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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Title:

''Bilingualism and its relationship with English language learning; a communicative approach from the perspective of students, in the Octavo Año de Educación Básica, Paralelo ''B'', from the Unidad Educativa "Monseñor Leónidas Proaño" in the city of Riobamba, Chimborazo province, during the academic period September 2021 ─ June 2022''

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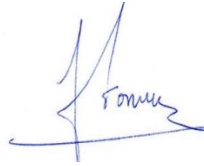
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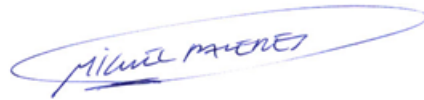

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DEDICATION

This work, the fruit of my effort and long perseverance, I dedicate to my mother Isabel who was and has been my main source of inspiration, although she did not have the opportunity to be educated at any level, she always instilled in me that I should be humble and always improve myself better to share with others. I also want to dedicate it to my siblings who gave me every day that motivation to not give up in the face of the obstacles that came my way.

Thank you so much…

ACKNOWLEDGMENTS

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RESUMEN

El presente trabajo investigativo gira en torno al bilingüismo y su relación con el aprendizaje del idioma Inglés; bajo el enfoque comunicativo, desde la perspectiva de los estudiantes de Octavo Año de Educación General Básica, paralelo A, de la Unidad Educativa Monseñor Leonidas Proaño en la ciudad de Riobamba, provincia de Chimborazo durante el periodo académico Septiembre 2021− Junio 2022. Teniendo en cuenta como objetivo general examinar los factores que afectan al estudiante bilingüe con respecto a la adición de la lengua anglosajona para su aprendizaje, así también considerando la línea de pensamiento que poseen los aprendices indígenas. Esta obra, de acuerdo al análisis teórico; demuestra el proceso que los protagonistas experimentan al aprender un tercer idioma. El contenido se basa en la modalidad bibliográfica, con un enfoque mixto (cualitativo y cuantitativo), con un nivel descriptivo, mismo que se apoyó científicamente en artículos, revistas, libros y demás documentos de origen electrónico. De la misma manera, los instrumentos utilizados para la recolección de datos fueron la encuesta y la entrevista a los estudiantes previo al análisis de pertinencia con el tipo de población a tratar. Al finalizar este estudio se determinó que la realidad demuestra factores internos y externos al momento de usar el Español y Kichwa; y como esta situación interviene cuando se trata de aprender Inglés. Uno de estos es el intercambio del vocabulario que se genera a partir de L1 y L2 para comunicarse finalmente en L3. De la misma forma, se pudo constatar que los grandes desafíos que enfrentan los estudiantes tienen que ver con la dificultad de la gramática y la pronunciación en la lengua extranjera.

Palabras claves: Bilingüismo, Aprendizaje, Inglés, Comunicativo, Lenguaje, Idioma extranjero.

ABSTRACT

The present research work revolves around bilingualism and its relationship with English language learning; under the communicative approach, from the perspective of the students from Octavo Año de Educación General Básica, paralelo A, from the Unidad Educativa Monseñor Leonidas Proaño, in the city of Riobamba, Chimborazo province, during the academic period September 2021−June 2022. Taking into account as a general objective to examine the factors that affect the bilingual students regarding the addition of the Anglo-Saxon language for their learning, as well as considering the line of thought that indigenous learners possess. This work, according to the theoretical analysis; demonstrates the process that the protagonists experience when learning a third language. The content is based on the bibliographic modality, with a mixed approach (qualitative and quantitative), with a descriptive level, which was scientifically supported by articles, magazines, books, and other documents of electronic origin. In the same way, the instruments used for data collection were the survey and the interview with students before the analysis of relevance with the type of population to be treated. At the end of this study, it was determined that the reality demonstrates internal and external factors at the moment of using Spanish and Kichwa; and how this situation intervenes when it comes to learning English. One of these is the exchange of vocabulary that is generated from L1 and L2 to finally communicate in L3. It was also found that the greatest challenges faced by the students have to do with the difficulty of grammar and pronunciation in the foreign language.

Keywords: Bilingualism, Learning, English, Communicative, Language, Foreign language.

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CHAPTER I.

1.1 INTRODUCTION.

After the creation of the Unidad Educativa, ''Monseñor Leonidas Proaño'' in 1995 as an answer to the educative exclusion of indigenous people generated by the Mestizo; the indigenous leaders together with the Ecuadorian state made great efforts to create bilingual institutions where the indigenous voice can be listened by the rest of the people, especially through its mother tongue Kichwa (Illicachi, 2017, pp. 48 – 83)

Currently, the management of languages has been one of the main problems that face the indigenous students of the mentioned institution. The reason is that the use of three languages (Kichwa, Spanish, and English) has caused interferences among them, mainly for communicative purposes, which was evidenced along with my teaching practices in this institution. Moreover, regarding English, the result is that the students usually make linguistic mistakes, so they do not want to express themselves in this language, they feel shy, and they prefer to talk just in Spanish or a mix of Kichwa and Spanish. Evidently, at the end of the scholar year, their performance in the English language does not have the expected results. On one hand, it is reflected in their grades, and when they try to use the English language in the social environment.

On the other hand, in the social context, they are accustomed to using Kichwa and Spanish without major problems. Even though, most of the time they are often individuals of exclusion due to their situations of inequality and poverty existing in Ecuador. Despite this, they want to reveal that they are valuable people as well through education. However, sometimes, even the usage of both languages academically is complex for them. For this kind of learner is a challenge to face in the academic context, because the exigency is also to use the Spanish language accurately, so if an indigenous learner does not understand well the language when the teacher presents the classes or he/she cannot solve any doubt about the Spanish language, consequently, the content of the subjects will become confused as well (Morocho, 2012, pp. 16-98).

This section clearly shows the difficulty that the students show, firstly because of the condition in which they are treated by other people and then also because of the enormous challenge that they face in the management of the two languages, especially in the academic context, where the teacher presents most of the classes in Spanish and rarely in the mother tongue Kichwa, thus complicating even more when learning the foreign language.

Nowadays, when the Kichwa language is taking great importance, problems continue appearing. For example prolonged contact between two languages influences linguistically a lot and the effects endure time, so the linguistic mistakes persist in the Kichwa as in the Spanish. It is evident that in daily communication many words of the L1 are inserted into the Spanish Language, becoming a custom to express a mix of both languages. However, in urban society this phenomenon has confused people, so most of them cannot understand the language adequately (Morocho, 2012, pp. 16-98).

In many educational institutions, Kichwa is taught as a third language after Spanish and English, since most of the children, although they are pupils of Kichwa-speaking migrants, have Spanish as their first language. According to some parents, students whose dominant language is Kichwa have many integration problems, so they need to be assisted by Spanish to satisfice their communicative needs considering the main resource they have to do to understand information (Haboud, 2020, pp. 2-23).

Based on the previous statement, in some educational institutions, after Spanish and English, Kichwa has been placed in third place when the students learn them, which has caused communication problems among classmates and in the classroom with teachers. Moreover, students who come from Kichwa-speaking families, seem that they have become more familiar with Spanish, which has become their base language for understanding the rest of the subjects they are learning.

1.2 Problem Statement

Ecuador is recognized around the world for its plurilingual and multicultural richness. The towns and nationalities are placed in four different regions where they still maintain their customs, traditions, clothing, and native languages. All these elements complement the national richness of this country. Seen in this way, the Ecuadorian government seeks to promote educational policies framed within the diversity of the indigenous population, which has much to offer. (Morocho, 2012, pp. 16-98).

To Morocho (2012), the plurilingual and multicultural heritage is what Ecuador wants to rescue nowadays. For this purpose, the educative authorities have decided to encourage the teaching and learning of their ancestral languages. A clear example is what happens with Kichwa. It is taken as a subject more inside of the classroom, where the professors teach based on real life and try to revitalize their ancestral customs through practice, in connection with the environment and the community. (págs. 16-98).

According to Illicachi et al. (2019), when the teacher asks some students the reasons by which they also want to study the Kichwa, he or she answers most of the time because they want to rescue their customs, to learn according to their reality, and to be recognized in the society as the rest of the people too, although sometimes they manifest with suspicion

for the difficult moments that their ancestors had to live in ancient times. These ideas make the educational system even more vibrant and try to provide greater value to students.

Historically, with the arrival of Spanish people to indigenous Ecuadorian territories and their necessity to communicate with them, the Spanish established the Spanish language. Thereby, all indigenous were practically obligated to learn Spanish losing their mother tongue in some cases. The main purpose of the invaders was to take advantage of the valuable Ecuadorian resources, without taking into consideration the detrimental consequences of the indigenous life, especially in the language (Morocho, 2012, pp. 16-98).

While it is true that indigenous languages are of great importance because they allow the recognition of the original culture and ancestral knowledge that serve as a link for the current interaction. However, due to the advancement of science and access to information to keep up to date, learning a new language is no longer seen as an obligation or imposition as it was before, but has become a necessity. In the Ecuadorian context, the language selected for this purpose is English. A language that nowadays is a challenge for both students and teachers because of multiculturalism and the different languages spoken, especially in the rural areas of Ecuador (Burging and Daniel, 2017).

On the other hand, making emphasis on English, is a universal language used in different countries around the world, not just as a mother tongue, but as a foreign language as well. However, in certain countries such as Ecuador, the study of this language does not conclude with acceptable standards internationally. The results show that students have many problems with the use of foreign languages, especially when they try to put them into practice (Peña, 2019, p. 5).

The previous statement mentions that English is recognized as the global language spoken in different countries as a native and a foreign language. Nevertheless, in the case of Ecuador, the standards of English are not acceptable yet. One of the reasons is that Ecuadorian learners just focus on studying inside the classroom the content, giving minor importance to the practical aspect of the language. In most cases, it gets worse when the teaching and learning lapse into grammar only, so students end up dissatisfied with the language learning. In the same way, they don't have native English people to interact with the language.

In basic education schools, there are generalist teachers who have to teach all subjects without having specific knowledge of any of them; sometimes this is what happens with the teaching of the English language. The scenery worsens in rural education because there is not enough staff to attend to the necessities of the teaching and the improvement of English. Therefore, the authorities try to remedy this problem with teachers who are available and who have little knowledge of the subject. (Intriago et al., 2019, pp. 229-249).

