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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Work presented as requirement for obtaining the Bachelor's degree as

"LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, PROFESOR DE

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PROFILE

TITLE OF THE RESEARCH WORK:

"English taught as a foreign language to Kichwa speaking learners, the case of décimo año de Educación General Básica "A" at Unidad Educativa Monseñor Leonidas Proaño in the academic period june 2021 -november 2021"

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Riobamba, Ecuador. 2021

AUTHORSHIP

I, David Alexander Chávez Echeverría student of Languages Career, affirm to be the only author of this research work titled:

"ENGLISH TAUGHT AS A FOREIGN LANGUAGE TO KICHWA SPEAKING LEARNERS, THE CASE OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA MONSEÑOR LEONIDAS PROAÑO IN THE ACADEMIC PERIOD JUNE 2021 -NOVEMBER 2021".

The content, remarks, analysis and conclusion expressed into this document are responsibility of the author.

Riobamba, 09 Septiembre de 2021

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INFORMO Y CERTIFICO:

Que el presente trabajo: "ENGLISH TAUGHT AS A FOREIGN LANGUAGE TO KICHWA SPEAKING LEARNERS, THE CASE OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA MONSEÑOR LEONIDAS PROAÑO IN THE ACADEMIC PERIOD JUNE 2021- NOVEMBER 2021", de autoria de el señor: David Alexander Chávez Echeverría, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico la presentación del mismo.

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MSc. María Mercedes Gallegos

UNIVERSIDAD NACIONAL DE CHIMBORAZO.
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CARRERA DE IDIOMAS

COMMITTEE MEMBERS CERTIFICATE

TITLE OF THE RERSEARCH WORK: **"ENGLISH TAUGHT AS A FOREIGN LANGUAGE TO KICHWA SPEAKING LEARNERS, THE CASE OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA"A" AT UNIDAD EDUCATIVA MONSEÑOR LEONIDAS PROAÑO IN THE ACADEMIC PERIOD JUNE 2021-NOVEMBER 2021"**

Work presented as requirement for obtaining the bachelor's degree as: ¨Licenciado en Ciencias de la Educación, Profesor de Idiomas; Inglés¨. It has been approved by the Committee Members of the Languages Career of the Universidad Nacional de Chimborazo. In constancy with all exposed sign.

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IV

C E R T I F I C A C I Ó N

Que, **CHÁVEZ ECHEVERRÍA DAVID ALEXANDER** con CC: **1804382487**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**ENGLISH TAUGHT AS A FOREIGN LANGUAGE TO KICHWA SPEAKING LEARNERS, THE CASE OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" IN THE ACADEMIC PERIOD JUNE 2021- SEPTEMBER 2021**", que corresponde al dominio científico **DESARROLLO SOCIECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL,** cumple con el 11%, reportado en el sistema Anti plagio Urkund, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 21 de Septiembre de 2021

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Mgs. Mercedes Gallegos N.

TUTOR

DEDICATION

To my Parents.

Mom and Dad, I dedicate it all to you. I will always be grateful for everything you both have done for me.

With love

ACKNOWLEDGMENTS

First of all, I would like to express my love and gratitude to my God. I would not be here if it were not for him. He gave me the strength and wisdom to overcome any circumstances along this path. To my beloved teachers who taught me that life is not just about knowledge and homework but being a man willing to make the world a better place to live. Their all footprints will be present everywhere I go. I want to thank Universidad Nacional de Chimborazo and its Languages Career for making one of my dreams come true and for being my home throughout the last years. Much love and respect to my Thesis Tutor MSc Mercedes Gallegos who supported and guide me to complete this project. I want to wish my dear classmates all the best wherever they are. Life never felt so good, thank you guys. And last but not least, I want to thank me. I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for always trying to do more right than wrong. I just want to thank me for this achievement. Thank you.

David Alexander Chávez Echeverría

INDEX

RESUMEN

El inglés se ha convertido en el lenguaje más influyente e importante del mundo. En la actualidad, es aceptado y enseñado mundialmente en instituciones educativas de cada país sin importar edad, raza, posición social o antecedentes culturales y lingüísticos. En Ecuador, los educadores deben tomar en consideración la realidad pluricultural que se ve inmersa en las aulas de enseñanza del inglés. La enseñanza del Idioma Inglés como un medio de comunicación debe ser llevada a cabo tomando en cuenta ciertas características particulares que el estudiante podría tener. Especialmente cuando el Bilingüismo desempeña un rol fundamental dentro del proceso de enseñanza. Así que, luego de un análisis previo se pudo notar que los estudiantes Kichwa hablantes de la Unidad Educativa Monseñor Leonidas Proaño muestran un bajo rendimiento en la adquisición del lenguaje inglés. Por tal motivo, este estudio se enfocó en la observación de como el Idioma Inglés es enseñado a estudiantes Kichwa hablantes de Décimo Año de Educación General Básica en el período académico Junio 2021- Noviembre 2021. Para alcanzar los objetivos establecidos el método etnográfico fue usado para desarrollar la investigación en un nivel descriptivo y cualitativo. Además, para recopilar la información necesaria, se empleó la técnica de observación así como también una guía de observación. Los resultados del estudio son mostrados mediante un análisis descriptivo del desarrollo del proceso de enseñanza del idioma inglés, la metodología aplicada en estudiantes bilingües y el uso de recursos educativos para fortalecer la adquisición del lenguaje.

Palabras clave: estudiantes Kichwa hablantes, proceso de enseñanza del inglés, bilingüismo y análisis.

ABSTRACT

English has become the most important and influential language around the world. Nowadays, it is accepted and taught widely on every countries' educational institution regardless of age, race, social status, language or cultural background. In Ecuador, educators must take into consideration the pluricultural reality immersed into the EFL classrooms. English language teaching as a means of communication must be carried out bearing on mind particular characteristics that learners might have. Especially when Bilingualism plays an important role into the teaching process. Therefore, after a previous analysis it could be noticed that Kichwa speaking learners from Unidad Educativa Monseñor Leonidas Proaño are showing a low performance in their acquisition of the English language. Thus, this study focused on observing how English is taught with Kichwa speaking learners from Décimo Año de Educación General Básica in the academic period June 2021- November 2021. In order to reach the established objectives, the ethnographic method was used to conduct the research at a descriptive and qualitative level. Moreover, to collect the needed information, the observation technique was employed as well as an observation guide. The research findings are expressed by a descriptive analysis of the development of the English teaching process, the methodology applied on bilingual learners and educational resources usage to empower language acquisition.

