y Servicios, 2022*)

### **2.6.1.2 Educational language policies**

Ecuador's language education policies aim to support both bilingualism and the preservation of indigenous languages. The Secretariat of Intercultural Bilingual Education and Ethnoeducation (SEIBE) oversees education for different communities at all levels, as outlined in the country's Constitution. SEIBE creates programs and training that help people develop a strong sense of cultural identity and openness. Their work covers everything from early childhood education in local communities to higher education, involving people from various backgrounds throughout the process. (*SEIBE - Secretaría de Educación Intercultural Bilingüe y la Etnoeducación, s. f.*)

The constitution of the Republic of Ecuador in 2008 establishes the education is a right for all people throughout their lives and emphasizes the guarantee of the responsibility to an

education without discrimination. The article highlights that education must be free, inclusive for all Ecuadorians. The access to a comprehensive education that fosters their personal, social, and cultural development. This approach looks for an equal Ecuador, where people uses knowledge as a tool to construct a democratic and solidarity society. (*Constitucion-de-la-Republica-del-Ecuador\_act\_ene-2021.pdf*, s. f.)

In Ecuador, students during their academic life must to have access to a quality education, where they learn, understand and produce what they are learning. In this sense, students during the ninth grade of basic general education have to learn english in a consolidate terms because they need to have the guarantee of acquire an established level A1 at the end of tenth grade in school because in the next educational level they must to do the transition to A2 in English language taking in consideration all of the skills: Listening, speaking, reading and writing. (*Estándares de Inglés – Ministerio de Educación, Deporte y Cultura*, 2009)

### **2.6.1.3 Sistema de Educación Intercultural Bilingüe (SEIB)**

The **Intercultural Bilingual Education System (SEIB)** is a framework designed to accommodate diverse learning paces, psychosocial factors, creative capacities, and ancestral knowledge. SEIB integrates knowledge and pedagogical practices from multiple cultures to promote the holistic development of individuals and their environments. Implementation occurs across multiple educational levels and modalities to ensure that instruction remains relevant and inclusive, thereby representing the cultural and linguistic diversity present in Ecuador. (*Educación Intercultural Bilingüe – Ministerio de Educación, Deporte y Cultura*, 2008)

## **2.7 Learning Theories**

### **2.7.1 Meaningful Learning**

A widely recognized approach to reducing linguistic interference is based on Theory of Meaningful Learning. According to this theory, learners attain a deeper understanding and reduce first-language interference by integrating new information with existing knowledge, rather than relying exclusively on rote memorization. Forming connections between prior and new knowledge supports the development of strong and distinct cognitive associations.

For (Rahayu & Ramadhan, 2021) Intentional language learning is an effective approach to reducing language interference. This approach involves a deliberate effort to learn and practice correct language forms. Regular use of accurate language structures decreases the likelihood of transferring errors from a learner's first language. Structured learning environments that emphasize correct usage further support the development of overall language proficiency.

## **2.7.2 Sociocultural Theory**

Sociocultural theory (SCT), rooted in the work of Lev Vygotsky, posits that human cognitive development occurs through the mediation of cultural tools, especially language, and those learners internalize and transform these tools through active social interaction. In the context of second language acquisition, SCT highlights mediation (how learners use the new language and other symbolic artifacts to regulate their thinking and learning) and internalization (the gradual process by which learners socially engage with the language and then appropriate it for private mental activity). According to (Lantolf, 1995) This perspective is valuable for language learning because it explains how interacting with others in the target language and engaging with meaningful cultural contexts helps learners move from externally supported activity, such as conversational scaffolding and guided tasks, to independent, internally regulated use of the language. This supports deeper learning beyond memorization of forms.

## **2.8 Pedagogical Strategies for Teaching English in Bilingual Intercultural Contexts**

English as a foreign language is an important part of schools during academic periods, in bilingual and intercultural areas the teaching of English requires more than traditional methods because the implementation of pedagogical strategies that have to stay aligned with learners' linguistic, cultural, and emotional realities because when people talk about learn English everyone only thinks in United States and foreign people. But, in multilingual environments where Kichwa and Spanish coexist in people's daily life and communities where Kichwa is an essential part of culture, traditional approaches focused on grammar and memorization are useless to dealing the difficulties that bilingual learners face during the acquisition of a new language. Thus, to achieve the goals proposed by schools in rural context to teach English as a foreign language is necessary to adapt and adopt new pedagogical frameworks and avoid the traditional methods, with the usage of methods that provide real meaningful learning, forms to communication, contextualized learning with real context, and integrate students' linguistic knowledge repertoires, without the typical usage of American culture and history.

### **2.8.1 Communicative Language Teaching (CLT)**

Nowadays, one of the most influential approach in language education is Communicative Language Teaching Approach (CLT) because it emphasizes the usage of language as a tool to communication and dismisses the mere acquisition of grammatical structure knowledge, instead it is important this is not everything people need to learn to speak English and use it in a correct way.

According to (Richards, 2006) the usage of CLT on development of communicative competence is the best approach to improve communication between people, because it is focus on how to communicate and avoid the memorization of grammar but also the ability to use

language appropriately in real-life situations. People can communicate feelings, emotions, and experiences without the necessity of grammar rules, If the message is received correctly in a real-life situation, the purpose of communication has been achieved.

The usage of this approach is most relevant for bilingual intercultural classrooms where students speak more than one language. The case of rural context where students speak commonly Kichwa and Spanish often struggle with oral expression due to anxiety, limitation in vocabulary, and fear of making mistakes. In this sense, the initiative of interactive activities such as problem-solving, debates, group discussions, and role-play tasks with usage of CLT method encourages actively the use of English with real contextualized learning. This reduces dependence on memorization and build performance in communication.

According to (Yousaf et al., 2017) CLT improve the communicative competences through authentic usage of language in meaningful contexts and recognize the impact of teachers' role during the integrating of form-focused activities. For this, the combination of communicative approaches and grammar integration in an inductive form contributes to more meaningful English language learning.

For Kichwa-Spanish bilingual learners, the usage of CLT in a good form is the integration of familiar contexts into classroom activities, topics such as places in community, important people, or local fruits. For example, communicative tasks can be based on real contexts of community daily experiences or cultural traditions, it makes learning more relevant and elevates the interesting to learn in students. Therefore, CLT is a good form to confront both linguistic difficulties bilingual students face and affective barriers that affects in multilingual learning environments.

### **2.8.2 Task-Based Language Teaching (TBLT)**

In recent decades in educational area people started to use Task-based language teaching (TBLT) because it is an approach that provides students an education around the achievement of meaningful task rather than the explicit teaching of linguistic forms or the same techniques like feeling the blanks or complete the sentence.

As explained by (Ellis, 2021), Task are activities in which students have to use the language to complete specific outcomes, focusing on meaning and not only in the form of word. It is especially effective in contexts where students have to practice speaking skills and forms to communication.

In rural contexts whit bilingual students, the needs of familiar context are necessary to achieve goals of develop skills, through task such as solving real-life problems, describing community, or collaboration in projects with partners, learners can obtain authentic language

use. With the constant practice of this, students can improve fluency, interaction, and natural acquisition of linguistic structures without the usage of memorization.

For instance, tasks have to involve describing local traditions, discussing environmental issues in rivers close to houses, or narrating personal experiences in Kichwa-Spanish before transfer them into English language. This form to use the teaching methods enhances language learning but also validates students' cultural identity and their rural contexts.

In addition, TBLT able students to supports the use of prior linguistic knowledge to learn a new language, it allows students to search in their existing language repertoire to look for meaning during a task completion. It results in the reduction of cognitive overload and the facilitation of a gradual acquisition of learning process during classes, also catching the interest of learners.

### **2.8.3 Translanguaging in Bilingual Classrooms**

In educational system a new approach is used in recent decades that is the Translanguaging approach, it is a pedagogical form that recognizes the dynamic use of different languages in the learning process. According to (García & Wei, 2018) students with a bilingual background do not separate their languages in closed systems, rather, they use their entire linguistic repertoire to construct meaning during classes, it is a good strategy to learn and internalize meanings with the usage of different language systems. To achieve this people, have to use the positive transfer from their knowing languages and avoid the negative transfer.

Teachers who continue using traditional language teaching often discourage the usage of the mother tongue during the class and is commonly the prohibition of use the main language of students. However, the usage of translanguaging gives a new perspective of the use of mother tongue as a learning resource, first languages is considered a valuable form to study and internalize. In Kichwa-Spanish bilingual contexts where people use two languages, Translanguaging approach allow the usage of both languages to support comprehension, facilitate participation, and reduce anxiety. For example, teachers can use translation and code-switching strategically to clarify complex concepts while students discuss ideas in Kichwa or Spanish before expressing them in English. In this process helps learners bridge the gap with known things in previous languages and new knowledge in English.

Additionally, the usage of translanguaging supports inclusion and respects students' linguistic identity, also helps to the conservation of the cultural language, which is important in intercultural education. With the validation of linguistic identity, Translanguaging contributes to a more effective learning environment where everyone can feel free to participate in any language and learn with internalization of languages.

