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"THE CLASSROOM AS A BILINGUAL ECOSYSTEM IN ENGLISH LANGUAGE TEACHING." THE CASE OF STUDENTS AT SEGUNDO AÑO DE BACHILLERATO OF THE UNIDAD EDUCATIVA JUAN DE VELASCO IN THE ACADEMIC PERIOD SEPTEMBER 2020-FEBRUARY 2021

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AUTHORSHIP

I, Miguel Angel Miguez Gordillo student of Language Career declare that the content of this study is original and authentic and it is completely under my authorship. This research has been named as:

“THE CLASSROOM AS A BILINGUAL ECOSYSTEM IN ENGLISH LANGUAGE TEACHING.” THE CASE OF STUDENTS AT SEGUNDO AÑO DE BACHILLERATO OF THE UNIDAD EDUCATIVA JUAN DE VELASCO IN THE ACADEMIC PERIOD SEPTEMBER 2020-FEBRUARY 2021

The concepts, ideas, opinions, arguments, analysis, and conclusions belong to the author.

Riobamba, 13 de julio de 2021

A handwritten signature in blue ink, appearing to read 'MIGUEL MIGUEZ GORDILLO', is written over a horizontal line.

Miguel Angel Miguez Gordillo

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I am grateful for the support of my mother who has been my principal inspiration and strength to finish completely my professional career.

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Miguel Miguez

DEDICATORY

I dedicate this work to my mother, the only one who has believed in my capacity and has been by my side all my life giving me her support, strength, and affection to continue with the dares of life.

To my small family, my sister, and other relatives for the support, advice, and time because to them I have been strong enough to overcome problems.

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*To all of them
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RESUMEN

La enseñanza del idioma inglés es un proceso elemental en la formación de los estudiantes debido a la importancia que éste tiene en el mundo globalizado en el que vivimos. Por lo tanto, es necesario usar todos los recursos disponibles para cumplir con las metas de la enseñanza satisfactoria de este idioma. Una opción para mejorar este proceso es el uso del aula de clases como un ecosistema bilingüe, en donde los estudiantes tengan la posibilidad de aprender el idioma a través de uso y exploración. Por esta razón, este estudio analiza cómo usar el aula de clases como un ecosistema bilingüe y reconoce las actividades usadas, además de tomar en cuenta la influencia del profesor en los alumnos. Este estudio se realizó con los estudiantes de Segundo año de bachillerato Ciencias paralelo 'C' de la Unidad Educativa Juan de Velasco y su profesor de inglés. Esta investigación tiene un enfoque cualitativo debido a que se observó el comportamiento y desempeño de los estudiantes en las clases de inglés siendo así su nivel de investigación descriptiva, también, se empleó el método etnográfico con el fin de obtener información relevante de manera natural. Para llevar a cabo este proceso se empleó una ficha de observación con los parámetros necesarios que permitieron cumplir con los objetivos propuestos. Finalmente, el resultado de este estudio es que para usar el aula de clases como un ecosistema bilingüe el profesor debe personificar múltiples roles y aplicar diferentes actividades pedagógicas que permitan a los estudiantes desarrollar sus competencias lingüísticas. Además, se puede concluir que las aulas bilingües son útiles en la instrucción y práctica de la lengua extranjera porque brindan a los estudiantes la oportunidad de utilizar el idioma para comunicarse y desarrollar actividades en clase.

Palabras clave: Bilingüe, ecosistema, aula de clase, oportunidad.

ABSTRACT

The English language teaching is an elementary process in students' formation due to its importance in the globalized world in which we live. Therefore, it is necessary to use all the available resources to fulfill successfully the teaching goals of this language. One option to improve this process is to use the classroom as a bilingual ecosystem where students have the possibility to learn the target language through its use and exploration. For this reason, this study analyzes how to use the classroom as a bilingual ecosystem and identifies the activities used in it, and, taking into account the teacher's influence on students. This study was carried out with the students of Segundo año de Bachillerato Ciencias "C" of Unidad Educativa "Juan de Velasco" and their English teacher. This research has a qualitative approach because the students' behavior and performance were observed in English classes. The level of research is descriptive. Moreover, the ethnographic method was used in order to obtain relevant information naturally. To carry out this process, it was employed an observation sheet with the necessary parameters that allowed to accomplish the proposed objectives. Finally, the result of this study is to use the classroom as a bilingual ecosystem, a teacher must perform multiple roles and apply different pedagogical practices that allow students to develop their language competence. Furthermore, it can be concluded that bilingual classrooms are useful in the instruction and practice of the foreign language because they bring the opportunity to students to use the language for communicating and developing class activities.

Keywords: Bilingual, ecosystem, classroom, opportunity.



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INTRODUCTION

The classroom is the area where the teaching-learning process occurs regardless of the academic level or kind of instruction, this place is one of the main elements that influences student learning because it allows the interaction, communication, training, and assimilation of new knowledge (Dorman, Aldridge, & Fraser, 2006). Moreover, classrooms concede learners to have academic encounters and social relationships, in which the first friendships forge, and they learn to live in society. Therefore, a classroom should be a versatile, flexible, and comfortable site for apprentices with zones to learn, read, discover, live, etc.

In this regard, the classroom is very significant in the English language learning as a source of knowledge and experiences. However, students ignore how helpful the classroom is in the study of English, this factor produces that they present problems in the language production, generating apathy to use it. Moreover, they do not have enough opportunities to put the language into practice with other people causing them to forget it easily and lose the motivation to learn more.

This case about a low level in English efficiency was evidenced in students at Second Baccalaureate “C” Sciences in “Juan de Velasco” High school, in which there are 36 students. This is a public institution located in Riobamba city in Chimborazo province.

This investigation has been designed to show the importance and impact that the classroom has on students, especially in the English learning process where students can be the protagonists of their knowledge and teachers as their mentors. It allows students and teachers to create a meaningful learning environment.

This research has as the main objective to analyze how to use the classroom as a bilingual ecosystem to improve the English language teaching, describe the teacher’s role, and show the possible activities that can be used in a bilingual classroom to develop the language skills in students.

This study is descriptive with a qualitative approach to obtain real and significant information about the students’ performance in English classes. Furthermore, the ethnography of communication was used to analyze the problem accessing to factual data. Moreover, the observation sheet acts as the instrument of this study to fulfill its objectives.

This research is classified into five chapters:

CHAPTER I: It includes the referential framework which describes the problem research, problem statement, problem formulation, and also the objectives of this research with its justification.

CHAPTER II: It contains the theoretical framework, dividing into three important points: theoretical background regarding the problem to be investigated, theoretical foundation basis, and basic terms definitions.

CHAPTER III: The methodological framework which submits the research design, type of investigation, and level of research. Moreover, it also expresses the method used in this research, a brief description of the population and sample, techniques, and the instrument for data collection with the procedure, and schedule.

CHAPTER IV: This chapter submits the results obtained through the application of the research instrument and observation process with their corresponding analysis and interpretation.

CHAPTER V: The research conclusions and recommendations are presented in this chapter.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 PROBLEM RESEARCH

The students of Segundo año de Bachillerato “C” Sciences at Unidad Educativa “Juan de Velasco” do not know how useful the classroom is as a bilingual ecosystem to get, learn, and practice the target language.

