



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**(UTN)**

**FACULTAD DE EDUCACION, CIENCIA Y TECNOLOGÍA**  
**(FECYT)**

**CARRERA:**  
**ENGLISH MAJOR**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA**  
**MODALIDAD PRESENCIAL**

**TEMA:**

**“TOPICS AND TRENDS IN STUDIES ABOUT TEACHING AND  
LEARNING ENGLISH AS A FOREIGN LANGUAGE, EFL, IN  
KICHWA-SPEAKING STUDENTS. A NARRATIVE REVIEW”**

**Trabajo de titulación previo a la obtención del título de LICENCIATURA EN INGLÉS**

**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos e idiomas

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<b>TÍTULO:</b>	“Topics and trends in studies about teaching and learning English as a foreign language, EFL, in Kichwa-speaking students. A narrative review”
<b>AUTOR (ES):</b>	Tuquerres Perugachi Talya Marisol
<b>FECHA: AAAAMMDD</b>	2020/12/28
<b>SOLO PARA TRABAJOS DE GRADO</b>	
<b>PROGRAMA:</b>	<input checked="" type="checkbox"/> <b>PREGRADO</b> <input type="checkbox"/> <b>POSGRADO</b>
<b>TÍTULO POR EL QUE OPTA:</b>	Licenciatura en Inglés
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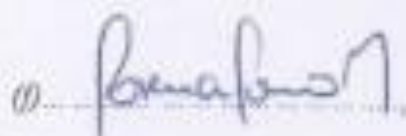
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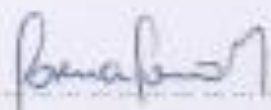
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## **DEDICATION**

My beloved parents Atanacio y Rosa. I would like to dedicate this work to you because you have always been my unconditional support, my source of inspiration, and my light in the darkness. Thank you for giving me all your love and for making me an honest and hard-working person. To my siblings, whom I admire and love with all my heart.

Thanks to all the people who gave me their sincere and unconditional support to complete this step of my life.

**Talya Tuquerres**

## **ACKNOWLEDGEMENT**

I would like to express my sincere acknowledgment to my research director Ph.D. Lorena Toro Mayorga for her patient and useful advice to guide this written work. Also, I want to offer a cordial thanks to all the researchers whose investigations helped me to guide and complete this research. Thanks a lot.!

**Talya Tuquerres**

## RESUMEN

Esta investigación tuvo como objetivo identificar temas y tendencias en los estudios de enseñanza y aprendizaje del Inglés como lengua extranjera en estudiantes de habla Kichwa. La búsqueda de artículos se realizó entre trabajos académicos publicados entre 2010 y 2020, disponibles con acceso abierto en las bases de datos SciELO, Taylor & Francis y Google Scholar; de 21 estudios localizados, se seleccionaron 12. El enfoque de esta investigación fue inductivo-cualitativo porque se obtuvo conclusiones a partir de premisas particulares de la producción académica del EFL. Su alcance fue descriptivo porque describe cómo los investigadores realizaron los estudios. La revisión narrativa fue usada como método, la técnica fue una revisión bibliográfica y el instrumento fue una matriz que recopilaba todos los resultados de documentos seleccionados. Los hallazgos muestran los cuatro temas más estudiados: la interferencia del Kichwa, la influencia del Kichwa, las estrategias y técnicas en la enseñanza y aprendizaje, y la elaboración de material didáctico. En cuanto a las tendencias metodológicas, la mayoría de los trabajos proponen un enfoque mixto; sin embargo, esto no se cumple porque algunos estudios terminan con un enfoque cualitativo o cuantitativo y no implementan los instrumentos propuestos. Además, el procedimiento de aplicación de técnicas e instrumentos no se explica en la mayoría de los documentos, no hay detalles de una estrategia de selección para la muestra; por lo tanto, los resultados no pueden considerarse plenamente válidos y fiables. En conclusión, la mayoría de los estudios nacionales no demuestran el suficiente rigor académico con respecto a la selección de muestra, y la descripción completa y clara de la metodología en el resumen.

**Palabras clave:** revisión narrativa, temáticas, tendencias, estudiantes Kichwa hablantes, idioma Inglés



## ABSTRACT

This research aimed through a narrative review, to identify topics and trends in studies of teaching and learning English as a foreign language in Kichwa-speaking students. The revision in articles was performed among academic works published between 2010 and 2020, available as open access in SciELO, Taylor & Francis, and Google Scholar databases; from 21 studies located, 12 were selected. The approach of this research was inductive-qualitative because it came to conclusions from particular premises of EFL academic production. Its scope was descriptive to show how the researchers conduct their studies. The method was the narrative review, the technique was a bibliographic review, and the instrument was a matrix that compiled all the results of selected papers. The findings showed the four most studied topics: the interference of Kichwa, the influence of Kichwa, the strategies and techniques in teaching and learning, and the development of didactic material. Regarding methodological trends, most of the works propose a mixed approach; however, this was not fulfilled because some studies end up performing a qualitative or a quantitative focus and do not implement the proposed instruments. Besides, the procedure of applying techniques and instruments was not explained in most of the documents, and there were no details about the selection strategy of the sample; therefore, the results cannot be considered fully valid and reliable. In conclusion, the majority of the national studies do not demonstrate enough academic rigor regarding the sample selection and a complete and clear methodology description in the abstract.

**Keywords:** a narrative review, topics, trends, Kichwa-speaking students, English language.

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## INTRODUCTION

### **Problem background**

Learning a new language has become a mandatory necessity in the 21<sup>st</sup> century due to globalization and digitization in essential fields like communication, education, and medicine. Bilingual people learning a language that is different in pronunciation, structure, and nature from their own; teachers without effective tools to teach, and countless studies about language acquisition in bilingual and even multilingual contexts with different perspectives and results are common scenes in Ecuador and Latin American countries. Various investigations that attempt to provide teachers and students with tools to improve education directed to bilingual students and other ones that point out the advantages and disadvantages that they have to acquire a new tongue are also common.

Many studies of Kichwa-speaking students learning English as a foreign language had progressively advanced day by day thanks to new contributions made by experts in the field. However, a large amount of information in this type of studies which are performed in distinct situations, regions, and with different topics have not reached a consensus, a proposal, or a strategy until today of how in reality a “bilingual student learns a third language at the same time that reinforces their own” (Marleen, 2009, pág. 64). Studying the development of the teaching and learning process in Kichwa-speaking students and coming up with a clear conclusion is difficult; it is due to the research ideas are distributed between one study and another.

Having not a clear idea of the situation that indigenous learners cross to learn English, the education system usually generalized the way to teach English in educational environments (Usma, Ortiz, & Gutierrez, 2018) because of scattered ideas in various research findings of the topics and methodological trends that authors have followed during the process. Also, no one research project gathers all the results, so generally English is taken as a second language for the majority of scholars. Consequently, strategies, methods, and pedagogical tools to prepare a person who previously speaks two languages and is learning a third one in educational centers cannot be established successfully.

Furthermore, to cover the demand of the current education system, new research topics appear every day, as well as authors looking for innovative topics in teaching and learning English for kichwa speakers. Many studies with different themes on the same phenomenon in different databases around the world that don't have a site or a research work that collects all the scattered studies become a problem because people do not know the current situation, discoveries, new proposals, new methods that the research is aiming in this work. Although they offer a wealth of information, sometimes it is not easily accessible to an apprentice or a tutor, so it likely hinders effective educational growth and English language learning and teaching to bilingual people. So, what are the most relevant topics and trends in studies about teaching and learning English as a foreign language, EFL, in kichwa-speaking students?

## **Justification**

Answering the question about how kichwa-speaking students learn a third language considering their prior knowledge of two languages, it is difficult; or analyzing the process of linguistic interaction that they face is not easy when there are many research projects in nonspecific places to find them. Spending time in sources with themes that are not relevant to clarify doubts about the studied process in bilingual learners is a common situation that a teacher or a student handles every day. To reduce the wasted time searching for topics that a researcher sometimes cannot find, a project based on a narrative literature review is essential to collect meaningful information from all papers related to the topic of studying and bringing them together in only one thesis.

Galvan José & Galvan Melisa ( 2017) mention that “the process of looking for information has theoretically and practically been confusing, boring, messy, and time, energy and resource consuming, especially to inexperienced and short time researchers, and postgraduate students in particular with limited time” (pág. 32). Generally, searching information of teaching English to kichwa speakers is made for teachers who want to obtain a clear, precise, and effective response to improve their teaching process in a classroom due to the limited time that they have. However, this is not possible because there is still not a thesis or a project that offers synthesized and quick answers.

In order to solve this problem and avoid wasting time looking for research that does not provide accurate information is important to make a review of narrative literature of the topics and trends in studies about teaching and learning English as a foreign language in kichwa-speaking students to analyze the results of each study and bring them together to obtain a good thesis project that contains the main, relevant, current, and interesting points of different works. Besides, this project has a fundamental role because it allows the reader to acquire and update knowledge about the current situation of the topic of teaching and learning English to Kichwa-speaking students. Therefore, it offers research work in which other ones are included, so it facilitates the reader or researcher to find the quickly required information to be widely used in different areas.