#### **2.8.4 Contrastive Analysis as a Pedagogical Strategy**

A new pedagogical approach is contrastive analysis, it involves the comparison of different languages to identify similarities and differences to obtain a new vision about what people can use to learn and what is necessary avoid. According to (Khansir & Pakdel, 2019) this method allows teachers to identify where students needs more attention, what kind of difficulties are they facing, and design a targeted instructional strategies to confront the learning problems.

In multilingual contexts, the usage of contrastive analysis is really useful for identify what forms of interference exist in students. Bilingual students who speak Kichwa, Spanish, and are learning English faces the problem that all of the languages differ significantly in terms of Phonology, morphology, and syntax. These differences often lead to errors in basic skills in English such as grammar, sentence structure, and pronunciation.

If teacher compare explicitly the languages students will be able to identify the differences. For example, teacher can use activities focus on contrasting word order, structures, or sound systems across the three languages. This enables students to understand the target language avoiding common mistakes and obtaining a better comprehension of the correct usage.

Moreover, contrastive analysis allows students to supports metalinguistic awareness, it reflects on how language function in diverse forms such as grammar, pronunciation, and meaning. This not only improves accuracy, this improves all language learning abilities

#### **2.8.5 Intercultural Approach in Language Teaching**

The intercultural approach focuses on the connection between linguistic and cultural aspects in the process of acquiring a language in a multilingual context. According to (Byram, 2000) to obtain abilities such as understand, interpret, and interact with people from different cultural backgrounds is necessary involves the development of intercultural communicative competence and practice constantly in the form to understand language and culture. This perspective enhances the believe that learning a language is not limited to memorized linguistic structures, but also is the awareness of cultural meaning and social practices in a community.

In intercultural bilingual education context, intercultural approach in language teaching is necessary por its presence in cultural identity while learning a foreign language, it protects the cultural language and cultural customs. Instead of replacing local experiences of students with foreign content, teaching should integrate students' cultural knowledge during the learning process and both take care of cultural identity and language of students using contextualized content. As argued by (Kramsch, 2014) language and culture both go side by side and are inseparable, and meaningful learning happens when learners are able to acquire new linguistic knowledge by using their own cultural experiences with a familiar content. Thus, the

incorporation of local perspectives into English teaching help students to make connections with main language and mother tongue between their cultural identity.

For example, for the acquisition of English teachers can include topics related to rural contexts, community practices, indigenous traditions, and local knowledge to contextualized teaching. In the case of Kichwa-Spanish bilingual students, the integration of elements of their community and cultural environment such as clothes, language, and daily experiences supports a more inclusive learning process and reinforces the cultural background and the proud of identity.

The intercultural approach is important to promote respect for diversity and give a sense of belonging, also a critical thinking about cultural differences. This contributes to the development of communication in the new language when it is acquired, this approach fosters a more inclusive and meaningful educational experience, where language play a role of tool in communication and cultural expression.

### **2.8.6 Role of the Teacher and Affective Factors**

Teacher is a fundamental part of learning process for students especially in language learning, particularly in multilingual and intercultural contexts teacher is in the position to teach all in without mistakes. Teachers must act as a facilitator for students, in this case is necessary adapt strategies to resolve students' linguistic and emotional needs in language comprehension.

According to (Mammadova, 2024) anxiety, motivation, and self-confidence are affective factors that play a crucial role during the acquisition of a new language. The affective filter hypothesis suggests that a very high anxiety impact in emotions can block learning process and prevents the internalization of language, while positive emotional conditions facilitate language acquisitions for all students, that is why a peaceful environment help a lot for a good learning process.

During the acquisition of a new language for example English, bilingual students often experience both anxiety and linguistic interference, sometimes it derives in fear of making mistakes, or lack of talk in English. For this, teachers must create an inclusive environment where all students have the opportunities to participate and improve the language acquisition in diver skills.

To reduce the fear of making mistakes and specially anxiety, teacher must create strategies such as collaborative work, positive feedback, and the use of known context to teach, it reduces anxiety and increases motivation to participate without fear. Additionally, recognize students' linguistic background as opportunities to improve and not as a limitation is a form to keep moving to the excellence in learning process.

### **2.8.7 Design of Context-Sensitive Pedagogical Proposals**

In multilingual and bilingual context teachers have to teach students with bilingualism in Kichwa and Spanish and for new teachers who do not have knowledge in bilingualism is complicated. For this es necessary to design pedagogical proposals to address specific needs identified in educational areas. A pedagogical proposal is understood as a structured set of strategies and activities aimed to improve learning process based on a contextual analysis and students' contextual environment.

As argued by (Nunan, 1991) For an effective language teaching is necessary the integration of theory and practice but always keeping the design of meaningful learning experiences for students and avoid memorization to learn. This means the selection of appropriate methodologies for the context where the learners live and considering their characteristics in culture and experiences.

In the case of Kichwa-Spanish bilingual students, pedagogical proposals must help to avoid difficulties in linguistic, sociocultural factors, and effective variables. For this, the best approach for bilingual students is the design of activities that help in:

- Promote communication
- Incorporate students' cultural contexts
- Reduce anxiety
- Face linguistic interference

The proposals must be flexible and adaptable for all students. For improving English learning strategies have to provide a practical framework where the foundation serves as development of interventions based on research finding

## **CHAPTER III METHODOLOGICAL FRAMEWORK**

### **3 METHODOLOGICAL FRAMEWORK**

#### **3.1 Approach**

The approach selected for this research is qualitative, as it aims to explore and understand difficulties faced by kichwa-Spanish students during formal education in the ambit of acquisition of English as a foreign language. In this sense, this approach allows for the analysis of experiences, perceptions, and attitudes inside the classroom. According to (Creswell, 2014) the usage of this research paradigm facilitates the results in interpretation the factors that influence the acquisition of knowledge, providing a new perspective and understanding of how bilingual students experience learning English and the challenges they face in academic process.

### **3.2 Research Modality**

This research used a qualitative modality that seeks the recollection and analyzing of descriptive data from participants' perspectives and experiences with multilingual background. This approach is appropriated because aims to understand social realities illustrations and interpretations.

As mention by (Merriam & Tisdell, 2016), qualitative research is a perfect modality in a research which seeks for people experiences, how society interpret and construct meaning in real world. In this sense, this study adopts an inductive perspective, where from all data collected presents patterns and interpretations. For this, the qualitative approach is the best option for this research because allows researcher to explore difficulties, challenges, and experiences from students without relying on wrong assumptions.

### **3.3 Research Level**

The next research is developed in descriptive level because it aims to identify, analyze, and describe the difficulties faced by kichwa-Spanish bilingual students in acquiring English as a foreign language. In this case, the descriptive level examines the characteristics of a phenomenon as they emerge in their usual circumstances, without varying any variables.

For (Creswell, 2014), the descriptive studies achieve researches focus on situations, events, or processes providing detailed information allowing researchers to understand how and why an event occurs. In this sense, the descriptive level in this study is used to examine linguistic difficulties such as pronunciation and grammar, also understand how sociocultural, affective, and educational factors affect students' learning experience.

This level of research is appropriate for the easily identification of patterns in students within the classroom, obtaining a clear understanding of the problem and seek a contributing to pedagogical strategies.

### **3.4 Study population and Sample**

Students and teachers from Unidad Educativa Intercultural Bilingüe "David Miller," located in a rural parish in Tena-Napo are the population of this study, it is because in this location kichwa and Spanish are commonly spoken day after day. This bilingualism background represents a significant role in shaping students' learning experiences, especially in English acquisition as a foreign language. The population selected is small, for this reason the sample was not necessary.

The whole population includes students from tenth-grade of General Basic Education who are learning English at school, at the same time English teachers who are directly involved

in the teaching process. The population selected for this research is intentional because they represent difficulties in this area and this population can provide relevant and meaningful information.

Based on (Patton, 2015) selection of participants who are exposed to the phenomenon is important for the study. In this case, both students and teachers were selected for their continuous interaction in a bilingual educational context, which allows a better understanding of the difficulties encountered in learning English.

### **3.5 Techniques and instruments**

To achieve this research techniques and instruments were selected according to specific objectives of the study to obtain real information about what kind of difficulties faced by Kichwa-Spanish students in the process of learning English as a foreign language. To obtain the best information, the techniques include classroom observation, semi-structured interviews with teachers, and focus groups with students with bilingualism background. Each technique used detailed instruments that approximated the research goals and the central categories to analyze: linguistic difficulties, sociocultural factors, affective factors, and educational factors.

Classroom observation helped to identify the main language and learning difficulties of bilingual students during English classes, it is aligned with the first specific objective of the study. This technique is an important part of a qualitative research because it provides real information about behaviors and interactions they happen in everyday life. According to (Miles et al., 2014) observe an environment directly provides access to social process and interactions without external interruptions that makes information more realistic, which are crucial for understanding the phenomenon that affects its selected population.

For this reason, in this study, an observation guide was designed, structured as a checklist to mark students' participation, pronunciation difficulties, vocabulary use, performance in speaking section and classroom interaction. The instrument was aligned with linguistic educational categories of the present research.

