



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

CARRERA DE IDIOMAS

“The influence of mother tongue (Kichwa) in the development of the English speaking skill, the case of students at 2nd Bachillerato Class “A” at Unidad Educativa Monseñor Leonidas Proaño, in the city of Riobamba, Chimborazo Province during the Academic Period September 2021 – December 2021”

Work presented as requirement for obtaining the bachelor’s degree as “Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés”

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The author is solely responsible for ideas, opinions, and comments contained in this paper.

A handwritten signature in blue ink, enclosed in a blue oval. The signature is stylized and appears to read 'Marisol Valente'.

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TUTOR CERTIFICATION

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“THE INFLUENCE OF MOTHER TONGUE (KICHWA) IN THE DEVELOPMENT OF THE ENGLISH SPEAKING SKILL, THE CASE OF STUDENTS AT 2ND BACHILLERATO CLASS “A” AT UNIDAD EDUCATIVA MONSEÑOR LEONIDAS PROAÑO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC PERIOD SEPTEMBER 2021 – DECEMBER 2021”

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this research work in honor of truth.

Riobamba 02 de Marzo del 2022



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**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD EN CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS.
CARRERA DE IDIOMAS**

COMMITTEE MEMBERS CERTIFICATE

TITLE OF THE RESEARCH WORK: “The influence of mother tongue (Kichwa) in the development of the English speaking skill, the case of students at 2nd Bachillerato Class “A” at Unidad Educativa Monseñor Leonidas Proaño, in the city of Riobamba, Chimborazo Province during the Academic Period September 2021 – December 2021”

Work presented as requirement for obtaining the bachelor’s degree as: “Licenciada en Ciencias de la Educación, profesora de Idiomas; Inglés”. It has been approved by the Committee Members of the Language Career of the Universidad Nacional de Chimborazo. In constancy with all exposed.

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TUTORA

DEDICATORY

I want to dedicate this work to my parents for being a pillar in my life, to my brothers, for being my support and my uncles for trusting me from the first moment.

With love

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First of all, I want to express my gratitude, love and respect to God above all things, since has God given me the wisdom and knowledge to reach this point in my life. On the other hand, I want to thank my parents because they have been a fundamental support, spiritually, emotionally, and financially. I want to express my sincere gratitude to my Thesis Tutor MSc Mercedes Gallegos for her unconditional help and emotional support in the process of completing my thesis; finally, I want to thank my dear teachers of the Languages career, because without their shared knowledge towards us as students, we would not be able to solve both academic and personal problems.

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INDEX

COVER	I
AUTHORSHIP	II
TUTOR CERTIFICATION.....	III
COMMITTEE MEMBERS CERTIFICATE	IV
DEDICATORY	V
ACKNOWLEDGEMENTS	VI
RESUMEN	X
ABSTRACT	XI
CHAPTER I.....	13
1.1. INTRODUCTION	13
1.2. Problem statement.....	15
1.3. Problem formulation	15
1.4. Justification.....	15
1.5. Objectives.....	16
1.5.1. General objective	16
1.5.2. Specific objectives	16
CHAPTER II	17
2. THEORETICAL FRAMEWORK	17
2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED.....	17
2.2. THEORETICAL FOUNDATIONS /BASIS.....	18
2.2.1. Kichwa language	18
2.2.2. Benefits when using the mother tongue in teaching a new language (English)	19
2.2.3. Effects of using the mother tongue in teaching the new language (English)	19
2.2.4. Language contact and its effects	20

2.2.5. Bilingualism.....	22
2.2.6. Individual bilingualism.....	22
2.2.7. Principles of Intercultural Bilingual Education	23
2.2.8. General and specific objectives of Intercultural Bilingual Education....	24
2.2.9. Pedagogy	25
2.2.10. Model of intercultural bilingual education (MOSEIB)	26
2.2.11. Culturally sensitive teaching materials.....	26
2.2.12. Revitalization of indigenous culture.....	27
2.2.13. Orality.....	27
2.2.14. Curriculum strategies	27
2.3. BASIC TERMS DEFINITION	27
CHAPTER III	29
3. METHODOLOGICAL FRAMEWORK	29
3.1. Approach	29
3.2. Research Modality	29
3.3. Research level.....	29
3.4. Population and sample	30
3.5. Sample.....	30
3.6. Techniques and instruments for collecting data	30
3.7 Techniques of analysis and interpretation techniques.....	30
CHAPTER IV.....	32
4. RESULTS AND DISCUSSION	32
4.1. TEACHERS´ INTERVIEW RESULTS	32
4.2. STUDENTS´ GUIDE OBSERVATION RESULTS ANALYSIS	35
CHAPTER V	39
5. CONCLUSIONS AND RECOMMENDATIONS	39
5.1. CONCLUSIONS	39

5.2. RECOMMENDATIONS	39
6. References	41
7. ANEXXES.....	44

RESUMEN

A lo largo de los años, se ha notado que la influencia del idioma materno Kichwa, se ha convertido en un factor presente en entornos educativos y empresariales del pueblo indígena en Ecuador. Sin embargo, aprender inglés dentro de la educación bilingüe es necesario en la realidad que se vive. Así mismo, se ha observado que durante la enseñanza y aprendizaje del idioma inglés intervienen los aspectos gramaticales, de pronunciación o culturales de la lengua materna Kichwa de los estudiantes. Debido al análisis realizado en la Unidad Educativa Monseñor Leónidas Proaño, se evidenció que el uso del idioma materno Kichwa ha ayudado a los estudiantes a generar confianza en el docente, y a través de esta estrategia comprender adecuadamente el idioma extranjero. Es por ello que en el aprendizaje del idioma extranjero inglés el uso de la lengua materna Kichwa debe ser utilizada como una herramienta pedagógica en el proceso de enseñanza aprendizaje del inglés, es por ello que debemos entender cómo y cuándo debemos utilizar el idioma materno Kichwa, dentro del aula de clase. Este estudio se centra en la influencia que ejerce el uso de la lengua materna Kichwa en la enseñanza de la habilidad de speaking en inglés. Se utilizó como población de estudio a los dos profesores de inglés, y sus estudiantes de segundo de Bachillerato. El tipo de estudio desarrollado es una investigación cualitativa con un nivel descriptivo y se concluye que el uso del Kichwa como lengua materna es un recurso adecuado para el aprendizaje del inglés debido a que el estudiante utiliza las dos lenguas y con ello mejora su vocabulario y logra crecimiento académico.