Besides, it leads to making deep research on a subject of interest in education. This project contains the most relevant topics and trends of the method research that different studies aim to refer to the difficulties or advantages faced by native Kichwa speakers in acquiring English. Because of the scarcity of a project containing all of these topics, it contributes to previous and future investigations about the study of English language development for native Kichwa speakers, and improve the education directed to bilingual learners.

## **Objectives**

### **General objective**

Conduct a narrative review to identify the topics and trends in studies about teaching and learning English as a foreign language with Kichwa-speaking students in the articles and thesis published between 2010 and 2020.

### **Specific Objectives**

- Select studies from academic databases related to teaching and learning English as a foreign language, in Kichwa-speaking students in Ecuador, in articles and thesis published between 2010 and 2020.
- Identify the main topics addressed in the literature related to teaching and learning English as a foreign language, in Kichwa-speaking students in Ecuador.
- Identify the methodological trends in the selected works teaching and learning English as a foreign language in Kichwa-speaking students.

### **Research question**

What are the most relevant topics and trends in studies published between 2010 and 2020 about teaching and learning English as a foreign language, EFL, in Kichwa-speaking students?



# CHAPTER I

## THEORETICAL FRAMEWORK

### 1. Research background

Some works guide this thesis project, the researching works which talk about the teaching and learning process of a third language in bilingual students pointing out its advantages and disadvantages; the ones which present similar studies related to the topic of teaching English as a foreign language to a certain ethnic group that possesses a prior mother tongue and a second tongue; a project about a narrative literature review of the target language English shows the structure of this type of works. All of them contribute differently to this thesis and take part in the research background of it.

Evans Michael, (2017) in his work “Bilingual education and L3 learning: metalinguistic advantage or not?” performed a study in bilingual learners based on their prior two languages’ knowledge and the learning of a new one through formal education. The aim was to present the results of a combination of the current and previous language and the advantages that learners show. The project concludes that bilingual speakers do not present a significant advantage to understand or analyze the current studied language, but they present a better multilingual mental lexicon, a deep knowledge of the language, and a positive attitude to learning a third language in comparison with monolingual students.

The research project Educational Problems of Bilinguals in Elementary Levels gives a whole description of the situation that bilingual learners faced in some institutions. There are some difficulties to compare the structure or sometimes a negative language transfer occurs in the use of two languages when both do not have similarities and do not belong to the same linguistic branch. These differences cause some interferences in the development of language skills and mixing of previous and current knowledge about the structure of any language. (Ameri, 2014).

“Teaching English through a task and project-based learning to Embera Chamí students” was a study focused on a group of students from Colombia who talk an ancestral language as their mother tongue, Spanish as their second language, and they are learning English as a foreign one in the schools differently from their monolingual partners. The task-project-based learning was applied to this ethnic group and the analysis of the study was made through a systematization of the experiences. Afterward, it shows the following positive results, such as improvements in speaking skills, vocabulary recognition. Additionally, this type of method allows the students to learn English with a specific purpose (Rojas & Rueda Varon, 2019).

Velandia Moncada Deissy (2007) in her research “Tutorial plan to support the English speaking skill of an Inga student of an initial teacher education program” explains the importance of personalized education to a bilingual student who belongs to an indigenous community from Perú. The method of teaching used by the tutor, in this case, was task-based

learning and autonomous learning in order to enhance speaking skills, communicative abilities in a natural, meaningful way.

A literature review that establishes English in a new perspective was made by (García, 2013), this research project called “English as an International Language: A Review of Literature” goes beyond analyzing this language as a second or foreign one. This research suggests changing the traditional way that teachers teach English, enhances more communicative strategies and tools to use this language accurately and fluently. The author made a whole overview of the studies which were written in Colombia and collects the main points of them. He looked for information in countless projects, different sources, and databases to gather them in this important research.

The different researchers previously mentioned present similar characteristics in the studied groups, and conclusions in the learning of English as a foreign language. Education in bilingual learners is more complex than education in monolingual ones. It is notorious because the differences that exist among the two languages in some characteristics, such as nature, grammar structure, morphology, and syntax avoid developing completely an accurate language. Consequently, the negative influence can be significant when both languages do not have similarities or do not belong to the same linguistic branch (Ameri, 2014) like in the case of Kichwa and English.

On the other hand, according to the previously mentioned studies to be a bilingual learner allows developing a better understanding of the learned language because of the evolving process of the multilingual mental lexicon and cognitive abilities development. It happens as long as the languages acquired and those being learned belong to the same linguistics family or they are similar in some aspect (Evans, 2017).

### **1.1.English as a foreign language, EFL**

Everybody needs a common language to convey their ideas and communicate with each other. A language that facilitates a global interaction in business, education, and technology in most countries. Although English is not the mother tongue in many countries, it has become a worldwide known language, and the second tongue that different countries teach in their schools. Becoming a global language does not depend on the number of people who speak it but on the expansion of it in global communication (Crystal, 2003).

Alba Alejandro (2016) says that the English language has been considered worldwide as the key to success in different areas; consequently, students from all over the world look for a way to study this language with the hope of achieving new goals through it, but unconsciously, the society is creating a situation of inequality in which if one does not know English, this person finds himself/herself at a disadvantage and even could be the object of discrimination, as happened many years ago here in Ecuador to the indigenous people when they could not speak Spanish.

Following globalization and current education, Ecuador adopts English teaching and learning in the Ecuadorian curriculum since 1912 (University, 2019) to give more opportunities to learners to succeed in different fields. Public schools teach this subject with a well-distributed schedule. This subject has a definite number of hours in the week's schedule. A classification of hours depends on the grade where the student is receiving classes and the number of subjects that the students have, so the subject of English is divided with 3 hours per week in the elementary level, media level, 3 hours in the third bachillerato, 5 hours in the higher level, 5 hours in the first and second bachillerato level. All these levels present specific contents and activities to develop the basic four English skills.

Learning English means that students have a certain level of development in the four basic language skills, they speak, write, listen, and read with accuracy in the target language. However, it sometimes becomes a problem due to the differences between languages, e.g., Kichwa and English. The skills that students learn in schools are listening and reading which are receptive skills. Those receive information from any material or context around them, and they are important, as well as speaking and writing which are productive skills because this helps to convey a well-produced speech as a result of everything received before. A correct interaction of these four skills is the basis to handle a new language without problems.

### **1.1.1. English grammar**

Around the world an important part of each language is grammar. At the moment of learning a new language is essential to identify the rules that govern it in order to construct new and own sentences, paragraphs, and any forms of communication respecting the structure of the studied language. Besides morphology, syntax, and phonology are fundamental branches of grammar as explained by Guachi Ana (2018). Learning a language means following the rules which are established as a guide in the well-construction of minimal parts of a speech like words, phrases, and sentences.

Language learners must adopt grammar rules little by little due to the complexity of them. Respecting the word formation, word order sentences, way to pluralize, use of suffixes and prefixes in a word, use of articles, and so on, the acquisition of the major part of a language, will be possible. Teaching English grammar to Kichwa learners needs to be imparted carefully. The elements and particles of the foreign language are mostly different from their other tongue and it might cause some struggles in the path to learn English or conversely the similar characteristics might help to expand knowledge on it.

**Table 1.** *English grammatical units*

<b>English grammar</b>	
<b>Grammatical units</b>	Word, phrase, clause, and sentence are known as minimal units.

<b>Word classes</b>	There are some word classes, e.g., noun, verb, adjective, adverb, preposition, and pronoun.
<b>Phrases</b>	As examples of phrases are: verb phrase, noun phrase, adjective phrase, and prepositional phrase.
<b>Sentence elements</b>	The main elements of a sentence are subject, verb, object, and complement. <b>S + V + O</b>
<b>English characteristics</b>	-Word order in this language is very important. <b>Subject + Verb + Object</b> -There are no many different endings of gender and number in English words.

Note: Adapted by the author. Source: Eastwood, John. Oxford guide to English grammar

## 1.2. Language and English language skills

Language is the key to communication in a social context, the way to share own ideas and thoughts. These forms of the connection must be transmitted through understandable, meaningful, and consistent messages. Therefore, to achieve a fluid and connected language awareness the application of four basic needs or abilities is vital. Each skill provides the opportunity to correctly express a written or spoken message as Bilbao Silvia, mentioned

*El aprendizaje efectivo de una lengua se mide por el desarrollo de al menos cuatro habilidades o destrezas básicas: escuchar, hablar, leer y escribir, dicho de una manera más técnica, la comprensión lectora y auditiva, la expresión oral y escrita. La lectura y la escritura acapararon durante mucho tiempo los objetivos de enseñanza, pero, durante el último siglo y en el presente, las habilidades ligadas al registro oral han recibido una especial atención. No obstante, la primicia de la expresión hablada no debe confundirse con la desatención a las habilidades lectoras y de escritura simple que estas se realicen en la medida adecuada (2008, pág. 114).*

Effective learning means that a student talks writes, listens, and reads in a language that is not its mother tongue without hesitation. The oral and written expressions in a language were important for many years ago, so the development of four basic language skills leads to produce spoken expressions in the target language. However, indigenous students are the ones who struggle against the lack of well-qualified professionals and appropriate materials that teach this subject taking into account bilingualism in their students, so increasing school failure and demotivation to learn a foreign language (Armijos Monar, 2018).