Semi-structured interviews with teachers and students were conducted to achieve the second specific objective related to explore and acquire real information about students' linguistic, affective, sociocultural, and educational factors that influence English learning. As explained by (Sayrs, 1998), the interview method is the best option to understand what individuals think about their social and professional realities. For this part, the instrument designed was an interview guide composed of 12 questions, organized into three-four sections to facilitate the recollection of information. The first section is ice-breaker or introductory questions to help participants to feel comfortable, the second section is about questions focus on exploring linguistic, affective, and educational challenges in classroom, the last part of

interview is about projection questions where participants can provide suggestions for improving English language teaching in a bilingual context.

Also, focus groups were applied to understand and explore experiences, perceptions, and attitudes concerning English language acquisition, it serves to identifying common patterns among participants. For (Morgan, 1996) focus groups facilitates interaction among participants, which generates crucial data using discussion and exchange of ideas during the process.

For this case, the focus group was used, it consists in 12 guiding questions. The questions were structured based around four the categories: Linguistic difficulties in pronunciation, vocabulary, Sociocultural factors such as the influence of Kichwa in Spanish and English; Affective factors such as anxiety, motivation, and self-confidence; and educational factors like teaching strategies and classroom participation.

The combination of these techniques and instruments helped to obtain information about difficulties of bilingual students during their process of learning English as a foreign language with qualitative data from students and teachers' perceptions, which also supported the development of context-sensitive pedagogical strategies proposed in the third specific objective of the study. The usage of multiple data sources helped achieve methodological triangulation, the correct use of this approach can provide credibility and validity because it is comparing different information from different methods and perspectives. (Denzin, 2012)

The information collected through classroom observation, interviews, and focus groups was organized according to the main categories proposed: linguistic difficulties, sociocultural factors, affective factors, and educational factors. The proposed categories are essential to obtain real information from students and teachers and analyze the main difficulties during all of the learning process. The data were analyzed through a qualitative interpretative process to identify patterns, participants' perceptions, and recurrent difficulties. The information obtained was later presented descriptively through the analysis and discussion of results.

## **CHAPTER IV RESULTS AND DISCUSSION**

### **4 RESULTS AND DISCUSSION**

#### **4.1 NAVIGATING LINGUISTIC BARRIERS: THE STRUGGLES OF BILINGUAL STUDENTS IN LEARNING ENGLISH (objective 1)**

This chapter presents the analysis and discussion of the information collected during classroom observation, interviews, and focus groups conducted with bilingual students and teachers from Unidad Educativa Intercultural Bilingue "David Miller." The results are organized according to the specific objectives of the study and the main categories analyzed: linguistic difficulties, sociocultural factors, affective factors, and educational factors influencing the process of learning English as a foreign language in a bilingual intercultural context.

With the usage of qualitative instruments from students' testimonies, the purpose is aimed to identifying the main difficulties in learning English as a foreign language for bilingual students during the academic preparation. People with a bilingual background has problems when they try to acquire English because of their mother tongue, in this case Kichwa, also for a second language they use during everyday life, for example Spanish. Students who speak naturally Kichwa-Spanish language must to manage different linguistic systems and it provokes difficulties at the moment of acquire a new linguistic system such as English, there are more difficulties that affect the learning process for bilingual students shaped by cognitive, emotional, and contextual realities. The results obtained demonstrates the conditions that restrict improvement of students in learn English.

Many students mentioned that one of their difficulties to acquire English as a foreign language was the understanding of meaning in diverse words because they are thinking in Kichwa meaning, the problem is the usage of suffix in Kichwa words because bilingual people use this to make a meaning in their mother tongue, for this, students make mistakes such as "Childkuna" to say "Children" or "Wawa kuna". This lack of interference resulted in a wrong learning process and confusing acquisition of language. As reflected by (Lema Guamán, 2021) schools in bilingual communities where both Kichwa and Spanish coexist in everyday life of students, linguistic interference is habitual and occur in different levels, not only in vocabulary, it includes phonemic, morphosyntactic, semantic, and pragmatic. For this reason, this kind of interference results in difficulties in production the language and comprehension for students. Additionally, according to (Alonso, 2017) for Kichwa-Spanish students, interference affect in aspects such as phonology, syntax, morphology, and semantics because in multilingual context the mother tongue and the second language acquired becomes in a big impact for the transfer of linguistic rules. It results in two forms of learn English as a foreign language, one is the facilitation in acquisition or impediment of internalize in a correct way the new language. These kinds of challenges suggest that learners have many difficult to acquire and internalize the language but rather that they can learn in other form to internalize the information and correct structure from new language.

Closely related to this is the language hierarchy that is connected to language and culture because it is inevitably connected. As noted by (Gashimov, 2023) cultural patterns direction students learning and how students interpret and use a new language, bilingual learners commonly transfer cultural norms or communicative patterns to the new language they are learn, which always result in misunderstanding during interactions inside of classroom, culture is an important part of learners but many times it causes problems in acquire English as a foreign language. As noted by (Cook, 2016) Learning language issues appears because the poor exposure to the main language, it provokes difficulties in oral performance, grammar, writing, and listening especially in rural contexts for the usage of three different structures. (*SEIBE - Secretaría de Educación Intercultural Bilingüe y la Etnoeducación*, s. f.) reinforced that the preservation of indigenous languages are important por Ecuador's language education for its

importance and history, that is why the usage of Kichwa inside bilingual classroom and in everyday life is supported by schools. However, the consequence is interference and problems in learn English or another language.

In addition, many students reported emotional and psychological barriers when learning English that negatively affect the academic process. Fear of participate in front of peers, feelings of insecurity, or making mistakes were frequently mentioned by participants. Also, many participants mentioned a lacked of confidence in their abilities because they mentioned that learn a new language such as English is not necessary for future life and that is why they don't make an effort to learn it. The students perceptions is similar to mentioned by (Dover, 2011) about emotional in the study of language , it act as a filter that can allow or block language learning, the emotions plays an important role in all of the academic process. If students feel fear or anxiety the process is more difficult and the interest to learn is less over the time or not necessary for future. In contrast, if positive emotions increase, the participation and facilitation of learning process is evident in a good way.

Another thing that students mention revealed that they academic preparation during past academic periods was not enough because they do not learn with a real English teacher. This is a clear inconsistence with mentioned by (*Constitucion-de-la-Republica-del-Ecuador\_act\_ene-2021.pdf*, s. f.) that mentioned in article 26 that mention about the quality of Education and its importance in people right through all of their lives, the state shall guarantee the quality of education without discrimination.

One important thing that many participants shared about difficulties in learning English as a bilingual student was the lack of experienced teachers in pedagogy of English language, they mentioned that the classwork's and academic periods only worked on copying and translating directly without a real meaningful learning, it demonstrates that students did not prepare adequately for advanced courses. According to (Ping, 2026) translation method is not a appropriated method to teach English, because it is only centered on memorization and do not give students a meaningful learning, that is why academic people prefer to avoid the usage of this method and criticized people who used it. What students mentioned is not align with the parameters proposed by (*Estándares de Inglés – Ministerio de Educación, Deporte y Cultura*, 2009) that said students from nineth to tenth grade must dominated the level A1 in English in all of the skills. However, it is not a fact with bilingual students in rural contexts for diverse obstacles to internalize the language in a good form.

Cultural factors are another barrier also significantly impact to learners' ability in acquisition of English. Participants mentioned that many times they cannot study because of their responsibilities at home, students have to help to work in farm, plant, and sometimes take care the little ones of the family, also the lack access to technology and stable internet connection to search for information for any homework. It is align with (García & Wei, 2018) argues about impact of obligations of bilingual students in rural contexts, these kind of students lost

opportunities to increase their abilities in school because of responsibilities in agriculture and caring for siblings, it reduces the acquisition of English forming a barrier not only in one subject such as English, but in all of them.

Although students recognize that acquire a new language is difficult also for the linguistic barrier, as they mentioned before, Kichwa is helpful for someone but not for all students. Also, they pointed that the structures and pronunciation are too difficult to manage in three different languages, they prefer their commodity at the moment of speak or participate in front of the class. It is align with (Bandura, 1997) mentioned about self-efficacy, if believes in their abilities is more likely to participate and affront difficulties during tasks, with more self-confidence they will be able to overcome the barriers in the different languages they are using and help themselves during language learning.

In summary, students' share testimonies that reveal the difficulties they face in learning English as a foreign language in bilingual contexts is influenced by interconnected factors beyond individual effort. In this sense, linguistic interference between Kichwa, Spanish, and English makes challenges during the acquisition of English, not only in the four skills, but also in syntax, and semantics, making language comprehension difficult and hard to internalize. In Addition, cultural and contextual factors limit students learning opportunities, also the limitation of technology reduce their capacity to study effectively. Copying and translation reflect a lack of trained teachers in English Pedagogy and fail to provide meaningful learning experiences. Instead, students mentioned a lot of difficulties they face just exist a fact; these requires pedagogical approaches that help student to be the centered during the learning, cultural aware, and supportive of linguistic and emotional needs, it improves the opportunities for confident and affective language use for bilingual students.