Palabras clave: Lengua materna, Kichwa, herramientas de enseñanza

Reviewed by:



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ABSTRACT

Over the years, it has been noticed that the influence of the Kichwa mother tongue, has become a factor present in the educational and business environments of the indigenous people in Ecuador. However, learning English within bilingual education is necessary in the reality lived in. Likewise, it has been observed that during the English teaching and learning, grammatical, pronunciation and cultural aspects of the Kichwa mother tongue students intervene. Due to the analysis carried out at the Unidad Educativa Monseñor Leonidas Proaño, it was evidenced that the usage of the Kichwa mother tongue has helped students to generate confidence in the teacher, and through this strategy adequately understand the foreign language. That is why in the learning of the English Foreign language, the use of the Kichwa mother tongue should be used as a pedagogical tool in the teaching learning process of English, that is why must understand how and when must use the Kichwa language. This study focuses on the influence of the use of the Kichwa mother tongue in the teaching of speaking skill of English. Two English teachers and their second bachillerato class “A” students were used as the study population. The type of study developed is qualitative research with a descriptive level and it is concluded that the usage of Kichwa as a mother tongue is an adequate resource for learning English because the students uses both languages and there by improves their vocabulary and achieves academic growth.

Keywords: mother tongue, Kichwa, teaching tools

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CHAPTER I.

1.1. INTRODUCTION

Learning another language as English has turned into a required need in the 21st century due to globalization and digitalization in fundamental fields like schooling or technological area. Bilingual individuals need to learn a language that is diverse in elocution, structure, also, nature from their own. However, in Latin American nations and Ecuador, it is found educators without successful tools to instruct, within language learning in bilingual and multilingual settings, where there are people who have a knowledge about native languages. In addition, there are different examinations that endeavor to furnish educators and support staff with instruments to improve training coordinated to bilingual students which point out as benefits and to reveal weaknesses that they present to gain another tongue. (Habound, 2009)

Investigations on the influence of the mother tongue on the teaching of English as a foreign language has progressed dynamically, this due to new studies acquired by specialists in the field. On the other hand, these studies only act in particular circumstances, since there is not established procedure to deal with bilingual students (Habound, 2009). Considering the advancement of learning in Kichwa-talking learners it is a need to come up an effective process, and to solve this kind of teaching learning process.

The fact is that there are not specific theories about how Kichwa native students learn English, the instruction framework must be constructed on the basis of research already conducted. The educational conditions are dispersed in different methodological patterns that creators have followed during the teaching learning process. Apart of this, there are not studies that present outcomes related to Kichwa learners who are training to manage of English as a foreign language. However, the teachers' interest to have training to deal with kichwa speaking students is constant, that is why they look for innovative topics within the teaching and learning of English in Kichwa speaking students (Usma, Ortiz, & Gutierrez, 2018).

There are investigations about how to teach English as a foreign language. However, it is not found a work that collects all the necessary information to provide effective help to English teachers within the bilingual intercultural system. Therefore, it

probably limits the teaching learning development of the English language for bilingual people. The objective planned is to determine how the usage of Kichwa as a mother tongue influences the development of English speaking skill in the students of Second Bachillerato Class “A” at Unidad Educativa Monseñor Leonidas Proaño, in the city of Riobamba, Chimborazo Province.

The following investigation consists of five chapters.

In Chapter 1, is found Introduction were is explained why carried out this research. In addition is placed the general objective and specific objectives.

In Chapter 2, is found the Theoretical Framework, also contains background, theoretical foundation and concepts.

In Chapter 3, is found the Methodological Framework, it is focused of the study objective, the research modality, the population, the sample, the data collection techniques, the analysis and interpretation techniques.

In Chapter 4, is found Results and Discussion, it is the analysis and results of both the interviews with the teachers and the observation guide applied to students.

In Chapter 5, is found Conclusions and Recommendations.

1.2. Problem statement

In Ecuador the problem is bigger since the official and most spoken language is Spanish, in this case according to statistics from (IWGIA, 2021); Ecuador is among the countries that are considered to have a low level of English language learning, this is due to that in many cases, Bilingual students tend to think in their mother tongue Kichwa, and the usage of the translation technique to generate communication.

In Chimborazo province in its rural communities, where mother tongue is Kichwa, some difficulties are developing when the students use the foreign language. The teachers try to apply solutions, so the bilingual students speak in English and Kichwa to create ways of communication. In addition, they use the mother tongue to reinforce their knowledge about English. Therefore, Kichwa and English are used daily in the class. (Conejo, 2008).

This study is appropriate to carry out at Unidad Educativa Monseñor Leonidas Proaño because it is part of bilingual education in Ecuador. In this case the students are kichwa speakers. It is also important to explain that the observation will be carried out in this institution and specifically in this course because its particularity is there are two English teachers, the main who speaks English and Spanish and the teacher helper who speaks Kichwa, Spanish and English.

1.3. Problem formulation

How does the Kichwa mother tongue usage influence in the development of the English speaking skill in the students of 2nd Bachillerato class “A” At Unidad Educativa Monseñor Leonidas Proaño.

1.4. Justification

In this research will know how the Kichwa mother tongue influences the development of the English speaking skills. This topic was chosen to know how is the usage of the Kichwa mother tongue, if it is effective and good for students, it helps them to build confidence and thus function in the classroom. On the other hand, it also helps the teachers so that their class is understood clearly and precisely, so that the students form their own concepts of the topic that is going to be discussed in class.

Due to, this institution has Kichwa-speakers’ students, this helps to visualize tthe usage of the Kichwa mother tongue in English foreign language learning and to know if

it is appropriate for learners. The purpose is to know the role played by the use of the Kichwa mother tongue in the classroom. At the same time, it is important to know if the teacher allows the students to argue in class, or express their ideas, either in their mother tongue, Kichwa, and in the foreign language English. In addition, to know the benefits such as the trust that is generated within the classroom between the teachers and the students when Kichwa is used in class.

This research will help to understand the needs of Kichwa-speakers' students in the second of bachillerato class "A" at Unidad Educativa Monseñor Leonidas Proaño in city of Riobamba, in Chimborazo Province, and how the teachers solve these needs in the development of English learning of speaking skills.