### 1.2.1. English listening skill

Developing English skills has become a problem for people who are not native speakers of this language because of their complexity. However, improves them every day is a vital role

in the learning-teaching field. Listening goes beyond only hear something, it involves a state of receptivity that permits an understanding and allows a communication process. Xhuvani Aleksander (2015) says that a student who has to developed satisfactorily listening skill learns better and a teacher is also in need of good listening skills.

Armijos Monar, Jacqueline (2018) points out that bilingual students have to make an extra effort in comparison with monolingual learners or Spanish-speaking students to enhance their speaking skill and to comprehend a variety of dialects through the listening of a third language that is different in grammar, phonetics, and syntactic of their own. Therefore, Kichwa-speaking students need to develop good listening to understand a foreign language that has minimal similarities with their mother tongue.

### **1.2.2 English speaking skill**

Speaking fluently a foreign language that a group of bilingual people is learning, is not an easy skill considering that in their childhood they acquire a first language which is merely different in some aspects. This productive skill is not as simple as putting together grammar rules and good pronunciation. It shows the ability of a speaker to spontaneously convey, understand, and become part of different communicative contexts without problem as explained by Dueñas, Cardozo, & Peña (2015). The ability to share information in a language that doesn't have significant similarities and develop correctly speaking is a skill that indigenous people face every day.

Then, what do kichwa-speaking students have to do to enhance this skill? According to Rojas Elizabeth del Rocío (2019), "the use of technology decreases a memoiristic education, allowing the access to interactive digital tools" (pág, 3) so, by putting together theory and technology a student can interact with the real-world and practice English without barriers. In this case, indigenous learners will have the facility to communicate with people who are native English-speakers and improve this skill that demands too much practice.

Also, Barona Ruth (2015) establishes that there are innumerable phonological strategies to teach the foreign language in educational contexts but they were created for students whose languages present slight differences and don't be a problem at the moment of developing comprehension and oral expression in English. However, in the case of Kichwa and English they both have a notorious difference between their vocal sounds and phonology in general, so create a strategy that covers kichwa-speaking students needs is extremely useful to improve speaking skill

### **1.2.3. English reading skill**

This skill is important as well as another one at the moment of learning the target language. Reading is the way how people get knowledge of the target language unconsciously. Xhuvani Aleksander (2015) explains that this receptive skill through seeing texts, quotes, and paragraphs offers to the learner the acquisition of vocabulary, improving its language, and world power. Practicing everyday learners improve this skill, and develop a good habit.

Thus, some projects point out the use of dictionaries created in the Kichwa language to enhance speaking skills as well as other skills in English. Pichasaca Cristian & Piña Amanda (2016) said that a Kichwa-English dictionary helps students to translate from their mother tongue to the foreign language directly without using the second language Spanish. Therefore, this type of dictionary contributes and offers major possibilities to Kichwa speakers because they have very little didactic materials to develop the four basic English skills.

#### **1.2.4. English writing skill**

(Arias, 2017) defines English writing skill as a productive ability that can help people to transmit their ideas on a sheet of paper. Achieving a connection with people through the use of clear and understandable messages which are reflected on a paper, is the main principle of this capacity.

According to Beltrán Vicente, (2012) writing is the ability to create, generate, and put ideas together to communicate with a specific group of receptors through written language. This language skill is developed in the interaction of other language abilities like speaking, listening, and reading. Besides, awareness of grammar, a correct word order, a great variety of vocabulary which includes well-developed orthography and punctuation provides an appropriate use of language. Writing skill produces its language with the input received from reading and listening. Also, Manaj Lorena mentions that the manipulation of useful materials can help to improve this ability in a better way.

*Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. (2015, pág. 29)*

A language skill cannot be developed by itself, a educational environment needs to be a facilitator offering didactic activities, strategies, and techniques to enhance this important ability in learners, but identifying the needs that each student has depends on its context and level of awareness in the language. In this context, teachers perform an essential role in a student's life because they are able to look for students' needs to upgrade their capacities in an educational environment. The found needs have to be covered with innovative tools that call students' attention and eagerness to learn a new system of communication.

### **1.3. Linguistics**

Humans transmit their ideas using a system of codes, words, and phrases, the base of all this manner of linguistic communication is known as language. A complex science that studies language, describe it, find general rules and conclude it is called linguistics (Hana, 2011). This science makes a complete analysis of a tongue that is spoken or written in a community.

Thus, the differentiation between two languages and some particular characteristics of them is made by linguistics.

Making a general view of a language, linguistics presents some subfields such as phonetics, phonology, morphology, syntax, and semantics. (Aulestia, 2016). Those elements are fundamental to understand a system of communication, the manner how it is learned, and how it can change through the years. For, learners to acquire a new language, they have to study all those subfields due to their importance in the moment of making a deep analysis of the studied language.

- **Phonetics:** this subfield studies how a specific sound in a language is produced, the differences, and the classification of its properties. (Arizona University, 2017) human beings produce countless sounds with their organs of speech, each sound has unique characteristics and is produced by specific parts of the speaking apparatus.
- **Phonology:** It is responsible for the study of the smallest parts of a speech such as phonemes and morphemes. Also, the use of rules to combine them and the way to form words. The stress, intonation, and tones of a language are treated by this science.
- **Morphology:** It studies word formation, word structure, and word modifications. (Quinto, 2017). This science has major relevance in the analysis of the language because it gives an overview of the nature of a word itself and a formation of a new one with the use of suffixes and prefixes which are added to a root or a stem.
- **Syntax:** “The syntax is responsible for ordering each of the words found in a sentence, in addition, to be the set of grammar rules that facilitate the understanding of a text” (Aulestia, 2016, pág. 23). The manner of how words take place in a sentence to create meaningful messages to communicate is governed by this science.
- **Semantics:** It studies the meaning of the words which are part of a sentence. (Cambridge university, 2019). Especially the signs which facilitate the understanding of the language.

All these branches which belong to a macro field called linguistics are necessary to study a language. In the case of Kichwa-speaking learners, all the subfields like morphology, phonology, syntax, and semantics play an important role when they are learning English as a foreign language, EFL, in educational centers. Some difficulties are related to morphological, syntactic units or language transfer has been evidenced by some studies on this subject.

#### **1.4. Kichwa language**

Since the Inca empires, Kichwa has been considered a bond that binds culture, wisdom, and knowledge of the communities. Unfortunately, this ancestral language has been disappearing in recent years due to the globalization of the current world where only certain languages have a greater boom and offer greater opportunities abroad. Although the Kichwa language has been used as a medium of communication for many years in the countries of South America, the current situation is completely different. Indigenous ethnic young groups have

adopted other languages in their lexicon like Spanish, English, so leaving aside their roots and culture. Different organizations have tried to insert Kichwa language in educational curricula and it has been possible thanks to their efforts. However, there is not a total rescue of this ancestral tongue in young people. Kichwa has survived to the 21<sup>st</sup> century but nobody knows whether it will continue in the 22<sup>nd</sup> century or not (Pichasaca & Piña, 2016).

Kichwa is considered a native language from the Andean region, and it is spoken especially by adult people because young people usually do not speak Kichwa and prefer to use other languages for social interaction. This loss is because the parents do not transmit it to their children, migration to the big cities, and changes in the world. (Pichazaca Guamán, 2016)

*El kichwa es una familia de lenguas originarias de los Andes centrales que se extiende por la parte occidental de Sudamérica a través de siete países. Es hablada por entre 8 y 10 millones de personas y es la familia lingüística más extendida en Ecuador, Perú y Bolivia después de la indoeuropea. Las lenguas de la familia Kichwa se caracterizan por se aglutinantes, y tener raíces regulares que se unen a un importante número de sufijos para formar palabras con una gran plasticidad de significados. Algunas características gramaticales notables incluyen la conjugación bipersonal (los verbos concuerdan con el sujeto y el objeto) evidencialidad (indicación de la fuente y la veracidad del conocimiento expresado). (Yépez, 2011, pág. 23)*

The different structure in comparison with other languages it is because the use of some grammatical particles in a word can mean a phrase or even a sentence; for this reason, this language belongs to the agglutinative family. In addition, Kichwa has a similar word formation as English because the addition of suffixes and prefixes in isolated words change its nature completely, e.g., from a noun to an adjective.

This plasticity to use suffixes and prefixes to form a new word is a good key to create a relationship among both languages, so a student can use it to understand and comprehend better the new rules or the nature of the target language. These types of likenesses allow establishing a simple pattern to facilitate the acquisition of the new tongue.

### **Kichwa language in the national curriculum**

Equality in rights and obligations of all nationalities in Ecuador have allowed to Kichwa language to become part of the national education system since 2008 as indicated in the Constitution of the Republic of Ecuador article 347, numeral. 9. State's responsibility "To guarantee the bilingual intercultural education system, in which the language of a nationality is used as the main language of education and Spanish as a language of intercultural relations under the leadership of public policies of the State, respecting the rights of communities and nationalities" (Constitución de la República del Ecuador, 2008) (translated by the author). As indigenous nationality, Kichwa-speaking students have the option to learn in their mother tongue all the subjects not only Kichwa as one subject as regularly happen in schools.



Besides based on the Constitution the Organic law of Intercultural Education (LOEI) supports the plurilingualism in Ecuador pointing out the right of a community or nationality to train in its language, so respecting the ancestral tongues of the communities and offering an opportunity to rescue our roots of communication through formal education. The model of the Bilingual Intercultural Education System (MOSEIB) has guided the educative process of all nationalities from Ecuador. The upgrading of it allows the participation of intercultural practices and activities which are typical of these communities without discrimination of other groups. Also, this model prioritizes methods to correctly develop the linguistic interaction between them.