Key words: Kichwa speaking learners, English teaching process, bilingualism and analysis.

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CHAPTER I

REFERENTIAL FRAMEWORK

1. INTRODUCTION

In the global era, cultural and identity aspects have had to deal with some issues due to the relentless increasing usage of the English language. The term, "globalization" itself, is spoken everywhere and it is an emblematic aspect of the social dimensions of human interactions (Hershey, 2019). In this regard, it is not surprising that teaching such an important language has become a fundamental part of our current socio-educational reality. On the outlook for Ecuador and especially Chimborazo province, the way that professors teach English language into the classrooms demands a challenging effort as well as a profound and careful attention since there is a considerable presence of native Kichwa speaking learners immersed in the local context.

Today, The National Educational system fosters and empowers teachers to make some adaptations and improvements in order to help those learners who struggle in the academic teaching-learning process. Adaptations are supposed to encourage students to overcome their difficulties when acquiring the language. Most importantly, Kichwa speaking learners who have some sociolinguistic conflicts, for instance lack of literacy and the interference in their mother tongue (Armijos, y otros, 2018). Therefore, educators must take into consideration all of the factors that affect their proficiency in the English language.

The eminent importance of English as a foreign language in Ecuador is widely recognized in the educational field. According to (Ministerio de Educación, 2014), developing communicative competences in each student promotes an active role as world citizens. Nevertheless, questions arise regarding how English is taught to those who speak another language besides Spanish (Kichwa) into the classrooms and how it might be influencing Kichwa speaking learners' performance. Hence, this study focuses on analyzing the English teaching-learning process at Unidad Educativa Monseñor Leonidas Proaño.

The research intends to provide reliable and useful information about how English is taught as a foreign language to Kichwa speaking learners which will probably help teachers to comprehend the importance of being properly prepared to face those socio linguistic

conflicts into the current multicultural reality. Additionally, the purpose of this research is to analyze which methods and strategies are applied to strengthen the acquisition of English in students from Décimo Año de Educación General Básica "A" at Unidad Educativa Monseñor Leonidas Proaño located in Chimborazo Province.

Regarding to the research methodology, the nature of the study fits the qualitative approach since it analyses the teaching and learning English process within Kichwa speaking students who are essentially part of the study. For this purpose, the ethnographic method is used. Furthermore, the technique and instrument for the successful data collection process is the observation that is going to be employed into the classroom with the teacher and students. Because the research deals with teaching and learning principals, it belongs to the English-Teaching-Methodology area.

For a better grasp of the information the research study has been structured into five chapters as follow.

CHAPTER I: The referential framework includes research problem, problem statement, formulation of the problem, and the objectives of this study.

CHAPTER II: The theoretical framework sets out the theoretical background regarding to the problem to be investigated.

CHAPTER III: The methodological framework includes the research design, type of investigation, level research, methodology of research, instrument, population and sample, procedure and schedule.

CHAPTER IV: It contains the findings of the investigation after applying the instrument of data collecting.

CHAPTER V: The conclusions and recommendations are exposed on this chapter.

1.1 RESEARCH PROBLEM

Kichwa speaking learners struggle when learning English language therefore, they show a low academic performance into the classroom.

1.2 PROBLEM STATEMENT

Since the beginning of globalization, English language has made its way through to become the most important spoken language around the world. English is highly accepted and taught in almost every country as a lingua franca (Jenkins, 2007). It has permitted to people to communicate among themselves breaking up linguistic boundaries. Even tough English language as a communication tool has eliminated gaps among nations. However, it might not be reaching out to minorities in a proper and meaningful way.

As it has been stated above, English as a global language for the development of nations is taught in public education by teachers (Cook, 2008). However, some populations around the world seem to struggle with the language acquisition due to some socio cultural factors and linguistics difficulties, that English educators have to face with this populations (Gutiérrez, 2018). Moreover, the low interest for learning shown by these ethnic groups into the EFL classroom has discouraged both teachers and learners to make an effort for accomplishing goals.

Furthermore, it is important to highlight some other aspects that affect the acquisition of the English language for instance, one of the main causes is the interference of the mother tongue when practicing the speaking skill, as well as the cultural influence that is evident according to (Quispe, 2014) who mentions that some linguistic issues are the result of social problems held during colonialism which somehow have affected the performance of these groups.

Acquiring a good level of English in Latin America and specially for indigenous people is a tough challenge for EFL teachers. When indigenous students attend classes, they show a low intrinsic motivation, a lack of social interaction (very timid, quiet and little curiosity). Most of the cases, they prefer either to drop school out or stop studying English language later by themselves (Armijos, y otros, 2018).

In Ecuador, a multicultural country, happens the same situation into the EFL classrooms. The presence of members from an indigenous culture called Kichwa at schools, demands teachers and government to take into consideration the way that English is taught in order to

avoid that Kichwa speaking learners continue struggling in the process of acquiring a new language as important for their personal growth.

In Chimborazo province, there is a large population of Kichwa speaking learners who study around the city in the public institutions. Hence the importance and pertinence to develop the study which is going to be beneficial for both teacher and students from the Unidad Educativa Monseñor Leonidas Proaño a bilingual school for Kichwa speaking learners whom this accredited research project is focused on. It is aimed to comprehend the teaching and learning process as well as to analyze the most suitable methodology that can be considered to apply with this ethnic population, thereby contributing to the enhancement of the teaching of English in the country.

1.3 PROBLEM FORMULATION

How English is taught as a foreign language to Kichwa speaking learners from Décimo Año de Educación General Básica "A" at Unidad Educativa Monseñor Leonidas Proaño in the academic period June 2021 - November 2021?

1.4 GUIDING QUESTIONS

- How is the teaching of English carried out for Kichwa speaking learners into the classroom?
- From a theoretical base, which methodology is employed to teach English language to Kichwa speaking learners?
- Which activities does the teacher use for enhancing the acquisition of English in students who speak Kichwa Language besides Spanish?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the teaching of English process as a foreign language for Kichwa speaking learners at Décimo Año de Educación General Básica "A" at Unidad Educativa "Monseñor Leonidas Proaño" in the academic period June 2021 – November 2021.