1.2 PROBLEM STATEMENT

Nowadays the study of English as a foreign language is a relevant issue in many countries because it is the most spoken language around the world. Owing to this fact, English is considered a standardized language in different fields of research such as science, technology, education, and business. As a result, millions of people from different countries around the world speak English as a second or third language, making teaching and learning English be useful for everyone.

In the whole world teaching a new language has been considered a process that pushes teachers to be innovative, creative, and do their best to achieve a meaningful learning, it demands correct pronunciation and language usage with fluency and accuracy (Perez, 2015). However, there are a lot of problems that English teachers have to deal with during their classes, one of those is the few class hours designated for teaching this subject and the lack of willingness of students to assimilate and learn the language.

English as a foreign language is taught in Ecuador since the nineteenth century until nowadays in private and public educational centers at the national level (Avila, 2010). However, students do not have a good level of proficiency in this language because they do not understand it, and it is reflected in university when students do not manage to access intermediate or advanced levels of English (Calle, 2012). Furthermore, the English teaching process has taken a big turn in Ecuador's education system over the past two decades, and several measures have been implemented. For example, the Education Ministry, from the National Curriculum Directorate as part of education policy has designed a new English foreign language curriculum that responds to the needs of Ecuadorian reality. It is the implementation of Content and Language Integrated Learning (CLIL). This curriculum is based on a language-

driven CLIL approach (Met, 1999). It helps to develop cognitive and social skills needed for other subjects, and reinforcing content covered in other areas. English is used as a medium to teach other subjects making that students can use the language for learning other disciplines at the same time. This curriculum proposal has been designed for students from 2nd to 10th grade in Basic General Education and from 1st to 3rd Degree in Unified General Baccalaureate, whose English is their foreign language (Henríquez Antepará *et al*, 2018).

However, the low level in the English language competence is a reality that has not changed today despite its importance. Ecuador still maintains a low level. According to EF's 2019 report, presented in Quito, it ranked 81st out of 100 countries participating in the English Proficiency Index with a very low skill level in EF EPI 46.57 in the last position in Latin America #19/19, showing that there is not a good level of English in Ecuador. Additionally, there are difficulties in the educational system of English language teaching due to the lack of technological resources, obsolete methodologies, and few hours designated in the national curriculum.

The Unidad Educativa Juan de Velasco is a public institution from Riobamba city in Chimborazo province. This High school has 3,582 students from Basic General Education to 3rd Degree Baccalaureate, 180 teachers of which approximately 10 are English teachers, with 5-hour classes for a week with a duration of 40 minutes every hour class. Additionally, students do not have all the necessary technological resources, like a computer in every classroom or a projector for watching videos.

Moreover, students have problems in learning English language because they do not know how important the classroom is as a bilingual ecosystem or bilingual environment for practicing activities to develop the target language. This condition produces apathy in students to learn the language causing them to see the English subject as useless and they often get bored in class. Another cause is they have few opportunities to put in practice the language, causing that they cannot apply the new vocabulary or expressions already learned, making them forget them easily. Additionally, they do not realize the benefits of speaking English, as a result they do not like English classes or English in general. One more reason is that there are few hours designated in their schedule, it causes that they cannot practice listening or speaking activities in the classroom. Finally, the lack of economic resources and the limited access to digital platforms to learn apart from school cause in them that they do not have another input, making the teacher's knowledge the only source to learn something.

1.3 PROBLEM FORMULATION

How to use the classroom to create a bilingual ecosystem to improve the English language teaching of Segundo año de Bachillerato “C” Sciences at Unidad Educativa “Juan de Velasco” during the academic period of 2021?

1.4 GUIDING QUESTIONS

- What is the role of the teacher in the classroom to create a bilingual ecosystem?
- What activities are used in a bilingual environment?
- What are the advantages of creating a bilingual ecosystem in English learning as a foreign language?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze how to use the classroom as a bilingual ecosystem to improve the English language teaching in the Segundo año de Bachillerato “C” Sciences at the Unidad Educativa Juan de Velasco in Riobamba city Chimborazo province during the academic period of 2021.

1.5.2 SPECIFIC OBJECTIVES

- To describe the role of the teacher in the classroom to create a bilingual ecosystem.
- To identify the academic activities used in a bilingual ecosystem.
- To recognize the advantages of creating a bilingual ecosystem in English learning as a foreign language.

1.5.3 OBJECTIVE OPERATIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How to use the classroom to create a bilingual ecosystem to improve the English language teaching of Segundo año de Bachillerato “C” Sciences at Unidad Educativa “Juan de Velasco” during the academic period of 2021?	What is the role of the teacher in the classroom to create a bilingual ecosystem?	To analyze how to use the classroom as a bilingual ecosystem to improve the English language teaching in the	To describe the role of the teacher in the classroom to create a bilingual ecosystem.
		What activities are used in a bilingual ecosystem?	Segundo año de Bachillerato “C” Sciences at the Unidad Educativa Juan de Velasco in	To identify the academic activities used in a bilingual environment.
		What are the advantages of creating a bilingual ecosystem in English learning as a foreign language?	Riobamba city Chimborazo province during the academic period of 2021.	To recognize the advantages of creating a bilingual ecosystem in English learning as a foreign language.

Done by: Miguel Miguez

1.6 JUSTIFICATION

The classroom environment is one of the most essential factors that influence the learning process. In other words, when the learning environment is positive and supportive, students learn in a better way (Dorman, Aldridge, & Fraser, 2006). As a result, the classroom is relevant in English language teaching owing to the instruction of a foreign language demands not just the knowledge of the language and grammatical rules but also the creation of an appropriate and pleasant environment that allows students to become familiar with the use of the language along with contexts and situations in which they can put it into practice.

The present research helps to identify the importance of the classroom as a bilingual ecosystem in the English language teaching. The classroom is one of the main pedagogical resources in the English teaching process because it allows students to practice the language while the teacher is able to develop different activities to enhance language production.

The main objective of this research is to analyze how to use the classroom as a bilingual ecosystem, taking into account the classroom as a source of experiences to learn and use the English language by students.

This research is feasible because the necessary technological resources are available in the institution. Additionally, it has the support of the headmaster of the institution to carry out this research and the participation of the English teacher and students.

This study helped to show how important the classroom is, in generating a bilingual ecosystem in English language teaching, which is beneficial for the students of Segundo año de Bachillerato “C” at Unidad Educativa Juan de Velasco where they have the opportunity to practice English. It will make students get familiarized with language culture and thus learn how useful it is in their academic studies.

Additionally, the investigation is relevant due to the fact it can be considered a basis about the importance of the classroom as a bilingual ecosystem in the English teaching process and the possible activities that could be applied to it.

Finally, this research is beneficial to English teachers because it provides information about some benefits of using the classroom as a bilingual ecosystem and recognizes the importance of the teacher’s role in it.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

In international contexts, there are some investigations with similar variables, these studies have been considered as a scientific base of this research, such as: in the University of Edinburgh, United Kingdom: **“Multilingual label quests: A practice for the ‘asymmetrical’ multilingual classroom”** done by Florence Bonacina-Pugh (2013). This paper sets out to investigate whether (and how) pupils’ multilingual resources can be used in classrooms where the teacher does not share pupils’ multilingual repertoire; what can be called ‘asymmetrical’ multilingual classrooms (Bonacina-Pugh, 2013). In this investigation, it was employed the ethnographic method with a qualitative approach. The principal conclusion of this study is that "asymmetrical" multilingual classrooms plus the use of multilingual label quests have similar benefits to those obtained with the multiple language use in symmetrical multilingual classrooms. In addition, by using label quests in those classrooms, it was possible to motivate students to discover the meaning of labels in their own and foreign language, increasing their confidence and participation for taking advantage of their existing multilingual resources to understand and learn the target language (Bonacina-Pugh, 2013).