#### 1.4.1. Kichwa grammar

Kichwa does not have a standardized way of writing or a well-defined grammar due to the multiple dialects existing in the area where it is spoken. However, this language has achieved a regulation on its structure in Ecuador since 1998 with the contribution of *Dirección Nacional de Educación Intercultural Bilingüe* (DINEIB) and its useful studies to improve and assess this native language which has been missing in recent years (Salazar, 2017).

Kichwa is an ancestral language that has unique properties in aspects like its alphabet and phonemes. It is made up of 18 consonants and 3 vowels (Ministerio de educación, 2016) in comparison with the 22 consonants, 5 vowels that Spanish, or with the 21 consonants and 5 vowels in the English alphabet. Besides, in Kichwa there are 28 phonemes: 25 consonant phonemes and 3 vowels. It contrasts with English because this language has 44 phonemes distributed between 24 consonants, 12 vowels, and 8 diphthongs.

Another characteristic is the use of suffixes and prefixes to point out grammatical accidents of number and gender. For example, a plural suffix **kuna** added to a noun to present a number or quantity” Kichwa forms the plural forms of nouns and pronouns with the use of the suffix -kuna” (Moss & Perkins, 2012); prefixes like **warmi-Kari** before a noun to form gender is usual in this language. There are some general grammatical rules which are explained briefly in the chart below. (Chango, 2009).

**Table 2.** Summary of some grammatical rules of Kichwa

Rules	Examples
Third singular person verbs (particle <i>mi</i> at the end of the adjective)	Misika kuyayllami The cat is cute.
The suffix <i>kuna</i> added to a noun form a plural noun. To clarify the phrase is optional to add a number.	Ishkay allkukuna Two dogs
Gender formation with the addition of <i>warm-Kari</i> before a noun.	<i>warmi</i> allcu / <i>kari</i> allku Female dog / male dog

Word order in a sentence S + O + V is the common pattern of an agglutinative language as Kichwa.	Ñuka tantatami mikuni S+O+V in Kichwa I eat bread. S+V+O in English.
Adjectives have a similar position in Kichwa as in English.	<b>Yurak</b> wasi <b>White</b> house
Inexistence of articles in Kichwa in comparison with English.  The use of the particle <b>ka</b> to show an unknown or known subject.	wasi – <b>wasika</b> House - The house

Note: Adapted by the author. Source: Yachakukkunapa Shimiyuk Kamu dictionary

In addition, the composition of sentences in agglutinative languages as Kichwa has a different order. Sentences follow the structure Subject + Object + Verb, unlike English word order which is Subject + Verb + Object. This phenomenon can affect Kichwa learners because they are learning a new language with new morphological patterns.

### 1.5. Bilingualism in education

Bilingualism in areas like education, social interaction, and commerce has become a new phenomenon of study in recent years. People who are bilingual in native languages have increased in percentages. As Fernández Eulalio, (2000) cited by Salazar, (2017) explains, Kichwa in Ecuador, or commonly called Quechua in other countries like Perú and Bolivia, has become the fourth most spoken language in all the American continent. It means that a great number of indigenous people from American countries are able to speak two languages at least or commonly called they are bilingual speakers.

Encyclopedia Britannica online defines bilingualism as the “Ability to speak two languages. It may be acquired early by children in regions where most adults speak two languages. It also refers to the use of two languages in teaching, especially in students trying to learn a new language” (2019, p. 8). In the case of Kichwa speakers, they acquire their mother tongue from an early age because this language is immersed in the place where they live, and they grow up surrounded by it. Meanwhile, English is learned when children integrate into educational centers. Therefore, studying a third language could be more complex or easier for bilingual speakers considering their advantages or disadvantages in the awareness of two previous languages.

Some disadvantages focus on bilingual students learning a third language may appear when the two tongues; the mother one and the second one are underdeveloped, or when the learners

don't achieve an acceptable native language level yet (Armijos Monar, 2018). The mix of languages when an indigenous student is already developing Kichwa, acquiring Spanish, and learning English cause the common grammatical, phonological, morphosyntactic errors that experts have mentioned before. This failure is notorious when a child cannot normally follow a school curriculum as monolingual learners. However, (Baker & Jones, 1998) are making some researchers in this field shows that balanced bilingual learners have acquired some cognitive advantages and can easily analyze the structure of one language to another. Different skills like critical thinking, analyzing, synthesizing, and creating are developed for them too.

### **Academic performance of bilingual and monolingual learners.**

Education has followed some criteria to qualify an academic performance as good or bad. The scores play an important role when teachers are measuring the knowledge of learners in an educational context. Sometimes a certain group of learners has a previous awareness of a topic and it can give them a degree of advantage over other students. This phenomenon of advantage usually happens in the learning of languages among bilingual and monolingual learners.

As Abootaleb & Zohreh ( 2014, p. 351) “bilingual children not only better appreciate what is human versus what is cultural, but they are also more inclined to have a deeper appreciation of language. They understand at an early age that there is more than one way to label or discuss something”. This singular acquired ability helps bilingual children to get a better linguistic comprehension and explore deeply the morphosyntactic, semantic, and grammar nature of a language as long as they are balanced bilingual learners.

### **Bilingualism's advantages**

Based on Baker & Jones (1998, p. 89) bilingual learners show advantages, “Possible advantages range from creative thinking to foster progress in early cognitive development and greater sensitivity in communication. Therefore, a bilingual has the possibility of more awareness of language and more fluency, flexibility and elaboration in thinking than a monolingual”. Although these capacities are not always enough to get a total development in any skill of a learned language and teachers have taught English following the national curriculum, a special treatment is necessary with bilingual students because they need more strategies and methods to improve their abilities or overcome their disadvantages depending on the situation and social context.

### **Bilingualism's disadvantages**

Talking about disadvantages in bilingual learners specifically in native Kichwa ones, the presence of some interferences had been observed from Kichwa to English in a formal education process. Salazar (2017) found some negative interferences, such as the omission of articles and the adoption of a similar Kichwa word order (S+O+V) in simple present tense sentences; it makes difficult the learning process to Kichwa children.

The grammar of a mother tongue influenced the writing of a foreign language, so the inexistence of some grammatical units in Kichwa can become a problem when children learn a language where there are new units, e.g., articles. In the native language Kichwa, there are no articles like in the foreign language English (the, an, a) but there is particle *ka* that shows a known or unknown word which is linked at the end of a noun. As clear, the difference with English is evident.

Sometimes Kichwa children adopt the same morphosyntactic patterns learned from their first tongue to their third tongue while they are writing as well as phonological sounds when they are talking because English doesn't sound as it is written, unlike Kichwa. Children are more susceptible to confuse or adopt the structure of these both languages because they are in contact with three languages at the same time. Kichwa as a first tongue, Spanish as the second one, and English as the third one. (Abootaleb & Zohreh, 2014, p. 348) mentioned that "bilingual children often interject words from another language when they do not know or cannot remember the equivalent, and when one language has no suitable equivalent the learner prefers to insert elements of the other language rather than use simplified forms" so, a combination out of necessity can occur with bilingual learners.

On the other hand, (Guachi, 2018) explained some positive conclusions or advantages of Kichwa speakers in topics like the position of adjectives in sentences. Both English and Kichwa place their adjectives before nouns, and learners follow the same grammatical patterns when they write. Similarities between languages can help learners to easily acquire the structure, grammatical patterns, and things related to language to enhance productive skills like writing and speaking.

By gathering information based on thesis projects related to topics and trends about the teaching and learning process to kichwa students the volume of information can be reduced. It leads to obtain a clear, useful, and synthesized thesis that contains essential and real information related to this controversial topic, so identifying facilities of difficulties to learn English by Kichwa-speaking students.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Research question**

A research question guides a thesis project on the way to achieve its goal. The inquiry “what are the most relevant topics and trends in studies published between 2010 and 2020 about teaching and learning English as a foreign language in Kichwa-speaking students in Ecuador?” brings together various studies related to education aimed at bilingual learners. By making a narrative review, reduces the volume of information distributed in different databases, national, international journals, and presents a research overview.

#### **2.2. Type of research and method**

This research aimed to analyze the academic production regarding EFL in Kichwa speakers, from an inductive qualitative approach. The main objective of it consists of obtaining a general overview and a real foundation based on intangible factors, such as the population’s behaviors, ethnicity, norms, etc. (Mack et al. 2005). Besides Hernandez Sampieri Roberto (2014) points out that this approach provides a rich interpretive of the sources, contextualization of the environment, and the study of the phenomena of groups of people. Thereby, the qualitative approach investigates from a field of experience and interpretation of the real situations that happen in a society, it does not consider numerical bases rather the essence of things.

Furthermore, this thesis is descriptive in scope, as explained by Nassaji Hossein it describes “a phenomenon and its characteristics, and it is more concerned with what rather than how or why something has happened” (2015, p.129). A group of people learning through formal education a new language that doesn’t have significant similarities with their mother tongue is a phenomenon that has been studied for many years. This scope is frequently used in the education field, as points out by Nassaji Hossein (2015) the increasing of it is due to the complexity in the fact of learning a second or foreign language and an examination of how learning takes place in general or what factors affect it to a certain group of people or individuals in this process.