In the previous section, the authors mention that one of the problems is that in the rural system there is not enough staff to teach English. To make up for these absences, the authorities have decided to replace them with the same teachers who work in the institution, who to some extent have a small notion of the subject but their specializations are different from the subject, so the students do not acquire a solid knowledge of the foreign language. As they grow older and move through the educational levels, they continue presenting these language problems.

Lately, to try to solve the problems present in the teaching of the English language, several methods have been adopted with the fundamental purpose of facilitating quality education, where students can learn this language adequately, and use it in communicative situations. For that, it has been important to consider that innovation guarantees the quality of teaching and that students learn in different ways. This can be possible when the teachers have a conscience about the reality in which each student lives too. (Beltrán, 2017, pág. 92).

Children, when they start pre-scholarly education, they are exposed to this foreign language with which they are not familiarized. The final objective is that, when they finish high school, they can at least talk in English fluently. Sadly, the reality reflects all the contrary, the students face serious problems at the moment of using it, or in other cases, they simply don't use the foreign language because they have lost interest in the subject (Ceballos et al., 2014, p. 16).

Based on the previous section, the authors point out that English is the language that they are not familiarized with because the context is different, and they do not have English native speakers to help them with the language, so students have no one to interact with. Then, the lack of motivation increases them, Finally, they avoid using the English language because of the difficulty involved in this language.

In rural areas and in institutions that promote intercultural bilingual education, the alternation that students have to make has resulted in challenges when communicating, especially when they have to do so in a third language, which is even more difficult when the foundations of their previous languages are not well grounded. Thus, it has been considered a communicative approach to the language, as an alternative to face this struggle around the world, because it includes some principles of real communication and language training, with special emphasis on the authenticity of meta language. About this last postulate, the teacher who teaches languages must keep in mind the aforementioned approach for students to achieve more meaningful language learning. (Ortega and Auccahuallpa, 2017, p. 52).

In the Unidad Educativa Intercultural Bilingüe, Monseñor Leonidas Proaño has identified an interesting phenomenon with the use of languages by the students in the eighth year of general basic education. In this institution, the languages used are Kichwa as the mother tongue, Spanish as a second language, and English as a foreign language. Although

it should be noted that most of the students in this institution come from rural areas, another group comes from indigenous families that have settled in the city, and some students, on a very small scale, are from the city. This demonstrates their variation in the use of languages.

Regarding the Kichwa language, many of the learners are more confident to speak in their houses because they are surrounded by this familiar context. However, when they get into the academic context, the Kichwa is reinforced together with Spanish which is a language they heard in external contexts as long as they grew up. These two languages have been developed with some linguistic conflicts in communication (Illicachi et al., 2019, p. 44).

Even though, the learners know Kichwa, most of them feel abashment, so that is the reason why they prefer to speak Spanish when they are in the academic context. There are some occasions when they use a pair of words in Kichwa fluently to say jokes between friends. These languages are constantly active, but generate every time linguistic mistakes, as already mentioned: incorrect pronunciation and mix of words (Illicachi et al., 2019, p. 45).

Now, what happens if a third language is added? Based on the first observations that I had the opportunity to make at the Unidad Educativa Monseñor Leonidas Proaño, during the teaching practices, the problem seems to get worse. In this case, the third one is English, so as they do not live in a context where this last one is spoken, once they have acquired some rules of the English language, they try to compensate for their lack of knowledge using their L1 and L2. In the end, the production of English becomes confused. The reality could be evidenced after a small conversation with eighth-grade students belonging to the aforementioned institution. It is very noticeable that they confuse the three languages.

1.3 Problem Formulation

What is the relationship of bilingualism with the English language learning under a communicative approach from the perspectives of students in the Octavo Año de Educación Básica, Paralelo ''B'', from the Unidad Educativa "Monseñor Leónidas Proaño" in the city of Riobamba, Chimborazo province, during the academic period September 2021 ─ June 2022?

1.4 Justification

First of all, it is pertinent to emphasize that for the development of this project, its feasibility was taken into account in terms of economy, due to its nature it is of a bibliographic descriptive origin based on the educational institution where the observation had the opportunity to be applied previously and it was within the reach of the economic possibilities; as for mobility, the mobilization to the places where the procedures had to be carried out for the such purpose was close; in relation with the bibliographic resources, the

existence of sufficient scientific material related to the subject in digital format was analyzed too. Finally, the optimum time for the development of the project was determined through planning.

Intercultural Bilingual Education in Ecuador has been a relentless struggle for many decades. The objective of being recognized as diverse ancestral cultures by the indigenous people has made the Ecuadorian state, through the Ministry of Education, give greater importance to this population, so that they receive an equal and inclusive education, based on a realistic context, where their experiences, ancestral practices, and especially the way to communicate in their language, can be evidenced (Bastidas, 2015, p. 181).

Thus, at present, bilingualism has been strengthened at the national level and reflects more and more importance, essentially at the educative level, so that indigenous students can revitalize their culture, a culture that was thought to be dead over time. However, the continuous struggle of the underprivileged population since ancient times has prevented its disappearance. And today more than ever, that real conscience is being retaken from different sectors of the country. Likewise, the government has seen fit to strengthen the cultural aspects of the indigenous population in Ecuador through education.

In the most disadvantaged sectors, where the indigenous population is generally found, it is important to generate knowledge based on the realities they live, in so that students feel free and in harmony with what they learn. Where this actor can express his feelings and knowledge in his mother tongue without any kind of ties. And to have the opportunity to learn a global language such as English so that the knowledge does not remain only within the four walls of a classroom, but also for them to be able to replicate it around the world from their cultural roots.

As a researcher, this work, apart from its importance, brings a great awareness of what is happening today in intercultural bilingual education institutions, as it is necessary to continue improving many aspects of language management. While it is true that the Ecuadorian state has already taken its first steps to reform education for indigenous people, there is still a long way to go. A key factor for the desired improvement should start with the teaching staff in the areas related to language teaching. To provide continuous training to teachers in the area of English about the ancestral languages that students use, mainly Kichwa, so that in the future it will be the teachers themselves who produce research according to what they experience every day in their educational work. In this way, an adequate connection between the student and the teacher would be achieved, therefore, the results reflected in the learning process would contribute to the quality of education.

1.5 Objectives: General and Specifics

1.5.1 General objective

- To examine what is the relationship of bilingualism with English language learning, based on the communicative approach from the perspectives of students, in the Octavo año de educación básica, parallel ''B'', from the Unidad Educativa "Monseñor Leónidas Proaño" in the city of Riobamba, Chimborazo province, during the academic period September 2021 ─ June 2022."

1.5.2 Specific objectives

- To identify the factors that are affecting bilingualism when learning English.

- To identify perceptions of bilingual students when learning English as a foreign language under a communicative approach.

CHAPTER II.

2. THEORETICAL FRAMEWORK.

2.1 Research background

To obtain more information for the research, it has been necessary to look for it on many web platforms and some academic systems such as the University of Murcia, Universidad Central del Ecuador, Universidad Autónoma de Madrid, FLACSO, and others.

Through deep analysis, this research looks to describe the main characteristics that the students experiment with in the use of languages. First, Kichwa and Spanish as bilingual individuals with their contexts, are used every day. Second, with the use of English as a foreign language where the learners face a hard reality in terms of communication.

The following lines will expose the definition of bilingualism from different thinking.

For Cardenas (2018), talking about bilingualism is complicated due to several definitions proposed for this term. In the same way, the present author mentions some of the most relevant definitions. For instance: there are balanced and dominating bilingualism is established from linguistic competence which is developed and classified for language usage and function. Also, it appears to the coordinated, compound, and subordinated bilingualism. The coordinated refers to the domain of two languages by the individual as he or she is monolingual in both. The compound occurs when the speaker wants two languages to think and communicate. The subordinated one happens when one of the languages is more strengthened than the mother tongue and the other one is in process.

In the words of Zentella, by (Araujo, 2013, p. 189). bilingualism is defined as the disposition that has the people to manage at least two different languages, which can manipulate and mix to achieve their necessities of discourse, and express their multicultural identity in different spaces without difficulty. Moreover, it considers that by sharing different thinking among cultures, they can understand the reality of the rest.

Based on the definition presented before, bilingualism is the ability of people to use two languages. Besides, the learners who execute these two languages must be able to manipulate and mix, to compensate necessities of communication and demonstrate their identities. These kinds of demonstrations can express through their different activities, like traditional plays, poems, music, dancing, etc. Based on that, the indigenous people can show who they are and what are their priorities.

Bilingualism is the training of individuals with the ability to face some contexts where it requires making communicative interchanges through languages of tourism, business, technology, and study. The benefit of this type of bilingual education is not the elimination of the mother tongue. On the contrary, it allows reflection on the use and functionality of the native language (Araujo, 2013, p. 189).

As Araujo (2013) maintains, bilingualism is considered the training of people that can deal with several contexts. It is focused to make conversational interchanges in different fields. On the other hand, the purpose is not to eliminate the mother tongue but it allows to make a reflection on its functionality in the language. Thus, learning two or more languages can help to break marked schemes in the brain and expand knowledge collectively.

It is difficult to determine exactly what is the definition of bilingualism due to several definitions that come from different subjects in their attempts to give a unique concept of it. Elements like linguistic aspect, sociologic, politic, psychologic, cultural, and pedagogic have been taken into account for its definition. In the same way, the distinction between bilingualism addressed to an only individual and the relation with two different languages and the bilingualism connected to a social group that has a relation using two different languages is another factor considered at the moment talk about bilingualism (Fandiño and Yamith, 2016, pp. 44 - 49).

With the previous statement talking about bilingualism, in Ecuador, Kichwa, the mother tongue, and Spanish as a second language; have a background that has suffered some changes through time. According to the Kichwa, in the beginning, it was an official language used by the Incas during the colonial period, after that it was used by indigenous people. However, this language later was oppressed by the arrival of Europeans, specifically the Spanish people; who impose Spanish as the official language. Despite these circumstances, the indigenous people did not lose their language of origin, but rather they used both languages depending on the places where they were found. Garcés, 1999, cited by (Jara et al., 2020, p. 134).

Concerning the above authors, the students of the eighth level of the general basic education at the Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño, located in Chimborazo province, Riobamba city, present a special case about the capability to manage two languages Kichwa and Spanish, that is the main reason why they are considered bilinguals. However, when they start expressing themselves in the first one or the second language, they usually tend to transfer L1 to L2 and vice versa with both languages, which affects drastically the daily communication.

