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Pedagogía de los Idiomas Nacionales y Extranjeros

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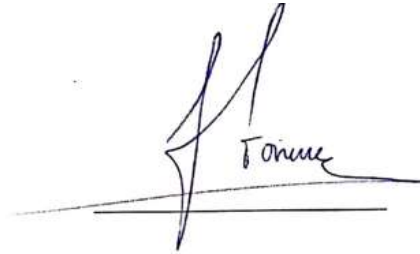I certify this research work in honor of truth.

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The undersigned, professors appointed Members of Court of degree for the evaluation of the research work **"The English teaching and learning process in fiscal schools from the Amazon Region".** Presented by Mishel Nohelia Bautista Yumbo, with identity card CC 1500825177, under the tutorship of Mgs. María Dolores Ávalos; We certify that we recommend the APPROVAL of this for degree purposes. Previously, the research work has been evaluated and the author's support has been listened to; having nothing else to observe.

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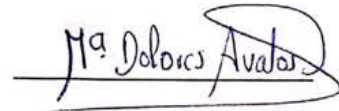PhD. Mónica Janneth Torres Cajas

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C E R T I F I C A C I Ó N

Que, **BAUTISTA YUMBO MISHEL NOHELIA** con CC: **1500825177**, estudiante de la Carrera **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado ''The English teaching and learning process in fiscal schools from the Amazon Region'', cumple con el 2 %, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 24 de agosto del 2022

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Mgs. María Dolores Avalos Obregón
TUTORA

DEDICATORY

First, to my mother who have been my motivation and support to complete my goals at all time. Besides, to my pets who are an essential part of my daily life and have made me a more loving and dedicated person. Also, to my favorite music band (Exo) who played a fundamental role in the development of my personality. Finally, to my grandparents for supporting me with small but important actions.

Bautista Yumbo Mishel Nohelia

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RESUMEN

Bautista Yumbo, M (2022). La enseñanza y aprendizaje del inglés en escuelas fiscales de la región Amazónica (Tesis de grado). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

Actualmente, la enseñanza y aprendizaje del inglés es de gran importancia ya que es considerado el lenguaje de la comunicación, el cual domina los campos de la ciencia, tecnología, negocio, educación, turismo y entre otros, que son engranajes del desarrollo humano. Por lo tanto, el alcance que tiene este idioma con la transferencia de información en diferentes áreas ha llevado a diferentes cambios en la educación del país. Creando así ajustes políticos y educativos; en el caso particular de Ecuador, se ha remodelado de acuerdo al reconocimiento del país como multicultural, pluriétnico e intercultural reconocido en la Constitución de Montecristi realizada en 2008. Así, el currículo de inglés ha sufrido adaptaciones para los niveles de Educación Básica y Bachillerato. De este modo, el objetivo de la investigación es analizar el desarrollo del proceso de enseñanza y aprendizaje del inglés en los colegios fiscales de la región amazónica en los alumnos que cursan el Cuarto Año de Educación General Básica "D" en la "Unidad Educativa Archidona" de la ciudad de Archidona en la provincia de Napo, durante el período académico 2021-2022, y en consecuencia conocer la realidad en la que viven los estudiantes dentro del contexto educativo Amazónico, lo cual ayudará a enriquecer el conocimiento de estudiantes y maestros de la población, y de quienes busquen respuestas a situaciones similares. Por tanto, esta investigación tiene un paradigma interpretativo con un enfoque cualitativo, método bibliográfico narrativo y método etnográfico. Se utilizó como instrumento la entrevista a docentes de inglés (dos) y autoridades de la institución (dos).También un cuestionario a los padres de familia (26) y una guía de observación para 26 estudiantes de dicha institución, lo que evidenció que existen diferentes problemas de gestión interna (problemas de horario, falta de profesores especializados, falta de recursos didácticos) y externa (situaciones económicas de las familias y características de los alumnos: motivación, bajos conocimientos, situaciones de convivencia), que generan que el dominio del idioma por parte de los niños no se mantenga de acuerdo a lo acordado por el Ministerio de Educación.

Palabras claves: Características de Enseñanza, Características de Aprendizaje, Factores Externos, Factores Internos, Educación Amazónica, Educación Fiscal.

ABSTRACT

Bautista Yumbo, M (2022). The English teaching and learning process in fiscal schools from the Amazon region (Degree's Thesis). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

Currently, the English teaching and learning is of great importance since it is considered the language of communication, which dominates the fields of science, technology, business, education, tourism and among others; which are gears of human development. Therefore, the scope that this language has with the transfer of information in different areas has led to different changes in the country's education. Thus, creating political and educational adjustments; in the particular case of Ecuador, it has been remodeled according to the recognition of the country as multicultural, pluriethnic and intercultural recognized in the Constitution of Montecristi made in 2008. So that, the English curriculum has undergone adaptations for the Educación General Básica and Bachillerato. In this way, the objective of the research is to analyze English teaching and learning process development in fiscal schools from the Amazon region in the students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in Archidona city in Napo Province, during the academic period 2021-2022. Thence, accordingly to this, knowing the reality faced by students in the Amazonian educational context in a fiscal school. It will help to enrich the knowledge of students and teachers of study population, and those who seek answers to similar situations. This research has an interpretative paradigm with a qualitative approach, narrative bibliographic, and ethnographic method. An interview with English teachers (two) and authorities of the institution (two), a questionnaire to parents (26), and an observation guide for 26 students of the said institution were used as instruments, which showed that there are different internal management problems (time load problems, lack of specialized teachers, lack of teaching resources) and external problems (economic situations of the families and characteristics of the students: motivation, low knowledge, living situations), which generate that the children's understanding of the language is not according to what was established upon by the Ministry of Education.

Key words: Teaching Characteristics, Learning Characteristics, External Factors, Internal Factors, Amazonian Education, and Fiscal Education.

Reviewed by

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CHAPTER I

1.1 INTRODUCTION

The international evaluation chain Education First (2020) considers that English is a "global communication bridge", integrated from commerce to popular culture, where more than 1.6 billion people speak it as a first, second, or third language. Therefore, this reality has been the reason for political and educational adjustments at the global level; in the particular case of Ecuador, it has been remodeled according to the recognition of the country as multicultural, pluriethnic, and intercultural recognized in the Constitution of Montecristi held in 2008 (Ortega and Michala,2019). So, the English curriculum has undergone adaptations for the levels of Educación Básica and Bachillerato.

Consequently, this statement has caused Ecuador regions to reflect different conditions of education development in the country. Therefore, considering the territory of study of the population. The Amazon region which is the largest in the country and where inhabit nationalities and ancestral cultures (24.1%) (Ortiz, 2020) and (Nango, 2021); show an unstable educational development, (Salinas and Rodriguez, 2019).

Thus, according to the consensuses made by Ineval in the 2017-2018 educational period, there are disparities in the accomplishment levels in this territory since the EGB grades presented a higher proportion of students in the Insufficient achievement level which will affect the learning process in the BGU. Contemplating this situation, the English teaching and learning in the region is inoperative (Silva, 2018); denoted by the existence of public schools far from the learning of maternal roots, in addition to factors that differ from other regions of the country as didactic resources setting, learning situations, socioeconomic, living conditions, and population development (Romero,2016) and the lack of specialized teachers, where 71% who have a basic and intermediate level of English are centered in the Sierra and Costa regions (Primicias,2019).

The factors mentioned above evidenced the importance of this research, which focuses on analyzing English teaching and learning process in the Amazon region, with emphasis on Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in the Archidona city in Napo Province, during the academic period 2021-2022. The intervention was carried out due to its characteristics such as students' living conditions (Spanish-Kichwa speakers, rural area population), adaptation of the curriculum (does not reach the educational needs that help to acquire a foreign language such as English) and age conducive to the adequate assimilation of knowledge, which influence the level of language proficiency.

In this way, the compilation of this information will contribute to enrich the knowledge of teachers and students of population studies, as well as future research on this type of problem, which will make it possible to answer new questions.

All this will be possible because there will be a bibliographic review with characteristics that involve the research problem that despite the limited information will be based on similar studies. There will also be information from human resources where the research subjects are willing to help in the investigation of the problem.

1.2   PROBLEM STATEMENT

English is considered one of the most important languages around the world. It is known as the language of the globalization area. There are approximately 400 million native speakers, and it is understood and spoken by 1000-1600 million people. Therefore, it outperforms Mandarin and Spanish, the most used languages worldwide (Páramo et al., 2019).

According to this fact, Ecuador has been concerned about improving English in its educational centers. As reported by the English Proficiency Index, a global statistical resource for rating the English level; data on the evolution of this process showed that the country ranked 55thplace in November 2017. In 2019, in 81st place, and 2020 it kept in 93rd place. So, although English teaching had new educational policies in those years, they did not help to overcome the problem. Therefore, the curriculum redesign, the establishment of B2 as a requirement to practice the profession, and the training and scholarship programs to increase the level of its teachers, and in consequence of its student, were not enough. Then, the country continued at a "Very Low" level.

The problem is reflected in more significant features in the Ecuadorian Amazon. Silva (2018) said this region has presented high levels of deficiency in the management of English by students. All this is due to the lack of teaching resources and teachers specialized in the language, time load, and school methodologies not related to the socio-cultural reality, which is not similar to the Sierra or Coast region. Furthermore, it limits educational development (Morales, 2017).

This situation is expressed in the study population. In this regard, it was analyzed the students' English teaching and learning process coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in the Archidona city in Napo Province, during the academic period 2021-2022. The interest was based on personal testimonials that determined there are students from the rural area of the town who use another language different than Spanish. Thence, it is considered a problem for the urban fiscal institution because the didactic resources, pedagogical environments, and the curriculum used to teach English do not meet the needs of Spanish and indigenous speaker students. Because of that, the English teaching and learning process is not good, making it a complex problem.

In this sense, the research development is framed in an interpretative paradigm where concepts that help to understand social phenomena in natural environments, will make people know the country's reality. This highlights the necessary importance to the intentions, experiences and opinions that are essential for a country where educational development ranks at the bottom of surveys on the country's problems (Torres, 2022). Thus, the results obtained confirm the concern for the quality of learning of children and young people.

1.3 PROBLEM FORMULATION

How does the English teaching and learning process is developed in the Amazon region in the students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in the Archidona city in Napo Province, during the academic period 2021-2022?

1.4 JUSTIFICATION

This research is focused on analyzing English teaching and learning process in fiscal schools from the Amazon region in the students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in Archidona city in Napo Province, during the academic period 2021-2022. The group has been selected because they have important characteristic that makes this study interesting.

In this way, they are in a period in which they gather all the information from the Pre A.1.1 level developed in the previous years, in order to obtain new knowledge at the A.1.2 level. Thence, the correct development of these primary fundamentals is essential to achieve a B1 level of high school English as part of the degree student profile (Ministry of Education, 2019).

Also, they have unique characteristics to students who belong to rural areas (Kichwa-Spanish speakers). Finally, because they are in a period called the Critical Period Hypothesis that determines the optimal time to acquire a foreign language, which would be from 2 to 14 years old, past this time, an adult would have more difficulties achieving it (Cahyati and Madya, 2019).

In addition, through personal testimonies; it was noticed in the Unidad Educativa Archidona, there is a great percentage of students who come from rural areas and use different dialects and Kichwa as their mother tongue. Therefore, it can be noticed that the didactic resources, pedagogical environments, and the curriculum used to teach English do not meet the student's needs. As a result, their command of the language is not very stable.

Along these lines, this establishment has a large number of students: 1594 in 2017 (InfoescuelasEcuador, 2017), increasing by 2022 to 2180 (Secretaria de la Unidad Educativa Archidona, 2022). And, to know the English teaching and learning process of the study population was of great relevance because these students will have a great influence on the progress of Archidona, Napo province which is a tourist area where the management of English known as a "global communication bridge" (Education First (2020), could create more employment opportunities and sources of income for the sector and the country.

So, the present study helped to enrich the knowledge of teachers and students of the study population. As well as, future research involving this type of problem, thus allowing to answer new questions. All this was possible because there were theoretical foundations which were acquired through an exhaustive bibliographic review that despite the limited information, it was based on similar studies. It was also related to human resources information where the research subjects were willing to help in the investigation problem.

Finally, it was expected that this data would be favorable and benefit all the members of the Unidad Educativa Archidona and the rest of the institutions in Archidona city, Napo province.

1.5 OBJETIVES

1.5.1 GENERAL OBJECTIVE

To analyze English teaching and learning process in fiscal schools from the Amazon region in the students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in Archidona city in Napo Province, during the academic period 2021-2022.

1.5.2 SPECIFIC OBJECTIVES

- To describe the teaching and learning process that English teacher applies in the Cuarto Año de Educación General Básica "D" through teachers and authorities interviews of the institution.
- To identify the parents' points of view about the management of the establishment's English teaching and learning process.
- To contrast the information obtained from the institutions' authorities, teachers, and parents by observing a series of regular classes.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND RESEARCH

The study called "Interferencias gramaticales de la lengua Shuar Chicham en la estructuración de oraciones gramaticales en presente simple del idioma inglés, en los estudiantes del noveno año de Educación Básica de la Unidad Educativa del Milenio Bosco Wisuma" done by Morales Lina, gives a perspective about the situational problem of the research to be carried out. This research analyzed the incidence of grammatical interferences of the Shuar language in the grammatical sentences structured in the simple present tense of the English language. That's why, in a Multicultural country like Ecuador, it is challenging for teachers who teach English to students who belong to indigenous groups. In the same studies plan as the Spanish speaker, they have to learn English as a foreign language (Morales, 2017). In conclusion, it was noticeable how the students' mother tongue influenced the way they learned English. Especially in grammatical interferences, they had more errors than Spanish speakers. Moreover, it was difficult for them to learn because they produced poor performance in acquiring the new language.