1.5.2 SPECIFIC OBJECTIVES:

- To observe how English language is taught into the classroom where there is a significant presence of Kichwa speaking learners.
- To identify which methods are being applied when teaching English to Kichwa speaking learners.
- To recognize the activities and tools used by the teacher to empower the performance of Kichwa speaking learners in their English Language acquisition.

1.5.3 OBJECTIVES OPERACIONALIZATION (TABLE)

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How is English taught as a foreign language to Kichwa speaking learners?	1. How is the teaching of English carried out for Kichwa speaking learners into the classroom?	To analyze the teaching of English process as a foreign language for Kichwa speaking learners.	1. To observe how English language is taught into the classroom where there is a significant presence of Kichwa speaking learners.
		2. Which methodology is employed to teach English language to Kichwa speaking learners?		2. To identify which methods are being applied when teaching English to Kichwa speaking learners.
		3. Which activities does the teacher use for		3. To recognize the activities and tools used by the teacher to empower

		enhancing the acquisition of English in students who speak Kichwa Language besides Spanish?		the performance of Kichwa speaking learners in their English Language acquisition.

Done by: David Chávez

1.6 JUSTIFICATION

English as a Lingua Franca has become a worldwide tool for communication as a consequence of globalization (Mansfield & Poppi, 2012). English Language as part of the National Educational Curriculum according to (Ministerio de Educación, 2016) requires to be taken into a significant consideration by English teachers into the classrooms since it is evident the presence of Indigenous communities such as Kichwa learners whose performance when acquiring the subject has not been proficient as it is expected. In the light of this problem it is necessary to analyze the teaching and learning process in order to suggest which methods should be applied to overcome this reality.

Teaching English to indigenous learners must be as suitable as meaningful to promote a self-improvement over time which is important for the development of all the skills and sub skills of the Language. Furthermore, applying a proper methodology to students with these characteristics is a valuable advantage and a step forward to foster an active, successful and integrated classroom. Bearing on mind the importance and usefulness of English as a foreign language for the academic formation of Kichwa speaking learners, this project has been developed and intended to contribute to the enhancement of English teaching to these indigenous students.

Therefore, this research project is focused on to analyze the way in which English is taught to Kichwa indigenous learners since it is evident that students are not able to use the Language properly or produce meaningful communication either. Thus, this research is profitable for our Ecuadorian context due to the significance it carries, so educators and researchers can procure relevant information to enhance the way that English is taught at schools by applying the methodology effectively.

Developing this study is beneficial for the students at Décimo Año de Educación General Básica "A" at Unidad Educativa Monseñor Leonidas Proaño because it would contribute to help out the learners to improve their performance on the language production which proves the relevance and pertinence of the study. Moreover, the important knowledge and experience that this study has provided to the researcher is priceless and will be useful in his professional life.

Finally, the approval and support given by the main authorities, teachers and students of Educativa Monseñor Leonidas Proaño, as well as, Universidad Nacional de Chimborazo located in Riobamba city to carry out successfully the study, certifies its feasibility. The disposal of all the resources make possible the optimum development of the research. Furthermore, the development of this study is established to be presented through an observation guide as the field requires to.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

Once reviewed the virtual disposal of Universidad Nacional de Chimborazo specifically in its Ciencias de la Educación, Humanas y Tecnologías Faculty is evidenced that there are not previous investigations about the ENGLISH TAUGHT AS A FOREIGN LANGUAGE TO KICHWA SPEAKING LEARNERS. However, some similar works related to the study were found these works are mentioned below:

"SUGGEST THE ROLE PLAY TECHNIQUE TO DEVELOP THE SPEAKING SKILL IN THE ENGLISH LANGUAGE WITH QUICHUA NATIVE SPEAKERS OF SECOND YEAR OF BACCALAUREATE "A" IN THE UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE "MONSEÑOR LEONIDAS PROAÑO". Developed by (Idrobo, Velozo, & Paredes, 2016).

This research says that Kichwa speaking learners struggle with the speaking skill when they have to use the language into the classroom due to the interference of the mother tongue which makes them commit mistakes because of the confusion of sounds.

"EMPOWERING ECUADORIAN INDIGENOUS LEARNERS IN THEIR ENGLISH PERFORMANCE" which is a book published at Universidad Nacional de Chimborazo. Elaborated by (Armijos, y otros, 2018).

This contribution to the educational field encounters many aspects regarding to the performance that indigenous students have when acquiring communicative competences in our Ecuadorian educational context. It aims to comprehend which factors are affecting the acquisition of English language in order to overcome that reality by fostering a cultural and social inclusion from educational authors in order to empower these populations' English learning.

2.2. THEORETICAL FOUNDATIONS

The theoretical framework stated in this research will provide the necessary scientific information to comprehend the principal elements involved in this study: the teaching of English as a foreign language, Kichwa speaking learners and their relationship and influence in the acquisition of the language.

2.2.1 ENGLISH TAUGHT AS A FOREIGN LANGUAGE PROCEDURE

The development of the class is not a process that randomly occurred into the EFL classrooms. According to (Torres, 2017) the components of the lesson must be established as an anticipatory set in which all of the aspects of the language are taken care of according to the students' needs and characteristics therefore, the teacher knows how to proceed at any stage of the lesson. Applying each stage in the development of the class is extremely profitable at all educational levels for English acquisition. The following is a systematic guideline to show how teaching English has to be done in steps, without intended to say that this is the only one.

PRE-TEACHING STAGE: It is also known as the Pre-Active phase in which teacher catches learners' attention and interest by activating students' previous knowledge about the topic to be taught. Beforehand planning works out and makes the duty of the teacher profitable, functional and smooth. Creativeness is required so in that way, teacher can present the new content in a meaningful way. In other words, it is the step in which the situation for learning is created. Learners are given a few controlled tasks (Teacher- Student- Teacher) in order to prepare students for the practice stage. Pre-teaching stage involves the following activities (Torres, 2017).

- Lesson Planning. - Teacher develops a lesson plan of the lesson according to the institutional curriculum. General information is included and material is prepared based upon the school standards.
- Setting objectives. – Teacher establishes clear objectives and goals to be achieved by learners at the end of the class.