The method used is a narrative review. It allows the researcher to reduce the amount of information that exists in some sources and gather it in only one work as López Clara (2013) explained it is the first step to solve the problem of the volume of information. In this way, a narrative review is defined by Natalia Fortich as a “bibliographic study that compiles, analyzes, synthesizes, and discusses published information on a topic, which includes a critical examination of the state of knowledge reported in the literature” (2013, p. 1). Choosing suitable data to examine to get a conclusion supported by other studies is the essence of this type of review.

Following some objectives, this type of review will be accomplished. One of the most important is to compact and synthesize the scattered information that a researcher or an expert finds on online or physical sources. Another objective is to update and report about the status of a topic, to achieve it, the person who is researching needs to look for the recent information, analyze it, and report on the current situation of this topic; it can be done with the guide and help from other update studies based on similar research.

Also, the next objective shows the steps to achieve the purpose of this work. In this case, the researcher compares the information from different sources but they have to belong to the same subject of study. After evaluating published literature in reliable sources it is necessary to choose the primary papers with similar conclusions and results to know about the trend of research. Later report and transmit new knowledge in a new research work based on the previously written works. (Fortich, 2013). Thus, recognized journals, universities, and researchers have contributed with interesting topics, so the most current works and the ones that are necessary to achieve the goals of this project were considered, and their results have been described in detail.

### **2.3. Techniques and instruments of research**

The technique used was a bibliographic review, for that, mapping bibliography in all existing sources in both national and international, was necessary to collect and identify what is known about the topic, what are the trends in the investigated studies, and what aspects remain unknown to comment them later. The selected articles and thesis were relevant to the target topic, their contributions in the results like strategies, tools, materials, and motivational techniques to teach or learn English by Kichwa-speaking students were analyzed and explained clearly and concisely.

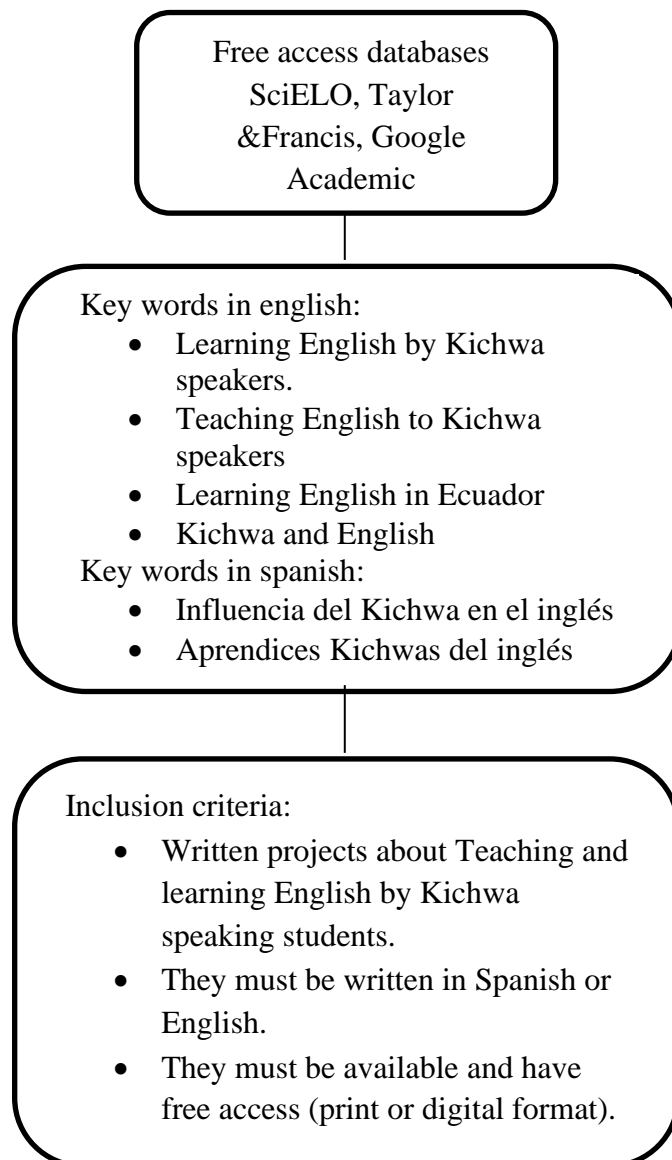
A technique in research is a tool that helps to obtain data and information from any source. According to Berenguera et al. “bibliographical documentary review technique consists of the identification, collection, and analysis of documents related to the event or context studied” (2016, p. 126). In this case, this tool was used to identify and separate studies that provide information and accomplish the search criteria from others that are not relevant to the subject of study.

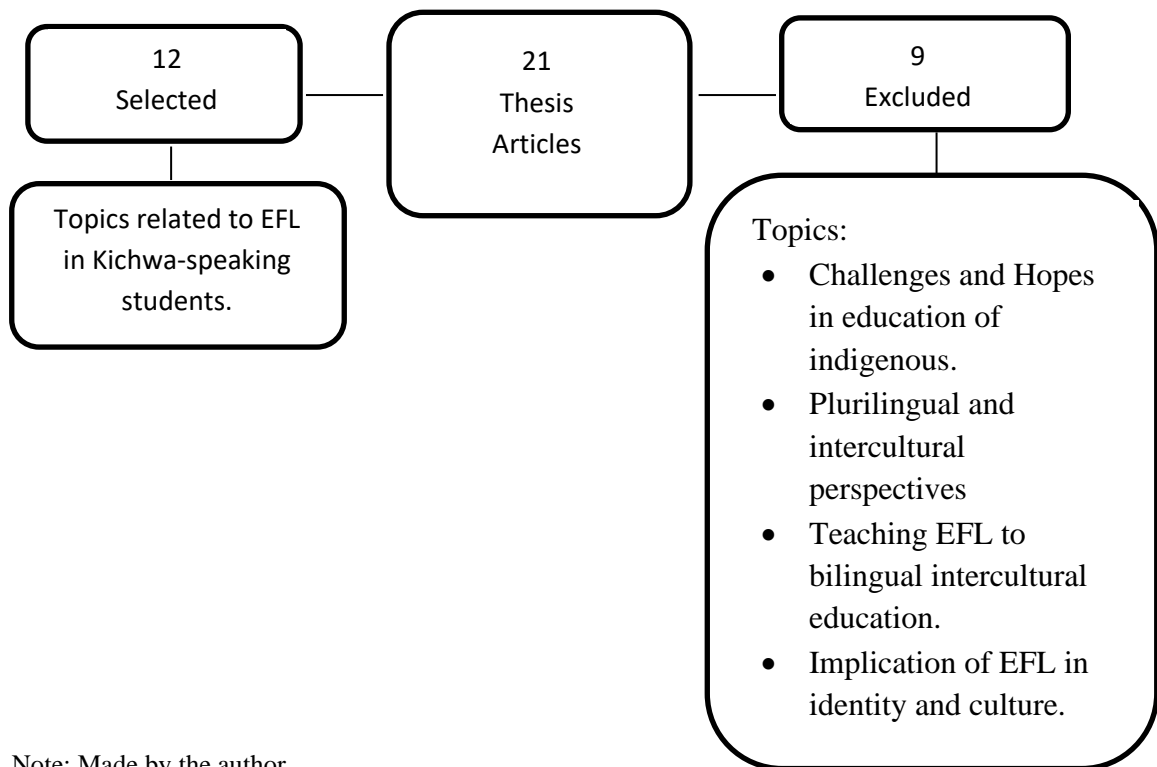
This written work used a bibliographic review matrix to organize the articles and thesis which were found after an exhaustive search. According to Walden University (2020) this type of matrix allows to compile details about the found studies in columns and rows and divide the whole information into sections such as the name of the works, foundational theories, methodologies, abstracts, and conclusions; begin to note similar ideas among the authors; retrieve citation information for easy insertion within a document. From an inductive analysis of the scattered literature in various web sites, trends in the subject of EFL in bilingual students were explained in order to reveal the whole state of this topic and a general perspective was reached.

## 2.4. Sampling and procedure

The sample of this research is academic production of studies that point to the topic of teaching and learning English, EFL, in Kichwa-speaking students; a bibliographic and narrative review of the last 10 years (2010 to 2020) was conducted, in both national, and international journals, thesis, in the different databases like SciELO, Taylor & Francis, and Google Academic, all of them offer free access. Figure N° 1 shows a diagram of how the sample was selected. The use of all combinations, such as “learning English by Kichwa speakers”, “teaching English to Kichwa speakers”, “learning English in Ecuador”, “Kichwa and English”; in Spanish “influencia del Kichwa en el inglés”, “aprendices kichwas del inglés”; they were keywords to look for studies that have useful information. (see annex 1)

**Figure 1.** *Sample selection diagram*





Note: Made by the author

All the articles and thesis which fulfilled the inclusion criteria were analyzed and selected: as the first criteria, projects about teaching and learning English by Kichwa-speaking students; as the second one, they must be written in English or Spanish; and as the third criteria, to be available and have free access (print or digital format) in Ecuador or countries where there are indigenous students who speak Kichwa.