The investigation called "La importancia del aprendizaje del idioma inglés a temprana edad" done by Medina, Marta; Melo, Gabriela & Palacios Martha gave a base for the study. The purpose was to report on the models of teaching English as a foreign language to children from a very early age, carrying out a content analysis of the bibliographic references of the different existing databases. Along these lines, Medina, M et al. (2013) stood out in Ecuador, the education begins at three years old, and it was necessary to know the importance of learning English at this stage. Subsequently, several answers analyzed by psychologists, teachers and researchers highlighted the theory called "The earlier, the better ". The results mentioned that children have an excellent absorption capacity at this stage, allowing the information to be fixed and not be forgotten in adulthood. Also, it will not affect how they learn their first language; on the contrary, it will create tolerant and respectful learners. In addition, motivating activities will be the center of their process, and they will not be monotonous. As a result, the child will learn English as a foreign language, and they will have more opportunities in today's globalized world.

Moreover, the research called "Espacios escolares educativos en el proceso de enseñanza aprendizaje del idioma inglés en estudiantes de octavo año de educación básica paralelo "A" de la Escuela "20 de junio", Lago Agrio, Sucumbíos, periodo 2016 "done by Quintuña Remache, it was available to establish the study purpose. It was considered to determine how the outdoor school spaces (OSS), such as the yard, school garden, and others adjacent to the school, affect the English teaching and learning (ETL) process in the population chosen. The author also mentioned an ELT problem in Ecuadorian educational

institutions, especially in the Amazon Region. There is a lack of specialized teachers, didactic resources, and learning situations. As a research result, the relationship between OSP and the ELT process to improve learning quality contributed much to the understanding and practice of skills and content. Nevertheless, the OSP is not used correctly.

Finally, the research known as "University Indigenous Students' Perceptions towards Kichwa, Spanish and English" done by Armijos Jacqueline, Fuertes Blanca, Jorge Delgado & Villa Vicente stated the controversial issue to be studied. The aim was to explore the general attitudes of indigenous university students about Kichwa, Spanish and English languages at Universidad Nacional de Chimborazo at the Political and Administrative Science College. On account of this, it was pointed out that even in Ecuador, the national language of Kichwa is disappearing, adding new language adaptations to the country. Spanish or English should not be seen as a threat; this will include other different linguistic societies, generating multilingualism. Moreover, as a conclusion of the research, Kiwcha speakers find it interesting to learn Spanish because it is used for activities outside the home. However, learning English is only considered part of the study plan because of the lack of motivation and demand for this language in future jobs in the local context

2.2 THEORETICAL FOUNDATION

2.2.1 ENGLISH IN THE CONTEMPORARY AREA

The world has been developing and integrating new stages of discovery until reaching what is known today as the present. From the French Revolution to the present, it is known as the contemporary age within this framework. This period is characterized due to the remarkable transformations and events where society has entered a globalized world, where labor competition and social interaction are governed by trends (Lopez, 2021). Consequently, it is here where communication and the world language usage are immersed. In this case, English has forged a path in it.

The phenomenon of understanding English as a lingua franca, which is used by a large number of speakers who have different origins of the language on a global scale, went through a process in which the British first spread the language by colonizing parts of Asia and Africa at the end of 16th century. However, in the last 30 years, this has spread throughout the world (Jenkins and Baker, 2020).

According to David Crystal in his book called "English as a global language" cited in Peña (2019), English usage by not only a large number of native speakers but also by a large number of learners either as a second or foreign language, it is considered to be a global language. On the other hand, considering that society is influenced by powerful countries that dominate the commercial and cultural market, it is necessary to learn English to face circumstances of great importance at a global level. In this case, it must be reviewed that the United States and Great Britain (powerful countries) have English as their official language. Additionally, looking into the importance and empowerment of this language, it is not only

involved in the science field and technology but also education. Since ancient times "...language plays a crucial role in forming and developing concepts" (Ouma, 2015)

Mastering English allows access to a complete education (CEIN, 2016) because much of the information, whether in books or on the Internet, is in English (CEIN, 2016) and (SRINIVAS Rao, 2019). In this context, English in the contemporary world has a high value due to modern developments such as science, technology, business, education, travel, tourism, and others. Consequently, it has been becoming one of the main languages for its dissemination, allowing it to be recognized as a global communication language (Peña, 2019).

2.2.2 TEACHING AND LEARNING ENGLISH

The educational system has lived changed from the past. Currently, teaching and learning have suffered a vital transformation where students' needs are perceived as the primary focus, and the results approach of the education system has become a second place. In this aspect, teaching means leading learners through performing practices to new behavior and capacities needed. Moreover, learning is considered an operation that allows people to acquire knowledge, behaviors, skills, values, and preferences (Tripathi, 2018). In consequence, it is remarkable how it will influence how teaching and learning English will be developed.

According to Li (2015), English teaching and learning began to spread due to the British colonies' expansion, becoming more potent after World War II. The United States of America increased its power, becoming a superpower, and its significant expansion through the Internet. According to Chávez et al. (2017), English teaching as a foreign language in a hundred countries around the world, such as Russia, China, Germany, Spain, Egypt, Brazil, Ecuador, and others; thus, the teaching and learning of this language today is instead a necessity.

Munna and Kalam (2021) mentioned that knowledge modification is the product gets from teacher and students communication in the teaching and learning process.

Furthermore, this process will intervene factors that will make the student and teacher relationship go through a path that may not be correct. In this case, the teacher has the purpose of teaching; however, there will be complications with the students, so he/she will have to look for resources or didactic material, strategies, or methods that help achieve the proposed objectives (Montenegro, 2016).

On the other hand, the student will be immersed in a phenomenon that usually occurs when they learn this language. In this case, teachers face detachment from learning. Landucci (2019) points out that not all students generally show enthusiasm for attending English classes. So, in schools learning English is considered compulsory to pass a course. The grammar and assignments of the books are monotonous and boring, which is exhausting for the students.

2.2.3 ENGLISH TEACHING AND LEARNING THEORIES

The research was carried out considering that the theories of Vygotsky and Piaget serve as bases for understanding the reality in which we are immersed because they give great importance to the interaction between social learning and cultural knowledge.

To understand how learning capacity develops, Rueda and Wilburn (2014) and Calero (2021), mentions that there are defined stages that begin in infancy. Thus, the intellect and ability to perceive (being logical) is influenced by the integration with the sociocultural environment, so it occurs before the language acquisition through sonorous-motor activities.

Calero (2021), points out that for Vygotsky, developing as humans implies a cultural process; it means what we are and what we do is given by social interaction and cooperation. Thus, group actions will be culturally determined and contextualized due to the interactivity in society, so language serves as a tool that adapts to this reality.

On the other hand, Bongaerts and Nanda (1989) point out that this is not the only thing that influences learning another language at a certain age, and factors such as age, motivation, and integration into a Spanish-speaking group, time, and linguistic interference are crucial. Because of that, the State must pay great attention to these factors.

Finally, the paradigm of constructivism in teaching and learning "is built from a dynamic, practical and collaborative work; theory established in the research of Piaget and Vygotsky, as well as in the philosopher of education John Dewey" (Calero, 2021.) Since we intend to analyze ETL in a pluricultural context, it is necessary to consider it.

In this line, according to Chasi (2020), learning constructivism focuses on having an education that promotes personal growth, where the student is not separated from the cultural group to which he/she belongs. Thus, the purpose is to frame the classes in a context that accepts the relationship between previous knowledge and new concepts, which are essential to develop meaningful learning

2.2.4 HISTORY OF THE EDUCATION OF ENGLISH IN ECUADOR

The history of education in Ecuador has changed over the years. According to Cáneppa et al. (2018), English began to be taught in the country's educational institutions in 1912; however, in 1950, it became relevant and part of the curriculum in the government of Galo Plaza Lasso.

Macías & Villafuerte (2020) said that in Ecuador, between the 1970s and 1980s, education programs restored access to education. However, due to the change in the economic model, by the end of the 1980s, investment in education dropped. There was a school dissertation where rural education almost ended, teachers in this area were less, and some lacked didactic training in urban zones. Also, at this time, English has had a

methodology focused on grammar and traditional teaching, thus having to learn through translation and grammar in public education.

According to Cáneppa et al. (2018), "…English has not been seen as an important matter because it was part of the high-level education for people with a high status in the society." Therefore, Macías and Villafuerte (2020) mentioned that this is reflected in the teaching hours in which 20 hours of English in private schools were taught, in public schools between one or two hours per week, and nothing in the primary schools. In addition, in the 1980s, private schools entered the trade of educational services where English took great prominence, which caused a gap in access and knowledge in these two environments.

According to the British Council (2015), by 1990, the teaching of this language was not considered a compulsory subject. As a consequence, it was only considered a test educational program. In the 1990s, the free-market economy caused government policies to begin to change because graduates were not demonstrating the quality needed. In this context, the teaching of English began to change in 1993; the project called Curriculum Reform for the Development of English Language Learning (CRADLE) was launched because of the new relationship between the Ministry of Education and the British Council (Macías and Villafuerte, 2020).

Even though this did not have good results, between 1933 and 1999, this project was the first relevant attempt to improve the English learning process. Because of Common European Framework guidelines, teachers' training offers and free texts distribution aligned to the new curriculum, including a collection of six texts called "Our World Thorugh English" that focused on the Ecuadorian reality.

During the years 2000 and 2010, the English teaching process was considered a selected adjective; according to Soto et al. (2017), depending on the resources available to an institution, they chose to include it or not as a compulsory subject in their educational establishments. However, in 2007, in the government of Rafael Correa, a Ten-Year Education Plan 2006-2015 was generated that aimed to improve the quality of school guidelines. Consequently, in 2008, the English teaching development disengagement appeared between British Council and Ecuador. The government would provide resources for improving its teachers (Cáneppa et al.,2018).

Since 2010, there had more changes for which the Organic Law of Higher Education was proposed to increase equity and educational quality. Thus, for the year 2011, the government created new ministerial agreements. By doing this, English would not be desirable as a compulsory subject from first to seventh grade; however, private and public institutions could have it as an optional subject. On the other hand, it became mandatory from the eighth to the third grade of high school with five hours per week. In this context, teachers had to go through a mandatory performance evaluation in the Fiscal Teaching of English through the Test of English as a Foreign Language-Internet-Based Test (TOEFL iBT). In this line, after 2012, teaching and learning English became a complementary activity; and compulsory after 2016 (Macías and Villafuerte, 2020).

According to Macías and Villafuerte (2020), from the 2016-2017 school year for the highlands and Amazon regions and 2017-2018 for the coast region, the ministerial agreement (0052-14) decreed in 2014 was implemented, which established that English as a foreign language (EFL) should be taught as a compulsory language for public, private and religious institutions. This issue would start from the second grade of primary school to the highest secondary school level.

Soto et al. (2017) mentioned that even though it was implemented for the teaching of English, a three-year lag was presented. Primarily since the government could not thoroughly focus on primary schools because of"… the lack of a curriculum, standards, alignments, qualified teachers to instruct the language at this level, among other considerations" so, this affected greatly since the acquisition of a language is more suitable to do it from early ages.

According to Macías and Villafuerte (2020), the elementary school requested the assignment of qualified teachers; however, there was not. Therefore, the Ministry of Education (2016) suggested the project called "It is time to teach in Ecuador," which attempted "… to improve the language skills of English teachers as well as their teaching practices"; for example, teachers went to a program (go teacher) from 2016 to 2018. In this way, teachers could place on the new English Language Teachers' standard and the new curriculum of EFL teaching 2016.

As evidenced, Ecuador has undergone many changes in English teaching, which has become essential in this new globalized world. Ecuador is still trying to advance in the framework that has been established in the last few years.

2.2.5 ECUADOR AS A MULTICULTURAL, PLURIETHNIC, AND PLURICULTURAL NATION

For many years Ecuador has undergone different changes according to which it should integrate to be able to teach foreign languages. Thus, there has been a turn contrary to what was known as "banking education" cited in (Peña, 2019). To establish the margins of the proposed debate, a brief approach to the concepts of plurinational, interculturality, multiculturality, identity and culture will be presented.

Culture and identity have an essential relationship that is transmitted through communication. The cultural aspect considers two-approach lines: the first is related to elitist thought, where the existence of the cultured or uncultured human being is raised. It means the existence of the immensity and decadence of knowledge of an entity.

The second is related to dynamic people's lifestyles which is a "...lifestyles of each group, patterns of behavior, values and meanings, knowledge, beliefs, arts, laws, morals, and customs"; and also, it "...encompasses gastronomy, art, clothing, music, language, and others" (Morreti, 2020).

On the other hand, identity becomes the development and identification of the human being that appeared due to the relationship between individuals and society. According to Morreti (2020), there are two special stages to achieve this. The first one mentions that it is integrated into a language and specific symbols at birth. At the same time, the other part points out that it is completed by sharing references with other people.

Attending to interculturality, the same author points out that this entails "…a relationship of exchange and interaction between cultures on equitable terms, under conditions of equality". In this way, a dialogue between cultures is sought that leads to negotiation. It is expected to recognize the knowledge of cultural diversities. Thus, this perception gives way to multiculturalism and pluriculturalism. Where the first one encourages a territory for the coexistence of diverse cultures in which they do not need to relate to each other, but rather tolerance is encouraged. The second gives way to a state that coexists with various cultures in democracy.

Although the country is framed as a unitary state, Morreti (2020) recognizes that plurinationality leads to think about the territory's self-determination without seeking the State's independence. Besides, based on the Ecuadorian situation, the centrality of the national government is preserved, but the rights are varied.

In Ecuador, the structuring of indigenous peoples is related to identity criteria. For that reason, since the 1940s, they began to claim their rights through indigenous organizations, which gave way to the legality of the current regulations. CODENPE, quoted in Chisaguano (2006), mentioned that nationality is understood as the preexistence and immersion of people in the Ecuadorian State. They also defined themselves as a "... shared historical identity, language, culture, that live in a determined territory, through their institutions and traditional forms of social, economic, legal, political organization and exercise of their authority".