#### **4.2 ENGLISH IS NOT LEARNED IN SILENCE: CULTURE, EMOTIONS, AND TEACHERS ARE THE BRIDGES (objective 2)**

Teachers and focus groups with students interviewed shared a coherent and critical perception of the various factors that affects learning English for Kichwa-Spanish bilingual students. Rather than focusing only in errors such as vocabulary, pronunciation, or grammar, they recognize that issues is not only a lack of ability or effort, they emphasized in linguistic, cultural, affective, and educational conditions play a decisive role in structuring how students afront learning experiences. Both teachers and focus groups noted the difficulties that exist during the acquisition of English as a foreign language, this is caused by interference from mother tongue, limited exposure to English, and socio-cultural responsibilities, such as household or agricultural work, which limit opportunities to internalize knowledge. Also, emotional and motivational factors, including making mistakes, low self-confidence, and perceived language irrelevant for future life, were also barriers to activate participation inside classroom. Additionally, there exist limitations in the form to teach English because of the usage

of traditional methods that are not available to provide a good communicative competence in main language.

To sum up, linguistic difficulties represent a major barrier to English learning for bilingual students in rural contexts. The limitations in skills such as grammar, vocabulary, and pronunciation, combined with weak prior knowledge and inconsistent learning process slow down the progress and communicative abilities. Also, affective factors such as anxiety, low confidence, and fear to participate restrict the improvement of language. Therefore, the usage of antiquated teaching methods avoids the meaningful learning. The improvement of teaching quality is a better form to enhance students' proficiency in the acquisition of English as a foreign language.

#### **4.2.1 Linguistic difficulties**

In linguistic difficulties category interviewed teachers perceive many difficulties as one of the main barriers affecting students' English learning in academic period. According to teachers' responses, students present a notable limitation in abilities such as pronunciation, vocabulary, and grammatical rules, which are considered important steps to obtain a good performance in English. In this sense, for (Harmer, 2001) the incorrect learning of English commonly results in a bad acquisition of the language because if students do not learn progressively acquiring first the usage of grammar, how to pronounce words, and diverse words to communicate whatever they want there will be appear problems at the moment of try to continue with other levels of English, the difficulties appear in a lot of aspects. According to Acosta (2026) perception students presents "*Difficulties in every aspect*", emphasizing that challenges are not isolated, rather it is connected to other difficulties. Similarly, Poveda (2026) emphasize that many bilingual students "*They don't know pronouns*", it shows lacks in basic grammatical knowledge and a pillar to start to understand English, if this is not addressed in time, it will lead to a bigger problem in future courses. It is aligned with (Albarico, 2021) argues that deficiencies in basic grammar can significantly affect the progressive development when students learn a new language. If it occurs, a weak grammatical foundation can limit learners' ability to produce complex structures, the usage of advanced language forms and start again to learn basic rules.

The affection in English abilities is for a lack strong linguistic foundations, that was perceived by Acosta & Poveda (2026) that argues about situations associated with factors such as "*A lack of English teachers*", "*low level of knowledge*", and "*missing sequence*" in students' previous learning experiences demonstrates the low level of students and why it is too difficult to learn English for them, instead of they practice during a class period, if they do not have a correct teaching process the level will always remain low. According to (Dover, 2011) in the theories of a second language acquisition it is necessary to give importance to input and prior knowledge, if a learner acquire a new language they have to connect it with the previous

knowledge. This means that if students' have a basic knowledge about other language, it will be easy to understand and learn more effectively. Without these foundations, the acquisition of a new language becomes harder to understand and learn. For this, understand and previous knowledge is important to continue to a better learning process.

In reference to students speaking skills, Acosta (2026) perceive a low participation and limited communicative ability in main language, expressions such as “lack of basic vocabulary” is the most notable problem, without basic vocabulary the communication between peers is impossible, and the learning process will be slower that represent other difficult in learning English as a bilingual student. In addition, Poveda (2026) mentioned that students reflect “*low participation*” and “*No desire to interact*”, it is an accurate representation about a lack of confidence and limited opportunities for students to practice the main language, in this case English. The perceptions are aligned with (Al-Takhayinh et al., 2015) argue that vocabulary is an important factor when learners have to participate in oral language production. In this sense, students who participate actively in class acquiring new vocabulary or asking for more new words are able to express more clearly, fluently and accurately. If students do not have enough vocabulary may cause fear, anxiety to participate, and lead to pauses, or simplified speech. Make it essential for effective spoken communication.

Similarly, students who participated in focus groups reported same difficulties related to vocabulary and speaking. During the interview many participants mentioned that they often do not feel comfortable speaking other language and not in that one they are fluent in. In this sense, participant 015 (2026) mentioned that express their ideas in English is too difficult because they feel insecurity of being mocked from peers and mentioned “*We don't know what to say in English, I feel anxiety and insecure*”, This situation is commonly in students who have a lack of confidence and fear of negative evaluation, it limits students' willingness to practice and improve more their speaking skills and participation in whole classes. For (Horwitz et al., 2019) students sometimes experience high levels of anxiety related to practice speaking, listening, or just making mistakes in other language than their own. It hinders performance and willingness to communicate. If students have a poor vocabulary or grammatical skills the anxiety reduce this to zero, increase errors, and slow down progress.

Another important thing aligns with what teacher said and students repeated in focus groups interviewed was the lack of specialized teachers in English language, instead teacher from areas such as Chemical or History taught English classes as the best they could, the pedagogy, pronunciation, and the levels of English was not the correct. In this sense, participant 005 (2026) mentioned that “It was funny when Science teacher looked up the translation of a word in his phone”, this reveals that teachers from other subjects lack the necessary qualifications to teach English as a foreign language, which explains the lack of meaningful learning among students at various levels, also it is a problem because if a student cannot internalize information from their teacher, in a future students only start to copying from other

partners without trying to understand what they are copying or how function the rules. According to (Pérez, 2001) teaching English as a foreign language is a unique challenges if it is in rural contexts with bilingual students, is necessary highlight the importance of a teacher specialized in EFL.

Many rural institutions face problems to find a properly trained teachers to teach EFL that affects the quality of education and students' outcomes. In addition, teachers who accept the responsibility even though they are not English teachers have to face limited access to educational resources such as technology, specialized books, and teach in a bad way the language in areas like writing, speaking, listening, and reading. For this reason, students need a specialized EFL teacher to obtain a meaningful learning and reduce educational gaps. Another important testimony is from participant 018 (2026) who said "We try our best because the teacher said he would give us extra credit", the testimony reveal that teachers sometimes use strategies such as behaviorism to teach English and obtain good results from students, it is because some teacher in rural context thinks that the behaviorism is the best form to educate. In contrast (Rodriguez Barboza, 2022) refutes the usage of traditional methods to teach a foreign language, in this case, it is better to use methods that inspire students to participate and communicate feelings, opinions, and emotions. If teachers continue using traditional methods such as behaviorism to obtain results from students the meaningful learning will never become a reality and the students will be sentenced to memorized structures, forms to write words and never to understand how to communicate with performance and quality during their academic lives.

#### **4.2.2 Cultural and Sociolinguistic Factors**

In this category what teachers argue during interview was the factors that affect students in a cultural and sociolinguistic way, it is a significant influence on students' English learning because students have a life outside school and many times it is not easy in rural context for bilingual students. One of the main worries expressed by teachers is the lack of clarity that comes from using different languages with its structures at the same time. This is in concordance in statements such as "*Confusion*" and "*they use three languages at the same time*", teachers indicate that students constantly switch in three different languages; Kichwa, Spanish, and English during the class. As a result, this constant switching results in interferences during learning process, it makes more difficult for students to internalize structures on target language that provokes mistakes and misunderstandings. According to (Alonso, 2017) students with a bilingual background faces interference and it influence in different levels such as phonology, syntax, morphology, and semantics that produce mistakes in main language. For bilingual students' prior knowledge can provide a big impact in how rules are transferred from their languages. Without a constant practice the acquisition will harder and problematic because of fossilization, but with practice and internalizing the language students can avoid the wrong interference and learning better English in an easy form.

In addition, Acosta (2026) emphasized that English learning in rural areas is often “out of context, students do not want to learn about liberty statue”, this means that the topics used to teach English does not always related to students’ reality, their culture is not taken into account by syllabus. This lack of contextualization provokes the disconnection of students with language and limits their abilities just to memorized because they do not see the topics their learning reflected in their daily life experiences. In consequent, students’ losses meaningful learning and it affects their level in general. According to (García & Wei, 2018) responsibilities have a profound impact on bilingual students lives because of their context and realities they live day after day, it is really far from the cultural and linguistic context of English and the United States. Many students from rural areas must to achieve obligations in agriculture, help their parents with siblings or just do household chores. These sociocultural conditions become as a structural barrier to developing English skills and it is not aligned with what they are learning.