Works included following the inclusion criteria, initially, 21 were located in the databases mentioned above. From these, 12 were selected for having particular information that is connected to the main research topic and belongs to the field of study. The content contributes as a primary or secondary goal to the investigation, these were chosen because they address topics like interferences from Kichwa to English, the influence of Kichwa to English, strategies to teach English to Kichwa-speaking students, and the creation of didactic material based on the influence of Kichwa to English. Also, most of these found studies were written in Ecuador, so they are in Spanish.

The remaining studies were not included because they aimed at studying the attitudes, perceptions, and identity of the indigenous people, but they do not speak the Kichwa language, they were 9 in total. Up next, the main results, conclusions of the 12 previously selected projects are presented in the next chapter. Classifying the studies in matrixes, two main categories, the first topics about teaching and learning English by Kichwa-speaking students and the second general matrix about trends of teaching and learning English to the same group of students.



**Table 3.** *Description of selected works*

<b>Selected works</b>					
<b>Categories</b>	<b>Analysis</b>	<b>Age group</b>	<b>Country of study</b>	<b>Sources</b>	<b>Number of works</b>
<b>Teaching English as a foreign language</b>	Strategies	Children	Ecuador	Google scholar	4 written works (articles, thesis)
	Technology usage	Undergraduate student		SciELO	
	Techniques	Adult students Teens		Digital repository	
<b>Learning English as a foreign language</b>	Methodological strategy	Undergraduate students	Ecuador	Google Scholar	8 written works (articles, thesis)
	Influence of Kichwa on English	Teens Children		SciELO	
	Didactic material			Digital repository	

Note: Adapted by the author. Source: Bibliographic review matrix

## CHAPTER III

### 3. RESULTS AND DISCUSSION

This research work started as a literature review. According to Lawrence Machi & Brenda McEvoy “, a literature review is a written document that critically reviews the relevant literature on a research topic, presenting a logical case that establishes a thesis delineating what is currently known about the subject” (2016, p. 4). Review the literature is not an easy or simple task. A researcher needs to be critical enough to separate useful from useless information in a thesis or article. Also, by looking at the newest topics, a project has greater validity and credibility.

The result of a thesis depends on a good review of the literature because it is the most essential part of it; how the author interprets the ideas collected from the review and whether they were improved or rejected in the thesis project. Therefore, the exercise of reviewing the literature and interpreting it are two things that go hand in hand to produce a good structure and understandable project. (Isah & Murtala, 2019)

Regardless of the study area where the research work is carried out, the literature review plays an important role. It is the moderator and giver of a sequential logical order to ensure that a written work collects relevant and current information. Besides, this review task needs to have specific objectives that help to follow a procedure as mentioned (Isah & Murtala, 2019)

The literature review was a previous step to perform a narrative literature review, as a method to collect specialized bibliographic and studies aimed at teaching and learning English as a foreign language in Kichwa-speaking students to identify topics and trends. The selected studies that present some similarities in the problems to be solved, the results and conclusions were analyzed critically and grouped in the following tables in order to reduce the volume of information spread in different sources.

### 3.1. Identifying topics

#### 3.1.1. TOPIC 1. Interferences of learning and teaching English as a foreign language, EFL, in Kichwa-speaking students

From the sample, three studies approach interferences from Kichwa in the teaching and learning EFL. Table 4. shows the selected works content, methods that were used, the problem, the proposal to solve that problem, and the results obtained at the end of the research.

**Table 4.** TOPIC 1. *Interferences of Kichwa to English*

	<b>Article name and author</b>	<b>Method, sample, and place</b>	<b>Identified problem</b>	<b>Proposal to solve the problem</b>	<b>Results</b>
1.	<p>“Positive and negative word order interferences from Kichwa into English writing”</p> <p><b>Author:</b> Ana Lucia Guachi Constante</p>	<p><b>Method:</b> Qualitative and quantitative approach to assess hypothesis and theories. A bibliographic documentary to analyze interferences. Additionally, through the description, it determines positive and negative interferences in different word orders.</p> <p><b>Sample:</b> During two periods October 2016, 30 ss; July 2017, 40 ss. Total of 70 children between 9 and 10 years.</p> <p><b>Place:</b> Unidad Educativa “Casahuala”; Tungurahua, Quisapincha town.</p>	<p>Writing difficulties in English due to different word order of Kichwa.</p> <p>“Kichwa has Subject+Object+Verb word order; English Subject+Verb+Object, so they do not belong to the same typology of word order” (Guachi 2018).</p>	<p>A handbook with activities like multiple choice, translation, unscramble to prevent negative word order directed to students and teachers.</p> <p>“Grammar translation methods help to prevent negative Kichwa word order when students use the simple present tense and to benefit from positive one in the use of adjectives” (Guachi 2018).</p>	<p>Positive word order interferences in adjectives and there is no significant negative interference in simple present sentences.</p> <p>“The handbook enhances positive word order interference and prevent the word order interference when students write sentences in simple present tense” (Guachi 2018)</p>

2.	<p>“Interferencias morfosintácticas del Kichwa en la escritura del idioma inglés en los estudiantes de 5to y 6to año de la Unidad Educativa Casahuala cantón Ambato, período 2016-2017”</p> <p><b>Autor:</b> Nancy Paulina Salazar</p>	<p><b>Method:</b> The type of approach is not explained, only the type of method</p> <p>“A qualitative method to comprehend the social phenomenon, direct observation to know the type of interferences. The quantitative method used a test and interpreted results with percentages. Additionally, a fieldwork and a descriptive project to explain the problem” (Salazar 2017).</p> <p><b>Sample:</b> 40 students of 5<sup>th</sup>, and 30 of 6<sup>th</sup> grade whose mother tongue is Kichwa. Total 70.</p> <p><b>Place:</b> Unidad Educativa “Casahuala”; Tungurahua-Ambato, Quisapincha town.</p>	<p>Writing and speaking difficulties due to Kichwa morphosyntactic interferences.</p> <p>“The morphosyntactic interferences are evident because students make mistakes at the moment of writing and speaking” (Salazar 2017).</p>	<p>A handbook to avoid negative morphosyntactic interferences and improve the writing skill of students, also the material is directed to teachers to help them to reduce these interferences in learners.</p> <p>“The creation of a handbook with activities, such as unscramble, fill in the blank, multiple-choice, writing, to improve English writing skill” (Salazar 2017).</p>	<p>A positive interference in adjectives because both languages put them before the noun but a negative interference in the use of definite and indefinite articles <b>the/a</b>, demonstratives <b>this/these</b>, and auxiliary <b>Do</b>. Additionally, this project shows a negative interference of word order in present tense sentences from Kichwa to English.</p> <p>“Adoption of Kichwa sentence structure (subject+object+verb) in the affirmative simple present tense” (Salazar 2017).</p>
3.	<p>“Phonological interference from Kichwa and Spanish to English when producing the /b/, /v/, /th/, /d/, /sh/, /ll/ phonemes.”</p>	<p><b>Method:</b> The type of research, instruments, and techniques used in this work were not explained deeply.</p> <p>“The data was 72 recordings of conversations, short paragraphs readings, and</p>	<p>Kichwa and Spanish have influenced the pronunciation of English, even the phonological interferences have caused misunderstanding when Kichwa-Spanish speakers communicate in English.</p>	<p>There is no proposal. This study is focused only to present a general overview of the phenomenon as the base to further analysis in the future.</p>	<p>Kichwa and Spanish interfere in the pronunciation of: /b/, /v/, /ð/, /d/, /sh/, /ll/, but Kichwa is directly affecting the pronunciation of /ch/, /c/, /q/.</p>

	<p><b>Authors:</b> Sara Camacho and Wilber Romero</p>	<p>words pronounced in English, they were analyzed, interpreted by qualitative and quantitative method” (Camacho and Romero 2017).  <b>Sample:</b> Total of 24 English learners whose mother tongue is Kichwa-Spanish. Their ages are between 18 and 22 and their English level is A2.  <b>Place:</b> They live in different communities of Tungurahua province.</p>			<p>“In Kichwa /ch/, /c/, /q/ are only represented by /k/ sound” (Camacho and Romero 2017).</p>
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Note: Adapted by the author. Source: Interference’s matrix 2020

According to the topic about interferences, the three studies are focused on the population of the Tungurahua province. Specifically, two of them were based on the same school using a similar sample, method, proposal, and to improve the same skill. Based on the studies the English writing skill is influenced both, in positive and negative ways. Negative interferences mainly are the use of demonstratives, use of articles, use of auxiliary “Do”, and the word order in simple present tense sentences. On the other hand, the positive interference is mainly in the use of adjectives. For this reason, the researchers create handbooks that present activities to avoid or enhance this phenomenon.

In terms of phonological interferences, only one study shows ambiguous results of Kichwa interferences in the pronunciation of the phonemes /k/, /ch/, /q/. However, the study does not present a proposal to avoid it because of the lack of description in the methodological section do not assure the credibility and reliability of results to present an effective solution. Consequently, it is a problem that remains latent in the Kichwa-speaking population. Additionally, this topic of interferences is an issue that teachers do not consider when teaching English because many of them ignore it.

Therefore, future studies need to focus on the phonological interferences because there is not enough data and detailed information about this topic that is a real problem in Kichwa-speaking students’ context. Additionally, the topic of interferences is only directed to linguistic

interferences, but cultural interferences are also important, and they are not included in any of these studies. Consequently, cultural, and social aspects of Kichwa-speaking students are not considered in the teaching and learning of English as a foreign language.