Even though, they are already accustomed to using both languages with a lot of interferences. On the other hand, the use of language becomes more difficult when students are challenged to learn a third language. This is the case with English, so the complexity is

to focus on a foreign context; where they don't have the opportunity to interact with native people, unlike the Kichwa and Spanish. Furthermore, academically the students suffer a lot. Somehow, they try to communicate in English making a mix of Kichwa and Spanish. Often as a consequence of it, they translate the phrases they want to say; the result of communication in any of the three spoken languages is poor.

2.2 Theoretical foundation

The research project about bilingualism and its communicative approach with Kichwa, Spanish, and English is founded from a critical and constructivism perspective because it addressed the competence in the management of languages, the interest that conduces to identify how the students handle the three languages (Kichwa, Spanish and English) according to their reality, necessity and comprehension with the rest of individuals in the Ecuadorian society.

Piaget (2005) cited by (Morocho, 2012) who adopts a posture of constructivism, says that learning can make life easier, but also each person reconstitutes his own internal experience. It means that the knowledge cannot measure because is unique to each person, in his or her own inner and subjective reconstruction of reality.

This author mentions that it is very important to have in mind the personal process of the social experience and the culture to be an authentic operator of his/her knowledge. Furthermore, from previous knowledge, learners will build their knowledge to new meanings. The intelligence is not the same in all people because each person has a different dynamic, so they can develop surprises from their inners.

2.2.1 Communication

For Acosta and Ramirez (2007), communication represents the indivisible unit between thinking and the language, understood the first one as a cognition process mediated by the second one, and as the essential function of the language, is the key to satisfying the domain of the system and its use. It is the main element to interact with each other in society and produce new ideas.

For this author, communication has two essential units that are inseparable: thinking and language. Furthermore, they are interrelated to make possible the communicative process. The necessity of communication among individuals makes appear new ways to improve as human beings and it allows the interaction to establish comprehension among ourselves.

2.2.2 Communication in another language

Today there is access to different communication opportunities that have transcended the classroom environment, which is dynamic, multimodal, situated, and mediated by digital technologies, which has made it easier for us to communicate and learn about what others write, not only locally but also globally, even in different languages (Jerez, 2018, pp. 315-326).

In this part, the author mentions that nowadays there are different ways in which the individual can communicate dynamically. Moreover, he says that technology has been an important complement to making global communication easier, even for interacting with other languages. A clear example of it in our Ecuadorian context is the opportunity we have to use our ancestral languages, Spanish as an official language, Kichwa as our mother language, and English as a global one.

2.2.3 Bilingualism

Having in mind that ''Bi'' means two, the word suggests that bilingualism is much more complicated. So, most literature refers to bilingualism as including multilingualism… (Hui, 2018, pp. 1-14).

In the previous statement, the author makes a relation of bilingualism as something very complex, because it includes another factor and not just a simple concept.

The concept of bilingualism seems to be simple at first sight. However, when we take a closer look, it becomes obvious that the concept of bilingualism is far more complex. The first answer to this question would be that a child has been brought up with two languages in which it is equally competent and that the use of languages is perfect. Kupelikilinc, Nicola / Ringler, Maria, 2007, p. 29, cited by (Cem and Müge, 2016, pp. 72-89).

Another concept of bilingualism is considered a univocal term, that has presented a great dynamism through time. As result, it is difficult to establish with accuracy a unique definition because many authors from different fields have tried to precise this concept over the years. Factors such as the linguistic, sociological, political, cultural, psychological, and pedagogical aspects were considered for its definition (Fandiño and Bermúdez, 2016, págs. 5-35).

Based on the previous definition, many factors affect bilingualism such as cultural, sociological, psychological, and even pedagogical factors. So, it is complex to define bilingualism in simple words. It creates the importance to define each of these elements, so it covers the grades of accuracy where an individual can manage the languages with people in different environments.

For Bloomfield (1933) cited by (Fandiño and Bermúdez, 2016), bilingualism implies the capacity to talk two languages as mother tongue speakers, producing statements well structured, meaning carriers. For Weiss (1959) the direct use, active and passive of two languages by the same speaker; understanding by active when talking and passive when it is received or understood. Macnamara (1967) understands the capacity to develop some level of competence (speak, read, understand, write) in a second language. Mackey (1976) sees this as the quality of a person or of a population that uses two languages without a marked aptitude for one language more than the other.

Bilingualism, in the instrumental subprocesses, helps the development of technical and methodological abilities, it helps the knowledge building and solving of problems through the languages. For example, most of the time bilingualism is focused, mainly, on the acquisition of a prestigious second language (English, French, German, etc.), and it maintains or even improves the knowledge of the first language (L1) (Araujo, 2013, pp. 189 - 204).

2.2.4 Types of bilingualism

2.2.5 Coordinated bilingualism:

It implies a high competence of the bilingual individual in both languages, in such a way that he or she would behave like a native speaker in any of them as if it were two parallel universes, each one with its conceptualization system and storage of information. The brain processes information independently based on the necessities (Ramirez, 2014, pp. 55-271).

In the previous statement, coordinated bilingualism is considered a really good competence, because the individual can speak both languages with great ability, maintaining its own language rules. He or she can maintain a normal conversation in any of these two languages without mixing them. The system in the brain is divided according to the language that the person wants to speak at a specific time.

2.2.6 Compound bilingualism:

In compound bilingualism, there is a common memory device for both languages, so that the lexical information of one and the other and their conceptual relations are arranged in the same repository. It is distinguished, in turn, in more specific forms: balanced bilingualism and subordinated bilingualism. The latter establishes a subordination relationship of the second language to the first one, like this, the individual interprets the messages and the linguistic units of the second language from the knowledge that they have about the L1 (Ramirez, 2014, p. 56).

As the previous author mentions, there is a common device in the brain that, to develop in any of the two languages, takes reference from the common base. Moreover, compound bilingualism has two more specific forms to develop. They are Balanced and subordinated to bilingualism. So, the last one establishes a subordination relationship with the second language. Then, the individual interprets the language information of L2 using the previous knowledge of L1.

Figure 1. Coordinated and compound bilingual information processing
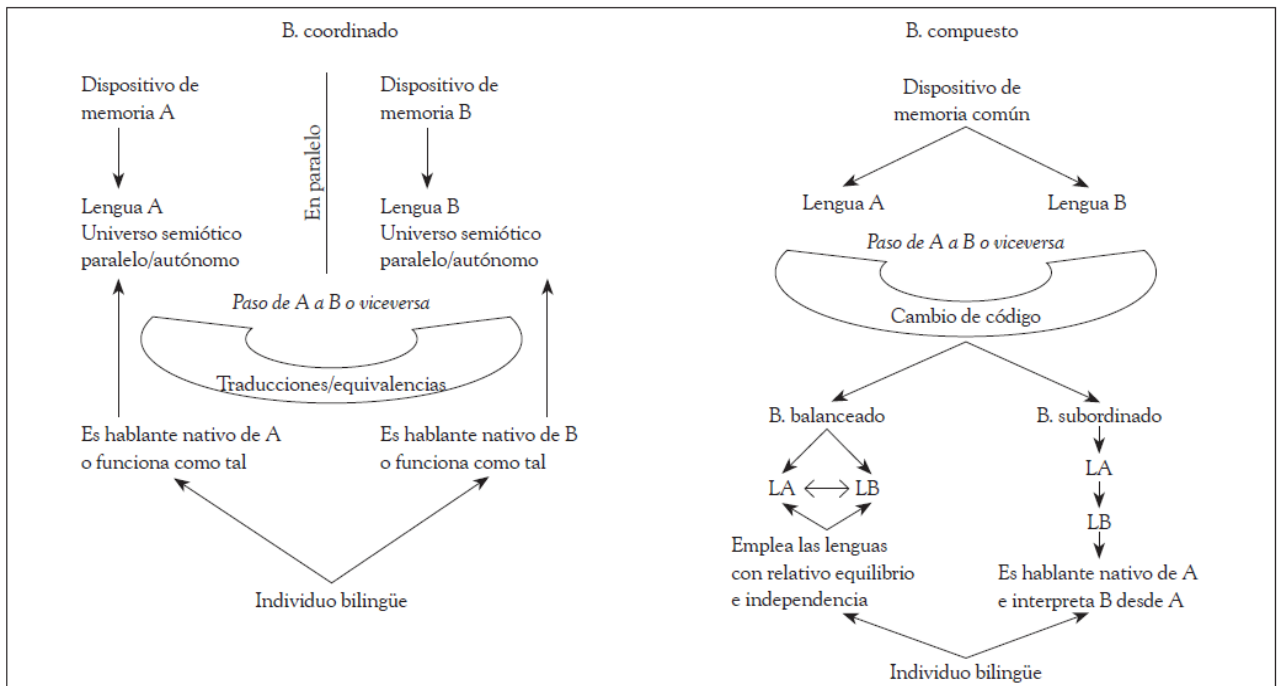
Note. This figure shows the classification of coordinated bilingualism, which operates independently, and compound bilingualism, which has a common memory device to operate in two languages. Taken from (Ramirez, 2014)

2.2.7 **Simultaneous bilingualism.**

It belongs to situations where the individual is subjected to the simultaneous stimulus of two or more languages in the home and the neighborhood. In this more or less simultaneous way, it develops skills in both languages at the same time. Therefore, when using the language, vocabulary from the opposite language may be immersed in it. (Ramirez, 2014, p. 57).

The previous author states that in simultaneous bilingualism there is a context where a stimulus of two languages appears. So, the individual develops the competence two communicate in these languages according to the context. This process will involve taking

into account both languages and being able to, first of all, verify the structure to probably try to make good use of the language being spoken at the moment.

2.2.8 **Sequential bilingualism**

This assumes that linguistic skills are first fully developed in the first language, and only then the competencies in a second language will be developed well, it usually can occur in the educational space. Although it may not always occur in this way. For instance, the person may also learn at a more adult age through informal means. (Ramirez, 2014, p. 59).

In the above statement, it is mentioned that sequential bilingualism is developed first with the solid foundations of the mother tongue, after this process could start with the learning of a second language. As is well known, this is most often evidenced in the educational environment, although sometimes it may be by practical experiences, in informal places.