- Warm up activity. - Teacher comes up with fun and quick activities for preparing students to learn. The learners' attention is captured.
- Review. - Teacher recapitulates learners' previous knowledge by reminding them about some known points in order to make connection with the new input.

WHILE TEACHING STAGE: It is also known as the Interactive phase in which teacher gives learners the opportunity to practice all of the skills of the language (reading, writing, listening and speaking) under his supervision. Students apply the structures taught previously on interactive communicative activities. Students are stimulated by verbal factors. Few examples are: asking and answering questions, making sentences, solving tasks, providing guidance, making explanation by the teacher etc. Additionally, this stage includes all the material planned on the first stage therefore teacher must think and prepare different activities to get the students practice the language in a personalized way (Torres, 2017).

POST-TEACHING STAGE: It is also known as Follow up activities or post-active teaching stage. Independent work is promoted by giving freer assignments so learners have the chance to express themselves, their thoughts, ideas and surroundings. They build up their own knowledge. Teacher has to employ appropriate teaching activities after the students have figured out the grammar points, rules and structures by themselves therefore, students will consolidate the lifelong learning. Consequently, the desired objectives will be achieved. This stage is concerned with the following activities (Torres, 2017).

- Closure. - Teacher clarifies and reinforce students' performance. He takes a look back into what happened in the class and makes sure which part of the lesson is understood and which are not in order to provide clarification or explanation as needed.
- Assessment/Evaluation. - Teacher verifies whether the objectives were accomplished or not by observing the learners' reactions to the questions. Teacher measures students' achievement by employing different kinds of evaluation modes.
- Assignment. – Teacher makes the learners practice at home by their own. Homework fosters on-going self-learning even after the class is finished.

2.2.2 MOTHER TONGUE IN ENGLISH CLASSROOM

According to (Savage, 2019) mother tongue can be referred to the first language acquired by an individual since early age. Its use in Languages teaching brings some positive benefits in the acquisition of non-speaking English learners. The perception of using mother tongue in EFL classroom has changed over the years. It has become an important tool since it plays an essential role in the development of the target language. However, it does not mean the over-use of it improves teachers' performance. Nowadays, the use of mother tongue to teach English is more flexible and it stills upholds the idea that English must be used the most along the lesson. For instance, when students are reviewing some grammatical exercises and they cannot figure out the meaning or they have a deep doubt, the use of mother tongue can be really helpful.

2.2.3 RELATION BETWEEN LANGUAGE AND CULTURE

When an individual learns a new language, it does not only involve learning its alphabet, the word arrangement and the rules of grammar, but also learning about the specific customs and behavior of society. Language carries worldview and perception of life itself. When learning or teaching a language, the cultural aspects are closely associated, because no one can comprehend culture without first learning a language. Alfred L. Krober, a cultural anthropologist from the United States said that culture started when speech was available, and from that beginning, the enrichment of either one led the other in order to develop an inextricable relationship and influence on human interactions. (Esquivel , 2011), (Oliveros, 2008), and others authors have explained in detail the relation for this socio linguistic phenomenon.

2.2.4 METHODOLOGY APPLIED TO TEACH ENGLISH AS A FOREIGN LANGUAGE

a) **Communicative Language Teaching (CLT)**

According to (Toro, 2018), this approach involves learning a language through interaction and communication, rather than learning through memorization of different aspects of the language system, its primary aim focuses on meaningful and real communication that permits the learner to communicate in the target language which means that the language acquisition takes place in a natural and spontaneous way. Therefore, the approach contributes to foster communicative competences among Second Language Learners, encouraging them to express their ideas, thoughts in an authentic and dynamic environment. Moreover, it allows linking and developing the most important skills of the English language focusing on the functional use of it rather than mastering linguistics structures.

b) CLIL

CLIL denotes for Content and Language Integrated, is an approach which combines the teaching of both content and language. This educational approach fosters the language to be used as a medium for learning content, and the content is used in turn as a resource for learning the target language. In short, content subjects are taught and learned in a language which is not the mother tongue of the learners (McGinty, 2017). Content and Language Integrated Learning (CLIL) has become such an important methodological tool which can offer a settlement to inappropriateness in the two targeted aims of education: content learning and proficiency in the language. There are important motives to integrate CLIL method into the English language teaching. For instance, it enhances the teaching process and involves the learners by enrolling them more in the foreign language. In that way, the language turns to be the means rather than the end and this leads to a significant drawdown in the amount of anxiety manifested by students (Lasagabaster, 2014).

c) Audio Lingual Method

The Audio-Lingual Method focuses on oral interaction using drills and memorization. According to (Tavakoli, 2016) it is verbal approach that promotes that learners should be lectured straightly in their second language when explaining the vocabulary and grammatical rules without employing their native language. Furthermore, it emphasizes the praxis of listening and speaking before others. In addition to that, it uses conversation drills for the interaction of the learners and they work out on passive speaking models for practicing the

language. In conclusion, students grasp the language by memorizing and repetition of the prompts that the teacher presents.

d) Grammar Translation Method

(Richards and Schmidt , 2002) defines the grammar-translation method as a method of foreign language teaching which makes use of translation and grammar study as the main teaching and learning activities and it is known as the old-fashioned and classic method for teaching foreign languages, the learner is surrounded by a passive environment, and the professors are considered the supreme authorities. The learners must develop a good knowledge and memorization of grammatical rules and structures of their first (L1) and second languages (L2), in order to be able to develop the ability to translate texts from their L1 into the L2 and vice versa. The grammar-translation method viewed the study of a language as the memorization of rules to be able to manipulate its morphological and syntactical system. Grammar is taught deductively (by the presentation of rules followed by translation practice) and accuracy in translating sentences and texts is the main focus of this methodology (Mambrol, 2020).

e) Guided Discovery Method

(Casad, 2012) Claims that The Guided Discovery approach is a process in which students are encouraged to reinvent. It encourages analytic learning which exploit learners' cognitive skills. Regarding this approach, it is mentioned that the real learning occurs when the students are engaged in problem-solving activities where they become aware of and articulate their critical thinking skills. Moreover, the approach promotes the opportunity to discover the target language by themselves, solidifying the language in their minds for later recollection. It increases student participation and fosters collaboration between leaners. The approach empowers learners thus enhancing autonomy and self-reliance.

f) Direct Method

According (Millsaps, 2020), the direct method focuses on full immersion in the classroom environment where not one word of the students' native language is spoken. The aim is not on grammar but instead on learning through listening and speaking. The language is taught inductively; the rules are not explained to the students; they have to figure it out for

themselves. Students are guided to the correct use of the language. When using the natural approach, the rules are not taken into serious consideration, mistakes are allowed and it is aimed for excellent oral communication with the target words and language. Leaners acquire the language in the same way as the first without making any reflection on the on the syntax and grammar.