This concept sticks to the patrimonial characteristics of cultures, which differ from a nation's ownership. In this manner, indigenous societies go beyond this and transcend the territory. In Ecuador, for example, the Shuaras, Achuaras, Secoyas, Sionas, and Zápara populations cover more than one country (Ecuador and Peru). Census carried out in 2001 showed 13 indigenous nationalities, where eight were located in the Amazon, four on the Coast, and 1 in the Sierra regions. The following chart will be presented with more details:

FIGURE 1.- NACIONALIDADES INDÍGENAS DEL ECUADOR

No	NACIONALIDAD	LENGUA	UBICACIÓN GEOGRÁFICA
1	Achuar	Achuar – Chicham	Pastaza y Morona Santiago.
2	Awa	Awapit	Esmeraldas; en la sierra: en los cantones de Carchi, parte sur de Colombia
3	A'I Cofan	A'ingae	Sucumbíos
4	Chachi	Cha'palaa	Esmeraldas
5	Epera	Sia pedee	Esmeraldas, Pichincha
6	Huaorani	Wao Tiriro	Pastaza, Napo y Orellana
7	Quichua	Quichua	Región Interandina y parte de la Amazonia
8	Secoya	Paicoca	Sucumbíos y norte de la Amazonia Peruana.
9	Shuar	Shuar - Chicham	Pastaza, Morona Santiago, Zamora Chinchipe, Sucumbíos y Napo y norte del Perú
10	Siona	Paicoca	Sucumbíos y norte de la Amazonia Peruana.
11	Tsa'chila	Tsa'fiqui	Pichincha (Santo Domingo de los Colorados)
12	Shiwiar	Shiwiar - Chicham	Pastaza
13	Zápara	Zápara	Pastaza y norte del Perú

Chisaguano, S. (2006). *LA POBLACIÓN INDÍGENA LA POBLACIÓN INDÍGENA DEL ECUADOR.ANÁLISIS DE ESTADÍSTICAS ANÁLISIS DE ESTADÍSTICAS SOCIO-DEMOGRÁFICAS* (p. 39). TalleresGráficosdelINEC.https://www.acnur.org/fileadmin/Documentos/Publicaciones/2009/7015.pdf

In consideration of this, with expectations and trends immersed in the strengthening of English teaching, educational quality and social inclusion appeared due to the declaration of Ecuador as a Multicultural, Pluriethnic, and Pluricultural Nation in 2008. However, "situations of ethnic segregation and regionalism are still perceived" (Intriago, 2019).

2.2.6 PUBLIC, PRIVATE, AND RELIGIOUS EDUCATION IN TEACHING ENGLISH IN ECUADOR

In Ecuador, Public institutions offer free education at all levels, and it is compulsory from Educación General Básica to Bachillerato. However, some establishments require money to get an education. The Ministry of Education divides it into fiscal, fiscomisional or public/religious services, municipal, private, religious, and Hispanic or intercultural bilingual education. In addition, to maintain control over them, the teaching was divided into two regimes; the Coast (the coast and the Galapagos Islands) and the Sierra (the Sierra region and the Amazon) (Ministerio de Educación, 2022).

Bearing in mind the study population, Elemental (2nd- 4th grades) education in the country is organized in a hybrid system such as public, religious, and private. In this context, the State is constantly debating on maintaining a balance of equal services (Arcos and Espinosa, 2008). According to Benalcázar (2017), it is necessary to consider that the quality of education provided in the institutions is directly linked to the socio-economic and cultural level of the students. Due to the study population located in the Amazon region in Napo

province, which involves private, bilingual, fiscal, and fiscomisional institutions, brief introductions about its situations are presented.

Fiscal education is a type of institution financed by public funds. Consequently, the educational community has the right to make use of its facilities and services. On the other hand, Fiscomisional Education is considered a mixed institution because its funding comes from public and private sources. Education, in this case, is of private law and religious nature. Private education considers the private funds provided where private law entities manage the administration. Subsequently, education is not free, and parents have to pay money. Moreover, bilingual education, which also receives state funds, aims to provide an educational offer related to the diversity of nationalities and people, searching to recover and strengthen their characteristics (Instituto Nacional de Evaluación Educativa, 2018).

These institutions are different from each other. According to Sevilla (2004), cited in Benalcázar (2017), there is a gap in privileges such as infrastructure and essential services within the public education system, which is something that the private sector has taken advantage of and improved since these institutions demand higher costs than the previous one. Nevertheless, due to the creation of the Ten-Year Education Plan 2006-2015. The public sector has improved the lack of an educational environment. So, the differences with the private sector became minimal because it is also influenced by the educational policies of the Ecuadorian government. In this issue, school performances started to be more linked to the students' circumstantial aspects than their institution, but this does not mean that this last matter should not be considered.

In teaching English as a foreign language, the Ministry of Education has made English a compulsory subject in all public and private institutions in the country, from the second grade of Educación Básica to the third grade of Bachillerato. Then, this seeks to open new academic, cultural, and economic opportunities to Ecuadorian students. In addition, this will be done gradually, according to students' level of knowledge and which will be guided by the CFER language teaching guidelines (Notimerica, 2016).

2.2.7 PUBLIC EDUCATION POLICIES REGARDING ENGLISH IN ECUADOR CONTEXT

In Ecuador, the new English for Foreign Language (EFL) curriculum highlights the importance to maintain the communicative teaching and concerning the Common European Framework of Reference for Languages (CEFR), just like the previous the National Curriculum Guidelines for English as a Foreign Language (DCNILE) (Ortega and Michala, 2019).

Currently, there are five core principles: The Communicative Language Teaching (CLT), which considers that language is best learned when interaction and communication are the focus of teaching a language before its grammatical structures; Content and Language Integrated Learning (CLIL) which focuses on integrating EFL learning with the cultural and

cognitive aspects of the learner; International standards /CEFR, in the curriculum takes into account international teaching and learning standards; Thinking Skills, which considers that language learning should ensure the thinking development, social and creative skills that foster active learning; and Learner-centered approach which encourages teaching methodologies to reflect and respond to the learners' needs (Ortega and Michala,2019) and (Ministerio de Eduación,2016).

Ministerio de Eduación (2016) established: they want to "develop learners' understanding of the world - of others and their own culture -and communicate their understanding and views to others through English." That is why the class environment that teachers will offer to students should be inclusive.

Also, it was considered that students "… develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English." So, the professor has been able to use technological and physical resources (books, magazines, notebooks, etc.) that allow students to increase the communicative skills that encourage them to discover new worldwide contexts.

Finally, they should "…create a love of learning languages starting at a young age, with engaging and positive learning experiences, to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and practice." In this way, teaching students since they are children is fundamental, primarily through learning experiences that allow them to assimilate information and not memorize it to use it in the following high levels.

The curriculum considers that not all students are L1 Spanish speakers because there are groups with different linguistic backgrounds according to their own cultures. For instance, it was designed for students in first to tenth (Educación General Básica) and first to third (Bachillerato General Unificado). The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in language learning. (Ministerio de educación,2016). Therefore, due to the study situation to be developed, a brief description of the students' exit profile, time load, resources, and others will be given.

STUDENTS PROFILE

In this case, it is expected that an A2 level will be acquired by students who are finishing 7th EGB for Educación General Básica Superior; the teaching of the topics already seen will be compiled but in a different language context appropriate to their age. In this way, a table of levels to handle for each grade is presented below:

FIGURE 2.-   LEVELS OF PROFICIENCY: BRANCHING APPROACH
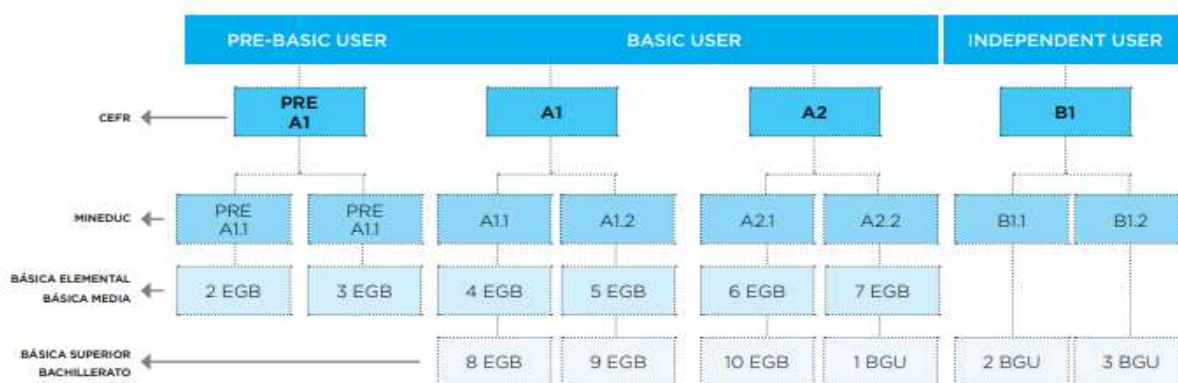
Ministerio de Educación. (2019). Currículo de los Niveles de Educación Obligatoria. In *Ministerio de Eduacación. Educación General básica*. https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Eelemental.pdf

METHODOLOGY AND RESOURCES

Primary school students' teaching and learning process is directed most of the time through interactive activities such as games, songs, rhymes, and play activities. Meanwhile, in the early secondary years, the teacher recycles previous knowledge of their students. They are taught, and new context is added to what they have learned. In addition, grammar and vocabulary teaching becomes more formal, assessment is more widely used, and lessons are delivered more quickly.

The EFL curriculum emphasizes that the teacher must teach through a constructivist approach that considers the student's context, such as their culture and cognitive, emotional, and motor skills. And this must be the foundation for which learning will be developed. In addition, Alvarez and Guevara (2021) mention that the textbooks created by the Ministry of Education must be implemented in Ecuadorian public schools to comply with the current EFL and offer pedagogical modules (72 modules for primary and secondary education).

Also, it is essential to keep in mind that people internalize the language in three ways: the language of, for, and through learning. In the first case, the teacher recognizes that learners need to engage with language concepts, systems, and skills to develop different topics. Authentic communicative situations and texts must be used. The second requires that learners be aware of the metacognition about learning to learn. That is, the teacher should consider the development of learning strategies and communicative skills. The last one requires that learners participate actively in the learning situation. They have to have more significant interaction and thinking skill usage.

English language teaching (ELT) in schools must "…improve the linguistic, aesthetic, and thinking skills of all students…"

Therefore, it is vital to have resources available. In this manner, the physical presence of didactic resources and technology to advance English levels such as books, newspapers, magazines, posters, the Internet, and others are primary in a context where learners do not have the opportunity to practice with a native speaker.

Finally, to continue with the teaching and learning process, teachers have not to forget to plan their lesson according to five sections or threads, as will be shown in the following table:

FIGURE 3.- CLIL, CRITICAL THINKING SKILLS, AND CURRICULAR THREADS

CLIL	4Cs	Curricular Threads	Sub-Threads
	Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity
			Social Competence and Values
	Communication	Oral Communication: (Listening and Speaking)	Listening Skills
			Spoken Production
			Spoken Interaction
	Cognition	Reading	Literacy-rich Environment
			Reading Comprehension
			Use of Resources & Study Skills
	Content		Cross-curricular Content
		Writing	Initial Literacy
			Text Production
		Language through the Arts	Literary Texts in Context
			Creative Writing
			Creative Thinking Skills

Ministerio de Educación. (2019). Currículo de los Niveles de Educación Obligatoria. In *Ministerio de Eduacación. Educación General básica*. https://educacion.gob.ec/wp-content/uploads/downloads/2019/09/EGB-Eelemental.pdf

This figure is significant because it makes aware about getting an authentic learning in a meaningful context. Thus, it will allow to know the language and its use rather only content knowledge.

TIME LOAD

In the year 2016, some modifications were applied to the ministerial agreement No. MINIEDUC-ME-2016-00020-A; therefore, it was established that regarding the General Basic Education curriculum, the following modifications would be made:

FIGURE 4.- TIME LOAD PREPARATORIA

Subnivel Preparatoria		
Áreas	Asignaturas	Carga horaria
Currículo Integrador por ámbitos de aprendizaje		25
Educación Cultural y Artística	Educación Cultural y Artística	3
Educación Física	Educación Física	5
Proyectos Escolares		1
Desarrollo Humano Integral		1
Horas pedagógicas totales		35

Lengua Extranjera – Ministerio de Educación. (2016).Educacion.gob.ec.https://educacion.gob.ec/curriculo-lengua-extranjera/

FIGURE 5.- TIME LOAD EDUCACIÓN GENERAL BÁSICA

Subniveles de Básica		Elemental	Media	Superior
Áreas	Asignaturas	Horas pedagógicas por grado	Horas pedagógicas por grado	Horas pedagógicas por grado
Lengua y Literatura	Lengua y Literatura	10	8	6
Matemática	Matemática	8	7	6
Ciencias Sociales	Estudios Sociales	2	3	4
Ciencias Naturales	Ciencias Naturales	3	5	4
Educación Cultural y Artística	Educación Cultural y Artística	2	2	2
Educación Física	Educación Física	5	5	5
Lengua Extranjera	Inglés	3	3	5
Proyectos Escolares		1	1	2
Desarrollo Humano Integral		1	1	1
Horas pedagógicas totales		35	35	35

Recovered from Lengua Extranjera – Ministerio de Educación. (2016). Educacion.gob.ec. https://educacion.gob.ec/curriculo-lengua-extranjera/

In this case, it should be noted that the teaching load in the first grade is unnecessary, but here the learning process in the EFL area begins to be considered. In the following grades, from second, third, and fourth, they have three hours to learn a foreign language (English), and in fifth, sixth, and seventh grades, the same situation occurs. Nevertheless, the workload for an eighth, ninth, and tenth grade is around five hours. However, it can be changed because each institution has the autonomy to modify it according to the students' needs.