2.2.9 Early bilingualism

Early bilingualism which may be simultaneous or sequential, usually takes place in the early stages of childhood, and we consider that in this case, the child acquires both a first and a second language. Generally, this can be evidenced in families coming from different nationalities, who inculcate their child speaking in two languages both father and mother. (Ramirez, 2014, p. 60).

Based on the aforementioned section, early bilingualism occurs from the birth of the child, who is surrounded mainly by his parents who speak two different languages, so the child grows up in this linguistic context. As the child grows up, he/she will have no difficulty communicating in either of the two languages.

2.3 **Late bilingualism**

It must be sequential, this usually takes place in adulthood, and in this case, we considered that the individual learns a second language, usually in formal learning contexts, although it can be in migration or social contact contexts, that do not necessarily have formal resources of learning (Ramirez, 2014, p. 61).

According to the previous definition, this type of bilingualism is said to occur in adulthood, mostly through actual practice and the circumstances in which he lives. It could be said that at a more adult age learning comes with more difficulty, so the practical part intervenes in a positive way to achieve these good results in language learning.

Figure 2. Chronology of development in a bilingual person
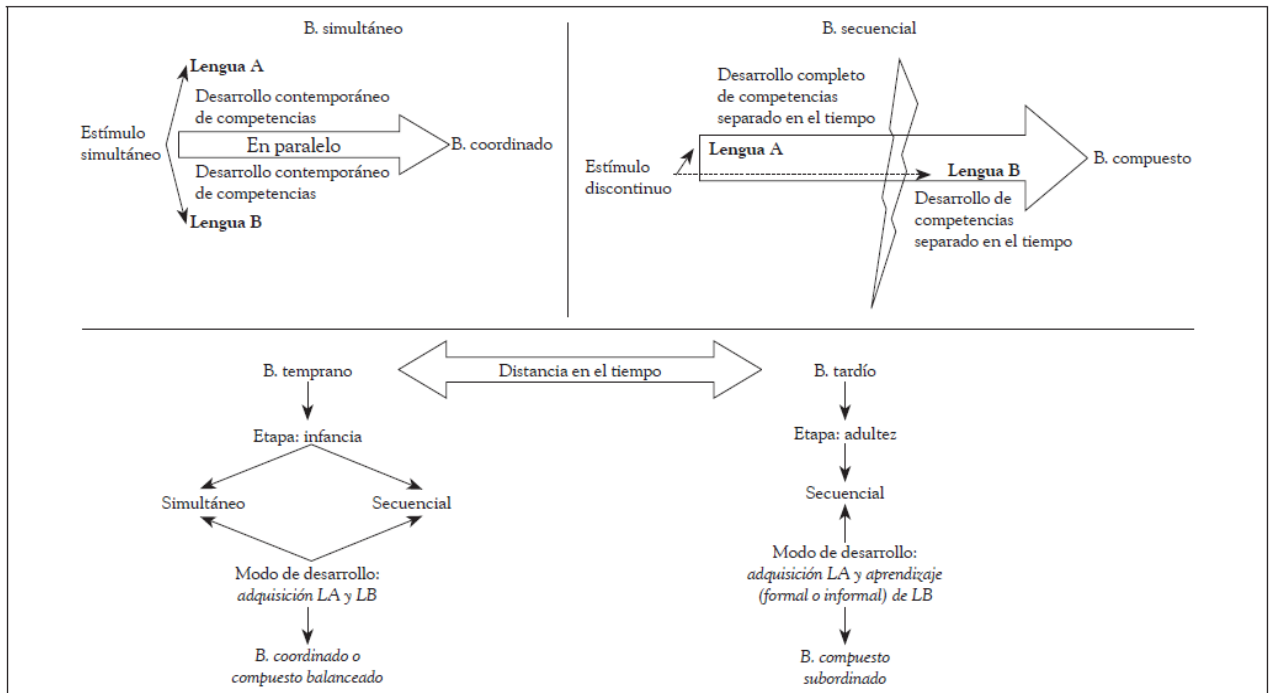
Note. This scheme shows 4 types of bilingualism, considering the chronological level that the individual possesses. Taken from (Ramirez, 2014)

2.3.1 Second language acquisition as the Basis for Bilingualism

Second language acquisition is the study of how people learn a language other than their first language. In other words, SLA as is better known is the learning of any other language in addition to the native language. For example, an individual who speaks Hindi as their mother tongue starts learning English at school. So, in the academic context, the learner must follow a process to acquire L2 (Hoque, 2017, pp. 2-23).

When children are exposed to a second language from birth or within the first two years. This is called double language acquisition and it can often be found when the parents speak two different native languages. When a child is intensively exposed to the second language at an age of two to four years, we speak of infantile second language acquisition. If the acquisition of the second language is not replacing the first language, but both languages have the chance to develop, this is called additive multilingualism (Cem and Müge, 2016, pp. 72-89).

To clarify Cem and Müge (2016) explain that second language acquisitions divide into three factors. The first one is when children are exposed from their birth, so this is called double language acquisition. Usually, it can be found by parents who speak two different languages. Secondly, when a child between two and four years old is continuously exposed

to a second language, this is better known as infantile second language acquisition. The last one, is when the second language acquisition does not replace the L2, but both languages can develop; this is called additive multilingualism.

Further language acquisition in later years will also benefit from this as well as the linguistic growth of the child. If the first language is mostly displaced by the second language, this is called subtractive multilingualism. This can cause disadvantages in the child's linguistic and cognitive development. Professionals assume that in this case important lingual - overlapping knowledge concerning linguistic structure and logic from the first language gets lost and cannot be activated and used for the development of similar structures in the second language (Cem and Müge, 2016, pp. 72-89).

2.3.2 The bilingual Brain and the Benefits of Bilingualism

Bilingual individuals often develop better than monolingual individuals at tasks that tap into inhibitory control ability. Bilingual people are also better than monolingual people at switching between two activities; for example, when bilinguals have to switch from categorizing objects by color (red or green) to categorizing them by shape (circle or triangle), they do so more rapidly than monolingual people, reflecting better cognitive control when changing strategies on the fly (Marian and Shook, 2018, pp. 4-12).

The aforementioned authors affirm that bilingual individuals can perform better in activities that tap into inhibitory control ability. Moreover, bilingual people are good at swapping two activities. For instance, when bilinguals have to swap categorizing by color and shape, they do quickly. This demonstrates that they can focus better on cognitive control swapping activities.

The interference is more a benefit than a handicap. It is accepted as some kind of training for the brain. The brain is in constant conflict and challenged to solve this internal conflict. This mind workout strengthens the cognitive muscles of the brain significantly. The brain is more active, which will also contribute to the development of other activities with more precision. (Cem and Müge, 2016, p. 74).

2.3.3 Bilingual Education

Bilingual education means a kind of formal instruction provided in at least two languages. However, the topic is much more complex as bilingual education often means different things to different societies. For some, bilingual education may mean teaching two languages as independent school subjects, for others it may be teaching a foreign language as a separate subject along with another subject taught in that foreign language. In some other cases, bilingual education can be defined as teaching bilingual learners through the

medium of one language, with bilingualism not being promoted at all and thus the schooling itself being monolingual. (Pokrivčáková, 2013), cited by (Hurajova, 2015, pp. 1–7).

In the previous paragraph, the author defines bilingual education as formal education taught in two languages. Nevertheless, the epigraph results are complicated because also can mean different things in different contexts. Even, in some societies can be defined as teaching bilingual learners through the medium of one language, bilingualism is not encouraging at all, so, the schooling itself is monolingual. In Ecuador, bilingual education as formal teaching in two languages is well defined, because there are intercultural bilingual high schools where the teachers teach in Kichwa and Spanish.

Even though there are still voices that claim multilingualism could be a hindrance rather than a benefit, it is now widely accepted that bilingual education can be a great advantage for the child, because the advantages outnumber the possible disadvantages. There are many factors and conditions why parents decide or are forced into the decision of raising a child with more than one language. Bilingualism exhibits extremely varied patterns throughout the world and bilingual individuals live in an equal variety of linguistic situations (Harding-Esch, p. 77), cited by (Cem and Müge, 2016, p. 76).

2.3.4 Indigenous Language Policy and Education in Latin America

Following the perspective of intercultural education, the main mission of indigenous language policy in Latin America is to have a relationship of mutual understanding, where students have a positive attitude to learn about indigenous culture through a process of valorizing and recognizing the other cultures in different regions. One of the macro populations is located in the Andean area, which stretches from the south of Colombia to the north of Chile, including Argentina (north), Bolivia, Chile (north), Colombia (south), Ecuador, and Peru. Here two languages, Quechua (12 million speakers) and Aymara (3 million speakers) are dominant (Hamel, 2014, pp. 610 - 627).

2.3.5 Indigenous Language Policy in Ecuador

In Ecuador, policies have also been established to promote the learning of the indigenous language. As evidence, it has strengthened policies in the *Sistema de Educación Intercultural Bilingue* (SEIB) of the nationalities and people of individual and collective rights, at the same time including from the community family early childhood education to the higher level. In addition, there is a *Modelo de Sistema de Educación Intercultural Bilingue* (MOSEIB) that is responsible for the construction of a plurinational and intercultural state. This necessarily entails that the diversity of existing cultures and nationalities enter into a process of revitalization of ancestral wisdom. This promotes comprehensive education and evaluation systems, and flexible promotion, and relates to the learning rhythms of the learners, taking into account the psychosocial aspects and the

creative capacity to overcome the ways of evaluation introduced in bilingual institutions (Educación, 2013, p. 24)

The intercultural education system has traveled a long road full of adversities to revitalize itself as it is today. The following are some of the most relevant processes carried out by different organizations in Ecuador.

On January 12, 1982, Ministerial Agreement 000529 was promulgated, by which it was agreed to: "Officialize bilingual-bicultural education, establishing in areas with a predominantly indigenous population, primary and middle schools where instruction is given in the Kichwa and Spanish or in their vernacular language (Educación, 2013, p. 25)

In 2008, the Constitution continued maintaining the system of intercultural bilingual education for the indigenous through a bilingual intercultural education system in the context of collective rights. Article 57, paragraph 14, states: to develop, strengthen and promote the intercultural bilingual education system, with quality criteria, from early stimulation to the higher level, it must work in the care and preservation of the identities in accordance and consonance with its teaching and learning methodologies (Educación, 2013, p. 25)

2.3.5 Kichwa language

The Quechua or Kichwa is a family of languages from the central Andes that extends by the western of South America part, through six countries. The quantity of Quechuas speakers is estimated between eight to ten million. It is the second linguistic family more extended in Bolivia, Ecuador, and Perú. Nowadays, it has great importance too (Pichazaca, 2016, pp. 13-66).