### 3.1.2. TOPIC 2. Influences of Kichwa in the teaching and learning English as a foreign language, EFL, in Kichwa-speaking students.

From the sample, two studies approach the influences of Kichwa in the learning and teaching EFL in Kichwa-speaking students. Table N° 5 shows the selected work contents, methods that they used, the selected samples, and places where these researches were made, the problems to solve, proposals, and final results.

**Table 5.** TOPIC 2. *Influences of Kichwa on English*

	<b>Article name and author</b>	<b>Method, sample, place</b>	<b>Identified problem</b>	<b>Proposal to solve the problem</b>	<b>Results</b>
4.	La influencia del idioma natal Quichua en el interaprendizaje del idioma Inglés en los estudiantes del 7mo y 8vo año de educación básica del Centro de Educación Básica “Manuel María Sánchez” parroquia Pasa, de la ciudad de Ambato en el año lectivo 2009-2010. <b>Author:</b> Giovanna del	<b>Method:</b> The approach was not explained in detail only the type of method.  “A qualitative method because students and teachers are the objects of study. Besides a fieldwork to know and feel their reality, and the thorough description, the data was shown” (León 2010) <b>Sample:</b> Total sample was 40 students and 1 teacher. <b>Place:</b> At Manuel María Sanchez school located in Tungurahua-Ambato, Pasa parish.	The problem of communication is generally described, it is not specific about which area is the problem, e.g., the pronunciation, or the fluency. Also, the type of activities that the teacher is looking for to avoid the use of Kichwa in English classes is missing.  “Children used Kichwa to communicate in English classes, so it’s affecting the progress and development of	The proposal is to create a relation between English and daily life activities of indigenous through cards to increase students’ interest and improve communication, but there is not a visual or digital proposal structure to know the expressions used or the Kichwa-English pictograms.  “The material of contrastive cards enhances speaking skill, and it has two sections:	Students translate from Kichwa to English phrases or expressions to communicate, so the author talks about the application of methods, techniques to support English teaching, but it is not a deep explanation of them.  “Negative influence of Kichwa is evident. Students process thoughts and knowledge in Kichwa and translate them in English, so it is essential to consider motivation, new

	Rocío León Gavilanes		English. The teacher is worried about it and look for options to solve it” (León 2010).	useful expressions, pictograms; autonomous activities to practice grammar” (León 2010).	methods, and techniques to teach English to Kichwa-speaking students” (León 2010).
5.	<p>“La lengua materna Quichua y la pronunciación del idioma Inglés en los estudiantes de tercer año de bachillerato de la Unidad Educativa “Fray Bartolomé De Las Casas” de la parroquia Salasaca de la ciudad de Pelileo”</p> <p><b>Author:</b> Margarita Chango</p>	<p><b>Method:</b> The approach is not explained, as well as the other works only the method.</p> <p>“A qualitative method aimed to contextualize the social phenomenon and analyze the quality of the vowel sounds. The quantitative method to interpret with percentages. A bibliographic documentary technique, a field work, and a descriptive modality were used” (Chango 2016).</p> <p><b>Sample:</b> The total were 48 students of the third higher course.</p> <p><b>Place:</b> At Unidad Educativa “Fray Bartolomé de las Casas” that is located in Pelileo city, Tungurahua province.</p>	<p>English pronunciation difficulties due to negative influence of Kichwa and Spanish. These three languages are very different in pronunciation.</p> <p>“Unfortunately, Kichwa and Spanish differ in speaking and writing skills of English” (Chango 2016).</p>	<p>There is no proposal as this study was aimed only to identify the influence of Kichwa in the pronunciation of English in bilingual and monolingual learners. However, the recommendation was to use Spanish repertoire of sounds to teach English pronunciation.</p> <p>“Use didactic materials, or methods, or strategies to teach English pronunciation taking as base the previous linguistic repertoire that is the nearest to the target language” (Chango 2016).</p>	<p>Kichwa is not interfering directly with English vowels pronunciation although it is the mother tongue of many students. Kichwa becomes only a part of the learning experience.</p> <p>“Bilingual and monolingual groups present problems to pronounce these 7 vowel sounds (I, æ, ɒ, ʊ, ə, ʒ, Λ) because they are not familiar with these sounds, but actually Spanish acts like the base of learning because they are similar to its vowels, and Kichwa acts like the base of linguistic experience to learn them” (Chango 2016).</p>

Note: Adapted by the author. Source: Influences matrix 2020

The two studies described above were located in Tungurahua province specifically in Pelileo and Pasa. They are both related to improving oral communication but do not present a detailed proposal to achieve it. Based on the results, these works show a positive influence of Kichwa in vowels' pronunciation because it acts as a base of the learning experience in bilingual students, and a negative influence in the production of phrases and long expressions in oral communication. However, a lack of description about the specific problem of the sample and the methods that were used leads to this topic of influences not present clear solutions with proposals that can be evidenced and applied in long term. Additionally, one study does not present a solution to the problem only gives suggestions to overcome, and the other talks about a possible solution but does not present visual evidence of the proposal, so we can prove the lack of academic rigor in these studies.

Therefore, these gaps in the explanation of the proposal, methods, and specific problems invite future investigations to make a deep research on this topic to overcome this problem. Additionally, we can see that the topic of influences only studies aspects of oral communication, but they do not focus their works on the cultural or social influences of the Kichwa language at the moment of learning and teaching English due to Kichwa being an ancestral knowledge encompasses characteristics that identify to a community in culture and tradition.

### 3.1.3. TOPIC 3. Techniques and strategies of teaching and learning English as a foreign language, EFL in Kichwa-speaking students.

From the sample, five studies approach the techniques and strategies of teaching and learning EFL in Kichwa-speaking students. Table N°6 shows the selected work contents, the methods that the researchers applied, the problems to be solved, the proposals to solve the problem, and the final results.

**Table 6.** *TOPIC 3. Techniques and strategies to learn and teach English in Kichwa-speaking students.*

	<b>Article name and author</b>	<b>Method, sample, place</b>	<b>Identified problem</b>	<b>Proposal to solve the problem</b>	<b>Results</b>
6.	Aplicación de técnicas motivacionales en el aprendizaje del idioma inglés en los niños de 4to y 5to año de	<b>Method:</b> The approach used, method, technique, and instruments were not clearly explained. The author only points out directly the analysis of the instrument applied in this research.	Demotivation and lack of methodological guides cause deficiencies in the learning process of Kichwa students. However, the problem does not provide specific	The use of techniques to motivate indigenous students to learn English and gives a guide to teachers.	There are internal and external factors that affect motivation at the moment of learning English.



	<p>educación básica que hablan la lengua materna Kichwa en la escuela de práctica docente 9 de Octubre del cantón Pujilí</p> <p><b>Author:</b> Irene Guanotasig and Margarita Munte</p>	<p>“Surveys were used in this research” (Guanotasig and Munte 2011).</p> <p><b>Sample:</b> The sample was not specified in this work, so I get information from the analysis and discussion chapter. The sample was 57 bilingual students, a director of the school, and an English teacher.</p> <p><b>Place:</b> At school of Práctica docente 9 de Octubre in Pujilí parish, Cotopaxi-Latacunga.</p>	<p>information regarding motivation needs in children, listening, speaking, reading, or writing even whether they are bilingual or native Kichwa speakers.</p> <p>“Most of the students do not feel motivated, so it affects the learning of English. Additionally, the lack of methodological guides that includes dynamic contents and activities has led to teachers to improvise their classes” (Guanotasig and Munte 2011).</p>	<p>“Innovative motivation techniques, repetition training, brainstorming, identification, language games, instructions, and visualization are important to activate student’s motivation also, use interactive learning and playful activities like songs and games” (Guanotasig and Munte 2011).</p>	<p>“The lack of budget in the school, didactic materials, technology, adequate space to teach English, and personal problems of students are negative factors that avoid the development and acquisition of a foreign language” (Guanotasig and Munte 2011).</p>
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7.	<p>Estrategia metodológica para el aprendizaje del idioma inglés como lengua extranjera caso: colegio intercultural “Jatun Juigua”</p> <p><b>Author:</b> Olga Carmita Chimbo Vizcaíno</p>	<p><b>Method:</b> A inductive-quantitative approach was applied to collect and interpret numerical data using a questionnaire as the instrument; a qualitative one to know the English learning level of this group. The technique to collect information about the development of a strategy to learn English was a survey.</p> <p><b>Sample:</b> The total sample was 84 students from high basic education (45) and bachillerato (39).</p> <p><b>Place:</b> “Jatun Juigua” high school is located in Pujili city, Cotopaxi-Latacunga.</p>	<p>Rejection and disinterest in English because the Kichwa language has formed students with shyness to participate in communicative activities, and the inexistence of technology resources aggravates the development of this skill.</p> <p>“Lack of methodological strategies in teachers, lack of technological resources, monotonous and repetitive school environment without motivation to achieve the learning-teaching process successfully” (Chimbo 2019).</p>	<p>This proposal aims to create a better cooperative, communicative, and social environment to reduce the shyness that students present to speak. Vocabulary increment without using technology to awaken interest in English.</p> <p>“Social learning is important. Proactive, playful, and dynamic strategies without using technology to create interest, enhance artistic and communicative abilities; activities such as expressive body, brainstorming, image reading, etc., focus on students and teachers” (Chimbo 2019).</p>	<p>Activities that include participation, collaboration, and teamwork create interest in learning English because it improves the learning environment.</p> <p>“Social activities based on the reality and using available resources allow to develop friendship between learners and avoid lack of interest to learn English” (Chimbo 2019).</p>
8.	<p>An investigation of strategies to teach English as a foreign language to adult students from Cañar who</p>	<p><b>Method:</b> There is not a clear explanation about the used approach, I don’t identify clearly if it is quantitative or qualitative research because it</p>	<p>Students that assist in partial attendance learning feel tired because their schedule is different, and the conditions of learning demotivate them</p>	<p>Lesson plans that include emotional strategies created for teachers to benefit adult Cañari students to motivate them and change their attitude</p>	<p>Anxiety affects the learning process. “Teacher attitudes, the use of mimics to reinforce meanings, interactive games, and</p>