In the University of Jyväskylä, Finland: **“The environment of a bilingual classroom as an interactional resource”** done by Teppo Jakonen (2018). Its objective is to turn the spotlight on social action within a bilingual classroom, exploring how participants visibly orient to the surrounding material environment during instructional interaction. (Jakonen, 2018). This paper has an ethnomethodological conversation approach. The conclusion of this investigation is to manifest that the nature of the classroom environment, the use of learning materials, and the organization of the classroom have instructional purposes, contributing to comprehension of the practical instruction work as a new way of teachers’ practices for navigating the classroom environment skillfully as a part of their professional competencies (Jakonen, 2018).

In Colombian country: **“Ecosistemas bilingües de aprendizaje: innovación en el aprendizaje del inglés”** done by Paula Andrea Orozco Pineda (2016). The objective of this research is to determine the effect that cooperative learning and the Information and Communication Technologies (ICT) have in the development of writing and oral English skills

as a foreign language (Orozco, 2016). It has a quantitative approach. This research concludes that bilingual ecosystems allowed generating real and effective strategies to improve the English learning as a foreign language, it had great achievements, such as the use of classrooms as living-learning scenarios, the usage of English language as an effective and relevant communication tool, pedagogical use of ICTs for learning in a practical way to communicate in a foreign language, and the collaborative learning as a methodological strategy (Orozco, 2016).

In Universidad Pedagógica y Tecnológica de Colombia: “**Autonomous learning of English as a foreign language in a culturally integrated b-learning Ecosystem**” done by Lorena Julieth Rojas Salazar & Luis Facundo Maldonado (2020). It has as an objective to research answers to the question of whether a b-learning ecosystem with devices for monitoring learning and integrated into cultural dimensions of the students’ environment improves the learning of oral skills in English learning (Rojas & Maldonado, 2020). This investigation has a quantitative approach. Moreover, the conclusion is that the B-learning ecosystem and projects construct an environment that favors the innovation of pedagogical strategies, and the enjoyment of cognitive processes by students and teachers, it provides the opportunity for teachers and students of the 21st century to develop autonomous and collaborative learning, and energize the learning process, promoting real interaction with the environment and its elements (Rojas & Maldonado, 2020).

2.2. THEORETICAL FOUNDATIONS BASIS

Another transcendental study for this research is the theory of Stephen Pit Corder (1973) with his work “**Introducing Applied Linguistic**”, he contributed to linguistics studies about language interferences, bilingualism, language-teaching, and language acquisition. His theory has a great impression on this research because he supports important points about the influence of the environment on second language learners, for example, he mentioned the language necessities of bilingual people, highlighting that they can communicate using their foreign language according to their purposes, roles and situations and also the place that they are surrounded as individuals like a classroom (Corder, 1973). This investigation supported this research and has an impact on the research questions.

2.2.1 CLASSROOM AS A BILINGUAL ECOSYSTEM

The classroom and its environment are crucial in students' education because they affect their participation, behavior, and motivation, especially in English teaching as a foreign language. Consequently, there are some sources that stimulate this process to be optimal and successful. One of these prime elements is the use of the classroom as a bilingual learning ecosystem, it is based on the idea of creating spaces for students with favorable environments to learn a different culture where they not only focus on the practice of grammar rules or verbal structures but also in the use of the language for communicating their opinions and needs, emulating real and meaningful contexts (Orozco, 2016).

Furthermore, these bilingual ecosystems are opportunities for learners to interact, interpret, observe, and develop specific and general skills. Additionally, it also requires teaching strategies that motivate apprentices to promote collaborative and cooperative work.

Moreover, within classrooms, students acquire knowledge through learning materials and teachers' lessons for assimilating the language, this procedure is known as input that is all the information that comes from the outside (Vazquez & Villegas, 1989). In traditional teaching, the input came only from the teacher, as a result, it was limited. Whilst in bilingual learning ecosystems, the input comes from the different resources and all possible interactions (ecosystem) that can occur in classrooms by students, making them have more resources to learn a foreign language.

2.2.1.1 IMPORTANCE OF BILINGUAL ECOSYSTEMS

When learning a foreign language an essential resource is cultural immersion, interpreted as the capacity of learning a language from its experience and exploration, making sense to the language grammar and linguistic when students use it in the classroom for interacting with others. As a result, it is clear that efficient language learning is based on direct contact with language culture and real experiences (Orozco, 2016). In the structure of educational institutions, and student lives is very complex to recognize that this direct contact exists.

For this reason, bilingual ecosystems are helpful for students in their learning process because the classroom in the educational institution acts as the ideal space where students can make sporadic encounters with the foreign language. Additionally, these ecosystems take student interests and expectations into account to create meaningful scenarios that provide knowledge (Pineda & Martínez, 2018).

In addition, bilingual classrooms help to develop language production and cognitive skills because the language is the essence of thought. In other words, the medium in which understanding occurs (Rodríguez Da Silva, 2008). As a result, the use of a foreign language requires intellect, reasoning, creativity, and memory by learners to achieve and complete multiple tasks and also to get the ability to communicate between teacher-students.

Finally, these bilingual ecosystems have to be employed in the classroom, where students feel the necessity to speak a language to express and communicate by themselves, emulating a foreign culture with realistic circumstances or customs.

2.2.1.2 CHARACTERISTICS OF BILINGUAL ECOSYSTEMS

Increasingly primary, secondary, and high schools are becoming bilingual institutions. These centers can make learning and practicing English as a foreign language more accessible to new generations of young students because this language is no longer a simple subject but is an instrument of communication (Thomas, 2012). Therefore, these bilingual classrooms should have specific characteristics that allow teachers to apply different activities for teaching English and also provide opportunities for apprentices to comprehend and use it. Some of the main features are:

- **COLLABORATIVE WORK:** Vygotsky (1986) argues that students learn through interactions with their peers and teachers. Therefore, teamwork is essential in bilingual ecosystems because it allows students to complete an activity, discuss a question, collaborate on a task, and develop different assignments. Furthermore, this characteristic not only helps students learn the course material better; it also provides opportunities to develop members' strengths, manage time, cooperates, negotiate, and resolve conflicts, this process is called collaborative learning (Orozco, 2016).
- **INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs):** An important aspect of bilingual ecosystems is the use of ICTs in the classroom because it stimulates the students' confidence and participation. After all, when ICT is used in classes, students become more involved in their work due to technology offers multiple options to complete tasks. Additionally, ICTs support language practice in real situations when learners talk and discuss school projects, communicating and developing their language, and it also provides them opportunities to look for relevant information to clarify doubts (Starcic & Bagon, 2013).