The previous author demonstrates that Kichwa is a family of languages that comes from the central Andes that extends by the west of South America, through six countries. The estimated of Kichwa speakers is around ten million. Kichwa is the second language spoken in Bolivia, Perú, and in our country Ecuador this language is getting stronger every day.

2.3.6 Kichwa as mother tongue

Based on some studies, a social uprising starts in 1990, carried out in the sacred time of the Inty Raymi that shook the established system. This movement not only brought the presence of forgotten man by the time and the history, but the material and spiritual values as the ''runa shimi'' today known as Kichwa, that has been gradually reclaiming its lost space, and today have been considered as one of the official languages in the Ecuadorian state (Tipán, 2013, pp. 21-138).

According to the previous author social uprising started in 1990, during the sacred time of Inty Raymi that shook the system. Among other social factors, this uprising claimed spiritual and material values as the Kichwa, and today is considered an official language of

Ecuador too. As has already been discussed in previous sections, the desire is for the state itself to be recognized as multilingual, where each of the nationalities can express themselves in their language without fear of anything.

Kichwa and literature make it possible to find texts that refer to the origin of the language, the culture, and the community moments, thus as its visions, values, and their projection as villages. The relationship about the origin of the Kichwa community characterizes the history, geography, philosophy, and spirituality of the village and of the population to which it refers. They are intimately related to the memory of each community; they keep the identity of their members and establish their respective differences with the neighboring communities (Pichazaca, 2016, pp. 13-66).

2.3.7 Spanish language and its origin

The Spanish language derives from Latin, the spoken language in the Roman empire, for this reason, both Spanish and the rest of the European languages originated from Latin– Portugues, Galician, Catalan, French, Italian, and Romanian, which are mainly known as Romanic languages. All these languages started being mere varieties of vulgar Latin in each of the zones which are known as ''Romania'' over time these varieties became dialects. Finally, after centuries of phonetic evolution, morphosyntactic, and lexical that dialectal Latin was transformed until it was lost and gave way to new languages, among them Spanish with a phonological and singular grammatical system. Like any language, Spanish from its origins has not stopped evolving enriching itself or losing features, due to several influences from Arabic in the Middle Ages to English today (Curso, 2013).

Based on the previous author, the Spanish language derives from Latin, which was a language spoken in the Roman empire. After centuries of phonetic, morphosyntactic, and lexicon evolution, the dialectal Latin was transforming to give rise to new languages, as is the case of Spanish. Nowadays, like any language, Spanish has not stopped transforming, due to the influence of other languages.

2.3.8 Spanish as a second language in the indigenous population

Spanish has been, from its introduction in the fifteenth century, a vehicle of power and domination. However, the surviving native people have maintained their languages, and they have the opportunity of what is known today Bilingual Intercultural Education System Model, which allows them to educate in their language as well as in Spanish, the latter as a second language and mass media (Ministerio de Educación Ecuador, 2017) cited by (Proaño, 2018, p. 7).

In this section, the author mentions that Spanish has been a means of power and domination. Nevertheless, some traditional languages have survived through the indigenous people that have maintained their languages, so today, they have the opportunity to be

immersed in the *Modelo del Sistema de Educación Intercultural Bilingüe* as an answer to their sacrifice and fight. It allows them to educate in their language and in Spanish too.

2.3.9 **Origin of English**

English emerged as a consequence of Germanic invaders who arrived in the British Isles, what now is known as the northwest of Germany and the Netherlands, in addition to those southern Denmark. In the beginning, this language was composed of a set of dialects, among which the Western Saxon stood out. However, today the English language is well defined in terms of structure (Mijwel, 2018, p. 2).

The study of Mijwel (2018) demonstrates that English appeared as a consequence of Germanic invaders who arrived at the British islands, what now is known as the northwest of Germany and the Netherlands. In the beginning, English was structured by a series of dialects. However, nowadays this language is well defined.

2.4 **Learning English**

The English language, like most, is learned from childhood, starting with the primary and then continuing with the superior studies. At universities, in some careers, the student must have 80% and 100% between proficiency in the language to be accepted; the lack of knowledge in English may result in a rejection by the university. Therefore, it is important to learn the language and to have the necessary linguistic proficiency, with this people can get greater opportunities for work and study (Otero, 2013, pp. 1-8).

For Otero (2013) English is learned from childhood. Learners start with primary education, and then they continue the superior studies in many cases. For instance, usually at universities, the students must approve their proficiency with 80% and 100% to be accepted in different careers. Currently, the lack of knowledge in English can result in a problem entering university.

2.4.1 **Communicative approach of the language in the teaching and learning process**

The communicative approach is related to students as communicators, commonly with the ability to learn languages. Its objective is to provide learners with the target language system. Hence, learners will have to prepare to use the target language in many predictable and unpredictable acts of communication that appear in classroom interaction and real-world situations (Siaw-Fong, 2017, p. 34).

In the view of CLT, language is perceived as communication which, on one side is argued to be attached to all surrounding situations—event, participants, purposes, location, and so on—at the time it happens. Consequently, the teaching of language should be the teaching of communication provisioned with contextual elements which influence the way people express and perceive the meaning of messages (Rambe, 2017, p. 54).

For Rambe (2017) Communicative approach is seen as communication through real situations. Therefore, the language should be taught with contextual elements that allow the learner to express and understand the meaning of messages. With this approach, the purpose is to keep the language alive, not just on paper or in superficial ideas, but to practice it day by day to improve.

The other important belief about language upon communicative language teaching is 'the language use' which means that language should be taught and or used as it is. It is in contrast to the other view called 'language usage' which means grammatical language. Advocates of CLT believe that language should be taught in the form that native speakers use when they communicate in reality. Grammatical incompleteness rising in the communication is not viewed as mistakes, they are perceived rather as surface structure resulting from the surrounding contexts keeping the deeper structure, which is understood by the communication participants. Despite the 'incomplete forms', language that is used in the situations fulfills the purpose of message transfer and perception (Rambe, 2017, p. 55).

2.4.2 Principles

The basic features of CLT were described by Nunan16 (2000: 279), cited by (Rambe, 2017, p. 56). in which he lists five features that are generally accepted by most linguists and practitioners in their explanation of CLT today. These features are:

a. An emphasis on learning to communicate through interaction in the target language.

b. The introduction of authentic texts into the learning situation.

c. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

d. An enhancement of the learner's personal experiences as important contributing elements to classroom learning.

e. An attempt to link classroom language learning with language activation outside the classroom.

2.4.3 Mechanical, Meaningful, and Communicative Practice

1) Mechanical practices are those which expose students to use language successfully although without an understanding of it. This is the common practice used in ALM or Army Method.

2) Meaningful practices engage students to communicate by involving meaningful choices in a contextual set of communication. In this activity, a teacher is required to create the context and task of communication, from which students explore language to express ideas.

3) Communicative practices are those which engage students to use language freely from their source and their real-life situation and experience. In this activity, the teacher is expected to use students' knowledge and experience as an integral part of the learning activities.
At the time of learning in the classroom, experts recommend that those three kinds of activities be conducted after a brief grammatical explanation, in the order of mechanical-meaningful-communicative practice.

2.4.4 Information Gap Activities

This activity is derived from real facts in which people often ask for information from other people, that they do not have. This condition is imitated in classroom practice by giving students two or more packages of related information, in which one student possesses a different package from the other. Communication occurs as they are requesting information among participants.

2.4.5 Task completion activities

This activity makes students complete a task, such as puzzles, games, and map-reading, by using their language resources.

o **Information gathering activities**
In this activity, students are required to conduct surveys, and interviews to collect information.

o **Information transfer activities**
This activity engages students to take information that is presented in one form, and represent it in a different form. For example, students are given the task to read about a travel experience. After that, they are asked to draw a map of it.

o **Reasoning gap-activities**

This activity demands students to derive some new information from source information through the process of inference, practical reasoning, conclusion, and so on. For example, working out a teacher's timetable based on a given class timetable.

o **Opinion sharing**

This is the activity in which students are engaged to compare values, opinions, and beliefs. For example, the students are given a task to make an order of important qualities to choose someone to be a wife or husband.

2.4.6 **Roleplays**

It is the activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. For example, one student is given a task to be a doctor with knowledge about a certain disease and its symptoms. The other student is given a task to be a patient with certain symptoms to be talked to the doctor.

The process of teaching in CLT is not packaging as we can find in the previous methods. Many procedures may work. How they are designed, merely depends on the nature of communication activities taken from real life into practice in the classroom. Different activities of language may need different techniques and procedures to make happen. Last but not least, to apply the recommended practices or teacher-created practices in the classroom, Richards19 identifies many characteristics that they should possess, as follows:

a. They create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem-solving, information sharing, and role play.

b. They seek to develop students' communicative competence by linking grammatical development to the ability to communicate. Hence grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar. Students might carry out a task and then reflect on some of the linguistic characteristics of their performance.

c. They make use of content that connects to students and their interests

d. They provide opportunities for both inductive as well as deductive learning of grammar.

e. Classroom materials typically make use of authentic texts to create interest and to provide valid models of language.
f. They allow students to personalize learning by applying what they have learned to their lives.

(Rambe, 2017).

2.4.7 **English as a language of opportunities**

If any professional knows the English language, many doors will be opened in the work environment and will make it easier for him/her the improvement of opportunities. Hence, the universities are called to achieve excellence in the formation of professionals trained in the specific areas of the profession, with a solid knowledge of English as a universal language. (Ortiz, 2013) cited by (Chávez, 2017).

In the previous statement, the author points out that by learning languages many doors will open in the social context. Therefore, it will be easier for people to improve their lifestyles. In this way, the universities are called to improve the training of professionals with solid knowledge in the management of English knowledge.

2.4.8 **Linguistic contact**

Language contact is an important element in language change, according to Stephan Gramley, author of several books on the English language, who states that contact with other languages and other dialectal varieties of a language is a source of alternative pronunciations, grammatical structures, and vocabulary. It is also said that prolonged language contact generally leads to bilingualism or multilingualism. (Greelane, 2022).