In relation to the influence of Kichwa, teachers mentioned mixed perceptions about the relation with Kichwa and interference in learning English as a Foreign language. Acosta (2026) referred to that there English and Kichwa have similarities that facilitate the learning process, referent to it as *“Positive Influence = similarities”*, it means that teachers can use students’ mother tongue to teach English as a foreign language for its similarities, especially in structure because in both English and Kichwa the adjectives are placed before nouns. According to (Daza et al., 2024) instead Kichwa, Spanish, and English has different sounds and different number of vowels there are similarities between Kichwa and English in structural form to make sentences, students can bring Kichwa grammar to learn English grammar, such as leaving out articles or mixing up word order in sentences. The existence of similarities can help teacher to provide a better teaching of the new language but the real problem is that foreign people do not know how to speak Kichwa to communicates, least of all to teach. However, Poveda (2026) pointed out the presence of interference and present uncertainty about the topic with statements such as “I would not know how to explain the influence of Kichwa on learning English.” It suggests that the role of students’ mother tongue, in this case Kichwa, is not completely understood or taken when teachers start to teach English. In this sense, (Cook, 2016) argues that mother tongue is not only a linguistic issue that provokes interference, rather, it plays a crucial role in the acquisition of a new language, serving as a cognitive linguistic resource.

Teachers highlighted the impact of sociocultural contexts, especially in rural areas. Acosta (2026) indicated that students often *“do not see the need to learn English”*, it is associated with the poor exposure to the main language outside the classroom because of daily life routine where students only hear Kichwa and Spanish. It is aligned with what participant 017 (2026) argue about the importance to learn English for future “I prefer work in a flower shop, I do not need know English there”, student mentioned that it is better to look for a work to earn money faster and help their family to obtained stability, that is why English is not an option for future employees. During daily life routine students only hear phrases in Kichwa and Spanish, English language is only used inside the classroom just forty-five minutes in the week.

According to (Mammadova, 2024) to acquire a new language the heavily exposition is important to obtain a meaningful learning, people from multilingual contexts have insufficient exposure to main language because it is not used in daily life interactions. Additionally, Poveda (2026) mentioned some expressions such as *“rural area... low performance”* and *“no aspirations”* suggest that many students are not looking a future in academic areas or professional goals, especially in academic terms related to English learning.

Additional, both teachers and focus groups identified the limitations of family support as a relevant factor in the process of learning. Many participants reveal that their parents are busy in agriculture or fishing to put food on table, particularly the case of participant 017 that mentioned *“Sometimes I cannot see my parents because they work every day until six pm on agriculture.”*, it reflects the challenges faced by students in their home environment. This lack of a support affects negatively students’ attitude in learning process. Acosta & Poveda (2026) mentioned *“There is little support from parents”* and *“cannot actively participate in the educational process”*, it demonstrates the lack of parental figures for students during this process and how they must to take on a role of responsibility at home. In this sense, (Epstein, 2001) argues that the importance of family during academic periods for students is a crucial factor to obtain an academic success, the absence of family or a tutor can significant a negatively affection in learning process for students.

From students’ perspective, cultural and sociolinguistic factors are also perceived as influential in their English learning process, especially in the relation of usage of multiple languages. The case of many students is interesting, as mentioned by participant 017 (2026) *“Sometimes I get confused because at home I speak Kichwa, but at school and with my friends I speak Spanish, and the words are different in English, so I get confused because I don't know how to handle it well.”* It indicates that language interference is natural in their communication and in language acquisition in classroom. Similarly participant 008 (2026) mentioned *“when I have to speak English, I first think of the Kichwa or Spanish translations of the words, and I don't know how to pronounce them correctly”*, It demonstrates the difficulties that bilingual students face when the coexistence of languages affects their ability to produce the language. This difficulty leads to hesitation and increases probability of make mistakes, in consequence affects confidence and arise anxiety. As noted by (Horwitz et al., 2019) when students start to make mistakes also comes the anxiety to their feelings, particularly in speaking and listening activities, it affects negatively to students performance, the internalization of information is lower and affect the acquisition of the language. In addition, (De Angelis, 2008) mentioned that students with multilingual knowledge tries to use all of their previous knowledge in dominated languages to obtain a little understanding in new language. These interactions come in mixed forms, in fact, this results in transfer of incorrect structures but in a few cases, it can result in a good transfer.

At the same time, students recognized how their mother tongue can help them to understand structure of English. As mentioned by participant 003(2026) *“The way the sentences are formed is similar, and that helps a little, but other times I get more confused by the words and the sounds I have to make.”*, Suggesting that both positive and negative transfer occur in learning process. Bilingual students have a dual perception reflects the complex of multilingual environment in rural contexts. According to (Camacho & Romero, 2017) argues that skills practiced in first language can support the learning on an additional language, only if it is relative similar to each other, reinforcing the idea of interdependence.

In conclusion, cultural and sociolinguistic factors represent a huge impact in English learning in rural bilingual contexts. The usage of Kichwa, Spanish, and English creates challenges for students with a multilingual context because of interference, but as well as positive transfer during the acquisition of English. However, the limited exposure to English, lack of contextualized content, low motivation, and reduced family support affects negatively to learning process. It is essential to consider all of these results to promote a meaningful and effective learning in the educative institution, not only in English acquisition, but also in all subjects.

#### **4.2.3 Affective factors**

Teachers and Focus groups with students mentioned in the past category a few about affective factors such as anxiety or fear, but in this section goes into more detail about key elements that influence English learning process, particularly in motivation, low self-confidence, anxiety and fear. Acosta (2026) mentioned students experiencing in the next words *“Shyness is what stands out most about them”* and emotional insecurity, which limits their participation in activities where is necessary speak and interact with partners. This perception is reinforced by testimony of participant 020 *“I am afraid to speak because I feel like I am going to make a mistake and my partners might laugh at me”* this indicate the fear of negative evaluation during oral participations. It results in problems such as emotional barriers that reduce students’ willingness to improve communicative skills and always trying to avoid communicative task. According to (Saranraj, 2016) the most important thing to avoid anxiety, fear to making mistakes, and communication problems is the motivation, it is because a motivated student try to do the best during class activities, motivation is the central role in second language acquisition.

Additionally, both teachers and students featured the presence of anxiety during usage of English in classroom, especially in communicative tasks. In this sense, Acosta (2026) mentioned that *“I try to keep them from being afraid”*, recognizing that emotions have a huge impact in learning process. In this regard, participant 025 (2026) confirmed that anxiety persist constantly in classroom as stated that *“I know what I want to say, but when the teacher asks me, my mind goes totally blank.”*. This demonstrates that anxiety is an affection that not only affects

participation but also interferes with cognitive processes such as memory and language production which provokes limitations in students' performance in classroom tasks.

Furthermore, during classroom dynamics and peer interactions insecurity and fear appears evidently in students' actions. Poveda (2026) identified "insecurity caused by mockery", it is a relevant factor because it demonstrates that classmates judge is a decisive factor about why students are afraid to participate. This is supported by participant 010 *perception* "I prefer to stay silent because I am afraid to speak badly." It is aligned with (Bandura, 1997) arguments about self-efficacy and its influence in language learning, if a student believe in their abilities the fear is not a problem during works, task, or peers activities. For this, fear of making mistakes, being exposed to partners judge, anxiety, and a low self-efficacy results in a low participation, reducing opportunities to practice and improve English level.

Regarding to motivation, both teachers and students perceived that exist a lack of interest in learning English because of the utility in future jobs. According to Acosta (2026) "*Students learn by fulfilling an obligation*", the perception aligns with participant 012 (2026) mention "If I finish, I obtain a score, good or bad, but it is a score" This indicates that motivation to achieve tasks is only to obtain a score and not for real interest in learn a new language. It limits language acquisition and meaningful learning. According to (Mammadova, 2024) motivation during classes is the best form to obtain student participation. The impact of emotions block learning process and at the end, students only do class works to complete a task.

Overall, the findings show that Affective factors have a big impact in students learning process, Feelings and emotions such as, fear, anxiety, low motivation, and lack of confidence reduce participation. The consistency between teachers and students' testimonies demonstrates the importance to pay attention to emotional aspects because it is an important part of teaching-learning process in students' academic life.

#### **4.2.4 Educational Factors**

In this section both Teachers and focus groups with students reveal what they perceived about a decisive element that influence the acquisition of English during learning process, particularly in relation with teaching strategies, resources, and pedagogical approaches used during academic period. Teachers reflected in their instructional practices are often based on external motivation. In this sense Acosta (2026) reflected in statements such as "*strategies based on incentives*" and "*bonus points to encourage participation*". This demonstrates how traditional or behaviorist approaches are used to force participation, learning is driven by reinforcement rather than meaningful and real participation. Similarly, all participants of focus groups agree with participant 002 statement "If I want to pass, I have to score more points than my partners". As a consequence, students prefer only participate when an external reward is guarantee that restrict the improvement of communicative competences, that contrast with

Communicative Language Teaching (CLT) that argues the real-life communication is better than memorization only grammar structures (Richards, 2006).

In this regard, both teachers and students argue about traditional teaching methods continues to form a significant role in classroom, not only in English classes but also in all subjects. Teachers' statements suggest a teaching based on structured grammar and instructions, in another hand, students reported problems to understanding the usage of language in tasks and practices. Participant 008 explained that "The teacher only speaks English, and I do not understand what he is saying.", student is indicating a common problem in learning English when teacher use only repetition and memorization avoiding meaningful learning. Arguments by (Ping, 2026) state that traditional methods are really criticized in this years, the usage of grammar translation and memorization instead of communication demonstrates a big impact in students' ability to use English in real-life situations contexts because they only practice grammatical structures but no the form to talk with other person. As a result, students develop knowledge but without a goal, particularly in speaking skill.