TEACHER PROFILE

According to Ministerio de Educación (2016), the standards for English professionals are linked to a document called Teachers of English to Speakers of Other Languages

(TESOL), highlighting five domains related to the general curriculum and English teaching and learning.

The first one is "language," in which teachers have to have specific knowledge such as language structure and communication (phonology, morphology, syntax, pragmatics, and semantics), language acquisition and development (theories and researchers), and language fluency. The following chart specifies this in deep:

FIGURE 6.- DOMAIN 1: LANGUAGE

Domain 1. Language Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (students) develop language and literacy and achieve in the content areas.	
General Standards	Specific Standards
1.a Structure of English and Communication Teachers demonstrate understanding of language as a system.	1.a.1 Understand the components of language (phonology, morphology, syntax, pragmatics and semantics) as an integrative system.
	1.a.2 Use knowledge of these interrelated aspects of language to help students develop oral, reading, and writing skills in English.
	1.a.3 Demonstrate knowledge of rhetorical and discourse structures as applied to English learning.
1.b. Language Acquisition and Development Teachers understand and apply theories and research in language acquisition and development to support their students' English language and literacy learning and content-area achievement.	1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to students.
	1.b.2 Understand theories and research that explain how L1 literacy development differs from L2 literacy development.
	1.b.3.a. Recognize the importance of students' L1 and / or languages varieties, if they are not Spanish, e.g. quichua and other native languages (and that they are learning Spanish as a second language) to build on these skills as a foundation for learning English.
	1.b.3.b. Recognize the importance of students' L1 and language varieties (when they are Spanish) to build on these skills as a foundation for learning English.
	1.b.4. Comprehend and apply knowledge of socio-cultural, psychological, and political variables to facilitate the process of learning English.
	1.b.5. Understand and apply knowledge of the role of individual learning styles in the process of learning English.

Recovered from: Estándares de Calidad Educativa para Inglés - MinEduc. (2018, March 19). Educar Plus. https://educarplus.com/2018/03/estandares-de-calidad-educativa-para-ingles-mineduc.html

The second is "Culture," in this case, because the country is a crowded place of cultural diversity; teachers should have knowledge related to the culture of the language to be taught and the students' cultural identity. They should also consider using resources that strengthen the links between both entities, which will allow them to develop better meaningful learning. The following chart specifies this in deep:

FIGURE 7.- DOMAIN 2: CULTURE

Domain 2. Culture Teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for students.	
General Standards	Specific Standards
2. Culture as It Affects Student Learning Teachers know, understand, and use major theories and research related to the nature and role of culture in their instruction.	2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
	2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.
	2.c. Understand and apply knowledge about cultural conflicts
	2.d. Understand and apply knowledge about communication between home and school to enhance English teaching.
	2.e. Understand and apply concepts about the interrelationship between language and culture.
	2.f. Use a range of resources, including the Internet, when possible, to learn about Ecuadorian cultures and also the cultures of English speaking and non-English speaking countries and apply that learning to instruction.
	2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

Recovered from: Estándares de Calidad Educativa para Inglés - MinEduc. (2018, March 19). Educar Plus. https://educarplus.com/2018/03/estandares-de-calidad-educativa-para-ingles-mineduc.html

The third is "curriculum development"; masters should know about standards-based English language planning strategies, English language implementation and management, teaching strategies and curriculum adaptations, and effective use of resources and technology. The following chart specifies this in deep:

FIGURE 8.-   DOMAIN 3: CURRICULUM DEVELOPMENT

General Standards	Specific Standards
Domain 3. Curriculum Development Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based English and content instruction. Teachers are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their students.	
3.a. Planning for Standards-Based English and Content Instruction Teachers know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for students.	3.a.1. Plan standards-based English and content instruction.
	3.a.2. Create supportive, welcoming classroom environments.
	3.a.3. Plan differentiated learning experiences based on assessment of students' English proficiency, learning styles, and prior formal educational experiences and knowledge.
	3.a.4. Provide for particular needs of students with interrupted formal education.
	3.a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives.
3.b. Implementing and Managing Standards-Based English and Content Instruction Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.	3.b.1. Organize learning around standards-based language learning objectives.
	3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
	3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.
	3.b.4. Develop students' listening skills for a variety of academic and social purposes.
	3.b.5. Develop students' speaking skills for a variety of academic and social purposes.
	3.b.6. Provide standards-based instruction that builds on students' oral English to support learning to read and write.
	3.b.7. Provide standards-based reading instruction adapted to students.
	3.b.8. Provide standards-based writing instruction adapted to students. Develop students' writing through a range of activities, from sentence formation to expository writing.
3.c. Using Resources and Technology Effectively in English and Content Instruction Teachers, in addition to the national textbooks, are familiar with a range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective English and content teaching.	3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
	3.c.2. Select additional materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of English.
	3.c.3. Employ a variety of materials for language learning, including books, visual aids, and realia in addition to the textbook.
	3.c.4. Use technological resources (e.g., internet, software, computers, and related devices) to enhance language and content-area instruction for students.

Recovered from: *Estándares de Calidad Educativa para Inglés - MinEduc*. (2018, March 19). Educar Plus. https://educarplus.com/2018/03/estandares-de-calidad-educativa-para-ingles-mineduc.html

The next is "assessment." It is essential to understand the fundamental concepts and processes of assessment related to English language learning and the essential resources to assist in appropriate reinforcement after applying the assessment. The following chart specifies this in deep:

FIGURE 9.- DOMAIN 4: ASSESSMENT

Domain 4. Assessment Teachers demonstrate understanding of issues and concepts of assessment and use standards-based procedures with students.	
General Standards	**Specific Standards**
4.a. Issues of Assessment for English Language Learners Teachers demonstrate understanding of various assessment issues as they affect students, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to students and use results appropriately.
	4.a.2 Knowledgeable about and able to use a variety of assessment procedures for students.
	4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.
	4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for students.
	4.a.5. Distinguish among students' language varieties (e.g. pronunciation, vocabulary from different regions), giftedness, and special education needs.
4.b. Language Proficiency Assessment Teachers know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction.	4.b.1. Understand and implement national and local requirements for identifying the progress of students in English programs.
	4.b.2. Understand the appropriate use of norm-referenced assessments with students.
	4.b.3. Assess students' language skills and communicative competence using multiple sources of information
4.c. Classroom-Based Assessment for English Language Learners Teachers know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.	4.c.1. Use performance-based assessment tools and tasks (e.g., portfolios, projects, classroom observation checklists, reading logs, video, spreadsheet software) that measure students' progress.
	4.c.2. Understand and uses criterion-referenced assessments appropriately with students.
	4.c.3 Use various instruments and techniques to assess language skills, both individually and integrated (e.g. listening, speaking, reading and writing, as well as vocabulary and grammar) for students at varying levels of language and literacy development.
	4.c.4. Use various instruments and techniques to assess content-area vocabulary learning for students at varying levels of language and literacy development.
	4.c.5. Prepare students to use self- and peer-assessment techniques when appropriate.
	4.c.6. Use a variety of rubrics to assess students' language development in classroom settings.

Recovered from: Estándares de Calidad Educativa para Inglés - MinEduc. (2018, March 19). Educar Plus. https://educarplus.com/2018/03/estandares-de-calidad-educativa-para-ingles-mineduc.html

The last is "Professionalism and Ethical commitment," in which teachers must be trained constantly according to the pedagogy they apply in their classes in teaching English. The following chart specifies this in deep:

FIGURE 10.- DOMAIN 5: PROFESSIONALISM AND ETHICAL COMMITMENT

Domain 5. Professionalism and Ethical Commitment Teachers keep current with new instructional techniques, research results, advances in the English as a Foreign Language (EFL) field, and education policy issues and demonstrate knowledge of the history of EFL teaching. They use such information to reflect on and improve their instruction and assessment practices. Teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for students and their families.	
General Standards	**Specific Standards**
5.a. English as a Foreign Language Research, History and Legislation Teachers demonstrate knowledge of history, research, educational public policy, and current practice in the field of EFL teaching and apply this knowledge to inform teaching and learning.	5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.
	5.a.2. Demonstrate knowledge of the evolution of laws and policy in bilingual and English as a foreign language (EFL) profession.
	5.a.3. Demonstrate ability to read and conduct classroom research.
	4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for students.
	4.a.5. Distinguish among students' language varieties (e.g. pronunciation, vocabulary from different regions), giftedness, and special education needs.
5.b. Professional Development, Partnerships, and Advocacy Teachers take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for students	5.b.1. Participate in professional growth opportunities.
	5.b.2 Establish professional goals.
	5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for students in the school.
	5.b.4. Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.
	5.b.5. Advocate for students' access to academic classes, resources, and instructional technology.
	5.b.6 Support students' families.
	5.b.7. Serve as professional resource personnel in their educational communities.
5.c. Ethical Commitment Teachers promote active citizenship as stated in The Ecuadorian Constitution.	5.c.1. Educate students to practice the principles of active citizenship, e.g. those stated in the Ecuadorian Constitution as the Buen Vivir.
	5.c.2. Know about national legislation and take action to protect and respect the rights of all students including those at risk.

Recovered from: Estándares de Calidad Educativa para Inglés - MinEduc. (2018, March 19). Educar Plus. https://educarplus.com/2018/03/estandares-de-calidad-educativa-para-ingles-mineduc.html

Finally, it is essential to recognize that English teacher standards are aligned to FMER and for which the British Council (2015) mentioned that it recognizes teachers as a goal in the recent reforms will have to get a minimum B2 level.

2.2.8 TEACHING AND LEARNING ENGLISH AT AN EARLY AGE IN THE ECUADORIAN CONTEXT

Castillo (2013) points out that the teaching of a foreign language should be done from initial levels where children accept with great ease a new linguistic code; because of this, the emphasis given to language skills in the Ecuadorian system starting from childhood to youth comes to improve and develop the four primary skills: speaking and writing (productive language skills), listening and reading (receptive language skills); consequently, students will learn to interact efficiently (Lema, 2016) and (Barrera and Barragán,2017).

In this context, one of the main objectives of the curriculum in terms of teaching English as a foreign language is to start learning the language from an early age, where the love for learning is created through exciting and positive experiences that foster student motivation. Thus, the Ecuadorian educational reality must put this provision into practice (Pérez, 2018).

Young learners in elementary schools start learning English at around 6 to 12 years old. Due to their learning age, they arrive at the school with different knowledge levels; they can be excellent or not know anything about the language. These differences affect how they view learning a new language; it can be easy and fun or challenging and tedious. In addition, institutions need to consider that the use of educational resources (books, media) and competent teachers will significantly impact the teaching of these students; it can be a challenge for them.

However, there are more benefits than drawbacks to teaching a foreign language early, so the younger, the better. Thus, according to Cahyati and Madya (2019), some studies state that the best age to learn foreign languages is between three and six years old because they can use the same method as well as they learned their first language. In contrast, the Critical Period Hypothesis (CPH) pointed out that there is a biological calendar that determines the optimal time to acquire a foreign language, which would be from 2 to 14 years old, so that, after this time, an adult would have more difficulties to achieve it.

It should be considered that children have characteristics that facilitate learning; that is, their brains are configured to make them more flexible than adults. They are more creative and have outstanding social skills. On account of this, if teachers consider the real needs of their students according to their environment, culture, and interests, the English teaching process in the classroom will be more successful.

Another important thing is that English in elementary school can be categorized into two major components: interaction and socialization, and it is beneficial for working on

language. Children will acquire the language more effectively and efficiently, especially if there is a supportive environment.

Finally, the benefits of starting at this age are to get awareness because they will open their minds to the cultural value of their roots and the globality of their culture. The improvement in pronunciation and fluency will also be better, which will help them be more self-confident as a future adult than the rest. Thus, the acquisition of English proficiency at an early age and in the case of entering a higher level of education will lead to the student's increased self-confidence in comparison to their peers who maintain a lower level of proficiency than is required.

2.2.9 FACTOR THAT INFLUENCES TEACHING AND LEARNING ENGLISH IN FISCAL SCHOOLS IN THE AMAZON REGION

The Ecuadorian context still shows shortcomings in the management of its educational policies where, according to Silva (2018), the Amazon region reveals failures in the ETL process. The curriculum redesign is not in line with the reality of this region.

The Amazon region is the one that has fewer educational services from the State (Salinas and Rodríguez, 2019); in addition, this is the resident place of 24.1% of indigenous populations (Ortiz, 2020). Contemplating this situation, ETL in the region is inoperative (Silva, 2018), denoted by the existence of public schools far from the learning of maternal roots. Along with it, some factors differ from other regions of the country: didactic resources setting, learning situations, socio-economic, living conditions, population development (Romero,2016), and the lack of specialized teachers; where 71% have a primary and intermediate English level are centered in the highlands and coastal regions (Primicias,2019).

It is necessary to consider that the previously mentioned factors are not the only ones that appear as an impediment to better quality education in this region. Others affect the teaching of a new language in the country, too. That is why taking into account the environment of the study population (in fiscal schools), they should be noticed.

In the first place, it is considered social context factors such as the use of the first language (L1), where both teachers and students use idiomatic expressions and colloquial language. In the teachers' case, according to Sevy-biloon and Recino (2020), the L1 usage in the classroom can increase or decrease the students' success in the learning process. Everything will depend on their needs; however, this should not be abused, so it is better to use it in small doses to avoid the learners getting used to the use of L1 and not miss the opportunity to practice the new language.

On the other hand, in the students' case, the interlanguage appears, which according to García (2021), it "is a transitional linguistic system with its patterns and rules." Nordquist (2019) and García (2021) mention that the learners pass it through different stages that are affected by L1, transfer of training, and the overgeneralization of the rules. Nordquist (2019)

pointed out that this process is only halfway between the L1 and the new language to be learned. If this objective cannot be achieved, it may lead to fossilization, which Manuel (2022) considers it "...is the 'freezing' of the transition between the native and the target language".