1.5. Objectives

1.5.1. General objective

To analyze aspects related to the influence of Kichwa mother tongue in the development of the English speaking skill in 2nd students of Bachillerato "A" at Unidad Educativa Monseñor Leonidas Proaño.

1.5.2. Specific objectives

- To determine the influence of the Kichwa mother tongue in the teaching English speaking skill.
- To know the opinion of English teachers about the usage of Kichwa language in the development of speaking skills of students.
- To observe the strategies used by English teacher in class to improve speaking skills through the usage of the Kichwa language during the class.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED.

In the ancient times, Kichwa was used by foreigners as a language to be able to involve native people with their religion, it was a channel of evangelism, so they capture the attention of the native settlers. However, it generated mistreatment of the indigenous people and discrimination in all aspects; whether in their clothing, their customs and above all their language. For this reason, the Kichwa mother tongue has been devalued over time. Although, the implementation of laws and human rights, the Kichwa language has been highlighted in recent ages. It has been possible to observe in its inclusion within the social, cultural, economic, and educational fields. It is important to recognize that educational field has changed because, today there is already bilingual education in Ecuador (Sánchez, 2016).

The usage of Kichwa in the English teaching has been investigated by some researchers in Universidad Nacional de Chimborazo with the purpose to emphasize in the needs and solutions to improve the teaching learning process of Kichwa students. The research work “Pedagogía Intercultural inglés- Kichwa: an intercultural (un mundo intercultural) world *sinchiyachishun ñukanchik kichwa shimikunata (fortaleciendo nuestro idioma kichwa)*” developed by Karina Pástor analyzes the need for implementing English-Kichwa Intercultural Pedagogy in the local academic curriculum, because its application will allow the practice of didactic practices from an inclusive intercultural axis, to achieve the training of teachers that promote the recovery of the Kichwa language and thus they are incorporated into the global scientific development of communication with the learning of the English language, deepening and designing new teaching-learning strategies for the transmission and use of them horizontally.

Another research was found, that was developed at Universidad Nacional de Chimborazo also which was written by Achic Margarita Asadobay Pagalo the title is “Intercultural Didactic Strategies and their influence on the learning of vocabulary in "Kichwa-English" languages at Cecibeb “Países Andinos”. This thesis presents the objective of proposing didactic strategies in the initial learning of the basic vocabulary in

Kichwa and English languages in order to improve the lexicon of both languages and the development of language skills. The author applied intercultural didactic strategies that consists of methods, techniques and activities proposed for teaching; and the development of the vocabulary of the Kichwa and English languages, which consists of a basic lexicon such as: imperatives, greetings, numbers, family, food, clothing, times, animals, among other topics. Learning the Kichwa vocabulary is important since at an educational and social it is intended to achieve the management of a unified Kichwa; the author considers learning of English vocabulary is basic since for students it is a completely new and therefore, it is necessary to start from the learning of the vocabulary for the development of the other language skills.

2.2. THEORETICAL FOUNDATIONS /BASIS

2.2.1. Kichwa language

Ecuador, one of the smallest countries in South America (272,045) with a population of 12,156,608 according to the 2001 census (SIISE 2002) is characterized by presence of at least 11 indigenous nationalities, Afro-Ecuadorian and mestizo population. The indigenous (nationalities) that come to make up the 30% of the country's population are found in the three regions: Coast (awa, chachi, tsachi, êpera); Sierra (Kichwa) and Amazonia (a'i cofan), Siona, Secoya, Záparo, Huao, Quichua and Shuar-Achuar), and maintain their own language and culture, the language being Kichwa, which has more than 1,000,000 speakers in the country. (Conejo, 2008)

Since the Spanish conquest and the colonial period, all the Ecuadorian indigenous have been permanently oppressed by the mainstream society. Such unbalanced contact has caused a gradual loss of their cultures and languages, however many of them have been able to survive to the present. It is the Kichwa people the most representative in Ecuador and their language, Kichwa or Runashimi (language of the human being), despite of its vulnerability, has managed to maintain a relative vitality nationwide. The Cañari Nation, mainly located in the Cañar province, is recognized as one of the Kichwa-speaking groups. According to the existing literature, the Kichwa language is the core element for this nation to preserve its ethnical identity in spite of their unbalanced contact vis-à-vis other cultures. (Enriquez, 2015)

According to the Constitution of the Republic of Ecuador of 2008 in article 343 it states that "The national education system will integrate an intercultural vision in

accordance with geographic diversity, cultural and linguistic heritage of the country, and respect for the rights of communities, peoples and nationalities". (Asamblea Constituyente 2. 2008, p. 107) In addition, in the same constitutional norm in its article 347 numeral 9, establishes among the responsibilities of the State "[...] Guarantee the bilingual intercultural education system, in which it will be used as main language of education that of the respective nationality [...]" (Constituent Assembly 2., 2008, p. 107). Likewise, in article 92 of the Ley Orgánica de Educación (LOEI) establishes that: "[...] The intercultural bilingual education curriculum will promote the development of interculturality based on cultural identities, applying indigenous languages in this process, [...]" (Nacional, 2011, p. 32). For the same reason, in the MINEDUC-MINEDUC-2017-00017-A ministerial agreement establishes the curriculum where it includes learning the language of the nationality and the foreign language. It refers to the learning of the Kichwa languages and English.

2.2.2. Benefits when using the mother tongue in teaching a new language (English)

According to (Arteaga, 2013) ensures that knowing students better implies that they also know their mother tongue, in this case Kichwa, this helps to know one of the most important benefits that arises from using the mother tongue in teaching English language is that students have a clearer and more precise understanding about the teacher is teaching in class. In addition, the student will be able to understand not only the vocabulary unknown to them, it will be easier for them to talk to each other and generate their own ideas to be able to function in the speaking skill, and thus have a better teacher-student communication.

In addition, it denotes other benefits such as facilitating communication between teachers and students, in addition to the fact that the use of the Kichwa mother tongue facilitates teaching to the teacher, it serves as a means of integration, this also helps students to manage the new knowledge, and so they can associate more with the English as a foreign language. (Yaguachi, 2016)

2.2.3. Effects of using the mother tongue in teaching the new language (English)

In general terms, the effect that the use of the Kichwa mother tongue brings in the teaching of the English language is positive, since it helps to generate in the students' greater interest in the foreign language, in addition to establishing self-confidence in the

student to be able to share their ideas and thus generate greater attention and participation in classes (Hevia, 2015).