- **MOTIVATION:** A transcendental and essential resource in bilingual classrooms is motivation. Steinmayr & Spinath (2009) sustain that this element has a big impact on students' academic development, fostering interest in their instruction and predisposition to learn the language. In addition, it allows students to improve their language skills, overcoming limits, and reaching goals.

- **THE MATERIAL:** Brown (2012) remarks that in bilingual classrooms, another important feature is didactic materials such as texts, books, images, posters, dictionaries, and technological tools because they have a significant impact on educational practice. This teaching material in the classroom increases student achievement by supporting their learning process. For example, a worksheet can provide an opportunity to practice a new skill acquired in class as well as, books provide knowledge about important facts, history, or culture (Jakonen, 2018).

2.2.1.3 THE TEACHER'S ROLE IN A BILINGUAL ECOSYSTEM

Teachers play an essential role in education, especially in student lives. These instructors act as mentors, guides, providers in the classroom, inspiring learners by their commitment, and helping them to develop their unique talents and intellect (Orozco, 2016).

Nowadays, teachers have multiple responsibilities. One of them is to be a communicator owing to good communication between teacher-students reinforces the learning process and influences the students' formation, impacting on their educational and human process (Thomas, 2012). In addition, the teaching work usually depends on communication skills because this characteristic allows educators to become instructors by providing the necessary information to their students about what activities do and how in order to develop them successfully and thus comply their educational goals (Diloyan, 2017).

Another essential facet of teachers is to be a monitor during the whole class, maintaining discipline in the class in order to check if students pay attention and work on assigned tasks. To accomplish this, they keep a record of all tasks and activities during the academic period, organize the activities inside and outside the classroom, and provide them the corresponding feedback and help (Jakonen, 2018).

Within bilingual ecosystems, teachers are responsible for interactions between students, a good classroom environment, correct use of didactic materials, and an appropriate selection

and organization of methods and contents in order to design relevant and meaningful activities that allow learners to acquire knowledge (Pineda & Martínez, 2018). Furthermore, these educators use their creativity to implement adequate teaching techniques and strategies to involve and motivate learners, facilitating the teaching-learning process (Orozco, 2016). In this sense, teachers become planners because they research and design activities, establish objectives, adapt resources, and provide the necessary support to their students to generate an active participation during a class.

To achieve all these tasks, teachers perform a reporting role when they pay attention to students, observing their behaviors, acts, and performance in classroom, to realize if they have physiological, cognitive, educational, or social problems in order to provide them an appropriate help (Bonacina-Pugh, 2013).

Additionally, in bilingual ecosystems, teachers are in charge of different tasks and roles to accomplish the goals of teaching a foreign language. For instance:

- Communicator: they inform and talk to parents about student progress.
- Facilitator: they help students to access adequate resources for their studies, promoting individual learning through research.
- Instructor in classes when they give clear instructions to students about different activities throughout the scholar year.
- Monitor when they check the students' work and maintain de discipline in the classroom.
- Motivator and Counselor: they advise and encourage students to be the best they can be.
- Organizer because they arrange the classroom design to apply purposeful activities that allow students to interact with one another, be able on a task, and pay attention.
- Planner at the moment of creating and developing lessons accommodating to varieties of students learning styles.
- Reporter when they announce issues, illness, and injuries students in their classes.

2.2.1.4 ACTIVITIES USED IN CLASSROOM AS A BILINGUAL ECOSYSTEM

In a bilingual ecosystem, different activities could be applied to motivate students to learn a foreign language because it involves two relevant processes; the input that is all language exposure to the learners through listening or reading, and the other hand, the output that is the

production of the language, either in speaking or writing. For instance, there are multiple activities with the specific aim of improving each one of these skills.

- **LISTENING**

Listening is the gateway for understanding and communicating the language. This skill has an essential part in communication process because it provides input for learners to maintain an efficient interaction in both academic and social contexts. As a result, students with good listening comprehension skills can participate actively in class, taking into account that they develop the other skills by listening to the target language. Furthermore, listening exercises bring teachers media to catch the students' attention and provide them new language forms such as vocabulary, grammar, interaction expressions, etc (Anderson & Lynch 2003). For those reasons, it is relevant to practice it inside and outside of the classroom. Additionally, to listen to the English teacher, students can use ICTs for developing the next activities in classes:

- Movies
- Songs
- Podcasts
- Audiobooks
- Videos with subtitles
- Dialogues
- Predicting
- Guessing
- Inferred information
- Oral discourses
- Oral summaries

- **SPEAKING**

Many linguistics and ESL teachers argue that students learn a foreign language by "interacting", which means by speaking. (Brown, 1994; Burns & Joyce, 1997) claim through speaking is how students express their ideas in an oral, coherent, and appropriate way, making this an interactive process that includes producing, receiving, and processing information to generate knowledge. In addition, speaking activities incorporate listening to and understanding the language simultaneously, generating in

students a necessity to use grammar, phonemes, vocabulary, and even the cultural knowledge of it (Chaney, 1998). Here are some activities that can be applied into a bilingual ecosystem for students' interaction:

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

- **READING**

Reading is essential in learning English as a foreign language because this skill not only transmits information to students, but it also provides them enough vocabulary to understand language expressions, it makes them feel more comfortable using the words and rules already learned. Furthermore, it allows students to increase their general knowledge by learning language structures naturally in a variety of texts. As a consequence, reading activities reinforce memorization and the ability to retain new terms and concepts, improving student mental absorption (Nuttall, 1996). In the classroom, teachers can apply different techniques and activities for students to improve this ability. To illustrate;

- Active reading
- Questioning
- Inferring
- Context keys
- Predicting
- Understanding of main sentences in a text
- Reading short texts, articles, stories and tales.

- Activation or Construction of Prior Knowledge through read key sentences.

- **WRITING**

Writing skill allows people to communicate and express their thoughts and feelings clearly via the written word with all sorts of people, it can also influence society through different writing works such as papers, newspapers, magazines, books, diaries, etc. Additionally, writing activities bring students the opportunity to think, organize, and refine their ideas to communicate, developing the ability to polish the learners' grammar (O'Brien, 2004). Due to its importance, there are different types of writing activities, for instance:

- Essays
- Summaries
- Articles
- Journals
- Story completion
- Written Reports
- Forums
- Fill the gaps
- Birthday Messages
- Chats
- And also write letters, emails, poems, notes, etc.

2.2.1.5 THE ADVANTAGES OF USING THE CLASSROOM AS A BILINGUAL ECOSYSTEM

A bilingual classroom consists of designing contexts that familiarize students with the English language culture and thus discovering the usefulness that the language possesses around the globe. This place encourages students to use the language in the classroom for interacting in all possible ways through real-life situations, making their learning process become an emotional and meaningful activity (Orozco, 2016).

This bilingual ecosystem allows students to practice the target language while they work on a task or ask the teacher for clarifications. This educational space permits to play activities that improve student memory at the moment of learning new words, concepts, and ideas in

every class, fostering their creativity to solve complex tasks that allow the apprehension of the language (Pineda & Martínez, 2018). Furthermore, it brings teachers the opportunity to meet each one of their students, with their strengths and weaknesses (Morales & Rojas, 2016). Additionally, students become equipped with abilities and benefits. For example:

- They are encouraged to work or collaborate in teams.
- They have the opportunity to use the target language to interact and develop activities in the classroom.
- Students learn new vocabulary in every English lesson.
- Students feel motivated throughout English class.
- They improve their listening skill by using technology in class.
- They develop their memorization process by learning new expressions and putting them into practice during class activities.
- They have more resources to learn the target language through didactic materials, ITCs, and teacher's knowledge.
- They are capable of assimilating the foreign culture of the language at the moment of studying it.