It makes the learner assimilate incorrect language features, making them permanent and difficult to change. Thus, this is a challenge for teachers.

Another factor linked to the students is their motivation to learn a new language. According to Cahyat and Madya (2019), this is not easy to develop because there are various motivations. One of them is that one student has an interest in learning while others do not. In addition, this type is also linked to the parent's role, who are of vital importance because the low or great support to their children to make them learn something new influences significantly. This fact is undoubtedly a serious threat to English teachers, but pedagogical factors are also critical criteria to be noted in the quality of education.

In this way, it is highlighted that teachers' language knowledge and pedagogical preparation, the size and quantity of classes, the learning's short hours, and the inadequate infrastructure and pedagogical materials (technological tools, books, and others) are crucial on the challenge of teaching a foreign language in schools (Cahyat and Madya, 2019) and (Sevy-biloon and Recino, 2020).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 PARADIGM

The research process was framed in an interpretive paradigm. It aimed to analyze the different parent's and teachers' perspectives on how the English teaching and learning process is developed in the Amazon region, especially in students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona". In this regard, bearing in mind the epistemological basis of this paradigm that arises from the thought of Seymour Papert in 1991. He mentioned that "...a person learns through his dynamic interaction with the physical, social and cultural world in which he is immersed"; this phrase makes arrive at this paradigm. The main objective is to develop concepts that help understand the social phenomena in natural environments, giving the necessary importance to the intentions, experiences, and opinions of all the participants.

3.2 APPROACH

The study follows a mixed approach that combines quantitative and qualitative approaches in the same research. They are linked to create instruments based on the characteristics of each one; thus, achieving more enriching and complete results. That is, with a broad perspective of the phenomenon studied (Guelmes and Nieto, 2015) and (Otero, 2018). In this case, the researcher was involved with the authorities of the institutions, teachers and parents to obtain opinions, knowledge, perspectives and authentic aspects of the subject to be addressed (Alvarez et al, 2014). And as this approach maintains its foundation in pragmatism, which points out that the concept of truth is solidly understood through thoughts and experiences (Otero, 2018). The social reality in which the study population was found, deriving conclusions about the understanding of the actions perceived by the studied population (Sanfeliciano, 2018).

3.3 RESEARCH MODALITY

The narrative bibliographic method was applied. It was necessary since it has the characteristic of being reflexive and dynamic. Thence, the collection of bibliographic information focuses on analyzing the experiences shared by people Ocampo (2019); in this case, it was collected through the study population. Moreover, it was intended to use the ethnographic method that analyzes, describes, and understands the role of cultures and what is beyond them Fernández (2020), which helped to observe the social reality of the

population study. Furthermore, following the postulates of Martínez (2013), this method was beneficial for the documents' bibliography collection because allowed to get descriptive concepts that help characterize the population's reality.

3.4 TYPE OF RESEARCH

The research type applied to the study is descriptive. This was very useful because it helped to describe a population or situation, trying to give answers to what, how, when and where (Mejía, 2020). In this way, it was possible to obtain data on the research proposal about knowing how the process of teaching and learning English in the Amazon region is developed in students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in the Archidona . Fulfilling the purpose of expanding knowledge about how it is and how this phenomenon manifests itself (Moreno, 2016).

3.5 STUDY POPULATION

The population considered were the students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona".

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Based on the proposed objectives, the techniques used were the interview, survey and observation. In the first stage, a structured questionnaire interview was used. According to Diaz et al. (2013), it is flexible with planned questions that also offer the possibility of adapting them to the interviewees, which helped to motivate the interlocutor and increase the necessary information for the research; this was applied to authorities and teachers of the institution. In this case, we obtained a description of the English teaching and learning process in the fiscal schools of the Amazon region with emphasis on the reality of the of students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" The second stage applied a questionnaire with opened and closed questions that identified the position of the parents about the English teaching and learning process in which their children were immersed.

Finally, to contrast the data obtained from the educational authorities, teachers, and parents, a series of regular classes were observed on how the teaching and learning of English were developed. Thus, an observation guide was applied to the participating population.

3.7   DATA ANALYSIS AND INTERPRETATION TECHNIQUES

The triangulation technique was used to combine and contrast data from different sources. This helped to associate the empirical and theoretical information obtained. Thus, the analysis and synthesis of data was applied where: the interviews conducted with authorities and English teachers of the institution were cross-checked with the secondary sources. The surveys conducted with parents were interpreted by means of statistical graphs and analysis. And the observation which use the categorization technique. it was organized concepts with similar meanings and criteria. Finally, a summary interpretation was made of the most relevant data obtained in the studies applied for each specific objective.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1   RESULTS

4.1.1   QUESTIONNAIRE INTERVIEW RESULTS

Objetive N º 1 .- to describe the teaching and learning process that English teacher applies in the Cuarto Año de Educación General Básica "D" through teachers and authorities interviews of the institution.

FIRST INTERVIEW

- **Professional Occupation:** Head-master of " Unidad Educativa Archidona"

The new curriculum has been adapted to the lived context. However, the time load of the subject has been reduced. Therefore, the institution has tried to adhere to this important detail, even if there is the lack of time load, which has a great influence on the students' learning. In this way, the educational administration tries to comply with these changes.So, to make a better work, at the beginning of the new academic period, the learning focused on the development of skills which are taught according to the level of the students. However, this is not practiced at the Preparatoria and elemental level due to the lack of teachers.

The main problem is related to pedagogical equipment: there is no English laboratory or technological equipment for teachers. Finally, Napo is a tourist area and English teaching is important, but it is difficult to implement more teaching hours due to the lack of teaching staff and high mandatory directions. In this way, he mentioned, as institution can look for and hope to hire professional English teacher who have mastery of skills, vocation, and values of responsibility. However, in the institution there are non-professional teachers, there are only two professionals with B1 and the rest continue in training.

In addition, he mentioned that the institution needs to put more effort in trying to change the reduction in the time load (from 5 hours to 3 hours), the language teaching only practice from Básica Media, and finally that all English teachers should join to an English training course.

SECOND INTERVIEW

- **Professional Occupation:** Vice-head-master in charge of Educación Básica General in the "Unidad Educativa Archidona"

The authority considered that the new curriculum was not well suited to the needs of the institution, as it included very generalized subjects of learning that were not closely related to local reality. Therefore, teaching has been carried out based on English skills which are linked to the student's context.

But even it was this kind of change. The problems of the institution continue. In this case, as authorities, they declared that course teacher could teach English for Elemental and Básica Media if they had the possibility to do it because there is a lack of specialized English teachers at the elementary, middle and high school levels. So, the hours of English were taught by teachers in charge of the Elemental and Media classrooms. And, into this problem there is a lack of pedagogical equipment, such as the English laboratory too.

In this regard. She wanted higher authorities can offer more English teachers. Thus, they must be a leader. To have good communication skills with their students. To have a third level degree in foreign language teaching. Finally, he/she must have knowledge of Information and Communication Technology (ICT.)

In consequence, she will hope to be able to change these situations by increasing the number of hours of English in the time load. To create projects to obtain a laboratory with public or private entities. And, to obtain specialized English teachers starting at the Elemental level because it's the basis of education where students learn to read and write.

THIRD INTERVIEW

Professional Occupation: Director of English Area teacher in the "Unidad Educativa Archidona"

The teacher pointed out that English teaching and learning at an early age were things that the curriculum had as a mandatory statement. So, to have students achieve B1 in Bachillerato, in her opinion it was very important to start at the elemental level to meet this objective. In this case, the English area planned different ways to make this happens. It should be following the projects offered by the curricular modules and the application of project-based learning. Also, to be able to work with the group work methodology, interactive games, and real activities for teaching the contents.

Therefore, she considered it was important as teacher teaching a foreign language, they could be able to master all its skill and this will make their students have more possibilities to get the degree profile require in the Area of English. However, they were not at this level. They were placed at B1.2. But as English teachers they have tried to train themselves to be able to reach level B2.

It is necessary also mentions that due to the fact they were of Amazon region where there is a percentage of culture nationalities. They as teachers teaching a foreign language should consider the student's situation to avoid problems in our praxis. In this aspect. Her institution had Spanish-Kichwa speaker that due to her experience they were easier to work because they speak two languages and adapt quickly to the learning of a new language. Therefore, they had not present strongly challenges.

But it is true that the institution has some problems that affect teachers and students. The learning problem for the students were that some of them come from rural areas and there was not English as a subject. Therefore, it is difficult for them to follow the same learning level as their classmates. In this way, it was complicated for the teachers to take them to the correct learning age level. So, it was necessary to look for separate methodologies such as reinforcement or working individually with them.

FORTH INTERVIEW

- **Professional Occupation:** Course Teacher in charge of English teaching in the students coursing the Cuarto Año de Educación General Básica "D"

The situation in this case, it is that the English teacher is a course teacher and not an English teacher. However, teaching English starting at the Elemental level was optional and she tried to teach her students through her self-learning. It means, she had not an English proficiency certificate level. But she wanted her students had minimum base to they could improve in the next levels, So, as a course teacher in charge of Cuarto Año "D"; she considered, it was very important they learnt at an early age because it could be considered an experience or stimulation that will help children in their cognitive development. It should be practiced from this period because they are in the process of development and their capacity for knowledge acquisition is greater.

In this aspect, she mentioned she had sought to develop language skills through playful activities, and she had been implemented technological tools to improve their communication (observing, listening and speaking). Also, she made use of grammar translation methods, direct method, audiolingual method and the communicative approach. Therefore, all the self-preparation to make her students learn was considered a challenge for her.

She also had mentioned that her institution had a percentage of student and teacher with Kichwa identity. And, in her case, she belongs to this culture and some of her students too. So, the hard part of English teaching was that she has seen that there is no motivation on the part of the teacher in charge of a course, especially one who is a Kichwa speaker, to get his or her students interested in the language. The students who know Kichwa do learn English. They can learn how to read, write, listen and speak quickly but with the guidance of a professional English teacher. In this way, they will learn the new language better.

However, in her situation, the students have difficulties in reading and writing. In addition, it is seen that some parents don't motivate their children to improve this language because they consider it is not very important in the locality where they live. On the other hand, for her as a teacher, there is a lack of pedagogical material to be able to teach her students.

ANALYSIS:

To obtain good cognitive teaching and learning development, it must have objectives linked to each other. Since the modification of knowledge is a product of it (Munna and Kalam, 2021). Thus, it must be taken into account that there are factors that will interfere in the progress of this procedure (Montenegro, 2016).); in this case, the environmental variables, teacher, student, and knowledge were taken into account.

In the first place, bearing in mind the environmental factor variable, in the Cuarto Año de Educación General Básica "D" , the development of teaching and learning was linked to higher entities, that is, to the characteristics of the institution (educational process). Thus, the national education curriculum, which has been developed based on the reality of Ecuadorian students (Macias and Villafuerte, 2020), took great value for the institutional plan development (Cáneppa et al, 2018). However, some changes were not linked to the institution's reality. First, the teaching load was reduced, which was 3 hours at the Básica General level and 5 hours at the Bachillerato level (Ministry of Education, 2016), and currently, 3 hours are taught at all educational levels, which generates those students do not obtain long-term learning.

Also, the ministry of education prioritizes that their English teachers meet a B2 language proficiency profile and show study criteria linked to the five domains: language (know, understand and use theories related to language development), culture (teach through cultural diversity knowledge), curriculum development (program models, teaching strategies knowledge), assessment (knowledge of English language learning assessment), and Professionalism and Ethical commitment (constant training in teaching and learning language methods). But, due to the lack of teachers in the Amazon region (Primicias, 2019), the institution had fewer specialized teachers. This caused the authorization by the high authorities of the institution, to provide optional English classes in Elemental and Básica Media; which should be mandatory (Ministry of Education, 2019).

Besides, the institution had a low level of pedagogical resources. There was no English laboratory or technological tools to help students master the language, who in some cases had a low level of knowledge because they came from rural schools without English classes.

Another aspect is the role of the teachers in this educational process, they should have a first approach linked to the students' needs emphasizing their skills development (Tripathi, 2018). In this way, the institution has tried that its teachers meet a minimum profile to teach the language such as having a degree in teaching English, the practice of values, and the management of communication and information technologies. However, even if the Ministry of Education requires a B2 certificate and the mastery of five teaching skills in the English teacher's profile, here, this was not possible. Thus, the few teachers with knowledge of the language had a minimum level of B1.2 and continued training, and the rest who had decided to teach on a self-learning basis from Elemental to Básica Media did not maintain any level. Considering this, the study population was not developing the right linguistic, aesthetic, and thinking language skills (Ministry of Education, 2019).

On another point, it is essential to note that students since they are children are fundamental, they learn primarily through learning experiences that allow them to assimilate information and not memorize it to use it in the following high levels (Ministry of Education, 2016). Thus, the institution showed enthusiasm for this fact since they considered that this

age is when they are in cognitive development. And due to Spanish-Kichwa speaking children, the acquisition of meaningful learning could improve. Therefore, taking into account the population, the teacher who was a Spanish-Kichwa speaker, had as a priority to teach the basics of language knowledge. It has been achieved through the teacher's motivation to learn with her students even if there were low pedagogical material, low mastery of students' knowledge, and a lack of parents' motivation.

Finally, regarding knowledge acquisition, which is the product of English teaching and learning, it is expected that the content is provided according to five main guidelines: CLT, CLIL, CEFR, Thinking Skills, and Learner-centered approach (Ministry of Education, 2016). So, the English area proposed that this was done through group work, interactive games, and activities according to the student's context. However, the participants worked with memorization, repetition, work habits, and translation activities, which did not consider the objective of The EFL curriculum; which emphasizes that the teacher must teach through a constructivist approach that considers the student's context, such as their culture and cognitive, emotional, and motor skills and also to work with the internalization of the language in three ways: the language of, for, and through learning (Ministerio de Eduación, 2019).