In addition, rural institutions have problems with institutional resources that was identified as an impact that affect both teaching and learning process. Acosta (2026) mentioned that "*we do not have the resources to teach*" and "*we do not have textbooks or teaching materials*", emphasizing the limitations in rural contexts around Ecuador. Also, teachers expressed the need of audiovisual tools because the usage of Tics is a helpful teaching method and catch students' attention, Poveda (2026) argue "They need to watch, hear, and participate" and their testimony shows how necessary is Tics to teach and to obtain meaningful learning. Teachers' perception is consistent with (Harmer, 2001), who emphasizes the necessity of development of multiple skills, listening, speaking, reading, and writing because it depends on exposure to diverse input. The absence of audiovisual materials and textbooks reduces opportunities to internalize information, limits meaningful interactions and limits language acquisition for all students.

Both groups statement that the necessity of contextualized teaching strategies is necessary to obtain an effective learning. Poveda (2026) mentioned that "*contextualized words for teaching*" and highlighted the importance of adapting instructions, tasks, and topics to students' realities. In another hand, participant 025 (2026) mentioned that "*When the teacher talks about places around here, I understand more easily*" This statements shows the importance of interactive and communicative practices in language learning, also the usage of contextualized learning, As highlighted by (Rodriguez Barboza, 2022) approaches that are focused on grammar limits students communicative competence and reduce the impact of meaningful learning, while interactive strategies with usage of contextualized leaning that students can use in real life situations. As a consequence, the lack of interactive strategies reduces students' engagement and abilities to apply language.

In rural contexts the educational quality often is not the best because of the lack of teacher training. As mentioned by both Acosta & Poveda (2026) “more specialized teachers” and “*a certified English language teacher*”, Suggesting that there exist limitations in professional preparation that affect the process of learning acquisition. In another had, students indirectly talk about this issue in teachers, participant 012 (2026) said “Sometimes you just have to copy what is on the board”, that demonstrates teaching quality is a directly impact on learning outcomes and comprehension. Effective language teaching needs not only knowledge about the language but also is necessary how to provide the knowledge to students with pedagogical skills that promote interaction. This indicates that participation is not only influenced by affective factors, it is also affected by pedagogical conditions, teaching strategies and clarity of instructions, without a good pedagogical approach. Participation is necessary in communicative approaches, participation is essential to improve language and performance (Richards, 2006)

Finally, teachers’ statements about contextualized and culturally responsive strategies including “*strategies adapted to their reality*” and “*Combine the Kichwa language to learn English*” as a form to enhance learning process for bilingual students. Students mentioned that “*Other teachers use Kichwa to teach us*”. This perspective aligns with sociocultural approaches to learning in bilingual environments, it is really important to connect new knowledge with students’ contexts and cultural background. It will result in more enhance comprehension, participation, and learning outcomes.

Overall, in this category both teachers and students indicate that educational factors are significantly important to provide a good English learning experience. Is necessary to start avoiding traditional methods because it never gives students a meaningful learning. The lack of resources, limited teacher training, and insufficient contextualization affect students and result in low participation, less motivation, and difficulties in comprehension. The urgent need to implement more communicative, interactive, and context-sensitive practices that promote meaningful learning and give bilingual students more engagement in English classes.

#### **4.3 CONTEXT-SENSITIVE PEDAGOGICAL PROPOSAL FOR ENGLISH LEARNING IN KICHWA-SPANISH BILINGUAL CONTEXTS (Objective 3)**

The study revealed that the main difficulties in learning English for Kichwa-Spanish bilingual students are related to sociocultural, affective, and educational barriers. The findings show that bilingual students present problems in areas such as vocabulary, grammar, and pronunciation, also with fear to participate, fear of speaking, and less motivation in class. Additionally, the diary coexistence between Kichwa and Spanish creates a multilingual environment where interference, confusion, and decontextualized learning provide by teachers has a huge impact in language acquisition. For this reason, the study demonstrates that traditional teaching methods are still used and these are focused on memorization and

grammatical repetition that are insufficient to provide a meaningful learning inside bilingual intercultural classrooms in rural contexts.

Based on bilingual students' necessities, a set of context-sensitive pedagogical strategies was analyzed and proposed to support meaningful learning during the acquisition of English as a foreign language in educational institutions with bilingual background with an accessible way for all teachers. The following strategies are based in theoretical framework developed in this study and respond directly to try to resolve identified difficulties in results based on teachers and students' testimonies. In particular, many approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Translanguaging, Contrastive analysis, and Intercultural approach are forms to offer practical and adaptable solutions to improve learning experiences for bilingual students. By using communication, contextualization, linguistic awareness, and cultural integration these proposal strategies are focus on reduce anxiety, increase participation, and promote effective language acquisition.

Language is a tool for communicate that is not focus on grammar structures, for this, the most relevant strategies is the implementation of Communicative Language Teaching. The findings in the study revealed that students avoid communicate task because they fear of making mistakes and lack of self-confidence that is closely aligned with traditional teaching practices. In this sense, students can develop communicative competences and in confidence to use it only if the language are aimed to meaningful situations, prioritizing the transmission of ideas and not only stay stuck in grammatical structures (Richards, 2006). This perspective reduce anxiety because students know what to say because they live this kind of situations every day in their reality.

To practice CLT, communicative activities have to be designed that may include pair conversations about community traditions, local food or important places, also with interviews with classmates about family activities, roleplays based on local legends, and oral presentations related to students' daily experiences. With the usage of these activities' students can improve English skills in communicative way using their own reality instead of only memorizing grammar rules without a communicative goal. This approach is effective in rural bilingual environment, where students perceive English as just another subject and do not consider it important enough to learn. Teacher must participate as a facilitator of language who promotes interaction, if teacher guide the communication students can construct meaning during activity. In fact, this strategy is directly facing linguistic difficulties and affective barriers, fostering confidence for students.

Similarly, Task-Based Language Teaching is an effective form to provide meaningful learning with the usage of real-life tasks and contextualized activities. The results showed that students face difficulties in use main language in practical situations or with other people which limits their language usage only to controlled activities. In this sense, (Ellis, 2021) argues that tasks allow learners to focus on meaning and achieve specific outcomes, fostering the real

language usage. For this approach the most important is support fluency development and foster interaction, that is essential for language acquisition. In this regard, the task has to be design around students' environment to make a meaningful experience, accessible, and relevant. Consequently, this strategy reduces dependence of memorization and increases participation with a natural usage of language. It can include specific task such as preparing short dialogues for local market situations, creating posters about community celebrations like “Wayusa Upina” or “Ñusta Warmi”, describing personal routines, or solving simple real-life problems through group activities in English in a communicative way. The usage of these task promote active participation and help to practice the usage of language, interaction, and pronunciation.

A strategy that is the most useful for multilingual and bilingual students is the Translanguaging because this method recognizes students' linguistic repertoire as a resource for learning and not as a problem. Findings in this study reflects that student experience confusion during interactions between Kichwa, Spanish, and English language because they have to apply switching and navigate in different linguistic systems. However, Translanguaging proposes that students can use all of their previous knowledge in languages to construct meaning dynamically and in a meaningful way (Garcia et al., 2019). This approach can facilitate comprehension and reduces cognitive stresses, particularly in multilingual contexts.

With this pedagogical proposal students can discuss ideas in both Kichwa and Spanish before expressing the idea in English, while teachers can use code-switching to clarify complex concepts, but it is better to learning vocabulary. This connects students with their previous knowledge and new learning. Additionally, it reduces anxiety and affective factors by allowing students to use their own language to practice and learn, creating an inclusive learning environment transforming linguistic diversity in an advantage rather than a barrier.

For this, teachers may allow students to brainstorm ideas using Kichwa or Spanish before producing oral or written activities in English. Also, bilingual glossaries, translation comparisons, and collaborative discussions using different languages can facilitate comprehension and strengthen students' confidence during the learning process.

Finally, another important strategy is intercultural approach that plays a fundamental role in making learning meaningful and relevant for students with multilingual background. The results indicated that students commonly perceived English really disconnected from their reality and cultural context because they only learn and hear English inside the classroom just a few hours in the week, it reduces motivation and the desire to learn the language. According to (Byram, 2000), language learning must involve cultural meanings and interacting with different perspectives to acquire a good learning process, while (Kramsch, 2014) argues that the language and culture are inseparable because it is the identity of people.

Teachers can integrate local content into lessons to demonstrate that English is not only from other countries. This allows students to connect new knowledge with reality from students' contexts. Teacher can act as mediator and constantly promoting inclusion, motivation and strengthens cultural identity because it is necessary connect language and culture in participation.

A good example of this is the incorporation of local legends, traditions, festivals, and community experiences into English learning activities. Students can practice by describing cultural practices compare traditions from different cultures, or create projects related to their own cultural identity using English as a communicative tool and not only to complete a syllabus.