2.2.2 ENGLISH LANGUAGE TEACHING

Nowadays, English is the most studied foreign language in the world since the sixteenth century, due to the result of political changes in Europe after World War II, and the strong influence of the United States around the globe (Rajan, 2015). This fact has made that English language usage become official in different fields such as science, art, education, technology, health, and business (Richards & Rodgers, 2001). As a result of this reality, English teaching is primordial in education.

Teaching English as a Foreign Language (EFL) has evolved throughout time with the development of methods, approaches, and the implementation of new techniques to enable students to develop their efficiency in language use. Consequently, it is important to know these methods and techniques.

Generally, the memorization and repetition of English language structures have always been a dominant practice by teachers, however, it has revealed unsuccessful results in promoting speaking proficiency among English language learners when they do not show enough expertise for communicating internationally. A solution for enhancing language

learners' competence is by implementing meaningful tasks that represent real-world situations to enable them to learn and use the language throughout significant experiences beyond the classroom contexts (Alghamdi, 2019).

In addition, the application of English teaching methods plus technology in the classroom enables teachers to put in practice multiple activities for developing the language skills in their students.

2.2.2.1 METHODS APPLIED TO TEACH ENGLISH AS A FOREIGN LANGUAGE

a) GRAMMAR TRANSLATION METHOD

The grammar-translation method is a classic method for teaching foreign languages, where learners are passive, and teachers are considered as authority. This method emphasizes reading and writing skills than others. Furthermore, it focuses on the teaching of a foreign language using the student's native language for giving instructions and explanations, and it also focuses on grammar rules and the application of those rules by translating phrases or sentences from the native language into the target language (Avineri, 2016).

b) DIRECT METHOD

Brown (2000) argues that direct method or also called the natural method uses only the target language in common everyday situations, it tries to make students learn the language in the same way as the first, which means spontaneously without translating, making an analysis of the syntax and grammar. Moreover, it involves students in speaking and listening to communicating.

c) AUDIO LINGUAL METHOD

The Audio-lingual method is an oral approach that supports that students should be taught directly in their foreign language to explain the vocabulary and grammar rules without using their native language. Moreover, it highlights the teaching of listening and speaking skills before others. Additionally, it uses dialogues for the interaction of the students and they work on static drills for practicing the language, they learn by memorizing and repetition of the samples that the instructor presents (Alemi & Tavakoli, 2016).

d) GUIDED DISCOVERY METHOD

Casad and Mariappan (2012) claim that the guided discovery method is an approach based on the idea or process where learners are allowed to figure out solutions and detect critical

knowledge by themselves, spreading the opportunity to ask and discover the target language. It includes the necessity of an adequate scaffolding from the teacher to produce the most independence from students. When apprentices complete different academic tasks and projects independently, they will be able to construct their system of learning.

e) TOTAL PHYSICAL RESPONSE (TPR)

Rowland (2012) submits that Total Physical Response (TPR) is a method that consists of teaching language or vocabulary concepts by using physical movement through commands to react to the verbal input, its principal purpose is to create a connection between action with speech to impulse language and vocabulary learning. It focuses on mimics, the way that infants learn their first language where they show a physical response to parental commands through comprehension and repetition.

f) COMMUNICATIVE APPROACH

Zakime (2018) determines that communicative approach or communicative language teaching (CLT) is an approach established on the goal of focusing on communication, highlighting its importance, where the process of learning a foreign language must be similar to the first, it means listening goes before speaking. In this way, communicative skills are developed in a natural, spontaneous way, and this will allow students to learn to use the language, and develop the four language skills.

g) TASK-BASED LEARNING

The Task-based Learning (TBL) approach has as a principal goal to use the language for communicating in natural contexts, this method implements sequencing activities where students use their skills at their current level to develop the language through its use. It submits the necessity in students to use the language to interact and complete a task successfully, generating fluency and confidence in the target language (Stakanova & Tolstikhina, 2014).

h) CLIL

Content and language integrated learning (CLIL) is an approach for teaching foreign languages where apprentices study different subjects using a second language for learning both at the same time. CLIL language is used as a vehicle to instruct content, and the content serves as a source for learning languages (Marsh, 2008).

2.3 BASIC TERM DEFINITIONS

- **Bilingual:** It is the capacity that describes a person or community that speaks two languages.
- **Ecosystem:** an ecosystem is a community or group of living beings that live and interact with one another in a specific environment.
- **Environment:** It is all the social and cultural forces surrounding the life of a person or a population.
- **Input:** It is the exposure that learners have to authentic language use from various sources, including teacher, other learners, materials, and the environment around them.
- **Interaction:** An occasion when two or more people or things communicate with or react to each other.
- **Pedagogical:** Any activity concerning to methods and theory of teaching.
- **Resource:** It is a source or supply that produces benefits, helping a person to achieve something or satisfy a need.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

Firstly, this study has the ontological position on constructivism due to it focused on understanding the reality of students of Segundo año de Bachillerato C in their English learning because each of them has their own perception about the classroom according to their experience. Furthermore, the epistemological position resides on interpretivism owing to the researcher was just an observer that tried to recollect as much data as possible about how to use the classroom as a bilingual ecosystem and he did not apply any methodology or something similar. Therefore, this research had a qualitative approach because it was focused on the investigation of just recollect qualitative data about how to use the classroom as a bilingual ecosystem to improve the English language teaching in students of Segundo año de Bachillerato at Unidad Educativa Juan de Velasco in Riobamba city in Chimborazo province during the academic period 2020 - 2021.

3.2 TYPE OF RESEARCH

3.2.1 QUALITATIVE

The type of this research is qualitative because it allowed obtaining real and significant information about the students' performance when they received English classes in a natural environment, by collecting their opinions, ideas, and habits that occurred in the classroom, altogether of these data were useful for interpreting the results of this research.

3.3 LEVELS OF RESEARCH

3.3.1 DESCRIPTIVE RESEARCH

This research is descriptive because it tried to describe and examine the phenomenon of the research which is how to use the classroom as a bilingual ecosystem and some possible activities to develop the English teaching at Segundo de Bachillerato "C" Sciences from Unidad Educativa Juan de Velasco.

3.4 METHODS OF RESEARCH

3.4.1 ETHNOGRAPHIC METHOD

The ethnographic method corresponds to this study because the study has an emic approach owing to it is used to describe the ideas, beliefs, and experiences about how the students of Segundo año de Bachillerato “C” see the classroom, however, due to the small population and just one researcher, it was employed a micro-ethnography, in this case, the ethnography of communication. This method was applied to study and analyze the use of the foreign language of students of Segundo año de Bachillerato “C” in the classroom, as well, the activities and rules that required its practice and development at Unidad Educativa Juan de Velasco. Moreover, it allowed the researcher to follow steps to accomplish this investigation. This procedure lasted one month while the observation was performed.