According to (Pellòn, 2007), the use of the student's mother tongue manages to provide a positive effect since it facilitates the explanation of difficult terms, in addition to helping the understanding of the instructions for a certain activity, mainly in learning or to contrast differences and similarities between students L1 and L2.

2.2.4. Language contact and its effects

Cultural interrelations lead to the transmission of traits from one culture to another and vice versa, as well as to cultural diffusion, but also to acculturation; In this way, not only the addition of new elements in another culture is distinguished, but also the elimination of previously existing elements in addition to the modification and reorganization of others (Wigglesworth, 2007) cite (Weinreich, 1974). By admitting that different cultures come into contact, it is also recognized that languages do.

The contact of languages is not a temporary phenomenon, because sometimes it becomes so intense and prolonged that the result of it is not only linguistic changes in one language or the other, but the emergence of mixed languages, which they are composed of the lexicon of one of the languages and the structural characteristics of the other. Thus, the relationships between the different human communities have played an important role in linguistic changes, since the different languages have influenced each other, since there is no language that is isolated without contact with neighboring languages. Therefore, which ensures that societies today are multilingual, although this does not imply that all their speakers (Crystal, 2008).

In relation to the above, it is necessary to ask what linguistic contact is. According to (Crystal, 2008) linguistic contact is a situation of geographical continuity or sociocultural proximity and, therefore, of mutual influence between languages or dialects. However, it is important to note that this definition does not consider the current contact circumstances for which geographic proximity is not essential; for example, English has spread around the world, mainly due to technological development, which has caused contact between this language and others that are not geographically contiguous. On the other hand, it is necessary to always bear in mind that linguistic contact is possible only through the contact of their speakers, since as (Crystal, 2008) cite to (Weinreich, 1974) who assures this one, it is considered that two or more languages are in contact if they are

used alternately in the same community of speakers; therefore, it is the individuals, speakers of these languages, who constitute the locus of contact.

According to (Appel & Muysken, 2005), linguistic contact occurs mainly in five possible situations. The first refers to the linguistic archipelago, in which, generally, languages not related to each other and with few speakers are spoken in the same geographical space; These areas are characterized by extensive bilingualism and a high diffusion of words and grammatical elements from one language to another; This situation is unusual nowadays, but as an example the Amazon basin can be cited. The second context refers to the more or less stable limits between the linguistic families that coexist in the same geographical space, for example, the border between the Romance and Germanic languages spoken throughout Switzerland and Belgium. The third scenario describes contact as a result of European colonization, which has generated societies in which prestigious European languages coexist with the native languages of the conquered peoples, as has occurred in Ecuador and, therefore, the scenario described in this study. The fourth context refers to groups of speakers of minority languages isolated because of national languages, for example, the situation of Basque in France and Spain. The latter is related to the result of a reverse migratory movement, that is, the influence of migrants from postcolonial societies on the societies of the industrial world, for example, migrants from Central America to the United States.

The result of contact situations can be analyzed from both a linguistic and a social point of view. For the first case, it is possible, for example, to analyze the increase in lexical loans or changes in phonological and grammatical patterns; this is perceptible through the analysis of the changes that occur in the linguistic system and that are the result of various processes such as convergence or relexification. For example, and in relation to the focus of this work (Ortiz, 2011) shows in his study of the Kichwa de Cañar, a series of structural innovations, as well as the increase in the Spanish lexicon that has been adopted and adapted by the speakers of said variety.

In relation to social and cultural effects, we know that language contact produces, for example, bilingual situations, as well as changes in the attitudes of speakers towards their language, their culture and their identity. This is even more noticeable in situations where contact is between a dominant and a subordinate language. It is precisely these cases that are discussed below.

2.2.5. Bilingualism

Several definitions have been attributed to bilingualism, from simple ones such as the one proposed by Bloomfield who is cited by (Ortiz, 2011) who defines it as the management of two languages with a level similar to that of a native speaker; (Gadotti, 2003) who, from a sociological perspective, says that bilingualism is the alternative use of two languages; (Wigglesworth, 2007) who considers in a general way that it is the ability to use more than one language; to other more complex ones such as those of Haugen who points out that it occurs when the speaker of a language can produce. The study presents an analysis of the loanwords and semantic strategies used by the speakers of the Kichwa variation of the Cañar province. Complete expressions with meaning in another language and that of McNamara, who considers that a bilingual is one who has a minimum competence in one of the four language skills in a language other than that of his mother tongue.

These various definitions show that no one ideal has been established that encompasses all that bilingualism encompasses; this has been studied from different perspectives, for example, the psychological, which has focused mainly on individual bilingualism, and the social, which has focused more on social bilingualism. Although this research is mainly concerned with the social point of view, the following section presents a brief description of individual bilingualism. (Wigglesworth, 2007)

2.2.6. Individual bilingualism

The definitions set out above refer to the individual condition of bilingualism, which has received much attention through different areas of study. In addition, a classification has been determined for the types of bilingualism, according to the mental representation that the concepts have in the speakers of different languages and the fluency in their use. According to (Cantone, 2007), for example, mentions compound, coordinated and subordinate bilingualism, in which the difference lies in how the words of each language are mentally represented, in what contexts each language was learned and the fluency with which they were he uses them.

However, these types of bilingualism have not been the only ones that have been proposed, since, according to the point of view from which it is taken, others have emerged; for example, incipient and passive or receptive bilingualism. The first refers to the initial stages of contact between two languages, in which the knowledge of the speaker

is insufficient to produce complete expressions, but is capable of understanding certain portions of the speech (Habound, 2009) cite (Romaine, 1995); and the second justifies greater competence in understanding a language than in producing it.

When considering bilingualism as the use of two or more languages, then, social bilingualism refers to this use by speakers within the same social group. Three types of situations can be distinguished: the first, when two languages are spoken by two different groups, that is, each group is monolingual in its own language; the second occurs when all the speakers are bilingual; and the third refers to contexts in which one group of speakers is monolingual while another is bilingual (Appel & Muyksen, 2005) This last case is the one that corresponds to this investigation; Therefore, in the Ecuadorian context and, in this case, in the situation of the province of Cañar, it is very common for the indigenous population, which has traditionally had a mother tongue other than Spanish, to be bilingual, while the mestizo population remains in a Castilian monolingualism or tend to bilingualism with the learning of dominant languages such as English but not with minority languages. Thus, when the social scenario presents a bilingual situation due to linguistic contact, especially in conditions of inequality, it can be identified, on the one hand, as additive or prestigious bilingualism and, on the other, as subtractive bilingualism, also known as folk. The first refers to the fact of learning another language without diminishing the command and use of the mother tongue; thus, the two languages and the two cultures bring with them complementary elements and are valued in the same way within society.