The socio-cultural environment of the language influences deeply when there is not a clear determination and use of oral communication with the family, educative community, or society. Despite its difficulty, linguistic contact can help to strengthen the wisdom and to listen to or tolerate the ideas of different people.

(Ferdinand de S., 2010) cited (Morocho, 2012) says that ''two languages can live hand by hand in the same place and coexist without confusion. That is very often, but it is important to distinguish two things: first of all, could occur that a language of a population will insert over the indigenous language, as in the case of South Africa (Dutch and English)''. These languages are not always mixed. Languages can be spoken independently.

According to the author mentioned before, two languages in a country can coexist together without causing serious interferences, because one of those can be spoken in a specific place and another one can be spoken in a different geographical location without affecting any of both languages. However, in our context, the contact between two languages (Kichwa and Spanish) is evidently but with confusion when the students speak.

CHAPTER III.

3. METHODOLOGY.

3.1 Approach

The qualitative approach is immersed in this research. According to Neill and Cortez (2018), the purpose of qualitative study is to search and interpret the quality of the activities, relations, cases, means, materials, or instruments in a determined situation or problem that is developed in the social science field. A quantitative approach is also applied, which in the words of Neill and Cortez (2018), it allows to perform statistical analysis of the results. This made it possible to demonstrate the results objectively. Hence, the present work sought to make a description of the most relevant cases that can be evidenced in the eighth-grade students of basic education, at Unidad Educativa ''Monseñor Leonidas Proaño'' regarding bilingualism and the linguistic issues of languages they have to face based on their contextual reality.

3.2 Research modality

This project was executed during the academic period September 2021 ─ June 2022, in the Unidad Educativa "Monseñor Leónidas Proaño" that is located in Riobamba City. The type of study selected for this research work is the descriptive one because it allowed detailing each one of the phenomena that were occurring in the mentioned institution according to the topic of study. In the same way, it is based on the qualitative approach to knowing the main characteristics of Bilingualism and the challenge that students of Octavo año de educación general básica ''B'' have to learn a third language under the communicative approach.

3.3 Level or type of research

The present research work was a documentary because the research was supported by information from previous studies and scientific theories that were already proven. The main bibliographic materials used were articles, books, and research projects, as well as videos to clarify certain aspects that can be complex for the elaboration of the content, as stated by (Rizo, 2015), who says that documentary research has the particularity of using as a primary source of inputs, but not the unique and exclusive one, the written document in its different forms: printed documents, electronic, and audiovisuals.

Descriptive research

For Martinez (2013) descriptive research reconstructs the fundamental aspects of a phenomenon. This is nourished by systematic information, which can be chronological, and most of the time is a previous task to a properly theoretical investigation. Thus, this investigative work sought to describe the phenomenon of bilingualism that indigenous learners manage between Spanish and Kichwa, and how they can face linguistically a third language that is English. Some essential benefits and struggles they experiment pretend to describe through this work.

3.4. Study population

The population was constituted of 15 students in the eighth year of basic education and one English teacher in the morning session of the ''Unidad Educativa Monseñor Leonidas Proaño'' in Riobamba city.
This population was selected because at this level the linguistic problems regarding the use of the three languages (Kichwa, Spanish, and English) were more frequently evidenced. Furthermore, this is the population the investigator has had access to, thanks to teaching practices that were mentioned before.

3.5 Sample size

Because this is a manageable population, it did not use an example but worked with the total population.

3.6 Data collection techniques and instruments

To carry out this research project; the survey and interview techniques were used with their respective instruments, which were the questionnaire, and interview guide. In the beginning, the survey was applied to the students of Octavo Año de Educación General Básica, paralelo "B" of the Unidad Educativa Monseñor Leonidas Proaño. According to López and Fachelli (2015), the survey is considered a technique to collect data through the interrogation of individuals whose purpose is to obtain systematic information, it measures the concepts that are derived from a problem of research previously built. In this case, the information obtained was based on the perspectives that students have on the management of languages. On the other hand, the interview was used, it serves to get information in a personalized and oral way about opinions, experiences, and events (Folgueiras, 2016) Therefore, this interview was applied to students, to obtain deep information about each learner with the use of languages in her or his real life.

3.7 Information analysis and interpretation techniques

For the analysis and interpretation of the data obtained from the survey, descriptive statistics were used to know the factors of bilingualism that are affecting the learners in the learning of the foreign language.

On the other hand, the analysis of the information obtained in the interview was carried out through qualitative reflection following what the students were commenting, on to clarify the true perceptions that they have regarding the use of languages and how this has influenced their lives.
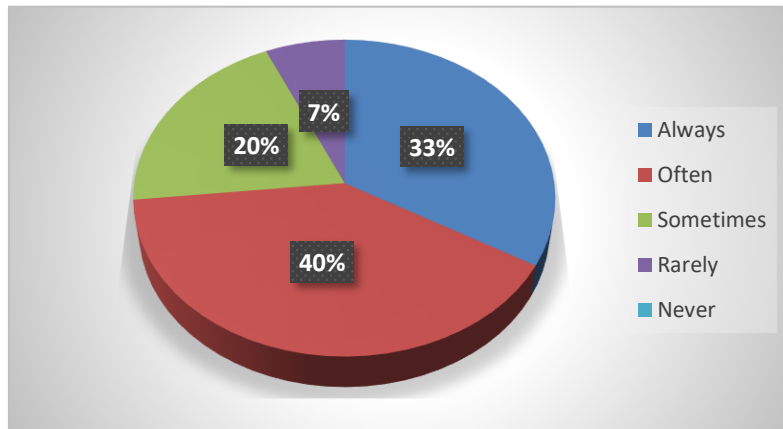
<div align="center">**CHAPTER IV.**</div>

4. RESULTS AND DISCUSSION

4.1. Results of the survey:

- As a first step, we considered the first objective, which is to identify the factors of bilingualism when learning English.

**Graphic 1**. Do your parents or the person you live with at home speak Kichwa?

Analysis
According to the first graph, more than half (73%) say that their parents more often speak Kichwa at home, while the remaining percentages say that they do so very little.

Interpretation
The results of the graph show that a short group of parents speak Kichwa at home. On the contrary, more than half say that their parents speak very little Kichwa at home, the main reason is that they go out to work in the urban area and do not spend much time with their children.

**Graphic 2.** Do you speak the Kichwa at home?
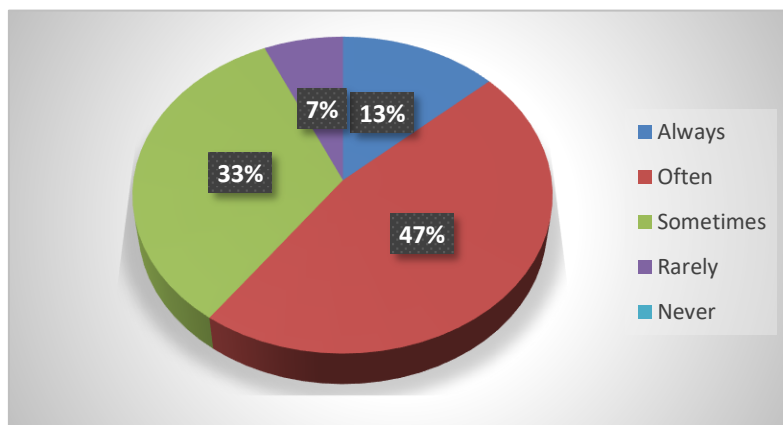
Analysis

Regarding the second graph, a total of 60% of students say mainly speak Kichwa at home because they want to have better communication in the family and academically. However, the rest of the learners manifest that they use the language very seldom.

Interpretation

Thus, the results obtained show that students more often speak Kichwa at home because they are encouraged to do so by their grandparents and parents who speak it most of the time at home, especially for daily activities, this factor causes students to become accustomed to speaking in one language and when they have to speak in a second or third language, they carry over certain linguistic rules from the first language with which they were familiar at home. On the contrary, a small group of students comments that they sometimes use the Kichwa language because they do not spend all their time with their families.

Graphic 3. How often do you use Spanish to talk with your friends and classmates?
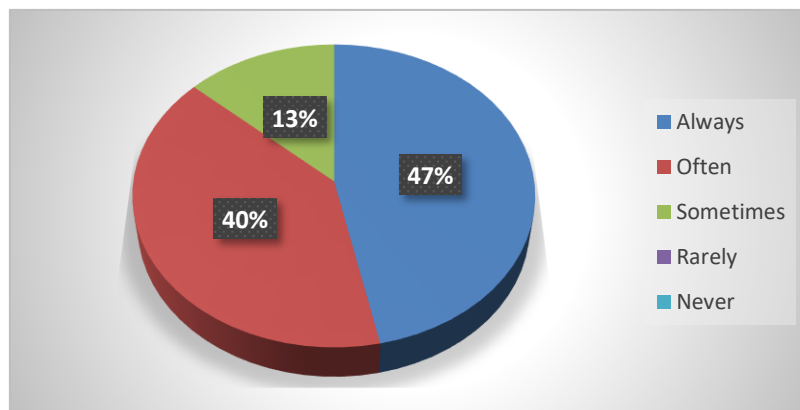
Analysis

In the third graph, 47% of the students say that they always use Spanish to talk to their friends or classmates, 40% manifest to talk it with the people around their context, while the rest of the students confirm that they practice it seldom.

Interpretation

Based on the third graph, the majority of students say that they use Spanish in social contexts to talk with their classmates or friends and another group of students say that they regularly use Spanish to talk to their friends since they prefer to use Kichwa for greater confidence.