3.5 POPULATION, SAMPLE AND ETHICAL CONSIDERATIONS

3.5.1 POPULATION

The population selected for this research were 36 students from Segundo año de Bachillerato “C” Science who were approximately age between 16 and 17 years old, whose English is their second language at Unidad Educativa Juan de Velasco located in Riobamba city in Chimborazo province during the academic period September 2020-February 2021.

3.5.2 SAMPLE

The population was small. Therefore, it was not necessary to take a sample.

3.5.3 ETHICAL CONSIDERATIONS

Take the Belmont principles into account about informing concern to the participants, it was followed the next steps: Firstly, the inquire and its requirements were informed to the principal of the institution and then to the English teacher. Secondly, it was orally explained to students the ethical decisions concerning their rights, protection, and confidentiality in this study. Moreover, it was notified the reason for observing them in order to they can comprehend it and show willingness to accept it and cooperate.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

3.6.1 TECHNIQUES: OBSERVATION

In this research, the observation technique was utilized to analyze how to use the classroom as a bilingual ecosystem due to it can be used as a pedagogical resource in English language teaching. As well, this process was executed in a period of one month with 2 observations for a week because the population had 2 English classes every week, it enabled the investigator to collect the necessary data to accomplish the established objectives.

3.6.2 INSTRUMENT: OBSERVATION GUIDE

The observation sheet is the instrument for this research because it was structured to compile data to accomplish the objectives related to the criteria presented in the theoretical framework of this research.

It was employed just one instrument with 3 different sections (each one for a specific objective) because the established indicators in every observation guide allowed the researcher to obtain as much data as possible about how the classroom would be used as a bilingual ecosystem. Furthermore, through observing the population, it could be gathered specific information that helped the investigator to respond to the research questions of this study as well as the proposed objectives.

To confirm if the instrument was valid and functional, it was employed the experts' validation, the first one was the researcher's tutor and then the Carrer Committee, who manifested that the instrument has appropriated parameters that fit in the investigation and are reliable and trustworthy.

3.7 PROCEDURE

To start with the development of this investigation, it was necessary to carry out some steps: the preparation of the corresponding permissions from Unach and Juan de Velasco institutions, the work field, data collection, and the analysis of data obtained.

3.7.1 PERMISSIONS

Firstly, the area of this study is methodology due to the importance of the classroom as a pedagogical experience for students in English language teaching at Unidad Educativa Juan de Velasco. Afterward the approbation and revision of the researcher's tutor, it was necessary to

get the corresponding permission in Universidad Nacional de Chimborazo, and also the authorization to carry out the study at Unidad Educativa Juan de Velasco, specifically from the principal of the institution, the English teacher and finally the students of Segundo Año de Bachillerato, additionally, both educational centers are located in the Riobamba city in Chimborazo province.

3.7.2 OBSERVATION PROCESS

In this research, the selected population was the students of Segundo Año de Bachillerato Ciencias “C” because they presented problems in the language competency and ignored the importance of the classroom as a bilingual ecosystem as a resource that contributes in the English language teaching.

Once the population understood their rights and agreed to participate, the observation process began, the researcher joined their English classes 2 times a week with a duration of one month, in each class the parameters established in the instrument were observed in order to collect as much data as possible to fulfill the objectives. When the observation was finished, all the information recollected with the instrument was used to make the triangulation of the final results.

3.7.3 TRIANGULATION OF THE RESULTS

To triangulate the final results, it was employed the data triangulation technique which allowed the verification and comparison of the information obtained through the research instrument. As well, this process permitted to analyze the reasons why the data differ, support or contrast the scientific theory, taking into account the characteristics that accompanied the observed phenomenon.

3.8 WORK FIELD

To achieve the observation, it was necessary to contact the authorities of Juan de Velasco High school, especially the English teacher and students of Segundo año de Bachillerato Science “C” because it was relevant to explain to them the objectives and the activities that were required to carry out this study. In addition, to obtain their acceptance to this study.

This observation was executed at Segundo año de Bachillerato “C” Sciences, developed along with English classes, which was developed two times for a week in a period of one month.

The observation procedure was accomplished in one month. Therefore, it was necessary to use a qualitative analysis for the corresponding triangulation of the final results.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The present information was obtained through the observation process; it was carried out synchronically through eight online English classes with the students of Segundo año de Bachillerato Ciencias "C" at Unidad Educativa Juan de Velasco with the purpose of analyzing how to use the classroom as a bilingual ecosystem to improve the English language teaching. To achieve this, it was necessary to employ an observation guide, which was developed with parameters based on the theoretical framework of this research. Furthermore, it allowed to make the corresponding triangulation of the data obtained to answer the proposed specific objectives.

4.1 ANALYSIS AND DESCRIPTION OF THE OBSERVATION GUIDE

OBJECTIVES	GUIDELINES	ANALYSIS AND INTERPRETATION OF GATHERED RESULTS	CONTRAST WITH THEORY
<p>Objective #1: To describe the role of the teacher in the classroom to create a bilingual ecosystem.</p>	<p>The teacher acts as a communicator, informing, and talking with parents about student progress.</p> <p>Instructor: the teacher gives clear instructions to their</p>	<p>Good communication existed between teacher-students because the activities proposed by the teacher were often informed to them and they brought those assignments on time, making the learning process be reinforced with their extracurricular practice, therefore, it was confirmed that good communication is essential in students' formation.</p> <p>The Diloyan conception about communication skills in teaching was supported in this point because it was observed that clear instructions permitted students to know how to practice the</p>	<p>Nowadays, teachers have multiple responsibilities. One of them is to be a communicator owing to good communication between teacher-students reinforces the learning process and influences the students' formation, impacting on their educational and human process (Thomas, 2012). In addition, the teaching work usually depends on communication skills because this characteristic allows educators to become instructors by providing the necessary information to their students about what activities do and how in order</p>

	students about academic activities.	new contents and vocabulary in learning activities. It made that students did not confuse with the development of those tasks, contributing to their learning process.	to develop them satisfactorily and thus comply their educational goals (Diloyan, 2017).
	The teacher acts as a facilitator, helping students to access to adequate resources.	According to Brown (2012) the didactic material is indispensable for bilingual learners because they support the language learning through multiple input. In this regard, different academic resources were always used in class, especially the virtual ones such as slides, short videos, audios, short readings, worksheets. It made that students have different tools to practice the language, generating chances for students to put in practice the target language.	THE MATERIAL: Brown (2012) remarks that in bilingual classrooms, another important feature is didactic materials such as texts, books, images, posters, dictionaries, and technological tools because they have a significant impact on educational practice.
	Monitor: the teacher checks the students' work and maintains de discipline in the classroom.	The lack of willingness to participate and learn the language was notorious in students despite of being monitored by the teacher in different activities, they usually showed disinterest, making evident what topics were more difficult and gave the teacher a clear idea if they needed additional help.	Another essential facet of teachers is to be a monitor during the whole class, maintaining discipline in the class in order to check if students pay attention and work on assigned tasks. To accomplish this, they keep a record of all tasks and activities during the academic period, organize the activities inside and outside the classroom, and provide them the corresponding feedback and help (Jakonen, 2018).
	The teacher takes the role of motivator advising and	To take the role of motivator professors using different kinds of approaches, one of them is the Responsive Classroom approach which allows	Teachers play an essential role in education, especially in student lives. These instructors act as mentors, guides, providers in the classroom,