Overall, these strategies are in sense the best option to provide meaningful learning for students who has bilingual background, it demonstrates that English learning can be significantly improved when teaching practices are adapted to linguistic, cultural, and emotional needs. All of the strategies can provide a meaningful learning, increase of participation and reduce barriers such as anxiety, fear, and less interest in English. Is necessary highlight the importance of context-sensitive pedagogical interventions in bilingual intercultural education, not only in English classes, but also in all subjects because it is not only a problem in English as a foreign language.

#### **4.4 DISCUSSION**

##### **4.4.1 OBJECTIVE 1: TO IDENTIFY THE MAIN LINGUISTIC AND LEARNING DIFFICULTIES EXPERIENCED BY KICHWA-SPANISH BILINGUAL STUDENTS IN THE PROCESS OF LEARNING ENGLISH**

During the course of this study many findings revealed that Kichwa-Spanish bilingual students have difficulties that affect learning process in English as a foreign language such as pronunciation, grammar, vocabulary, and especially speaking. The results obtained are similar with what (Lema Guamán, 2021) identified with other population that is a similar linguistic interference as a central challenges in bilingual and multilingual contexts, especially due to the transfer of phonological, morphosyntactic, and semantic structures that are different from English and a mother tongue. These findings are aligned with (Bravo & Diaz, 2025) reported about students with difficulties in grammatical caused by confusion, literal translation, and incorrect use of verb tenses that is the same difficulties identified in this study with bilingual students of tenth grade.

However, whereas existing research usually focuses on concrete linguistic issues, such as cognates or mistakes in grammar, in this study, the present findings are about reveal students experience difficulties across all linguistic components simultaneously. This indicates that language challenges in multilingual settings are not independent but rather interrelated, as they are mutually reinforcing and contribute to a more complex educational environment than

previously assumed. Learners may face overlapping difficulties that require more comprehensive pedagogical response from teachers.

These findings are also supported by (Cook, 2016), who reported that multilingual students do not separate their languages cognitively, but instead all linguistic systems can interact at the same time during communication and learning. This interaction may increase difficulties during the practice of oral productions, hesitation, and interference in multilingual learners, this evokes problems to acquire the language in a meaningful way and it exist the problem of fossilize in a wrong way the main idiom. Similarly, (Shrivastava, 2017) mentions that there are differences in phonology, morphology, and syntax between languages commonly that generates errors in second language acquisition. In fact, bilingual learners transfer grammatical structures from their own mother tongue to the target language.

Furthermore, the present results demonstrate a lack of foundations in linguistic teaching process that limits bilingual students' ability to progress during English learning and reduce the interesting in acquire the language. This is supports by (Bravo & Diaz, 2025), who revealed that students who faces negatively language acquisition is because an insufficient prior of knowledge. Although, this research revealed that deficiencies are not only individual but also is structural with gaps in limited exposure to English. This means that previous studies underestimate how is the impact of educational conditions in modeling linguistic difficulties.

Additionally, speaking and low participation from students were difficulties that are strongly evident during the research. These findings aligns with (Zia & Safi, 2020) argument about students in disadvantaged contexts experience anxiety that reduces participation and performance. However, other studies stated that low participation is for emotional factors. This study demonstrates that both linguistic limitations and affective barriers generate a huge impact in learning process. Strategies that reinforce linguistic competence and emotional conditions are necessary to go beyond in learning English as a foreign language.

In addition, for (Horwitz et al., 2019) anxiety in language learning commonly emerges during speaking activities because learners fear making mistakes or being negatively judge by teachers or peers. This perspective supports what Kichwa-Spanish students demonstrates during the observation and interviews where they avoided oral participation due to insecurity and lack of confidence. Also, (Bandura, 1997) mentioned that self-efficacy is necessary to influence students' willingness to participate and confront problems in communicative challenges, it demonstrates how important is emotional support in bilingual classroom, provide reassurance and calm is an advance to learn.

All in all, these findings confirm a fact that linguistic difficulties in bilingual and multilingual environments are multidimensional and it is not isolated in a specific place.

Moreover these findings are consistent with Interlanguage Theory proposed by (Al-khresheh, 2015), which explains that learners develop linguistic systems influenced by previous languages and temporary grammatical rules. This theory helps explain why students with bilingual background produce persistent errors while learning English as a foreign language, specially in rural contexts where the educational factors are crucial in education. The most important thing is the need for integrated pedagogical interventions for students, forms to catch attention and motivation in futures classes to reinforce the learning acquisition and provide real meaningful learning.

#### **4.4.2 OBJECTIVE 2: TO KNOW STUDENTS' AND TEACHERS' PERCEPTIONS REGARDING THE LINGUISTIC CULTURAL, AFFECTIVE AND EDUCATIONAL FACTORS THAT INFLUENCE ENGLISH LEARNING IN A KICHWA-SPANISH BILINGUAL CONTEXT.**

During the course of research many results demonstrates that linguistic, cultural, affective, and educational factors have a huge impact and influence students in English learning, all the categories are interconnected and have influence in learning English. From the linguistic point of view, many findings confirm that interference from Kichwa and Spanish has a significant role in forming students' learning experiences, this is aligned with (Lema Guamán, 2021) arguments. However, this study suggest that interference is not only a linguistic phenomenon, it is influenced by a limit exposure to English and reinforced by poor instructional support by teachers. In another hand, the sociocultural perspective in bilingual contexts was perceived both as difficulties and potential resources. For (Gashimov, 2023) research it is the connection between language and culture in learning processes. The present research present that instead of students face confusion when managing different languages and cultural systems, they can benefit from their cultural background if teachers use a good strategy to take advantage of bilingualism. For this reason, the assumption that bilingualism inherently can facilitate language learning only depends on pedagogical approach.

Additionally, (García & Wei, 2018) highlight that bilingual students can use their complete linguistic repertoire as a learning resource because they can use Translanguaging method to learn and understand meanings in different languages. This perspective partially contradicts traditional views that consider interference only as a problem but it can be a form to learn and teach, suggesting instead that bilingualism can facilitate comprehension and participation when appropriate pedagogical strategies are applied.

This findings can be interpreted through the perspective of language transfer theory proposed by (Lipka, 2020), who argues that learners with multilingual background use their previous linguistic knowledge while acquiring a new learning, producing both positive and negative transfer. During the realization of this research, negative transfer was really evident in pronunciation, grammatical structures, and oral production because of the previous language

that students use, in this case, bilingual learners transfer negatively Kichwa rules to the main language.

In the same way, (Pusnei, 2025) explains that cultural and linguistic transfer can produce mistakes and misunderstandings when students supports on familiar cultural references that are not similar in structure, pronunciation, and meaning with the target language. This is similar with findings of this study, regarding to decontextualization of English in rural areas. However, a significant portion showing that disconnection or decontextualization not only affects negatively to comprehension, also it reduces motivation and future aspirations in students, especially in rural contexts where English is not a priority for their lives or future works.

Another important thing is affective factors such as anxiety, fear, and lack of self-confidence were identified as barriers that affect bilingual student's progress. These findings strongly support by (Zia & Safi, 2020), who argue that limited educational support increases anxiety levels in language learning, also socio-economic conditions because if students do not feel good at home, they are going to fail in school. Equally, it is aligned with (Mammadova, 2024) arguments that emotional factors can either facilitate language learning or block completely the acquisition process. In this sense, the present study reveals that anxiety is increased by social dynamics inside the classroom because peers' judgement and insecurity, suggesting that previous research may overlook affective factors in classroom participation.

In the case of educational factors, there are findings that presents limitations in teaching strategies and lack of resources in Educative institutions, especially in rural context where it is impossible obtained internet or a projector to teach. This aligns with (Adaeze, 2025), who argues that the best effective learning is all of interaction between students background and the methods used in the classroom. There is a critical gap between theory and practice finding by this study, the lack of institutional support and resources in rural contexts prevent the implementation of effective pedagogical approaches for the lack of specialized teachers. This means that challenges are not only for rural context but also por methodological methods. Similarly (Nunan, 1991) demonstrates that effective language teaching requires the integration of contextualized and meaningful learning experiences adapted to students' realities because a decontextualized teaching causes lack of interest and less motivation to learn. This supports the present findings because many students perceived English as a disconnected from their daily activities and cultural environment.

At the end, classroom participation is low and influenced by all factors that the study presents before, the variables of other research's examine it problems are independently, but in this case the participation result on all of the mentioned categories. Also, the findings of sociocultural theory proposed by (Lantolf, 1995) support these findings because language learning is influenced by social interactions, cultural context, and with the usage of meaningful activities. This demonstrates that bilingual learners require educational practices connected to their linguistic and sociocultural realities avoiding decontextualized teaching. These findings

confirm that Learning English as a bilingual student in a rural context is complex because of linguistic, cultural, affective, and educational factors.