Graphic 4. How often do you use Spanish to communicate daily?
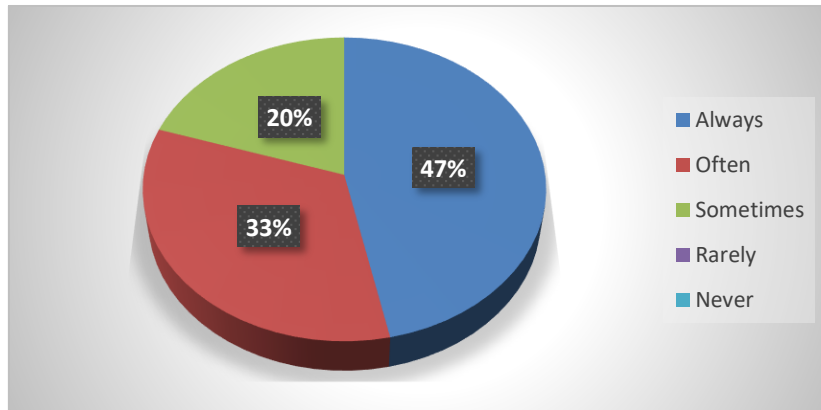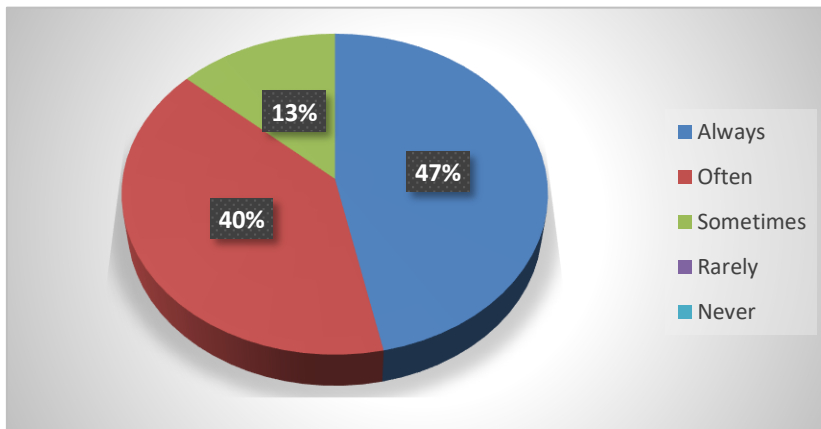

Analysis

In this graph, 47% of learners say they always use Spanish in their daily activities to be in greater harmony with their families, 33% conclude to use it often, and the rest of the students use it to communicate in their daily lives sometimes.

Interpretation

According to the fifth graph, it is evident that a large percentage use Spanish to communicate daily because they are in areas close to the city where the majority speak only Spanish and the students use Spanish to get along better. The rest of the percentages show that they sometimes interact with Spanish and Kichwa to communicate because the population is in the communities.

**Graphic 5**. How often do you swap Kichwa vocabulary with Spanish and vice versa?

Analysis

This graph shows that 87% of the students very often exchange Kichwa vocabulary with Spanish or vice versa to understand the spoken language, the rest say they do it almost often.

Interpretation

Regarding the previous graph, it is shown that most of the students exchange vocabulary from Kichwa with Spanish or vice versa frequently, in the educational context where they are forced in some way to do this process to make themselves understood, while the next group comments that they exchange vocabulary sometimes in the academic context and outside of it.

Graphic 6. Do you feel motivated to learn a new language, in this case, English?
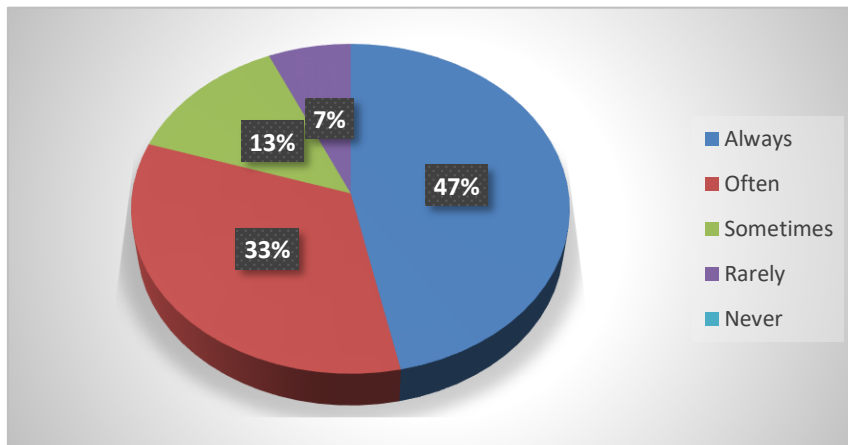
Analysis

The sixth graph shows that 80% of the students always and often feel motivated when learning a new language such as English. However, the rest of the students just sometimes feel motivated thinking about the benefits of learning it.

Interpretation

According to this graph, the vast majority of the students say that they feel motivated to learn English because they know that it will give them better opportunities in the future, while the rest of the students say that they are a little bit motivated, because English is a complex language, especially because of the grammar, pronunciation, and lack of practice.

Graphic 7. Do you think English is an important language to learn?
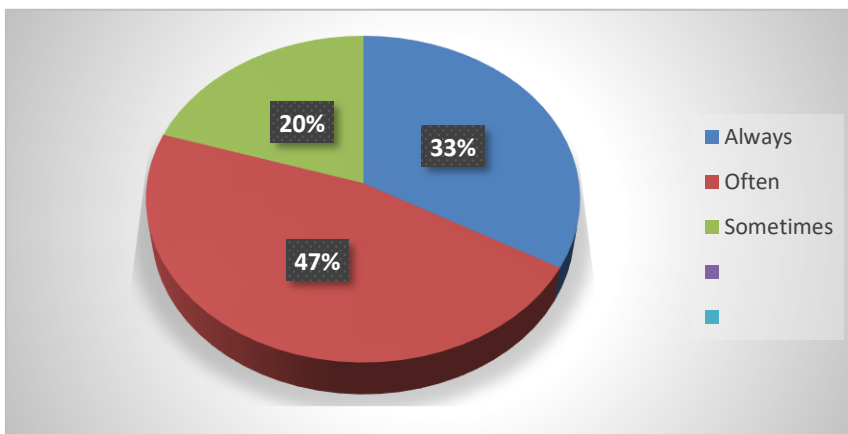
Analysis

This graph illustrates that 80% of students think that English very often is an important language to learn, while the other percentage evidence that they sometimes consider it important.

Interpretation

Based on the results of this graph, a large percentage of students see it as very important to learn English, for job opportunities, and personal improvement. However, a small group of students say that learning English is not very important; these students say that they can learn and improve in their ancestral languages as well, such as Kichwa or another language of the Ecuadorian culture.

Graphic 8. Do you think that learning English as a foreign language will give you great opportunities in the future?
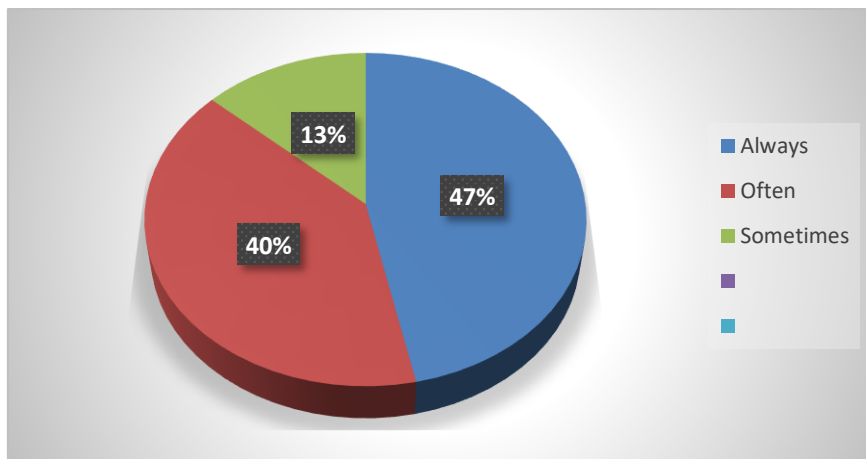
Analysis

In this graph about English opportunities, 87% say they are frequently convinced that learning English as a foreign language will provide them great opportunities in the future, while a minor percentage of learners sometimes think that learning English can provide them opportunities.

Interpretation

According to this graph, an important group of students considers that learning English is very important because is considered a global language and for job opportunities that can be opened all over the world. However, a smaller group of students do not consider learning English as relevant to have greater job opportunities, so they mention that it is possible to find job opportunities in the same country and with other fields of study and not necessarily in English.

Graphic 9. Do you research vocabulary when you want to know something about the English language?
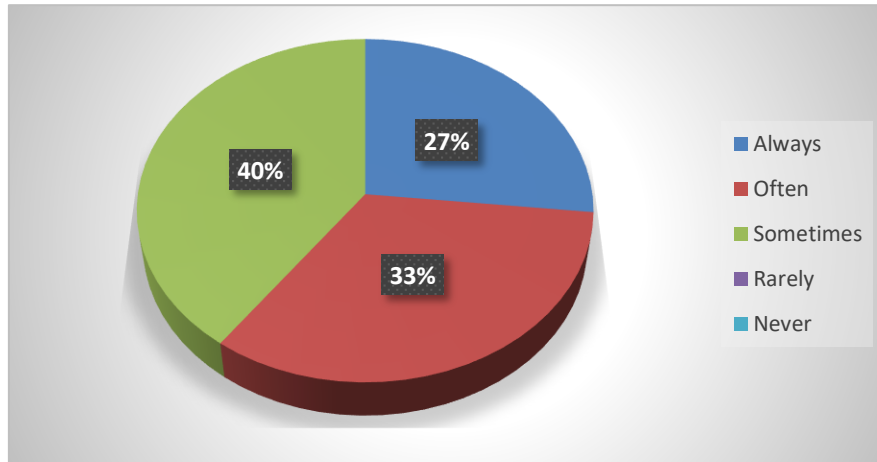
Analysis

Regarding the ninth graph, 60% of the learners mentioned they mostly look up vocabulary to learn something about the English language, while the rest of the percentage stated they sometimes look for vocabulary meanings in English to understand information.

Interpretation

About results obtained from this graph, it can be seen that most of the students, to some extent consult meanings and phrases that they want to know in English, although on certain occasions such as in English classes they prefer to ask the teacher directly when they do not know any word in English. The rest of the students consult regularly the English vocabulary by themselves, mainly in the educational field to learn more and have a good academic performance.