	<p>encouraging students to be the best they can be.</p>	<p>them to assume what children know or need according to their expectations from year to year at every age and grade level. In this regard, it could be observed that students were seldom motivated in classes by the teacher provoking that they did not feel inspired, showing a lot of apathy to activities during classes. As a consequence, they did not develop their talents or strengths in English language use</p>	<p>inspiring learners by their commitment, and helping them to develop their unique talents and intellect (Orozco, 2016).</p>
	<p>The teacher becomes an organizer, applying purposeful activities that allow students to interact with one another, be able on a task, and pay attention.</p> <p>The teacher acts as a planner creating and develop lessons accommodating to varieties of students learning styles.</p>	<p>It was always evidenced that a lack of purposeful activities was implemented during classes, provoking that students do not interact to one another and be distracted without paying attention, it triggered that students did not acquire essential language knowledge.</p> <p>The duration of every English lesson was extremely limited, it implied that those lessons were not appropriated to students learning styles, so it made that they can barely understand the purpose of activities. As a result, students did not reach the established aim of every lesson. This reality contrast with the proposed theory because students as individuals are different from one another, hence, it can be pretty complex to use a specific method that be adequate for everyone.</p>	<p>Within bilingual ecosystems, teachers are responsible for interactions between students, a good classroom environment, correct use of didactic materials, and an appropriate selection and organization of methods and contents in order to design relevant and meaningful activities that allow learners to acquire knowledge (Pineda & Martínez, 2018). Furthermore, these educators use their creativity to implement adequate teaching techniques and strategies to involve and motivate learners, facilitating the teaching-learning process (Orozco, 2016). In this sense, teachers become planners because they research and design activities, establish objectives, adapt resources, and provide the necessary support to their students to generate an active participation during a class.</p>

	The teacher acts like a reporter to announce student issues, illness, and injuries in their classes.	The student modality which was the virtual one brought multiple and new student issues for example: the internet connection, economic resources, motivation, performance, attention and participation, etc. All of those aspects affected their learning process causing a great gap among their language knowledge, use, and proficiency.	To achieve all these tasks, teachers perform a reporting role when they pay attention to students, observing their behaviors, acts, and performance in classroom, for the purpose of realizing if they have physiological, cognitive, educational, or social problems in order to provide them an appropriate help (Bonacina-Pugh, 2013).
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OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF GATHERED RESULTS	CONTRAST WITH THEORY
Objective #2: To identify the academic activities used in a bilingual environment.	The teacher applies activities like songs, videos, dialogues, guessing, inferred information, and oral summaries.	Listening is the key to be capable of communicating with others using the language, therefore, its practice is essential. It was evidenced that teacher always used songs, videos, dialogues, audios at different moments of the class, allowing students to assimilate, recognize, and differentiate the new sounds of language forms. Those kinds of activities permitted to catch students' attention to the topics presented by the teacher and they also encouraged learners to develop their communication process.	Listening is the gateway for understanding and communicating the language. This skill has an essential part in communication process because it provides input for learners to maintain an efficient interaction in both academic and social contexts. As a result, students with good listening comprehension skills can participate actively in class, taking into account that they develop the other skills by listening to the target language. Furthermore, listening exercises bring teachers media to catch the students' attention and provide them new language forms such as vocabulary, grammar, interaction expressions, etc (Anderson & Lynch 2003).

	<p>The teacher implements activities such as interviews, picture describing, information gaps, brainstorming, storytelling, find the differences, and role plays.</p>	<p>Corder (1973) mentions that the most important aim of language functions is to foster the speaking ability in learners, they deal with different factors such as language interferences and the influence of their native language, however, they can improve it through interacting with the individual that surrounds them, so speaking activities are essential to get the language. It could be noticed that those activities were rarely introduced in class, so the possibility to interact using the language was extremely reduced. It caused that students showed apathy to the language and they did not put into practice the grammar and vocabulary already learned. Hence, this result contrasted the anterior in student language development.</p>	<p>Many linguistics and ESL teachers argue that students learn a foreign language by "interacting", which means by speaking. (Brown, 1994; Burns & Joyce, 1997) claim through speaking is how students express their ideas in an oral, coherent, and appropriate way, making this an interactive process that includes producing, receiving, and processing information to generate knowledge. In addition, speaking activities incorporate listening to and understanding the language simultaneously, generating in students a necessity to use grammar, phonemes, vocabulary, and even the cultural knowledge of it (Chaney, 1998).</p>
	<p>The teacher utilizes activities particularly like reading short texts, articles, stories, tales, and activation or construction of prior knowledge</p>	<p>To develop the speaking skill, learners must use language reading in different situations to comprehend the statements and the possibility to answer them (Corder, 1973). Hence, every activity supports the other, these reading tasks were often applied in order to provide new vocabulary to students. These activities made the students feel comfortable because they reviewed the words already learned in multiple</p>	<p>Reading is essential in learning English as a foreign language because this skill not only transmits information to students, but it also provides them enough vocabulary to understand language expressions, it makes them feel more comfortable using the words and rules already learned. Furthermore, it allows students to increase their general knowledge by learning language structures naturally in a variety of texts. As a consequence, reading activities reinforce memorization</p>

	trough read key sentences.	contexts. Thus, improving their understanding and use of them.	and the ability to retain new terms and concepts, improving student mental absorption (Nuttall, 1996).
	The teacher works on activities such as: essays, summaries, articles, fill the gaps, birthday messages, emails, and notes.	Language transfer was noticed in those activities because learners usually applied the grammatical knowledge of their own language to the target language causing that they cannot write something without translating it, as well, the lack of practice of them made students were not able to master their knowledge of grammar.	Writing skill allows people to communicate and express their thoughts and feelings clearly via the written word with all sorts of people, it can also influence society through different writing works such as papers, newspapers, magazines, books, diaries, etc. Plus, writing activities bring students the opportunity to think, organize, and refine their ideas to communicate, developing the ability to polish the learners' grammar (O'Brien, 2004).

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF GATHERED RESULTS	CONTRAST WITH THEORY
Objective #3: To recognize the advantages of creating a bilingual ecosystem in English learning as a foreign language.	The students are encouraged to work or collaborate in teams.	Contact must exist in participants to create a communication, which means it is necessary to involve people in an activity attracting their attention to collaborate and participate (Corder, 1973). A deficiency of teamwork was evidenced, it caused that students did not have the opportunity to develop members' strengths or collaborative learning. Hence, the Corder concepts could not be observed in classes, highlighting the necessity of a	THE COLLABORATIVE WORK: Vygotsky (1986) argues that students learn through interactions with their peers and teachers. Therefore, teamwork is essential in bilingual ecosystems because it allows students to complete an activity, discuss a question, collaborate on a task, and develop different assignments. Furthermore, this characteristic not only helps students learn the course material better; it also provides opportunities to develop members' strengths, manage time, cooperates, negotiate,