2.2.5 HELPFUL ACTIVITIES AND TOOLS USED IN THE EFL CLASSROOM

Nowadays, there is a wide range of teaching activities and tools that English educators can use to motivate second language learners. The most challenging duty that teachers face is about how to enhance students' language acquisition through authentic material and resources that really catch learners' attention and interest. In the learning process, such activities can be classified according to learners' characteristics. Complementing the content of the books with different activities which embrace the 4 skills of the language is very effective in language teaching process. The following activities have been listed according to the skills of the language. They can be applied to empower students to learn the target language (Casto, Walls, & Taylor, 2010).

LISTENING

Listening is the gateway to comprehending and communication. Thus, it is fundamental to practice this receptive skill no matter whether students are in or out the classroom. Students can make use of Technology for developing the next activities in classes, such as:

- Films
- Music
- Recordings
- Books (Audio)
- Caption-Videos
- Dialogues
- Close caption
- Predicting
- Guessing
- Inferred information
- Oral discourses
- Oral summaries

SPEAKING

Many linguistics and ESL teachers agree on that students learn the second language by "interacting", it means by speaking. Below are many activities that can be employed into a EFL classroom for the interaction of the students:

- Interviews
- Story completion
- Reporting
- Picture narrating
- Picture describing
- Information gaps
- Brainstorming
- Story telling
- Playing cards
- Find the differences
- Role plays

READING

It allows students to learn not only new words but to expand their prior knowledge by learning grammatical language order in a natural way in a wide range of texts. In the development of the class, the teacher can apply different techniques and activities for learners to enhance this skill. To exemplify;

- Scanning
- Skimming
- Active reading
- Asking questions
- Inferring from Context
- Context prompts
- Predicting
- Reading short texts, articles, stories and tales.
- Activation of Prior Knowledge trough reading key phrases.

WRITING

Writing skill allows students to communicate clearly with others and create useful resources for the workplace. Witting includes all the knowledge and abilities related to expressing ideas through the written word. Due to its relevance there are plenty kinds of writing undertakings, for example:

- Papers
- Overviews
- Surveys
- Journals
- Story completion
- Written Reports
- Forums
- Fill the gaps
- Journaling
- Birthday Messages
- Chats
- Role-play writing
- And also write letters, emails, poems, notes, etc.

MEDIA & INTERNET

Technological resources are easy to use and aim to foster learners' confidence and skills that are essential to make learning English enjoyable. ICT is being widely used in classrooms as a mean of supporting or backup in Education. Unlike static text based material, technological tools provides interactivity into the environment of the classroom. They also have a positive effect when they are used responsibly (Meskill, 2005).

- Social Media
- Networks
- Applications
- E-learning platforms
- Web 2.0
- Global Web
- Artificial intelligence

2.3 BASIC TERMS DEFINITION

The definition of some specific terms have to be understood as follows:

Kichwa. - The most widely spoken indigenous language of the Americas. (Ecuador, Peru1Q, Colombia, Bolivia) It also refers to the ethnic groups that inhabit the Andean countries.

L3. – Third language, the third language acquired by an individual.

Methodology. - It refers to the systematic use of methods for teaching applied in a particular area of any study field to achieve a specific objective.

Acquisition. - The act of acquiring or gaining something especially knowledge, a skill, etc.

Interference. - The act of getting involved in and trying to influence a situation unnecessarily which provokes inefficiency when learning something cognitively.

Improve. - Act of enhancing or making better in terms of quality, value or usefulness.

Observation. - An act or instance of regarding attentively or watching.

ICL. - Information Communication Technology.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The Study fits itself on the interpretative paradigm because it intends to comprehend the reality and behavior regarding to the object of the study. No intervention that affects the nature of the study will be performed during this process. Thus, the research falls under the qualitative approach since it primarily aims to analyze the main causes that affect the language acquisition of Kichwa speaking learners into the teaching-learning process of English. The information receipted from the subject of study will be assembled in the contexts they are encountered. The method to be employed is the ethnographic as well as the technique is the observation, the instrument for data collecting is an observation guide.

3.2 TYPE OF RESEARCH

3.2.1 QUALITATIVE

Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places (Crossman, 2020). Therefore, it intends to describe the teaching English process as well as the methodology used with the object of the study in some regular classes. It aims to gather non-numeral data but informational in order to analyze and determine the results.

3.3 RESEARCH LEVEL

Descriptive research. – Descriptive research aims to accurately and systematically describe a population, situation or phenomenon (McCombes, 2019). Therefore, the study attempts to present information descriptively about how English is taught to Kichwa speaking learners with students at Décimo Año de Educación General Básica at Unidad Educativa Monseñor.

3.4 METHODOLOGY OF RESEARCH

3.4.1 ETHNOGRAPHY METHOD

Ethnography refers to both the data gathering of anthropology and the development of analysis of specific peoples, settings, or ways of life" (Calhoun, 2002). This is considered to be the most suitable method for educational pursuits; since it helps to find out what is currently happening in the context of the object of the study. It also permits to get real and relevant data of students from Décimo Año de Educación General Básica "A" at Unidad Educativa Monseñor Leonidas Proaño.

3.5 POPULATION AND SAMPLE

Population: The proposed study will be carried out in the Unidad Educativa Monseñor Leonidas Proaño situated in the City of Riobamba, Chimborazo province, with students at Décimo Año de Educación General Básica. Considering the small population it is not necessary to extrapolate a sample, the whole population of students will be considered.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

To gather the necessary information in order to analyze and understand the research problem, it will be used the observation technique and an observation guide as a collecting data instrument which contains items that will be developed considering the specific objectives and the criteria established in the theoretical framework of this study.