4.1.2 QUESTIONNAIRE RESULTS

Objetive N º 2. - To identify the parents' points of view about the management of the establishment's English teaching and learning process to support the research.

- **DATA ANALYSIS OF MANAGEMENT OF THE ESTABLISHMENT'S ENGLISH TEACHING AND LEARNING PROCESS FROM PARENT'S VIEW**

The questionnaire was applied to 26 parents of students of Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona. It is divided in 10 questions, obtaining the following results.

1. - What kind of materials or activities does your child do in the classroom? Choose the options you need:

Table 1.

Items	Frequency	Percentage
Technological materials (recordings, projections, radio, TV, videos, computer programs, internet, etc.),	0	0%
Textbooks, reference books, exercise books, etc	26	100%

""Realia": coupons, ticket, leaflets,brochures, printed matter, advertisements,murals, flashcards	0	0%
	0	0%
Interactive Games		
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Graphic 1

1.- What kind of materials or activities does your child do in the classroom?

- Technological materials (recordings, projections, radio, TV, videos, computer programs, internet, etc.)
- Textbooks, reference books, exercise books, etc
- ""Realia": coupons, ticket, leaflets,brochures, printed matter, advertisements,murals, flashcards.
- Interactive Games .

Source: Table 1
Author:Bautista M.

INTERPRETATION:

Of the total number of respondents, 100% mentioned that the activities that their children do most frequently are linked to a textbook, which contains exercises, among other activities that the teacher applies in the English teaching English.

2. - Do you help your child with English homework? Choose one option

Table 2.

Items	Frequency	Percentage
Always	6	23%
Sometimes	20	77%
Never	0	
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Graphic 2

2.-Do you help your child with English homework?

- Always
- Sometimes
- Never

Source: Table 2
Author:Bautista M.

INTERPRETATION:

Among the surveyed population, 20 people (77%) said that they sometimes help their children, which is not considered a regular help and attention to language learning. While six people (23%) were always helping their children's cognitive development.

3.-If your child is a Kiwcha-Spanish speaker, has he/she found difficult to understand English classes? Choose one option:

Table 3.

Items	Frequency	Percentage
Always	2	8%
Sometimes	23	88%
Never	1	4%
Total	26	100%

Source: Questionnaire data
Author:Bautista M

Graphic 3

3.-If your child is a Kiwcha-Spanish speaker, has he/she found difficult to understand English classes?

- Always
- Sometimes
- Never

4% 8%

88%
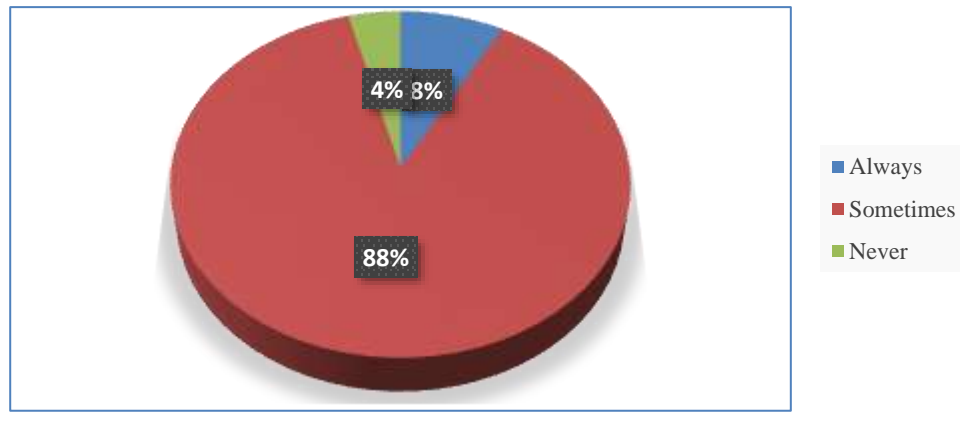
INTERPRETATION:

According to the questionnaire, 23 people, 88%, of the total number of participants, mentioned that their children, who are Kichwa-Spanish speakers, sometimes have problems understanding English classes. This showed that speaking a second language facilitates learning and does not hinder it. However, two people, 8%, mentioned that they always have problems understanding the use of this new language. And, one person, 4%, mentioned that her child has never had learning problems.

4.-How many time does your son or daughter spend learning English? Choose one option:

Table 4

Items	Frequency	Percentage
30 minutes	13	50%
45 min	12	46%
1 hora	1	4%
Total	26	100%

Graphic 4

4.-How many time does your son or daughter spend learning English?
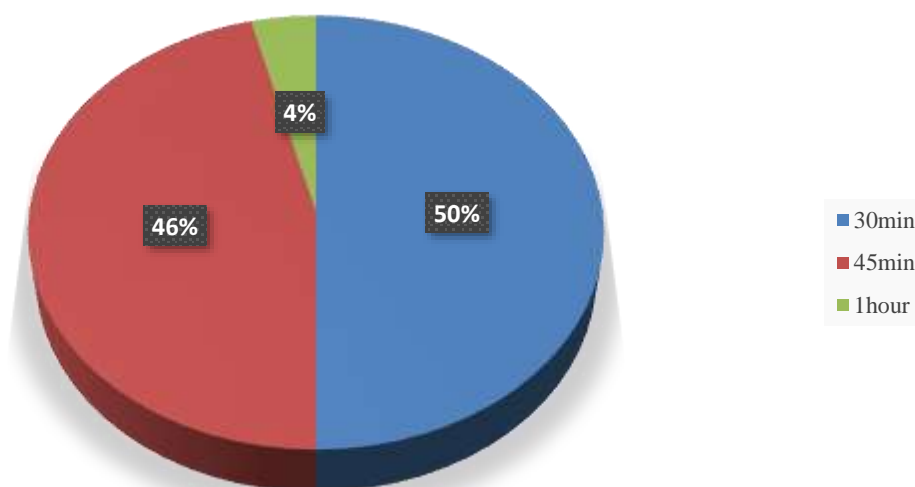
- 30min
- 45min
- 1hour

INTERPRETATION:

The results showed that 13 people (50%) have their children spending 30 minutes of their learning time to improve their English skills. Another 12 people (46%) increased their children's learning time to 45 minutes and only one (4%) person got their child to spend one hour on English language development.

5.- Do you consider essential that your child start learning English at an early age? Why? Choose one option:

Table 5

Items	Frequency	Percentage
Yes	26	100%
No	0	0%
Total	26	100%

Graphic 5

**Do you consider essential that your child start
learning English at an early age?**

100%

■ Yes
■ No
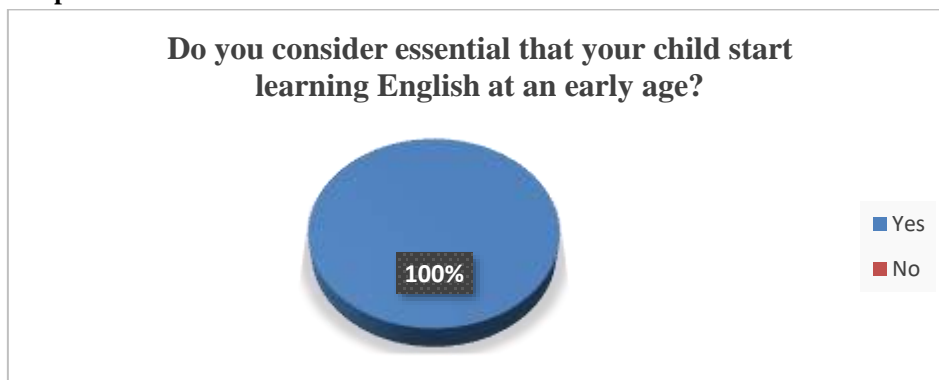
Source: Table 5
Author:Bautista M

Table 6

Items	Frequency	Percentage
Speak fluent English as an adult	12	46%
Improve their cognitive knowledge	5	19%
Have absorption capacity	1	4%
Improve their communication and knowledge about the world	8	31%
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Graphic 6

**5.- Do you consider essential that your child start learning English at
an early age? Why?**

31% 4% 19% 46%

■ Speak fluent English as an adult

■ Improve their cognitive knowledge

■ Have absorption capacity

■ Improve their communication and knowledge about the world
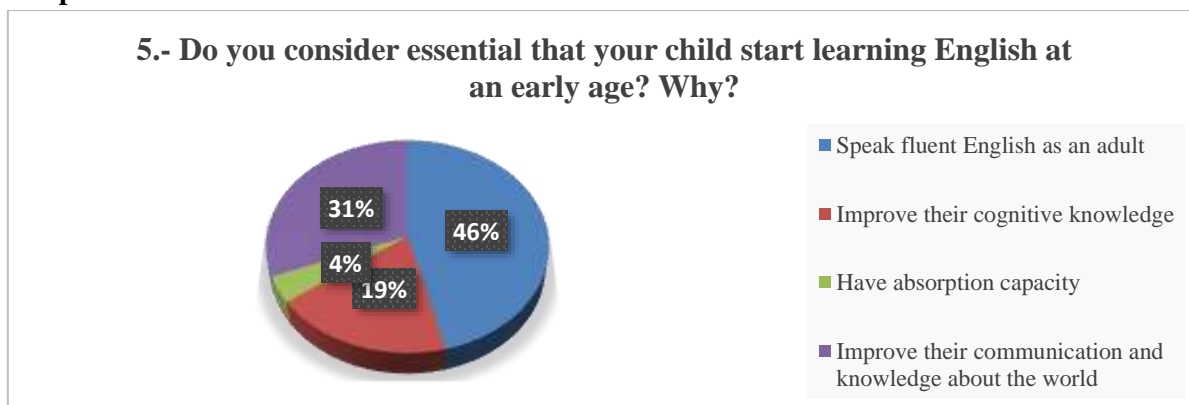
Source: Table 6
Author:Bautista M

INTERPRETATION:

Of the total number of respondents, all mentioned that it is important for their children to be taught English. In this way, important characteristics are highlighted. In this

case, 12 people, 46%, said that this will help their children to become fluent in the language at an adult age. On the other hand, eight people, 31%, considered that it will improve their ability to communicate and also gain more knowledge of the world. Also, five people, 19%, believed it will help improve their cognitive knowledge. Finally, one person, 4%, thought that the students should start at this age because of their capacity to absorb information.

6. - Does your son or daughter take English courses at a private language center? Why? Choose one option:

Table 7

Items	Frequency	Percentage
Yes	0	0%
No	26	100%
Total	26	100%

Source: Questionnaire data
Author:Bautista M.

Graphic 7

6.-Does your son or daughter take English courses at a private language center?

Source: Table 7
Author:Bautista M

Table 8

Items	Frequency	Percentage
Living in a remote rural area without Internet	13	50%
No financial resources	10	38%
Out of work	1	4%
No English learning center at Archidona	2	8%
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Graphic 8 :

6.- Does your son or daughter take English courses at a private language center? Why?

- ■ Living in a remote rural area without Internet
- ■ No financial resources
- ■ Out of work
- ■ No English learning center at Archidona
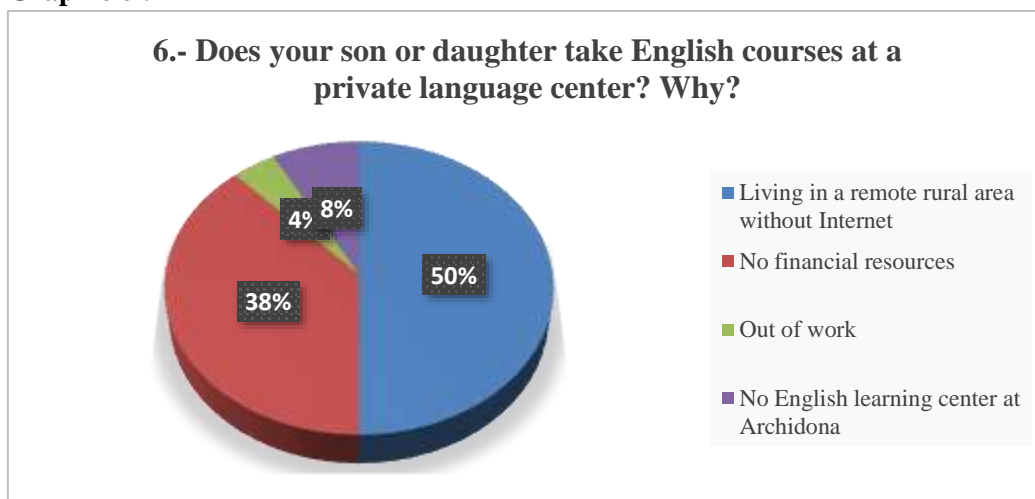
Source: Table 8
Author:Bautista M

INTERPRETATION:

Of the total number of respondents, 100% mentioned that their children do not have the opportunity to take English classes in a private school to help them improve their knowledge of this new language. This is due to different factors. Thus, 13 people, 50%, pointed that they live in a remote rural area without internet. 10 parents, 38%, said that their financial resources are low. Two people, 8%, emphasized that they do not have a job that allows them to make these kinds of expenses. And finally, one person, 4%, highlighted that there is not an English learning centers in Archidona, on the contrary, they are far away from this area.

7.- Do you provide a space with English material (books, magazines, etc.) in your house that motivate your Child' language skills development? Choose one option:

Table 9

Items	Frequency	Percentage
Yes	4	15%
No	22	85%
Total	26	100%

Source: Questionnaire data
Author:Bautista M.