The second occurs when speakers learn another language considered prestigious, at the expense of gradually losing the competence of their first language and, consequently, decreasing its use until, on occasions, it comes to replace this language, usually seen as low prestige. ; consequently, languages compete with each other rather than complement each other, which tends to trigger the rejection of cultural values by the minority ethnolinguistic group in favor of those of the group referred to as prestigious. (Sprachcaffe, 2017)

2.2.7. Principles of Intercultural Bilingual Education

The principles that sustain the bilingual intercultural education model are the following: 1. The main axis of the educational process is the person at whose service the education system should be. 2. The family represents the basis of the process of formation

of the person and is the main responsible for their education. 3. The community and the community organization are jointly responsible, together with the State, for the training and education of its members. 4. The native language constitutes the main language of education, and Spanish plays the role of second language and language of intercultural relationship. 4. Both the native language and Spanish must express the contents of the respective culture. 5. The knowledge and social practices of indigenous peoples are an integral part of the intercultural bilingual education system. 6. The intercultural bilingual education system must promote the recovery of the quality of life of the population in all its aspects. 7. Education aimed at the indigenous population must provide them with as much information as possible, and by all means of communication at their disposal, to facilitate access to knowledge. 8. The curriculum must take into account the socio-cultural characteristics of the corresponding cultures and the scientific advances made in this field in various experiences carried out in the country. 9. The curriculum must integrate psychological, cultural, academic and social aspects according to the needs of the students (Conejo, 2008)

2.2.8. General and specific objectives of Intercultural Bilingual Education

The following general objectives are proposed: 1. Promote the personal appreciation of the population. 2. Raise and consolidate the quality of intercultural bilingual education, 3. Contribute to the improvement of the quality of life of indigenous peoples, taking into account their knowledge and social practices. 4. Recover and strengthen the use of the different indigenous languages in all spheres of science and culture. 5. Seek mechanisms so that indigenous languages are used in the different media; • strengthen organizational forms indigenous peoples. 6. Promote the intercultural relationship between all socio-cultural peoples that make up the country. 7. Develop the bilingual inter-cultural education system based on the socio-cultural, linguistic and economic reality of the indigenous population, as well as their needs and expectations. (Conejo, 2008)

The following specific objectives are proposed: 1. To attend to the psychological and socio-cultural needs of the indigenous population. 2. To develop research attitudes in students at all educational levels. 3. To develop the vocabulary and oral and written expression of each one of them. Indigenous languages; promote the hobby, interest and liking for reading in the respective indigenous language. 4. Stimulate writing as a need for personal and social expression. 5. Use indigenous languages as a means of oral and

written communication in all areas of knowledge. 6. Incorporate to education the knowledge and characteristics of each culture from systematic research. 7. Teach Spanish as a second language in the context of its culture and the mental schemes of the Spanish-speaking population. 8. Interrelate the different educational levels and maintain cohesion between the different age groups. 9. Develop proposals aimed at spreading self-education mechanisms. 10. Integrate members of indigenous communities in the different stages and activities of the educational process. 11. Establish a type of curriculum that integrates the aspects psychological, academic and social necessary for the integral development of the person. (Conejo, 2008)

2.2.9. Pedagogy

In teaching a language, it is necessary to start from a Pedagogy of Emotions, such as that didactic activity that is based on human sensitivity and understanding, one that encourages and stimulates students through innovative strategies, valuing their freedom to build their learning, in a loving, cheerful, motivating and empathetic environment in order to strengthen the development of the linguistic abilities and skills of the language (Hevia, 2015)

According to (Hevia, 2015) "Pedagogy is a set of knowledge that seeks to have an impact on the educational process, in any of its dimensions, as well as on the understanding and organization of culture and the construction of the subject." For this purpose, ancestral knowledge and knowledge is essential for the training of subjects within the strengthening of the mother tongue from an early age.

The author (Gadotti, 2003), states that pedagogy is the art of transmitting experiences, knowledge, values, with the resources available to them, pedagogy is the discipline that organizes the educational process of every person, in the psychological, physical and intellectual aspects, taking into account the cultural aspects of society in general. Indeed, within the educational process, in addition to having extensive knowledge of pedagogy, it is required to have various didactic resources for an adequate training of the human being. The word pedagogy derives from the Greek Paidós which means child and again which means to guide, for the following pedagogy we could define as: The one who guides a child (Liscano, 2009).

Intercultural and bilingual pedagogy would be a contribution to education because the principles of the mother tongue and culture would be given as a priority, and there

would also be an articulation between different societies and peoples that exist in the same country. With intercultural bilingual pedagogy we would be guiding children to achieve recognition, acceptance of cultural and linguistic plurality from their origin. (Liscano, 2009)

2.2.10. Model of intercultural bilingual education (MOSEIB)

(Ministerio de Educacion Ecuador, 2014) Presents the mandatory application regulations in all levels and modalities of education offered by Centros de Educación Intercultural Bilingue (CECIBs) composed of: Family Early Childhood Education Community, Basic General Education and Baccalaureate; Unidades Educativas Comunitarias Interculturales Bilingues (UECIBs) of the Intercultural Bilingual Education System. In this sense, the MOSEIB contemplates the execution of specific actions aimed at attend to the needs of the person, to strengthen the family and community relationship, in addition the development of the person and the experience in harmony with oneself, with others and with the nature; as well as the knowledge of the contribution of other cultures to the humanity. In the same way, ministerial agreement number 00440-13 of the Ministry of Education considers in its Art. N °. 1, the implementation of Educación Infantil Familiar Comunitaria (EIFC) in the Intercultural Bilingual Education System as a process of formation of the person from conception, birth and Comprehensive Childhood training to 5 years of age.