3.7 PROCEDURE

To go forward with the development of this research it was mandatory to request the corresponding permission to the distinguished authorities of UNACH as well as the principal of Unidad Educativa Monseñor Leonidas Proaño establishment regarding the work field and data collection which was obtained in a virtual way; using technological resources as; Zoom platform, "online observation", due to the worldwide breakout of the Corona Virus.

The area of this research is methodology. The approbation and review of the supervising tutor was essential. Most importantly, it was necessary to solicit the corresponding permission at Universidad Nacional de Chimborazo, "La Dolorosa Campus" located in Riobamba city, Chimborazo province, as well as the consent and authorization to apply the study at Unidad Educativa Monseñor Leonidas Proaño located in Riobamba city with

students at Décimo Año de Educación General Básica in order to begin with the observation process.

In this research, the population was selected to analyze how English language is taught to Kichwa speaking leaners in order to contribute the enhancement in the English language teaching.

For data collecting, it is recommended to apply an observation guide which will permit to obtain relevant information for accomplishing the objectives stated in this research. The observation will be applied to the teacher and the teenager students in a period of time no longer than necessary for reaching the purposes. All data collected will be analyzed and interpreted by the researcher.

3.8 WORK FIELD

The origin of the research study took place when attending the observation practices, the investigator could evince the low proficiency and performance that Kichwa speaking leaners demonstrated into the classroom. Therefore, for the implementation of the observation, it was necessary to contact the authorities of Monseñor Leonidas Proaño Institution, especially the teacher and students at Décimo Año de Educación General Básica "A" because it was important to explain to them what the objectives are, and the activities that were required to carry out the observation. Finally, the compilation of the information was interpreted, analyzed and processed qualitatively according to parameters established in the objectives.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

All the information obtained by applying the instrument is presented through a descriptive analysis in order to accomplish the objectives from this research.

Objective N° 1: To observe how English language is taught into the classroom where there is a significant presence of Kichwa speaking learners.

According to (Galante, 2019), she states that Education is not about "What" but rather "How". Educators have to consider not only the academic aspects of the subject matter but the linguistic identity of a second language learner in order to develop best practices for learning and teaching the language. Valuing learners' exiting cultural background and mother tongue seeks to change how a language in this case English should be taught. Bearing on mind this enlightenment, it was essential to detect how fundamental is the development of the class in an Indigenous context, therefore, Unidad Educativa Monseñor Leonidas Proaño was selected to carried out this investigation.

Based on the information collected by applying an observation guide regarding the development of a class where there was a significant presence of Kichwa speaking learners, it could be evidenced that the procedures or steps to follow on the teaching-learning English process were not applied properly as (Torres, 2017) suggests to. The author asserts that establishing an organized process in alignment with well-defined methodological principles is fundamental to achieve the objectives and goals into the classroom. In fact, the importance of setting guidelines and key points through any type of lesson plan is vitality needed for the teacher; therefore, he or she knows how to proceed at any stage of the lesson. Hence, particular students' needs and characteristics as Kichwa speaking learners have, would be beforehand attended.

Moreover, the application of the fundamental procedures as the pre-teaching stage, while teaching stage and post-teaching stage in the development of the class which is recognized and required in the institutional curriculum guidelines, was rarely fulfilled by the teacher

during the study, even though its properly usage is considered necessary for many educators. It is worth highlighting, that the modality adopted to teach was not favorable to cover all of the aspects that the class procedure must follow. Therefore, sometimes when the explanation was done, the students did not have chance to practice enough on extra- activities or any kind related but the book. It also seemed a timewasting since the reduction in time because of the modality adopted due to the worldwide pandemic. (Torres, 2017) said that applying the skills of the language, the production phase, is under the teacher's supervision. While teaching stage integrates endless activities for the students to build up their knowledge fostering a potential language development. As a result, it could be said that the absence of most of the stages in the English teaching procedure produced an incomplete process.

Surprisingly enough, the use of mother tongue (Kichwa) as a valid resource into EFL classroom was limited and narrow. According to (Savage, 2019) using mother tongue in education brings lots of benefits for children development. Clarifying some points of the lesson afterwards is powerful and effective for the students to grasp any unclear aspect about the lesson. Throughout the conducted study it was observed that the teacher did not use the Kichwa language as much as English or Spanish. The straightforward explanation is that the teacher did not handle the Kichwa language except for those specific cases in which the learners did even not how to speak Spanish that means that the teacher only makes used of the Kichwa when few students did not understand the explanation neither in English nor in Spanish. Speaking of which, it is worth mentioning that few of them are still learning the official language in the country, Spanish, therefore; the role of mother tongue did not play a very useful instrument of communication role within the classroom. Nevertheless, the role of the teacher was quite favorable and acceptable to manage the dynamic of the class where there were Kichwa speaking learners.

In conclusion, the usefulness of the correct development of the class plays an important aspect when teaching English, especially those who speak another Language besides Spanish. It promotes a meaningful acquisition of the language when the teacher activates students' previous knowledge in a creative way. It embraces an integrated learning either for monolingual or bilingual students. Unfortunately, at the institution selected it could not be seen a versatile application of the English taught principles which is fundamental for academic language proficiency. Thus, regarding with the information collected students at

Unidad Educativa Monseñor Leonidas Proaño had a little opportunity to practice the language and build up their new knowledge.

Objective N°2: To identify which methods are being applied when teaching English to Kichwa speaking learners.

Methodology is universally required in the educational field. Through the notion of the systematic set of teaching practices, teachers can ensure that most of the language aspects and features are being designed to achieve the main outcome which is the natural acquisition of the language proficiently (Richards & Rodgers, 2014). Thus, teaching languages demands looking for suitable methods and techniques that certain types of students need in order to enable the learner to learn and set the condition for learning.

First, according to (Millsaps, 2020), applying The Direct Method implies to take away the reflection on the syntax and grammar points giving the learner the opportunity to acquire the language as natural as the first one. The importance to foster an active environment in which students learn through oral interactions and spontaneous conversations is the basic principle of the method. Regarding the information collected at Unidad Educativa Monseñor Leonidas Proaño, specifically on students from Décimo Año de Educación General Básica" it was noticeable that students did not learn English language is such a way. Students were not immersed neither to use actively the target language in real situations, nor to produce meaningful learning outcomes. The lack of exposition to authentic language practicable context led to the students to focus only on completing text book tasks, without taking into account the listening and speaking skills activities that the method provides to enhance gradually the student's performance. In any way, students learned about the content of the book skipping the pronunciation and vocabulary part since the teacher had to move forward to another topic due to the limited time that the students disposed to learn the language according to Ministry of Education during the Pandemic.