Graphic 9

7.-Do you provide a space with English material (books, magazines, etc.) in your house that motivate your Child' language skills development?
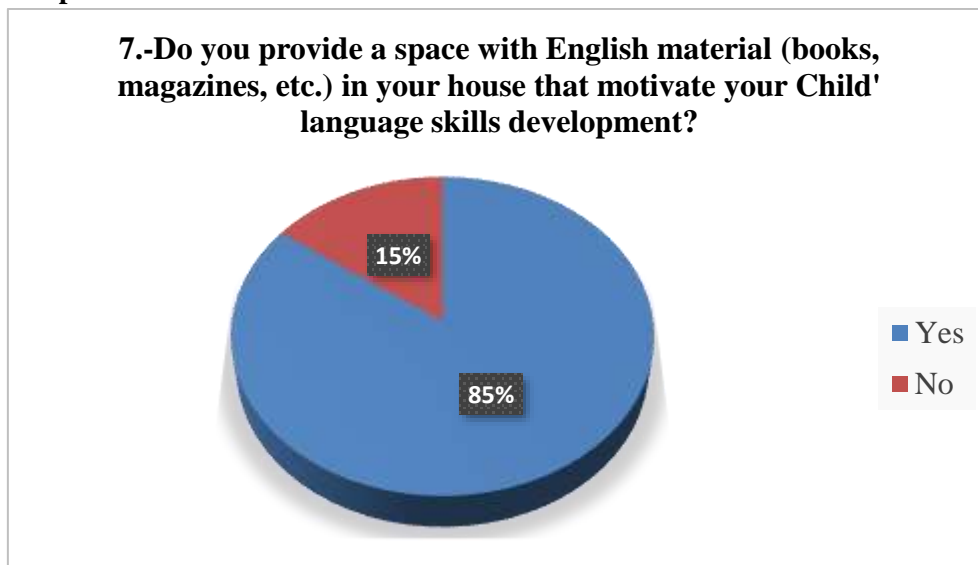
Source: Table 9
Author:Bautista M

INTERPRETATION:

According to the data collected, of the total number of participants, 22 people (85%) mentioned that they do not have an English learning space that motivates their children to develop English skills. And, the rest of the population, four people (15), indicated that they do maintain this type of space.

8.- Does the English teacher communicate about your child's activities? Choose one option.

Table 10

Items	Frequency	Percentage
Yes	26	100%
No	0	0%
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Grapich 10

8.-Does the English teacher communicate about your child's activities?

100%

■ Yes
■ No

Source : Table 10
Author:Bautista M

INTERPRETATION:

The results indicated that 100% of the participants have received reports on the learning activities that their children carry out in English classes, which allow them to know their improvement or lack of progress in the understanding of this foreign language.

9.- How does your child feel in the English classroom? Choose one option:

Table 11

Items	Frequency	Percentage
Happy	25	96%
Tired	1	4%
Sad		
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Graphic 11

9.- How does your child feel in the English classroom?

4%

96%
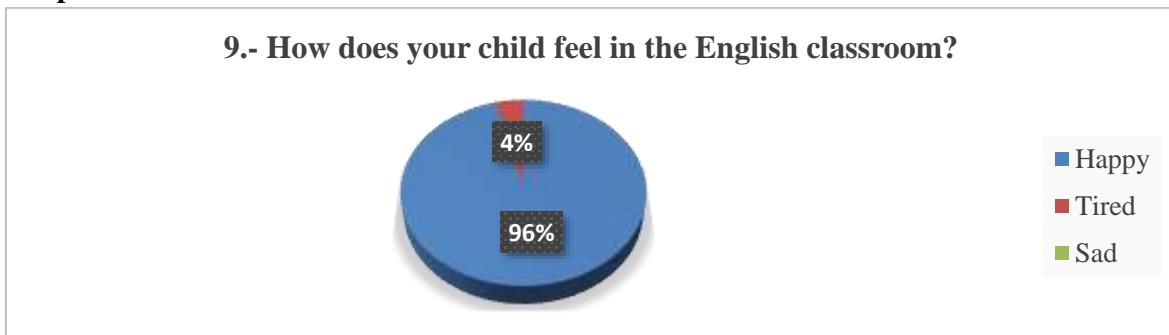
■ Happy
■ Tired
■ Sad

Source : Table 11
Author:Bautista M

INTERPRETATION:

Of the total population of participants, the majority, which is 25 people (96%) mentioned that their children were constantly motivated to learn this new language, so they were happy to take English classes at school. However, one person (4%) said that their child is a little unmotivated because he/she usually felt tired.

10.- What improvements should the institution make to enrich English teaching and learning? Choose the options you need:

Table 12

Items	Frequency	Percentage
Materials according to the context (books, magazines, cards, etc)	1	4%
English laboratory (computers, projector,tape recorder,etc)	17	65%
Teachers specialized in the language	8	30%
Change of methodology	0	0%
Total	26	100%

Source : Questionnaire data
Author:Bautista M.

Graphic 12

10.- What improvements should the institution make to enrich English teaching and learning?
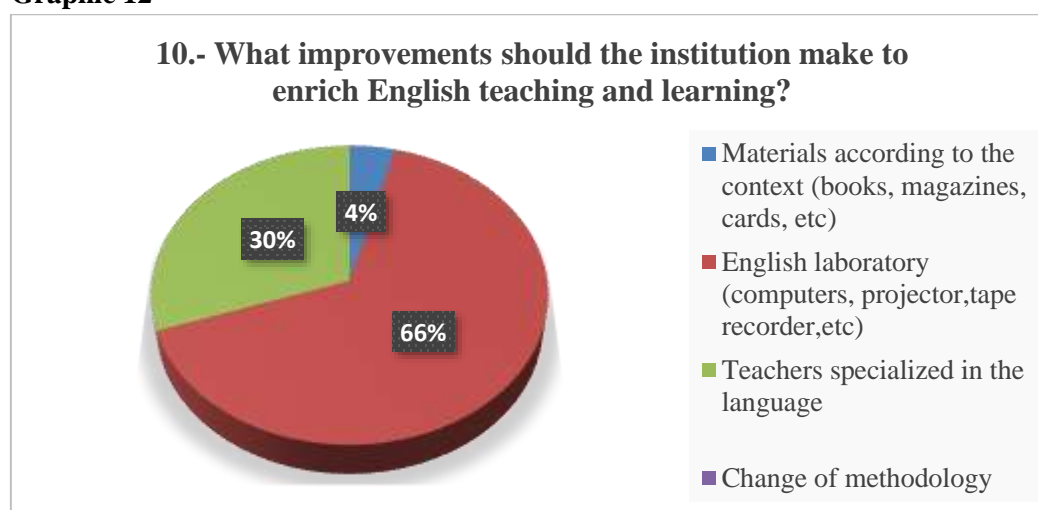
- Materials according to the context (books, magazines, cards, etc)
- English laboratory (computers, projector,tape recorder,etc)
- Teachers specialized in the language
- Change of methodology

Source : Table 12
Author:Bautista M

INTERPRETATION:

The results showed that out of the total respondents; 17 people (66%) believed that the institution should give great importance to the creation of an English laboratory (computers, projector, recorder, etc), since this is what will help the most to enrich the English teaching and learning. On the other hand, eight people (30%) thought that an important change that should be made is the hiring of teachers specialized in the language. Finally, one person (4%), mentioned that it should be taught through materials that relate to the context of their students' lives, for example, magazines, books, flashcards, etc.

ANALYSIS:

English teaching as a foreign language is mandatory in all fiscal schools from the second grade of Educación General Básica to the third grade of Bachillerato (Notimerica, 2016). Therefore, the education curriculum proposes the goal of developing the language from an early age in order to expand their horizons and motivate them to learn about new cultures, which will allow them to open their way of seeing the world (Pérez, 2018). Accordingly, the institution has been trying to follow these decisions, despite the fact that the management of these educational policies still maintains deficiencies in the country (Silva, 2018), especially in the Amazon region which has the least educational services in the State (Salinas and Rodriguez, 2019).

Based on this, the educational development of this institution has some problems in the management of teaching and learning English, and this was shown in the study population.

In the first place, the student's cognitive development is linked to the teacher's pedagogical practice. In the population studied, it was mentioned that students received knowledge most of the time based on theoretical exercises presented in a book. Which was not completely aligned with the objective of improving the linguistic, aesthetic, and thinking skills of all students through didactic resources and technology such as books, newspapers, magazines, posters, the Internet, and interactive activities such as games, songs, rhymes, play activities and others which are primary in a context where learners do not have the opportunity to practice with a native speaker (Ministry of Education, 2019).

On the other hand, the management of the educational development of English in the institution was affected by other factors. In this case, parents have a great influence on their children's learning development, since the first learning comes from home (Torras, 2018). Based on the population studied, it was shown that there were characteristics of the home that blocked the management of education in the establishment. In this case, there was a percentage of students who live in rural areas where there's no technological connectivity that decreases the learning of a language recognized as a global communication language (Peña, 2019).

Likewise, it was shown that there were families with low economic resources, so maintaining language learning spaces is difficult. Thus, although they considered it important that their children learn English at an early age because it will help them expand

their knowledge and obtain an advanced level of English as adults (Cahyati and Madya (2019), they did not maintain a constant concern that they improve their abilities. In this way, they were satisfied with what their children learned from small things programmed into their school classes.

Moreover, the curriculum considers that not all students are L1 Spanish speakers because there are groups with different linguistic origins according to their own cultures (Ministry of Education, 2016). And, in consideration of this, with expectations and trends immersed in strengthening the teaching of English, educational quality and social inclusion appeared. Taking this into account, the population studied that had Spanish-Kichwa speaking students, showed a relationship to this statement due to the teacher was constantly concerned about her students' development. This generated motivation in the parents about the importance of the subject.

Finally, it is necessary to highlight that the establishment needs to consider its students showed enthusiasm for learning the language. So, there should be a change in the didactic resources field. Because the teacher should be able to use technological (English laboratory) and physical resources (books, magazines, notebooks, etc.); and that allow students to increase their communicative skills that encourage them to discover new worldwide contexts (Ministry of Education, 2016). In addition, seek ways to hire specialized teachers because they have the knowledge to internalize the language in three important ways: the language of, for, and through learning (Ministry of Education, 2019).

4.1.3 OBSERVATION GUIDE RESULTS

Objetive N º 3. - To contrast the information obtained from the institutions' authorities, teachers, and parents by observing a series of regular classes.

The results collected from the instrument showed relevant facts.

ANALYSIS:

One of the main objectives of the curriculum in terms of English teaching as a foreign language is to start learning the language from an early age, where the love for learning is created through exciting and positive experiences that foster student motivation. Thus, the Ecuadorian educational reality must implement this provision (Perez, 2018). In this way, the establishment, which is an institution with a large number of students, has tried to follow this policy. Therefore, the Cuarto Año de Educación General Básica "D" showed the truths of its development.

Being the case, the authorities, English teachers, and parents stated that there are several problems in the development of English teaching and learning in the institution. In this case, the lack of teaching resources, learning situations, socioeconomic conditions, living conditions, development of the population (Romero,2016), and the lack of specialized

teachers; who has primary and intermediate English level (Primicias,2019), were shown in the current school year, and which have been affected to the study population.

Thus, through the observation of three classes, complying with the 3-hour weekly time load. The situational development of English teaching and learning, which had been progressing from the mentioned problems, was observed.

In this way, it is taken into account that the main protagonist of teaching and learning is the student, and the teacher plays the role of information facilitator since he/she has mastery of the components that make up his/her teaching field (objectives, contents, method, means, forms of organization and evaluation) (Alvarado et al, 2018). But, during the analysis observation, it was perceived that the teacher is not linked to this, because she did not have a mastery of the language and the pedagogical knowledge to teach it, which made her difficult to maintain control over the errors and mistakes in her teaching and the students' learning.

Furthermore, considering the Ministry of Education's goal of having its students learn the language from an early age to achieve a B1 in Bachillerato, there was a low probability that this could happen in this population. In this situation, even if the classes were taught to maintain a class structuring that applied initial, developmental, and final activities, which was very important to help keep students engaged with the learning time (Mortimer, 2018); within these, there were flaws.

As a first point, as mentioned above, the teacher was a Kichwa-Spanish speaker and she did not link with the English profile established by the Ministry of Education and the institution. But she had the motivation to make her students enjoy learning this language through verbal support and continuous evaluation in her classes which could achieve students' long-term memory. All this was through the teacher's self-learning. So, the children could develop a base that will help them not to feel lost in the following levels, since there are no English teachers in the Básica Media.

Based on this, the teaching methodology proposed by the English area of project-based learning, group work, and exercises with daily activities was not followed either. On the contrary, the grammatical translation method was constantly used, where memorization, repetition, and habit formation were the basis for obtaining knowledge.

There was also the teaching of two languages at the same time (Kichwa and English) under an inadequate use of the time established for the subject teaching. This was a factor that allows students to present learning problems, such as short-term memory. Adding to this, there was not a study environment that allows students to fearlessly develop the four primary skills: speaking and writing (productive language skills), listening and reading (receptive language skills), which allow students to learn to interact efficiently (Lema, 2016) and (Barrera and Barragán, 2017).

Finally, other important factors were considered in this learning environment, which according to the Ministry of Education (2016) are very important since they help to develop the language which allows knowing and obtaining knowledge of the world, such as the use of pedagogical and technological material. In this case, it was noticed that teacher had not the appropriate material such recordings, projections, radio, TV, videos, computer programs, internet. And, she also did not make a correct use of the book's exercises. So, this is something that continues to concern parents and authorities.

4.2 DISCUSSION

Both for its theoretical-conceptual relevance and its empirical implications, it is necessary to create an awareness of the problems faced by an institution that encompasses a large number of students who will be responsible for the country's progress. Thus, the results collected from the three instruments showed relevant facts.

From 1950 to 2008, Ecuador has been aware of the importance of learning English in its educational environment. But since the government of Rafael Correa, it has become more relevant. Therefore, the creation of the English curriculum organization initiative in 2016 had a great impact on the teaching and learning process of this subject in all schools in all regions.

Thus, taking into account the study population. It is necessary to take a look at the situation that the region had because of the previous fact. In this case, it was said that the Amazon region had an unstable educational development, Salinas and Rodriguez (2019) and (National Institute of Evaluative Education, 2018) to which Silva (2018) mentioned that it was demonstrated in the ETL process that has shown signs of failures because the curricular redesign was not adjusted to the reality of this region. And according to Nango (2021), communities of ethnic groups and Amazonian peoples saw their rights to quality education violated on many occasions because of their geographical location.