2.2.11. Culturally sensitive teaching materials.

The culturally sensitive didactic material maintains a relationship to the group to which it is addressed, with respect to the age and characteristics of the student and the prior knowledge of the student. In order for there to be a better understanding of the content about what you want to teach, it is necessary to stimulate the particular interest of the learner, so that in this way the attention is focused on the intention to which it is intended to reach, which is to learn through the analysis and reflection of the themes; A resource that is of great help to do this is the didactic materials. When it is talked about culturally sensitive materials, they refer to all the didactic tools that we use for the teaching-learning process that are designed with a certain degree of cultural sensitivity and respect for different cultures, these materials also motivate people to be aware of cultures. Different and appreciate your own identity. (Morales, 2012).

2.2.12. Revitalization of indigenous culture.

It is to safeguard a cultural heritage, in effect the revitalization of oral traditions is introduced, therefore, in the struggle of indigenous peoples to vindicate their culture and identities, to propose that affirmation, within a framework of respect, reconciliation and coexistence between each one of the towns. In this sense, revitalize the identity that allows us to know the memories of the ancestors, know who we are, where we come from and mainly allows us to determine where we want to go. (Lourdes, 2018)

2.2.13. Orality

Oral expression can exist without writing, but never writing without orality, that is, writing is always linked to the world of sounds. At the initial education level, it is convenient to start the child with the discovery of how language works, understanding that it is an instrument that supports cognitive development. Orality in human beings begins to develop from birth, therefore, these are related to social and cognitive affective development. (Lourdes, 2018)

2.2.14. Curriculum strategies

The Directorate of Professional Training of the Ministry of Higher Education of Cuba proposes that the curricular strategy is a pedagogical approach to the teaching process that is carried out with the purpose of achieving general objectives related to certain knowledge, skills and modes of professional performance. Therefore, its mission is to preserve, develop and promote, through its substantive processes, in close connection with society, the culture of humanity (Zorob, 2012).

2.3. BASIC TERMS DEFINITION

- **Teaching learning process.** – At this point, the main actor is the student and since the teacher fulfills the role of facilitator in this teaching-learning process. In this space, the aim is for the student to enjoy teaching.
- **Speaking skill.** – involved on oral production and interaction, such as fluency, accuracy, coherence etc.
- **Kichwa:** This term is used only in Ecuador, it is said especially to a person, who belongs to an indigenous tribe to those who belong to the Inca empire, likewise related and belonging to the same people and the dialect.

- **Bilingualism:** this arises when two languages are in contact with society, it is because of them that they have a fluency in the domain of the two languages.
- **Mother tongue:** A mother tongue is one that gives rise to other languages. For example, Latin is the mother tongue of Spanish.
- **Interculturality:** is the process of communication and interaction between people or groups with specific cultural identities, favoring at all times dialogue, agreement, the integration and enriched coexistence between cultures.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. Approach

This project is designed with a qualitative approach because it will be analyzed opinions and ideas from English teachers' point of view. In addition, we can analyze each one of the positive or negative aspects from criterion of the student, focused on the bilingualism. The instruments used are observation sheets, interviews guide which helped to handle the data.

3.2. Research Modality

Qualitative: Qualitative data describes aspects instead of measuring them, they are composed of opinions and perspectives (Hernández, 2018). These criteria provide in-depth knowledge from research data in order to obtain detailed information from field investigating.

Additionally, Qualitative approach will be applied, it is an inductive strategy. Researchers develop concepts and understandings from patterns and preconceived models or theories are not used to collect or evaluate data. Researchers follow a flexible research design, their studies are formulated through questions (Hammersley, 2013).

3.3. Research level.

Descriptive Researching. The objective of this research is to describe an event with its respective characteristics (Nassaji, 2015). This research focuses in the influence of the mother tongue in the acquisition of English language. In addition, in this research it was used the resources: A observation sheet, and interviews guide, on order to collect the data and have information related to the point of view of the students and teachers. In addition, it was described and explained the strategies used by teachers and students to improve speaking skills through the usage of the Kichwa language during the class in 2nd students of Bachillerato "A" at Unidad Educativa Monseñor Leonidas Proaño.

Ethnographic level - It addresses the aim of the study and interprets the reality of the study, interacts with a broader content with the purpose of obtaining knowledge and theoretical approaches rather than to solve practical problems and how any other research could do it. This also helps to analyze and interpret the information found in the

field, whether it is verbal information or non-verbal information in this way they understand, think, say and analyze, in addition to interpreting each one of their worlds (Logan, 2017)

3.4. Population and sample

This study was carried out at Unidad Educativa Monseñor Leonidas Proaño, located in Riobamba, Chimborazo. The population was composed by 28 students and 2 English teachers at 2nd Bachillerato Class “A”. This population was chosen because it is part of the bilingual education system within our country. This institution is the most important in the city of Riobamba because it has bilingual education. Apart of the students are Kichwa speakers, and the second bachillerato class “A” has two teachers, the main teacher who speaks only English and Spanish and the teacher helper who speaks Kichwa, English and Spanish.

3.5. Sample

The population is small so that the sample was not necessary.

3.6. Techniques and instruments for collecting data

To determine the influence of the Kichwa mother tongue in the teaching English speaking skill, it was developed literature analysis about information of the different authors of studies related about the usage of mother tongues to teach new languages, implications and its benefits.

To define the results achieved related to the first objective and third objective, an observation sheet was used which will serve to verify if the teacher uses the Kichwa mother tongue with the students in the classroom, and if it is effective to them.

3.7 Techniques of analysis and interpretation techniques.

Interview technique: It is used in qualitative researching and its main objective is to obtain information about experiences, opinions, thoughts between two people who interact on the research topic (Folgueiras, 2016). This technique was applied to obtain information from the two teachers’ point of view at 2nd students of Bachillerato “A” at Unidad Educativa Monseñor Leonidas Proaño to know how the Kichwa mother tongue was used when teaching English in the classroom.

Observation technique: It is used in qualitative researching which allows the observation and description of the characteristics of the behavior of the research problem in a natural context. This permits to collect information for analysis and interpretation. The observation technique is used to know how is the usage of Kichwa mother tongue when teaching English speaking skill to students of 2nd of Bachillerato “A” at Unidad Educativa Monseñor Leonidas Proaño.

Triangulation: It used to help us to establish theories to observe in order to understand the different assumptions and premises given in this research work, the different perspectives that will be used to analyze and therefore confront theories (Benavides, 2005). The triangulation is used to analyze how is the usage of Kichwa mother tongue when teaching English speaking skill to students of 2nd of Bachillerato “A” at Unidad Educativa Monseñor Leonidas Proaño.