		physical classroom or virtual spaces that allow to achieve this kind of practices.	and resolve conflicts, this process is called collaborative learning (Orozco, 2016).
The learners feel motivated throughout English class.		Motivation in the classroom is essential because it influences a lot the students' academic development, however, it was not presented in English classes causing that students did not improve their language skills or language training. One reason for this effect can be the online modality because students showed a strong disinterest to study in this way, therefore, future investigations are needed to prove this point.	MOTIVATION: A transcendental and essential resource in bilingual classrooms is motivation. Steinmayr & Spinath (2009) sustain that this element has a big impact on students' academic development, fostering interest in their instruction and predisposition to learn the language. In addition, it allows students to improve their language skills, overcoming limits, and reaching goals.
The students use the target language to interact and develop activities in the classroom.		The anterior obtained results support that a language deficiency is still present in the classroom because, despite the necessity to use the target language to complete the proposed activities by the teacher, students seldom used it due to they did not know enough vocabulary to express their thoughts or opinions, and also they constantly refused to participate. As a consequence, they could not develop their cognitive skills, memory, and language use.	Bilingual classrooms help to develop language production and cognitive skills because the language is the essence of thought. In other words, the medium in which understanding occurs (Rodríguez Da Silva, 2008). As a result, the use of a foreign language requires intellect, reasoning, creativity, and memory by learners to achieve and complete multiple tasks and also to get the ability to communicate between teacher-students. Finally, these bilingual ecosystems have to be employed in the classroom, where students feel the necessity to speak a language to express and communicate by themselves, emulating a foreign culture with realistic circumstances or customs.

	<p>The students learn new vocabulary in every English lesson.</p>	<p>New vocabulary was always introduced in classes, however, students barely could comprehend it because the speaker's first language influences their foreign language causing negative transfer, so the majority of them just could translate some words but without understanding their real meaning.</p>	<p>This bilingual ecosystem allows students to practice the target language while they work on a task or asking the teacher for clarifications, this educational space permits to play activities that improve student memory at the moment of learning new words, concepts, and ideas in every class, fostering their creativity to solve complex tasks that allow the apprehension of the language (Pineda & Martínez, 2018).</p>
	<p>The learners can assimilate the foreign culture of the language at the moment of studying it.</p>	<p>Understanding culture allows pupils to give the right meaning of each new word that they learn, it means culture is essential to get involved and learn new words, expressions, and ways of speaking (Alvear, 2017). In this sense, the book content and videos often showed different topics about the foreign culture with a contrast of our culture, so students explored and assimilated the differences and similarities between them, especially, in the practice of words and phrases used in everyday situations.</p>	<p>To learn a foreign language an essential resource is cultural immersion, interpreted as the capacity of learning a language from its experience and exploration, making sense to the language grammar and linguistic when students use it in the classroom for interacting with others. As a result, it is clear that efficient language learning is based on direct contact with language culture and real experiences (Orozco, 2016).</p>

	<p>The pupils learn the target language from different resources such as didactic materials, ITCs, and teacher's knowledge.</p> <p>The students improve their listening skill while they use technology in class.</p>	<p>Nowadays, the use of ICTs in education is imminent because of the new reality that we live in, especially in English learning, hence, professors have to manipulate it in order to they can support student learning, it was observed that technology was the main tool used in the classroom due to the online modality, it allowed students to use it to develop listening activities and also as a media to look for information about the contents treated in classes. However, to obtain data more accurately it is necessary to make new investigations to support or contradict this point.</p>	<p>INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICTs): An important aspect of bilingual ecosystems is the use of ICTs in the classroom because it stimulates the students' confidence and participation. After all, when ICT is used in classes, students become more involved in their work due to technology offers multiple options to complete tasks. Additionally, ICTs support language practice in real situations when learners talk and discuss school projects, communicating and developing their language, and it also provides them opportunities to look for relevant information to clarify doubts (Starcic & Bagon, 2013).</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- When using the classroom as a bilingual ecosystem, a teacher plays multiple roles, especially being a communicator, facilitator, motivator, and organizer in order to allow the teaching-learning process to be accurate for students, and thus they develop their linguistic competencies in the foreign language.
- The utilized activities in a bilingual environment are songs, videos, dialogues, brainstorming, role plays, articles, short texts, essays, and summaries because they contribute to language learning and facilitate its practice, generating language confidence, fluency, and proficiency.
- The benefits of using the classroom as a bilingual ecosystem in English language learning are teamwork, language use, motivation, multiple input, and meaningful activities that allow apprentices to develop linguistic competencies. However, there are some drawbacks of bilingual classrooms because they require at least an elementary level of the students' language, a great amount of time to prepare and plan the activities and sometimes expensive teaching supplies.

5.2. RECOMMENDATIONS

- To create a bilingual ecosystem, it is suggested that a teacher performs several roles in particular communicator, facilitator, motivator, and organizer in the classroom to develop a relevant, suited, and accurate language instruction in students.
- Activities such as songs, videos, dialogues, brainstorming, role plays, articles, short texts, essays, and summaries should be used in the classroom to create a bilingual environment because they have the specific aim to develop learners' language skills.
- It is recommended to use the classroom as a bilingual ecosystem in English language learning because it brings students the opportunity to use the language to interact, improve their motivation, and allow teachers to use different academic resources and activities that allow apprentices to enhance the language production.

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ANEXXES

OBSERVATION GUIDE



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

Objective: To analyze how to use the classroom as a bilingual ecosystem to improve the English language teaching in the Segundo año de Bachillerato “C” Sciences at the Unidad Educativa Juan de Velasco in Riobamba city Chimborazo province during the academic period of 2021.

Author: Miguel Miguez

Objective #1: To describe the role of the teacher in the classroom to create a bilingual ecosystem.					
Indicators	Always	Often	Seldom	Never	Observations
The teacher acts as a communicator, informing, and talking with parents about student progress.					
The teacher acts as a facilitator, helping students to access to adequate resources.					

Instructor: the teacher gives clear instructions to their students about academic activities.					
Monitor: the teacher checks the students' work and maintains de discipline in the classroom.					
The teacher takes the role of motivator advising and encouraging students to be the best they can be.					
The teacher becomes an organizer, applying purposeful activities that allow students to interact with one another, be able on a task, and pay attention.					
The teacher acts as a planner creating and develop lessons accommodating to varieties of students learning styles.					
The teacher acts like a reporter to announce student issues, illness, and injuries in their classes.					

Objective #2: To identify the academic activities used in a bilingual environment.

Indicators	Always	Often	Seldom	Never	Observations
The teacher applies activities like songs, videos, dialogues, guessing, inferred information, and oral summaries.					
The teacher implements activities such as interviews, picture describing, information gaps, brainstorming, storytelling, find the differences, and role plays.					
The teacher utilizes activities particularly like reading short texts, articles, stories, tales, and activation or construction of prior knowledge through read key sentences.					
The teacher works on activities such as: essays, summaries, articles, fill the gaps, birthday messages, emails, and notes.					

Objective #3: To recognize the advantages of creating a bilingual ecosystem in English learning as a foreign language.

Indicators	Always	Often	Seldom	Never	Observations
The students are encouraged to work or collaborate in teams.					
The learners feel motivated throughout English class.					
The students use the target language to interact and develop activities in the classroom.					
The students learn new vocabulary in every English lesson.					
The learners can assimilate the foreign culture of the language at the moment of studying it.					
The pupils learn the target language from different resources such as didactic materials, ITCs, and teacher's knowledge.					
The students improve their listening skill while they use technology in class.					

Done by Miguel Miguez