Graphic 10. Do you consider it important to speak 3 languages (Kichwa, Spanish, and English) at the educational level?
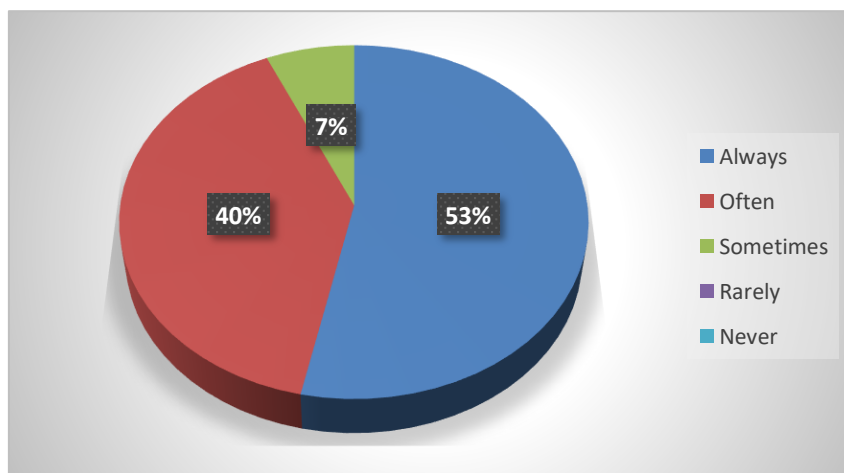
Analysis

In this graph, the results show that 53% of the students always consider that the use of three languages such as Kichwa, Spanish, and English is important, the 40% say that the use of those languages could be important, while the rest, they consider sometimes important to speak those languages.

Interpretation

Regarding the importance of mastering the three languages, a large majority consider it important to improve their academic and professional life, while a minority group sometimes considers it important to master the three languages because they mention that they would also achieve a good academic performance only with the mastery of two languages (Kichwa and Spanish).

4.2. Results of the interview:

- For the interview, the second objective was taken into account, which was to identify the perceptions of bilingual students when learning English as a foreign language under a communicative approach.

1. **Who are the people with whom you speak more Kichwa at home?** ¿Quiénes son las personas con las cuales habla más Kichwa en casa?)

   '' La mayoría de tiempo hablo más con mis abuelitos y mis papaces, pero más con mis abuelitos porque mis papás van al trabajo.''

   Most of the students say that they speak Kichwa more with their grandparents and parents since they spend more time with them at home. In addition, according to the perceptions of learners, they feel more connected to their family members and forget a little about foreign language when speaking their mother tongue, because they feel that they are listened to and valued for who they are and not for what others say.

2. **How do you feel speaking Kichwa at home with your family?** (¿Cómo se siente hablando Kichwa en casa con su familia?)

   ''En mi casa, si me siento bien yo hablando Kichwa, más con mis familias porque ellos también hablan Kichwa y yo trato de hablar mejor''

   The students comment that they feel good speaking Kichwa since it is their mother tongue and they have a certain confidence to express themselves. In the same way, they comment that speaking their native language they try to speak it fluently because they have someone to practice the language with, unlike in English.

3. **In what other scenarios do you speak the Kichwa language?** (*¿En qué otros escenarios usted habla el idioma Kichwa?)*

   ''También sabemos hablar Kichwa así cuando vamos algún programa en nuestra comunidad, ahí también sabe haber amigos que saben hablar Kichwa y ya conversamos, pero a veces también solo escucho lo que saben hablar los mayorcitos''

In general, learners say that they speak Kichwa the most in their communities and among friends by custom. Moreover, they do so in these scenarios because they share common activities and ways of thinking. On the other hand, they also comment that practicing their native language helps them to coexist in a better way with the culture, rescuing the values of their context.

4. **Why do you consider it important to learn a new language such as English?** (¿Por qué usted considera importante aprender un nuevo idioma como lo es el Inglés?

''Si pienso que es bueno aprender del Inglés, porque el licenciado de Inglés dice que podemos tener muchas oportunidades de trabajo después, hasta podemos ir a otros países dice; eso si me gusta, por eso yo trato de que me ayude el licen cuando no se algo de Inglés.''

Students agree that it is important to learn English to improve opportunities, not only locally but also internationally. Due to the absence of native English speakers, some students say they want to train and seek help from the teacher to learn about other cultures and to be able to interact communicatively in class despite their linguistic limitations.

5. **Why do you think learning a new language like English is difficult?** (¿Por qué piensa que aprender un nuevo idioma como el inglés es difícil?)

''Para mi si es difícil el Inglés, cuando escribo tengo muchos errores de escritura porque hay tantas reglas que aprender y cuando a veces toca exponer o dar lección oral se pronunciar mal''

Students comment that it is complicated to learn English because of the grammar and pronunciation. They manifest that are frustrated at not being able to express themselves in the foreign language as they would like to. In addition, there is a lack of motivation to interact communicatively in English.

4.3 **DISCUSSION OF THE INTERVIEW**

After concluding the interview with the students, the information obtained has been very important to know what are the true perceptions that the learners have. In the first instance and as a relevant point, they recognize Kichwa as their mother tongue, the source of their culture, and their customs through the communicative practice they develop at home, mostly with their grandparents and parents. According to them, by communicating in Kichwa they feel more confident and more valued for who they are and not for what the rest of the people say. This state of recognition and motivation by the family members motivates them to replicate it in other scenarios such as communities and their religious centers through praises. But for certain students who comment otherwise, the reality is different. They say that this is not possible because the family members with whom they live at home go out to work, even on weekends, and stay home alone. Many of them go out to the big cities to work, so they get used to speaking only Spanish with their children as they do in the city.

To make up for this deficiency, intercultural bilingual educational institutions have shown that they are working hard to improve the teaching and learning of languages, so that students learn and communicate in their mother tongue without neglecting the second language or the language they are learning, taking into account that the latter scenario is diversified and attempts to strengthen the use and learning of these languages. Concerning this situation, the students say they feel very challenged by the complexity of interacting communicatively with others, according to them, the most important thing to speak and make themselves understood in a language is to correctly handle the grammatical rules and pronounce the sounds well, therefore, in these aspects, there is much work to do.

Finally, thanks to the people who support them, these students have been able to recognize that after great challenges they will have many opportunities not only with the use of English but also with the languages they speak. Thus, they want to continue perfecting their language skills; their thoughts revolve around the fact that the most important thing is that they put into practice the languages with the help of their teachers and that it is not just written down in notebooks or books.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS:

- Based on the results obtained, we have been able to conclude that one of the factors that are directly affecting the students is the linguistic issue because when handling two languages (Kichwa and Spanish) mainly, they make swaps between the vocabulary of the languages mentioned and when a third language (English) comes into action, this phenomenon is more evident, which forces them to make certain adaptations between Spanish or Kichwa words instead of English words when they do not know. All this is to compensate for their communicative needs.

- Students demonstrate that they face continuous challenges when learning English; one of these has to do with grammar, where they evoke for example sentences based on the structure of Spanish. The next is directly related to pronunciation, as learners have confusion between words and the sound of words because they read as it is written.

- Despite the great challenge that students face in learning English, the main factor that motivates them to learn the language is to improve their quality of life, as they are fully convinced that learning English as a foreign language will provide them with ample opportunities in the future.

- It is reflected that there has been no real training for English teachers who teach their knowledge to the indigenous population, in terms of the use of ancestral languages practiced by the students.

5.2 RECOMMENDATIONS

- The academy should take into account certain linguistic factors according to the regions and make future teachers aware of the use of ancestral languages that are spoken more frequently, such as Kichwa, so that the teacher can better guide students and avoid confusion or unnecessary swaps among languages.

- Motivational talks should be organized for the Kichwa-students to help them overcome their fear of expressing themselves freely in another language. Additionally, to encourage them to participate actively, to put the language they are learning into practice, not only in the educational setting but also among friends and family.

- The government should place greater emphasis on training teachers in the teaching of languages, both the ancestral language and the foreign language, so that students can improve their ability to communicate in languages without major difficulties.

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ANNEXES

Annex 1: Student's survey

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Level: Octavo EGB   **Parallel:** ''B''   **Date:** …………………

INDICATIONS: In the following, it will be presented a series of statements that require the greatest possible sincerity. Read each item in detail and mark it with an (X) *(A continuación, se presentará una serie de enunciados que requieren de la mayor sinceridad posible. Lea cada ítem en detalle y márquelo con una (''x'')*

No	ITEMS	Always	Often	Sometimes	Rarely	Never
1	**Do your parents or the person you live with at home speak Kichwa?** *(¿Sus padres o la persona con quien vive hablan Kichwa?)*					
2	**Do you speak the Kichwa language at home?** *(¿Usted habla el idioma Kichwa en casa?)*					
3	**How often do you use Spanish to talk with your friends and classmates?** *(¿Con que frecuencia usted usa el idioma Español para hablar con sus amigos o compañeros ?)*					

4	**How often do you use Spanish to communicate daily?** *(¿Con que frecuencia usted usa el Español para comunicarse diariamente?)*					
5	**How often do you swap Kichwa vocabulary with Spanish and vice versa?** *(¿Con que frecuencia usted intercambia el vocabulario Kichwa con el Español y viceversa?)*					
6	**Do you feel motivated to learn a new language, in this case English?** *(¿Se siente motivado para aprender un nuevo idioma, en este caso Inglés?)*					
7	**Do you think English is an important language to learn?** *(¿Usted piensa que el inglés es un idioma importante para aprender?)*					
8	**Do you think that learning English as a foreign language will give you great opportunities in the future?** *(¿Usted piensa que aprender Inglés como un idioma extranjero le dará grandes oportunidades en el futuro?)*					
9	**Do you research vocabulary when you want to know something about the English language?** *(¿Usted investiga vocabulario cuándo desea saber algo acerca del idioma inglés ?)*					
10	**Do you consider it important to speak 3 languages (Kichwa, Spanish and English) at the educational level?** *(¿Usted considera importante hablar 3 idiomas (*Kichwa, Español e Inglés*) en el ámbito educativo?*					

Thank you for your cooperation!

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Level: Octavo EGB   **Parallel:** ''B''   **Date: ………………………**

INDICATIONS: Please read each question in detail and answer with all sincerity.

1. **Who are the people with whom you speak more Kichwa at home?** (*¿Quiénes son las personas con las cuales habla más Kichwa en casa?)*
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2. **How do you feel speaking Kichwa at home with your family?** (*¿Cómo se siente hablando Kichwa en casa con su familia?)*
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3. **In what other scenarios do you speak the Kichwa language?** (*¿En qué otros escenarios usted habla el idioma Kichwa?)*
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4. **Why do you consider it important to learn a new language such as English?** (*¿Por qué Usted considera importante aprender un nuevo idioma como lo es el Inglés?*
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5. **Why do you think learning a new language like English is difficult?** (*¿Por qué piensa que aprender un nuevo idioma como el inglés es difícil?)*
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