Categorization: It is an essential mechanism in reducing the information collected. These data are different and alternative, in this way it is possible to classify, conceptualize or modify the results give in this investigation (Chaves, 2005). The categorization technique is used to establish different categories in the analysis of English teachers’ answers and determine their opinions about the usage of Kichwa mother tongue when teaching English speaking skill to students of 2nd of Bachillerato “A” at Unidad Educativa Monseñor Leonidas Proaño.

CHAPTER IV

4. RESULTS AND DISCUSSION

The study is focused on the analysis of aspects related to the influence of Kichwa mother tongue in the development of the English speaking skill in bilingual students. The aim is to find out how Kichwa mother influences in the teaching learning process of English speaking skill.

The information obtained to accomplish with objective to know the opinion of the teachers of the educational institution in relation to the usage of the Kichwa language in the development of the students' speaking skill. It was developed through the application of the instruments presented in a descriptive analysis. The data was obtained through two interviews that were applied to two English teachers of the "Unidad Educativa Monseñor Leonidas Proaño", the main English teacher and the second English teacher who supports with the usage of Kichwa in English classroom activities. The analysis techniques used were the categorization where each questions was reduced as a topic about the teachers responded and triangulation where the information is contrasted between the content of teachers answers with the observation during the classes. The results demonstrated that the answers corresponds to activities developed by English teachers.

4.1. TEACHERS' INTERVIEW RESULTS

To know teachers' perception about educational institution in relation to the usage of Kichwa in the development speaking skill by the students the following interviews were developed:

Question 1. Usage of Kichwa mother tongue as a benefit in English learning.

Main English teacher answer: "Yes, because helps students to have a better understanding of the class".

English teacher helper answer: "Yes, because the use of Kichwa is a benefit for the students since they can ask questions in their own language and they will answer them in it".

Analysis

The teachers consider it is necessary to use the mother tongue when the students do not understand what they should do and it is useful to apply this strategy because the students can participate in the class through their mother tongue.

During English class teachers usually use their mother tongue Kichwa for a variety of purposes, to support the comprehension of students about the English language. According to (Conejo, 2008) mother tongue is a valuable tool for many students and teachers around the world as it is directly linked to the learning techniques preferred by the students. However, this does not mean that the English classroom should revolve around the use of the mother tongue; on the contrary, it means that proper and limited use of the mother tongue can be beneficial to the acquisition of English.

Question 2. Kichwa mother tongue usage.

Main English teacher answer: “No, I don’t speak Kichwa”

English teacher helper answer: “Yes, Kichwa is my mother tongue”.

Analysis

English teacher helper stated that he is a Kichwa speaker, and handles this language because it is his mother tongue.

According to the teachers’ answers, it was found that the main English teacher, like many other teachers do not know how to use the mother tongue for the benefit of him and the students. According to Abreu (2018) mother tongue is important because when children learn and develop their mother tongue, they indirectly acquire many basic skills in second language acquisition. These skills pave the way for a person's formal education. In addition, Abreu says that if students want to study a foreign language, the skills and concepts they have acquired in their mother tongue will not be a problem.

Question 3. Usage of Kichwa mother tongue during class to support students.

Main English teacher consider “Yes, because the student has trust with the teacher” despite the fact that the teacher does not speak the Kichwa language.

English teacher helper answer: “Yes, it is essential”

Analysis

The teachers said that the main reason for its use is that most of the students do not understand totally what the teacher explains using the foreign language. So, it is essential to use the mother tongue to help the students to develop English.

A reason for the usage of mother tongue in English class, it is to evaluate the understanding of the students about the subject. Other facts to use mother tongue are: to teach grammar, vocabulary, idioms, slang or proverbs. (Blanc, 2014)

Question 4. Strategies used by Bilingual Intercultural Education are appropriate in English teaching learning process

Main English teacher answer: “No, in many aspects, the bilingual education strategies such as the use of English text are not appropriate since in the models, they present aspects that the students have never seen and worse if it is an intercultural bilingual school”.

English teacher helper answer: “No, since these strategies are not adapted to the needs of intercultural bilingual education students”.

Analysis

According to Appel (2005), like many of the authors mentioned earlier, emphasize that the use of a mother tongue is essential because it helps the student to assimilate new information with the same information as his or her mother tongue, which Allows him to be 'in progress'. Learning, and even more so, it is used to manage panic attacks, stress or panic in students while learning a second language. According to Conejo, 2008, when children study a new language (English), the use of their mother tongue improves their emotional areas, helps build confidence, self-esteem and identity, as well as motivation, initiative and creativity.

Question 5. Usage of Kichwa mother tongue in teaching learning process to develop English speaking skill.

Main English teacher answer:” No, I don’t consider that language contemplated is not learned mechanically since the students do not learn repeatedly, because they already have a previous knowledge by their parents”.

English teacher helper answer: “It is not a mechanical language because it not only consists in repeating, but in analyzing, understanding and expressing ideas”.

Analysis

The teachers said that they do not consider that the language is considered mechanically since the students do not learn the language in a repetitive way, because they have a knowledge related from their home. Therefore, the mother tongue is a language which the people are related since they have reason of life.

According to the teachers' reply, they do not refer to the inconvenience caused by the use of mother tongue in the English class, but because of the students' lack of interest in learning. There is no doubt that the excessive use of the mother tongue in teaching English has its drawbacks, such as the excessive generalization of certain grammatical rules, the mechanical way of learning a language is not the best as it must establish foundations and grammatical rules the beginning. (Conejo, 2008)

4.2. STUDENTS' GUIDE OBSERVATION RESULTS ANALYSIS

The propose to accomplish with two objectives which are: to review the influence of Kichwa mother tongue in the teaching English speaking skill and to observe the strategies used in class to improve speaking during the class was developed an observation guide in 2nd Bachillerato Class "A" at Unidad Educativa Monseñor Leonidas Proaño.

Objective N°1. - To review the influence of the Kichwa mother tongue in the teaching English speaking skill.

Item 1. - **Students speak in Spanish and Kichwa Languages to ask teacher to clear doubts about a topic.**

Observation result: Students ask the teacher in Spanish and Kichwa when they have doubts about a topic.