#### **4.4.3 OBJECTIVE 3: TO PROPOSE CONTEXT-SENSITIVE PEDAGOGICAL STRATEGIES TO SUPPORT ENGLISH LEARNING AMONG KICHWA-SPANISH BILINGUAL STUDENTS BASED ON THE FINDINGS OF THE STUDY AND LITERATURE REVIEW.**

The obtained results confirm the urgent necessity to implement new pedagogical strategies adapted to bilingual intercultural contexts and avoid traditional methods because it is insufficient to address identified challenges. This study identified difficulties in learning English for bilingual students in ambits such as linguistic, affective, cultural, and educational factors, with the proposed strategies teachers can directly respond to these problems.

This strategy promotes meaningful interaction and evitate the memorization, Communicative Language Teaching as a proposed strategy to learn English is a good option for bilingual students. This aligns with (Richards, 2006) argument who emphasizes that communicative competence is better over memorization for authentic language use. This suggest that previous approaches focused on grammar limits communicative development.

Similarly, Task-Based Language Teaching (TBLT) answer to the problems of decontextualization in rural areas providing meaningful learning during the acquisition of English. (Ellis, 2021) argues that to promote authentic language used and interaction teachers must design task where students can use contextualized vocabulary. Other researches highlight its general effectiveness, this study shows how it is relevance in rural bilingual context with students with a multilingual background for the engagement and the increase of participation and motivation.

Another strategy that emerges as a potential form to teach English to bilingual students is Translanguaging. (Garcia et al., 2019) argue that the usage of all repertoire of bilingual students is not a disadvantage, but rather is a resource to teach and construct meaning using different languages. Instead Translanguaging is a good strategy to provide meaning to students, it have to be implemented strategically because it can both contribute to confusion or facilitate learning if it is correctly applied.

Finally, intercultural approach helps in the lack of contextualization identified in results and how teachers used topics that are far of students reality. (Byram, 2000) and (Kramsch, 2014) emphasize that language learning is better understanding by students if it contributes a meaningful learning with especial connections with learners environment and experiences. This is closely related to findings of this study, that presents students cultural realities to enhance motivation and engagement. To provide a good learning process and meaningful learning is

necessary answer to requirements of holistic, context-sensitive approach that integrates communication with cultural relevance where students feel free to understand and learn using their reality.

## **CHAPTER V CONCLUSIONS AND RECOMENDATIONS**

### **5 CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

- Kichwa-Spanish bilingual students present significant difficulties in learning English as a foreign language during academic period, it is reflected in skills such as pronunciation, vocabulary, grammar, and speaking. These challenges are influenced by the coexistence of three linguistic systems that generates interferences in different levels and affect both comprehension and production of the language. Also, weak prior knowledge and limited exposure to main language English contribute to low communicative performance and confirming that linguistic difficulties are interconnected and not isolated in multilingual context in which students develop their learn process.
- The impact of sociocultural and affective conditions influences the process of learning English in rural bilingual areas. Affective factors such as anxiety, fear of making mistakes, and low self-confidence discourages students to participate in classroom activities, especially in communicative activities. At the same time, contextual realities such as family responsibilities, limited exposure to English during everyday life reduce motivation and engagement to learn English. Learning is not only a cognitive process but also is a social and emotional affection for bilingual students.
- Educational conditions influence how students learn and acquire knowledge. Teachers who used traditional teaching methods are limiting students' performance in communicative aspects. In Addition, the lack of specialized teachers and limit access to resources un rural schools make learning more difficult and the majority prefer to use traditional methods to teach something. To solve these problems in rural institutions the best option is the usage of adapted strategies that highlights the importance of student's bilingual environmental reality. The usage of Communicative Language Teaching, Task-Based Learning, Translanguaging, and intercultural approaches can increase participation, reduce anxiety and provide students a meaningful learning with their own context and cultural backgrounds.

#### **5.2 RECOMMENDATIONS**

- Teachers must reinforce students' linguistic development by implementing contextualized activities where students practice pronunciation, vocabulary, and speaking in order to they be able to talk to communicate and not only stay constantly

memorizing. Also, provides more exposure to English as a main language and try to consider the influence of Kichwa and Spanish during the tasks to reduce negative transfer and interference helping students to construct communicative skills.

- It is recommended the creation more classes, tasks, and environment where the motivation is the pillar of education to address students' emotional and sociocultural needs. Encourage the participation is a form to reduce fear, anxiety, and promote self-confidence with the usage of contextualized activities connected to daily life students to engagement in English learning.
- The presence of qualified teachers is necessary to promote the interest in English for their strategies in teach the language. Also, provide instructions to other teachers to improve the access to teaching resources and integrate students' linguistic background where students' use Kichwa as a support tool, facilitating comprehension and achieve more meaningful learning outcomes.

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## 7 Annexes

### Observation Checklist

**Objective:** To identify the main linguistic and learning difficulties experienced by Kichwa–Spanish bilingual students during English classes.

**Institution:** Unidad Educativa Intercultural Bilingüe “David Miller”

**Grade:** 10th Grade EGB

**Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Category	Indicator	Yes	No	Comments
<b>Linguistic Difficulties</b>	Students show pronunciation problems when speaking English	<input type="checkbox"/>	<input type="checkbox"/>	
	Students have limited vocabulary to express ideas	<input type="checkbox"/>	<input type="checkbox"/>	
	Students make frequent grammatical errors	<input type="checkbox"/>	<input type="checkbox"/>	
	Students avoid speaking in English	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sociocultural Factors</b>	Students mix Kichwa/Spanish when speaking English	<input type="checkbox"/>	<input type="checkbox"/>	
	Students show influence of native language in pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Affective Factors</b>	Students show anxiety when speaking English	<input type="checkbox"/>	<input type="checkbox"/>	
	Students lack confidence in participation	<input type="checkbox"/>	<input type="checkbox"/>	
	Students show low motivation	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Educational Factors</b>	Teacher uses varied teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	

Category	Indicator	Yes	No	Comments
	Students actively participate in class	<input type="checkbox"/>	<input type="checkbox"/>	
	Classroom environment encourages English use	<input type="checkbox"/>	<input type="checkbox"/>	

## Teachers Interview

### DEMOGRAPHIC DATA

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Academic degree: \_\_\_\_\_

Years of teaching experience: \_\_\_\_\_

Time working at the institution: \_\_\_\_\_

Level or course taught: \_\_\_\_\_

### Section 1: Ice-breaker Questions

1. Thinking about your time as a student, how do you remember your experience learning English or another language?
2. What motivated you to become an English teacher?

### Section 2: Focus Questions

3. From your experience, how do you perceive the main difficulties that bilingual students face when learning English?
4. What linguistic problems do you consider to be the most frequent among students (e.g., pronunciation, grammar, or vocabulary)?
5. How do you perceive that the use of Kichwa and Spanish influences the learning of English?
6. How do you think affective factors, such as anxiety, motivation, or confidence, influence students' performance?
7. From your perspective, how do you think students' cultural and social context influences their English learning process?

### Section 3: Classroom Factors and Educational Context

8. How do you perceive students' participation during communicative or interactive activities in English?
9. What teaching strategies do you consider have been most effective in supporting students with difficulties?
10. How do you perceive the institution's support for English teaching, and how do you think this influences students' learning?

#### **Section 4: Projection Questions**

11. What strategies do you think could be implemented in the future to improve English learning in bilingual contexts?

12. How do you think students' performance would change if more contextualized and reality-adapted strategies were applied?

## Students Interview

### GENERAL INFORMATION

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Language(s) spoken: \_\_\_\_\_

### Section 1: Ice-breaker Questions

1. Do you like learning English? Why or why not?
2. How has your experience learning English been so far?

### Section 2: Difficulties

3. What is the most difficult thing for you when learning English?
4. Do you have problems with pronunciation, grammar, or vocabulary?
5. When you speak Kichwa or Spanish, does it help or make it harder to learn English? How?

### Section 3: Emotional and Cultural Factors

6. How do you feel when you have to speak in English during class?
7. Are you afraid of making mistakes? Why?
8. Do you think your culture or way of life influences your English learning? How?

### Section 4: Classroom

9. Do you participate in English class? Why or why not?
10. What does your teacher do that helps you learn better?
11. What kind of activities do you like the most in English class?

### Section 5: Improvement

12. What would you like to change about your English classes?
13. What do you think would help you learn English better?

## Focus Groups (students) interview

### GENERAL INFORMATION

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Language(s) spoken at home: \_\_\_\_\_

### Section 1: Ice-breaker Questions

1. When you think about learning English, what is the first thing that comes to your mind?
2. Do you like learning English? Why or why not?

### Section 2: Focus Questions

3. Based on your experience, what are the main difficulties you face when learning English?
4. What do you find more difficult: pronunciation, grammar, or vocabulary? Why?
5. How do you think the use of Kichwa and Spanish influences your English learning?
6. How do you feel when you have to participate in English during class (e.g., nervous, confident, afraid, motivated)?
7. Do you think your culture or community influences the way you learn English? How?

### Section 3: Classroom and Learning

8. How is your participation in English classes? Do you participate a lot or a little? Why?
9. What kind of activities help you learn English better?
10. What do your teachers do that helps you understand English more easily?

### Section 4: Projection

11. What do you think could be improved to help you learn English better?
12. If the classes were more related to your reality or culture, do you think you would learn better? Why?