Along these lines, Romero (2016) pointed out that here, public school faced problem such as lack of didactic resources setting, learning situations, socioeconomic, living conditions, population development and the lack of specialized teachers (Primicias,2019). Something that according to the data analysis, there was in this institution. Which was also far from what was mentioned by the Ministry of Education (2019), where the English teaching as a foreign language seeks to open new academic, cultural and economic opportunities to Ecuadorian students.

On the other hand, it was also pointed out that the teaching of English as a foreign language will be done gradually, according to the level of knowledge of the students guided by the CFER language teaching guidelines (Notimerica, 2016). But, the data analyzed indicated that in this fiscal institution the problems shown year ago about the English teaching and learning such as the use of the first language, the influence of motivation (roles of the parent and interest of the child), the teacher's knowledge about teaching the language, were a problem that stood out in the urban locality where its territorial development should be even better than a rural area, thus preventing to take advantage of what Notimerica mentioned in 2016.

To summarize, in this population study, the existence of internal problems (few specialized teachers, lack of didactic materials and inadequate infrastructure for the English area) and external problems (unstable family economic situations, characteristics of the student such as motivation, low knowledge, students speaking Spanish-Kichwa and students from rural areas) have been creating a low progress in the teaching and learning of English.

This is a serious fact that should be taken into account as it shows that even with policy changes such as the redesign of the curriculum, the establishment of B2 as a requirement to practice the profession, and the training and scholarship programs to increase the level of the teachers, and consequently of the students; the study population did not have the level of the fourth year of General Basic Education required by the Ministry of Education (level A.1.1). Therefore, the importance of learning this language at early ages in public schools (2nd of EGB to 6th of BGU); so that they have more opportunities in today's globalized world, was not advancing correctly; there is an educational stagnation.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The English teaching and learning process of the institution is not well management. And, it is reflected on institutional educational problems of English teaching from Elemental to Bachillerato. There are not English teachers to comply the English time load of all levels. Thus, the students of the study population are facing bad pedagogical orientation which does not allow them to learn, through an adequate teaching and learning methods, the cultural elements of the language (norms, values, language, and others).

- The external information collected showed that the objective of teaching the language from an early age (Elemental) to create a B1 master English students (Bachillerato) has not been achieved as it was needed. The problem of lack of specialized teachers, use of pedagogical and technological resources, and as well as the influence of home-schooling motivation, have put a blockage in the development of the English teaching and learning in the institution.

- With reference to the observation, it was defined that the classroom environment in English learning is affected by the problems mentioned above and student's situations too. So, the student's mastery of the language (listening, writing, speaking, and reading) is poorly managed. And these are not adequately corrected by the teacher since he/she does not have language knowledge. In addition, other aspects such as pedagogical resources decrease the attainment of knowledge related to an A.1.1 required for the students' age.

5.2 RECOMMENDATIONS

- It is necessary that the authorities manage language training courses for teachers who are motivated to teach English, due to the lack of the same in the area; so that, they can help their students to develop good learning.

- The institution must consider the influence of internal and external aspects that affects the English teaching and learning developed within the classroom. Therefore, it must create programs or project to management the internal problems and offer training to parents on the importance of constantly helping their children in the learning process.

- Teachers must improve their work plans. Seek strategies and methodologies that can be connected to their students' reality so that they can have results linked to the students' needs.

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7. ANNEXES

7.1 INSTRUMENTS

7.1.1 QUESTIONNAIRE INTERVIEW_AUTHORITIES

Questions:

1.-Do you consider that the changes made in the national curriculum, in English subject, are related to your students' reality?

2.-What changes have been made to the institutional plan concerning the teaching and learning of English at your institution?

3.-Wich are the difficulties faced as an institution in the reality to teach English?

4.- What profile should English teachers have in your institution?

5.-What kind of changes does your institution need (time load, specialized teachers, projects, etc.)?

7.1.2 QUESTIONNAIRE INTERVIEW _TEACHERS

Questions:

1.- From your perspective, do you consider it necessary to teach the language at an early age? Why?

2.- Have you sought to establish projects to improve your students' language skills?

3.- Do you have a B2 certified level to teach the language?

4.- Which are the teaching methods you use to teach English to children?

5.- How are language learning problems in Spanish-Kiwcha children managed?

6. -Which are the main teaching and students' learning problems that you have detected in your praxis?

7.1.3 QUESTIONNAIRE_PARENTS

Topic: The English teaching and learning process in fiscal schools from the Amazon Region. The case of students coursing the Cuarto Año de Educación General Básica "D" at "Unidad Educativa Archidona" in the city of Archidona in Napo Province, during the academic period 2021-2022

Objective: to identify the parents' points of view about the management of the establishment's English teaching and learning process.

1.- What kind of materials or activities does your child do in the classroom? Choose the options you need:

☐ Technological materials (recordings, projections, radio, TV, videos, computer programs, internet, etc.),

☐ Textbooks, reference books, exercise books, etc.

☐   ""Realia":   coupons,   ticket,   leaflets,brochures,   printed   matter, advertisements,murals, flashcards.

☐   Interactive Games

2.- Do you help your child with English homework? Choose one option:

☐   Always

☐   Sometimes

☐   Never

3.-If your child is a Kiwcha-Spanish speaker, has he/she found difficult to understand English classes? Choose one option:

☐   Always

☐   Sometimes

☐   Never

☐   Not applicable

4.-How many time does your son or daughter spend learning English? Choose one option:

☐   30 minutes

☐   45 minutes

☐   1 hour

5.- Do you consider essential that your child start learning English at an early age? Choose one option:

☐   Yes

       No

       Why? _____

6.- Does your son or daughter take English courses at a private language center? Choose one option:

☐   Yes

☐   No

       Why_____

7.- Do you provide a space with English material (books, magazines, etc.) in your house that motivate your Child' language skills development? Choose one option:

☐   Yes

☐   No

8.- Does the English teacher communicate about your child's activities? Choose one option:

☐   Yes

☐   No

9.- How does your child feel in the English classroom? Choose one option:

☐   Happy

☐   Tired

☐   Sad

10.- What improvements should the institution make to enrich English teaching and learning?

Choose the options you need:

☐   Materials according to the context (books, magazines, cards, etc).

☐   English laboratory (computers, projector,tape recorder,etc)

☐   Teachers specialized in the language

☐   Change of methodology

7.1.4 OBSERVATION GUIDE

Teacher:		Observer:			
Class:		Date:			
ITEMS	**CRITERIA**	HIGH	MIDDLE	LOW	COMMENTS
1.- The teacher plans effectively and sets clear objectives	a) The objectives are clarified in the teaching process.				
	b) There is an excellent class structure.				
2. The teacher shows good subject knowledge and understanding.	a) Teacher has a thorough knowledge of the subject content.				
	b) Resources and content are appropriate, relevant, and interesting for the students (tasks, examples, etc).				
3. Teaching methods used to enable all pupils to learn effectively	a) The teacher makes appropriate use of differentiation methods (flexible-pace learning, collaborative learning, progressive tasks, digital resources, verbal support. variable outcomes., ongoing assessment.)				
	b) The teacher maintains a direct interaction with students using clear English in the class.				
4.- Pupils are well managed; high standards of behavior are insisted upon.	a) Pupils are motivated regularly for their excellent effort and achievement.				
	b) Prompt action is taken to address poor behavior.				

5.-Pupils' work is assessed thoroughly.	a) Pupils' understanding is assessed throughout the lesson using the teacher's questions.				
	b) Mistakes and misconceptions are recognized by the teacher and used constructively to facilitate learning.				
	c) All students are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.				
6. Pupils achieve productive outcomes.	a) Students remain fully engaged throughout the class and make progress in it.				
	b) Pupils understand what work is expected of them during the class.				
	c) The students' outcomes are consistent with the objectives set at the beginning.				
	d) The teacher and pupils work in a comfortable environment.				
7.-The teacher makes effective use of time and resources.	a) Time is used correctly, and learning is maintained for all available time.				
	b) The classroom has pedagogical resources (posters, magazines, infographics, etc.) that allow the teacher to increase students´ communicative skills.				

7.2   PICTURES

7.2.1   DATA COLLECTION TEACHERS AND AUTHORITIES

AUTORITIES

Head-master of the Institution

Vice-Head-master of the Institution

TEACHERS

Director of English Area teacher

English teacher

7.2.2 PARENT DATA COLLECTION

7.2.3 CLASSROOM OBSERVATION

ENGLISH CLASSES

English Class Nº 1

English Class Nº 2

English Class Nº 3

LEARNING SPACES

Teaching space-Literature subject

Teaching space-Sciencie subject

Teaching space-Art and Math subjects

Space of cleaning supplies

7.3 DATA ANALYSIS OF MANAGEMENT OF TEACHING AND LEARNING FROM OBSERVER'S VIEW

ITEMS	CRITERIA	CLASES			RESULTS	ANALYSIS
		1	2	3		
1.- The teacher plans effectively and sets clear objectives	a) The objectives are clarified in the teaching process.	HIGH	HIGH	HIGH	Teacher shows what she expects from her students.	Teacher makes use of an excellent student's topic immersion. She applies the initial activities, development activities and final activities.
	b) There is an excellent class structure.	HIGH	HIGH	HIGH	Teacher knows how to convey the knowledge	
2. The teacher shows good subject knowledge and understanding.	a) Teacher has a thorough knowledge of the subject content.	MIDDLE	MIDDLE	MIDDLE	Low grammar structure and pronunciation.	She has no knowledge of the language. She is learning the bases to deliver content to her students. So, she needs to improve her speaking, listening, reading and writing skills. Finally, because teacher has not have the appropriate materials and activities (technological resources, realia, interactive games) and she does not make a correct use of the book´ exercises ; the students cannot learn in a meaningful.
	b) Resources and content are appropriate, relevant, and interesting for the students (tasks, examples, etc).	MIDDLE	MIDDLE	MIDDLE	There isn't enough material and practice of exercises	
3. Teaching methods used to enable all pupils to learn effectively	a) The teacher makes appropriate use of differentiation methods (flexible-pace learning, collaborative learning, progressive tasks, digital resources, verbal support. variable outcomes., ongoing assessment.)	MIDDLE	MIDDLE	MIDDLE	-Repetition, Interective games. Grammar translation.	There is an exaggerated use of Spanish, which does not allow students to spontaneously learn new words. Teaching methods focus on translation and repetition of vocabulary. However, she makes use of verbal support and continuous evaluation of learning.
	b) The teacher maintains a direct interaction with students using clear English in the class.	MIDDLE	MIDDLE	LOW	-Directions in Spanish and only translation of words in English.	
4.- Pupils are well managed; high standards of behavior are insisted upon.	a) Pupils are motivated regularly for their excellent effort and achievement.	HIGH	HIGH	HIGH	-Use of motivational words ("muy bien", "correcto", "sigamos Adelante")	There is good classroom management. The students know about their good or bad behavior. The teacher pays close attention to their efforts and shows them. Bad actions are handled in such a way that the problem of such misconduct is understood.
	b) Prompt action is taken to address poor behavior.	HIGH	HIGH	HIGH	Signaling (shutting up when they are disruptive, looking them in the eye, standing next to them, putting the student in front of them, penance).	

5.-Pupils' work is assessed thoroughly.	a) Pupils' understanding is assessed throughout the lesson using the teacher's questions.	LOW	LOW	LOW	Students just talk when the teacher asks them to, they don't ask questions.	The teacher controls the class by giving directions in Spanish. The students mostly just answer the teacher's questions and show no effort to clarify their own doubts. Due to the teacher's lack of knowledge, it is difficult for her to evaluate if her students are learning correctly. However, there is a noticeable effort to find out if some of them are having problems in their learning.
	b) Mistakes and misconceptions are recognized by the teacher and used constructively to facilitate learning.	LOW	LOW	LOW	She doesn't know exactly what her mistakes and those of the students are.	
	c) All students are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.	MIDDLE	MIDDLE	MIDDLE	Students have the opportunity to be part of the learning but teacher doesn't pay attention to student's induvial problem at all.	
6. Pupils achieve productive outcomes.	a) Students remain fully engaged throughout the class and make progress in it.	MIDDLE	MIDDLE	MIDDLE	- They show short-term memory. They are afraid to participate and show difficulty following the class.	Learning outcomes are not fully linked to intended learning outcomes. Students have trouble retaining information in the long term. The teacher does not create an environment that helps children let go of their fear of speaking English. Two languages are taught in the same hour (Kichwa and English) so some students easily forget the words learned.
	b) Pupils understand what work is expected of them during the class.	HIGH	MIDDLE	MIDDLE	- They learn Kichwa and English at the same time and remember more the first one. -Sometimes they do not know what activity to do	
	c) The students' outcomes are consistent with the objectives set at the beginning.	MIDDLE	MIDDLE	MIDDLE	-Lack of teacher knowledge; students need more support.	
	d) The teacher and pupils work in a comfortable environment.	MIDDLE	MIDDLE	MIDDLE	-Teacher doesn´t create a correct environment to learn English.	
7.-The teacher makes effective use of time and resources.	a) Time is used correctly, and learning is maintained for all available time.	MIDDLE	MIDDLE	MIDDLE	Teacher needs more time. Students doesn't understand at all. There isn't correct preparation of the time load.	The teacher shows a low control of the time established to teach this subject. it's shown difficulty in completing the content within the hour limit. The teacher needs more time to develop the children's learning. Finally, it is observed that there're not pedagogical tools or an English area to facilitate their teaching.
	b) The classroom has pedagogical resources (posters, magazines, infographics, etc.) that allow the teacher to increase students´ communicative skills.	LOW	LOW	LOW	-Teacher doesn't have an area with English pedagogical materials.	