Analysis

In this case, the students use Spanish and Kichwa to ask if something is not clear to them. This technique generated greater trust with the teacher and thus be able to have a moderately effective learning of English, the use of the other language helps the students to trust the teacher and makes the class more dynamic. (Pellón., 2007)

Item 2. - **The teacher speaks Kichwa during English teaching learning processes.**

Observation result: English teacher assistant often uses Kichwa in classes only when students ask questions in their native language.

Analysis. -

In this case, the students mention that the English teacher assistant in the most of the classes uses Kichwa in teaching learning process, when it is necessary to help that the students can understand to the main English teacher in the best way, this leads to have good results, such as generating some interest in this foreign language. This strategy allows to comply with the content which is established in the subject and they ask in Kichwa, because it is a bilingual education which provides its students with adequate training in the area of English (Conejo, 2008).

Item 3. - Students express ideas which are done in Kichwa before translating them into English.

Observation result: Students express their ideas in class.

Analysis. -

At this point the students use Kichwa more to express their ideas, according to what was said by Appel (2005) when the students use their mother tongue it is because they do not have the freedom or the confidence to express their ideas in the foreign language that they are in the process of learning, in this case English, this happens either because they get a negative response from their teachers or classmates, that is why Appel (2005) says that it is a serious problem since many of these students move away from this language once the teaching learning process time is over.

Objective 3. - To observe the strategies used by English teacher in class to improve speaking skills through the usage of the Kichwa language during the class.

Item 4. - The teacher applies native mother tongue to get comprehension about the English vocabulary.

Observation result: The English teacher support in his class uses the Kichwa mother tongue to be understood by his students.

Analysis. -

The teacher uses the Kichwa mother tongue throughout his class, since this helps a little so that the student can function in a better way, in addition to the fact that, according to (Enriquez, 2015) the use of the helps to that feel safe, and also helps the teacher to reach the student, and in this way the student can understand the class or the topic that is being treated, thus giving the student and option to ask or argue.

Item 5. - The teacher uses written cards with synonyms in Kichwa to students understand the meaning of the word given in English.

Observation result: The English teacher support uses synonym cards in Kichwa and the main teacher English uses English cards in the beginning of a topic.

Analysis. -

The teacher uses various teaching learning methods with bilingual students, according to (Habound, 2009) the use of educational methods helps students to interact in class in a way that students do not feel intimidated or nervous in English classes.

On the other hand, this helps the class to be more interactive for the student but above all it is more educational, apart from that it helps teachers and students to from a better communication.

Item 6. - Teacher employs play-based strategies for language teaching

Observation result: The teacher in all his classes uses the game to teach English as a foreign language.

Analysis. -

Teachers use various teaching methods in their class, one of them is games, thought this they help students to interact, according to (Liscano, 2009) the teaching process should not be monotonous or always just teach classes and that´s it. The teaching-learning process should be based on both the teaching being able to teach in an interactive way and not boring the students, and on the part of the students, they should be able to make their class more dynamic to better understand what the teacher is teaching.

From the teacher' interviews and the observation in the classroom to students the researcher obtained as result that the usage of Kichwa mother tongue in the development of English speaking skill is a strategy that helps to students to feel trust and they can speak in their Kichwa mother tongue to solve doubts about the grammar structure, vocabulary

and the teachers can know what are the weaknesses from their students and solve this with appropriate feedback.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- In Unidad Educativa "Monseñor Leonidas Proaño" Kichwa is one of the languages that predominate. Therefore, it is concluded that Kichwa helps to students to learn English and thus they are able to feel an interest in developing speaking skill of this foreign language.
- In Unidad Educativa "Monseñor Leonidas Proaño", Kichwa is used as mother tongue to help students feel more confident to speak English. The usage of Kichwa mother tongue has helped the main English teacher through English teacher helper to understand the student needs.
- The teaching learning methods related to speaking skill which were applied by the teachers in their class were very effective because this helped the interaction of both the teachers and students, it also helped the students to be able to generate their own knowledge and argues about a topic in English. The usage of written cards in Kichwa mother tongue helped students understand the vocabulary in English as foreign language.

5.2. RECOMMENDATIONS

- More strategies should be applied to increase the students' interest in practicing the speaking skill of the English foreign language. English vocabulary must be provided by using Kichwa (mother tongue), since this helps the learners to be confident.
- The Kichwa mother tongue should be used during English teaching class when the students have doubts about vocabulary or about some new words that are used in class, this will help the students to have extra knowledge and, they can argue in their own language, this strategy can help that the students understand and express their ideas through speaking skill in classes.
- The teachers should not limit themselves to use two types of teaching learning methods the cards and games, since this does not help the students because they could see the class as very monotonous or they could simply feel a lack of interest in that class, the teachers should use methods such as videos, music or language tactics to improve speaking skill. Therefore, it provides the student with prior knowledge or

review previous vocabulary. This helps to students to generate interest in the foreign language and it can also help for the students to provide satisfaction when they learn English.

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7. ANEXXES

OBSERVATION GUIDE



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

Objective: To analyze aspects related to the influence of Kichwa mother tongue in the development of the English speaking skill in 2nd students of Bachillerato “A” at Unidad Educativa Monseñor Leonidas Proaño.

Author: Marisol Valente

Specific Objectives 1: To determine the influence of the Kichwa mother tongue in the teaching English speaking skill.	
Indicators	Observations
Students speak in Spanish and Kichwa Languages to ask teacher to clear doubts about a topic.	
The teacher uses Kichwa during English teaching learning processes.	
Students express ideas which are done in Kichwa before translating them into English.	
Specific Objectives 3: To observe the strategies used by English teacher in class to improve speaking skills through the usage of the Kichwa language during the class.	
The teacher applies native mother tongue to get comprehension about the English vocabulary.	
The teacher uses written cards with synonyms in Kichwa to students	

understand the meaning of the word given in English.	
Teacher employs play-based strategies for language teaching	

INTERVIEW



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

- **Specific Objective:** To know the opinion of teachers on the use of the Kichwa language in the development of students' speaking skills.

Author: Marisol Valente

- 1.) Do you think that usage the Kichwa mother tongue is a benefit in English learning?
- 2.) Do you have any knowledge of the Kichwa mother tongue?
- 3.) Have you spoken Kichwa at some point in your class so that your students understand the class?
- 4.) Do you think that the strategies used by Bilingual Intercultural Education are appropriate for students who are in English teaching learning process?
- 5.) Do you think Kichwa as a language contemplates a mechanical learning that consists of repeating the phrases over and over again as they do in the English Language?