Second, (Richards & Rodgers, 2014)) argued that the Grammar Translation Method focuses on detailed grammar and rules explanation leaving aside oral expression and real communication. In Unidad Educativa Monseñor Leonidas Proaño learning the English

language the old-fashioned way using this traditional method based on memorization of the structures and vocabulary was evidenced into the EFL classroom with a significant presence of Kichwa speaking learners. Most of the lessons' content was presented in a passive way using student's Second Language (Spanish) rather than the Target Language (English). Therefore; the students were used to expect an immediate translation just after the instructions that the teacher conveyed. It was noticeable that the teacher almost always explained the language in a deductive way by sharing the zoom blackboard option on the screen and all that the students had to do was to pay attention to it. In any way, students learned about the topic in a weak manner since the teacher narrowed down to apply the Grammar Translation Method without any guarantee that the learner is acquiring the language in a meaningful way. It does not mean it cannot be used at all. However, it is important to consider the pupils' needs in order to avoid over-use of the traditional method which produces low achievement on learners whose characteristics demands to look for more options, as described on this chapter.

Third, according to (Casad, 2012), The Guided Discovery Method encourages students to reinvent promoting student to develop cognitive skills while learning the language. Indeed, being immersed on problem-solving activities empowers students' learning. It fosters collaboration and autonomy therefore; the students discover the target language by themselves. On the other hand, from the information gathered at Unidad Educativa Monseñor Leonidas Proaño it was proven that none of the features or advantages from the method was considered to apply with the class. The modality adopted might be the impairment to include the method into the learning process of Kichwa speaking learners. Unfortunately, the teacher had to move forward to another topic due to the limited time that the students disposed to learn the language during the pandemic which hampered the Education at all scales.

Fourth, according to (Tavakoli, 2016), Audio Lingual Method highlights the teaching of listening and speaking before others using dialogues and drills for practicing the language. Nevertheless, in Unidad Educativa Monseñor Leonidas Proaño, English taught was mostly focused on the receptive writing skill in which the "output" of the Kichwa speaking learners was filling hand-writing tasks from the book without giving the students the opportunity to listen to reliable audio resources in order to strengthen the listening skill and thereby the speaking one. Moreover, whenever there was a listening activity on the book, teacher used

to do it herself. Reading the prompts from the teacher book to the students for them to complete the blanks or matching activities. Thus, Kichwa speaking learners lost their enthusiasm in learning since they were not provisioned with much more opportunities to hear native accent that the podcasts usually yield nor practicing drills with their peers.

Fifth, (Toro, 2018), states that Communicative Language Teaching (CLT) involves learning the language through real communicative interactions in which the learner uses the target language to express his thoughts, ideas, emotions in a dynamic way. It is based on functional use than structural one. Regarding the information collected at Unidad Educativa Monseñor Leonidas Proaño, specifically on students from Décimo Año de Educación General Básica" it could be said that the reason why students show a low performance is due to the lack of consideration of this approach at the moment of teaching the language. In fact, this was precisely the reason why the investigation took place in Décimo Año de Educación General Básica "A" since the acquisition of a third language besides Spanish and Kichwa could be useful for professional growth and personal development in terms of cross-cultural communication and job opportunities. Nonetheless, students in that institution learned the language in isolation so their performance was insufficient for handling a third language: Kichwa (L1), Spanish (L2) and English (L3).

Sixth, according to (Lasagabaster, 2014), Content and Language Integrated Learning (CLIL) is a prominent approach, which encloses the development of competences on any subject matter and language learning as well. Based on the gathered information from the observation stage it could be determined that CLIL is currently not used in this public institution since English is just considered another subject among curricular subjects. Nonetheless, in Unidad Educativa Monseñor Leonidas Proaño, teacher did not apply such approach therefore; the way that CLIL might be helpful for teaching the language to Kichwa speaking learners could not be assessed.

In addition, regarding the information collected along the observation at Unidad Educativa Monseñor Leonidas Proaño, specifically from Décimo Año de Educación General Básica "A", it could not be observed any other approach or method that the teacher would have considered to apply with Kichwa speaking learners. Such as; Total Physical Response (TPR), Tasked Based Learning, Project Based Learning, Lexical Approach, Silent Way, Suggestopedia to name just name a few.

To sum up, teaching English requires an integrated use of methodology and techniques according to the characteristics that students may have specially when there are different cultural contexts and linguistic backgrounds involved on the teaching-learning process. According to this precedent, it is essential to be aware of which methods can help to enhance the acquisition as well as the performance of Kichwa speaking learners. Therefore, they would have the possibility to understand and learn the foreign language in a similar way as their mother tongue (Kichwa) and second language (Spanish). However, the result of finding out the methods applied in Unidad Educativa Monseñor Leonidas Proaño revealed that the most used method is the Grammar Translation Method. Hence, the way in which English is taught is not the appropriate for fulfilling bilingual students' needs since it does not promote meaningful communication practice.

Objective N° 3: To recognize the activities and tools used by the teacher to empower the performance of speaking learners in their English Language acquisition.

The use of engaging activities and useful tools as role plays, songs, storytelling, videos, and poetry among other in the English-language teaching has become common and gained popularity among English teachers. These language learning activities are pretty accessible in fact; everyone has access to these resources on Internet. The effectiveness of implementing useful material is undeniable because meaningful input provides the learners the opportunity to interact and practice the language in "real" situations. It really enhances the performance of the learners (Castillo, Insuasty , & Jaime, 2017).

Based on the results obtained in this research, in Unidad Educativa Monseñor Leonidas Proaño the Kichwa speaking learners' performance was too low. Teacher and learners were concerned about learning the subject matter by following the text book leaving aside valuable activities and tools which students desperately needed. Therefore, they did not have much interactive practice; consequently, students were not able show an acceptable proficiency on their communicative skills.

Moreover, the pedagogical implications that the education has come through during the Pandemic made the Educational System to take action. The measures taken by the

Government changed many aspects on the traditional in-site classrooms. Teacher switched backboards to computers, pencils to keyboards and school to digital platforms in order to carry on the teaching-learning process despite the circumstances. Therefore, in Unidad Educativa Monseñor Leonidas Proaño the use of technological resources was fundamental to carry out the teaching. For instance, students at Décimo Año de Educación General Básica had to get familiar with different e-learning platforms such as; Moddle, Dots, Teams, Office, Zoom, WhatsApp to name a few. According to (Reza, 2018), technology enables teachers to adapt classroom activities, thus improving the English learning process. It facilitates to overcome distance issues, transportation or any event that inhibits the rapprochement between the teacher and learner. Therefore, teacher and students used a lot these mentioned technological tools on the online classes but in a general manner.

In addition, regarding the information collected at Unidad Educativa Monseñor Leonidas Proaño, specifically on students from Décimo Año de Educación General Básica" it was observed that the teacher also deployed traditional resources such as the text book, flash cards Xerox copies, pdfs among others. The special feature was that the teacher sent the images or the copies through WhatsApp since everyone was added to that group. When the students did not have the material because they did not print it, the teacher supplied it by uploading to the WhatsApp group. Physical classroom tools were not used at all as explained before due to the modality adopted.

In conclusion, the improvement of Kichwa speaking learners' performance depends on the application of an appropriate methodological process as well as engaging activities and resources which help students to solidify the new knowledge about the language they learn at school. The lack of such valuable activities in and out the class produces unfulfilled learning gaps which end up in deficiency on the acquisition of the language. Moreover, the effort that the teacher invest on teaching will be more profitable if interactive activities come along the class. Therefore, the outcomes will be noticeable by the students' talkative skills on the English language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

➢ The Development of the English teaching process for Kichwa speaking learners at Unidad Educativa Monseñor Leonidas Proaño is not quite appropriate since it does not embrace all of the principles and stages that a teacher must follow before, while and after giving the lesson in order to fulfill students' language needs and reach the aim objective which is a successful acquisition of the language. Moreover, students' mother tongue disregard on the part of the teacher was noticed and it influenced a little bit the dynamic of class because few specific cases of learners needed an extra explanation in Kichwa language.

➢ The methodology applied to teach English language to bilingual students was not suited enough to encourage students to learn in a natural and involving way. The most used method was Grammar Translation which somehow helped the teacher to carry out the development of the class without much success. It is worth highlighting that the modality adopted made things challenging for both; teacher and students in terms of connection.

➢ The use of activities inside and outside the classroom is highly indispensable to empower students' performance since it increases language achievement. Unfortunately, Kichwa speaking learners from Unidad Educativa Monseñor Leonidas Proaño did not have much opportunities to interact and practice the language through a game or a song. Although, the use of technological resources incremented considerably the development class did not.

5.2 RECOMMENDATIONS

- ➢ The development of the teaching process should be prioritized in EFL classroom since it guides teacher how proceed at any stage of the lesson. It helps teacher to make slightly adaptations according to the learners' characteristics along the class bringing lots of benefits to those who need extra support. Intercultural awareness is fundamental to teach students whose cosmovision (worldview) is different in terms of language, cultural background, customs etc.

- ➢ Teachers should be aware of the different methods and approaches in Education. They should look for an appropriate method to apply with Kichwa speaking learners for instance; Project Based Learning method might be helpful for bilingual students since it will enroll students to practice the language through cooperative learning and direct exposition to the events in real life as throwing a "Inti Raymi" Celebration in which students can portray their cultural background in the target language or "Making a traditional dish" activity where students are going to combine all the skills of the language to present their outcome in a meaningful way.

- ➢ English language teaching should be completed with many more engaging activities, meaningful tools and technological resources. As Kahoot, Blendspace, Scoop, Voxopop, English WhatsApp groups, Netflix, Padlet, Quizzes, TEDs, Grammarly and so on. English should be taught with a purpose. There is a challenging world out there and teachers should promote self-learning through technology and internet which are powerful weapons to help learners to master the foreign language.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Objective: To analyze the teaching of English process as a Foreign Language for Kichwa speaking learners at Décimo Año de Educación General Básica "A" at Unidad Educativa "Monseñor Leonidas Proaño" in the academic period June 2021 – November 2021.

Objective #1: To obverse how English language is taught into the classroom where there is a significant presence of Kichwa speaking learners					
Indicators	Always	Often	Seldom	Never	Observations
Mother tongue use: • Teacher uses Kichwa language into the EFL classroom.					
Teacher Roll into the classroom: • Teacher demonstrates the main rolls expected into the classroom such as: Organizer, monitor, counselor, integrator and promoter.					
Development of the class. **Pre-teaching stage:** • Teacher prepares an anticipatory set to encourage students' interest in learning by activating previous knowledge and introducing the topic in a meaningful way.					
While teaching stage					

• Teacher gives to students the opportunity to practice and apply the skills of the language on different tasks along the lesson.					
Post teaching stage • Teacher promotes independent practice for students to build up their new knowledge and provides reinforcement.					
• Teacher applies assessment/evaluation in order to know whether or not the objectives were reached.					
• Teacher assigns homework to increase the acquisition of the language.					

Objective #2: To identify which methods are being applied when teaching English to Kichwa speaking learners.					
Indicators	Always	Often	Seldom	Never	Observations
Teacher applies The Direct Method which focus on making the students learn the language in the same way as the first.					
Teacher applies The Grammar Translation Method which focuses on using the students' native language to teach another one.					
Teacher applies The Guided Discovery Method which focus on engaging the students into authentic situations to construct their learning system.					
Teacher applies The Audio-Lingual Method					

which focuses on oral interaction using drills and memorization.					
Teacher applies The Communicative Language Teaching approach (CLT) which primary aim focuses on meaningful and real communication in a natural way.					
Teacher applies The CLIC approach which integrates different subjects.					
Teacher applies another Method/Approach					
Objective #3: To recognize the activities and tools used by the teacher to empower the performance of Kichwa speaking learners in their English Language acquisition.					
Indicators	Always	Often	Seldom	Never	Observations

Teacher uses engaging activities as: role plays, storytelling, projects, games, videos, songs, forums, journals to help foster learning.					
Teacher uses E-learning activities as: Social networks and educational platforms.					
Teacher uses traditional resources as: workbooks, textbooks, flash cards, PDFs, literature, classroom tools, Xerox copies					