	<p>speak Kichwa as their mother tongue</p> <p><b>Author:</b> María Cecilia González Arteaga</p>	<p>was written like narration or a field diary.          “A focus group method was applied; to collect data the observation technique, test of multiple intelligences, and instruments like interviews” (González 2013).</p> <p><b>Sample:</b> Professors that teach English at the university and had Kichwa-speaking students in the first level of English known as beginners (372 in total but 15 kichwa speakers)</p> <p><b>Place:</b> Universidad Tecnológica America UNITA located in Cañar-Azogues</p>	<p>to participate orally in English.</p> <p>“Many adult students that enter the university courses fail or quit their studies because they feel incapable to acquire and learn the basic skills or abilities of English” (González 2013).</p>	<p>to learn. Also, the teacher needs to show a positive attitude in front of the students, and they feel comfortable and enthusiastic to learn.</p> <p>“Create lesson plans with different methods of teaching like grammar-translation, natural approach, etc., but considering Cañari students’ shyness, uncomfortable feeling of speaking, demotivation, little participation in class, and individual styles of learning.” (González 2013).</p>	<p>audios, allows students to reduce the anxiety and motivated to learn”</p> <p>Students needed to be exposed to the language with games, audios, welcoming exercises, visual support, and motivational exercises to feel comfortable and ready to learn.          “Techniques based on the Natural approach was the most convenient to this group” (González 2013).</p>
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9.	<p>“Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners.”</p> <p><b>Author:</b> Jacqueline Guadalupe Armijos Monar</p>	<p><b>Method:</b> It was a correlative quasi-experimental design using a qualitative method to know deeply the correct speaking skill strategy for bilingual learners, and quantitative to establish a relationship between variables, draw conclusions, and recommendations analyzing numerical data.</p> <p><b>Sample:</b> The sample of this study was two groups: 29 students in the experimental group; 31 students control group. They are in the A2+ level of English.</p> <p><b>Place:</b> Universidad Nacional de Chimborazo located in Chimborazo-Riobamba.</p>	<p>Kichwa-speaking students feel uncomfortable in the group and present a bad attitude to learning English, so it is affecting their communication. Also, there are no appropriate strategies to teach to this group.</p> <p>“Students have little understanding and language production in English due to timidity, quietness, and apathy. Also, the lack of academic strategies to enhance speaking skill limits them to take advantage of the opportunities in the social world” (Armijos 2018).</p>	<p>The proposal is to design a strategy that contains techniques to enhance English language speaking skills. It contains six techniques that teachers applied in the experimental group; a technique to activate the prior knowledge, another to select words smartly, another to paraphrase, to talk in small groups, fifth technique assess students’ speaking performance, and the last one motivates students with the celebration of their goals. Besides the use of communicative strategies to reinforce metacognitive, cognitive, social, and affective strategies (Armijos 2018).</p>	<p>Factors in techniques such as social interaction, learning vocabulary, extensive reading, and paraphrasing activities develop speaking skills in the experimental group.</p> <p>“Each technique possesses implicitly factors to enhance communication.”</p> <p>Cognitive and metacognitive strategies help to learn and manipulate the studied object. Social and affective strategies to interact with other people. “The experimental group improves its speaking skill in pronunciation, fluency, cohesion, control of language, discourse management” (Armijos 2018).</p>
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10	<p>Diseño de una estrategia para el desarrollo de las destrezas integradas básica, comprensión y expresión oral, para estudiantes universitarios Kichwa-hablantes de nivel principiante del idioma inglés.</p> <p><b>Author:</b> Ruth Viviana Barona Oñate</p>	<p><b>Method:</b> There is no in-depth description of the used approach, techniques to collect data, the type of research, and more details in the methodology section.</p> <p>“A comprehensive method and a theoretical analysis were used to know the social and cultural characteristics of this group; a comparative method between the linguistic characteristics of Kichwa and English.” (Barona 2015).</p> <p><b>Sample:</b> Students from a beginner level of English in the university whose mother tongue is Kichwa. Teachers at the university.</p> <p><b>Place:</b> There is not a specific place of study, the researcher says, “in the universities of Ambato”.</p>	<p>Listening comprehension and oral production difficulties due to differences in the number of phonemes and sounds of Kichwa and English, so teachers need to use a strategy that respects and considers the phonological characteristics of this group.</p> <p>“The vowel and consonant phonemes of Kichwa and English differ by a substantial number, the difficulty communication, and there is not a strategy to solve the problem” (Barona 2015).</p>	<p>A guide that includes lessons to 5 weeks using audio-visual-lingual strategy to enhance good pronunciation. Respecting sociological and cultural factors of indigenous to produce sounds and create an interactive class to collaborate between partners because they learn through manipulation and visualization.</p> <p>“A didactic guide to help the teachers with indigenous students, the strategies are designed to improve the comprehension and oral production of English sounds respecting culture” (Barona 2015).</p>	<p>The strategy of visualization helps Kichwa speaking students to understand the position of the speech organs to pronounce sounds and visual support is connected with the social and cultural characteristics of learning.</p> <p>“Kichwa speaking students need to use a strategy based on their inherent native phonological characteristics to improve their academic development” (Barona 2015).</p>
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Note: Adapted by the author. Source: techniques and strategies matrix 2020

The matrix above shows 5 studies made in provinces with the indigenous population, two were made in Cotopaxi, 1 in Cañar, 1 in Chimborazo, and 1 in Ambato. Regarding the studies focus on the topic of techniques and strategies, the identified problems in these groups were demotivation, not active participation in classes due to shyness, tiredness, apathy, and quietness; consequently, oral production and

communicative abilities are not developed. The trend in the proposals was to create strategies to enhance social interaction, teamwork to reduce shyness, anxiety, and disinterest to participate in classes and use playful activities with visual support to change the students' attitude at the moment of learning because Kichwa-speaking students feel uncomfortable to talk in English due to their natural shyness rooted in their culture. Also, negative factors that do not allow developing oral communication are monotonous classes and a lack of strategies to teach English.

Based on the problem, the authors propose strategies to solve the problem of demotivation and no-active participation, but there is no evidence that these strategies are giving positive results because these studies only focus on short term strategies as in this case, the proposals include playful activities in lesson plans of five weeks or create strategies to apply at that moment during the research to obtain their results. Therefore, researchers' goals are to create strategies and techniques that can be applied in the long term and every year to improve the learning of Kichwa-speaking students. Furthermore, a clear description of the method is essential in work because successful proposals depend on rigorous methodologies. In these studies, we can see a lack of description in the methods; consequently, unreliable results.

Additionally, there are only two studies that consider personal learning conditions, and cultural aspects to make their investigations, so it is important to focus the strategies and techniques taking into account factors rooted in indigenous culture and interesting contents linked to their identity. Most of the teaching contents are completely removed from Kichwa-speaking students' ancestral knowledge and it can be a negative factor at the moment of learning and teaching English. The age of the sample is relevant in this topic because many studies are focused on college students, but it is important to create solutions and strategies to reduce the shyness of Kichwa speakers since childhood.

**3.1.4. TOPIC 4. Didactic materials of learning English as a foreign language, EFL, in Kichwa-speaking students.**

From the sample, two studies approach the topic of didactic materials to teach and learn English in Kichwa-speaking students. Table N°7 shows the study contents, the applied methods, the problems that the authors want to solve, the proposals to solve the problem, and the final results.

Table 7. *TOPIC 4. Didactic materials to learn and teach English in Kichwa-speaking students.*

	<b>Article name and author</b>	<b>Method, sample, place</b>	<b>Identified problem</b>	<b>Proposal to solve the problem</b>	<b>Results</b>
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11	<p>The elaboration of a Kichwa-English dictionary for English beginners at Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” in the province of Cañar</p> <p><b>Author:</b> Cristian Pichasaca and Piña Amanda</p>	<p><b>Method:</b> The qualitative approach guides the research with interviews to know opinions about the importance of creating a Kichwa-English dictionary, and the quantitative approach used surveys to collect the most important vocabulary. It used a mixed approach to study the learner’s experience, opinion, and specific data.</p> <p><b>Sample:</b> The selected sample was 48 students from 8<sup>th</sup>, 68 from 9<sup>th</sup>, and 98 from 10<sup>th</sup> their ages are between 11 to 18, and their English level is beginners</p> <p><b>Place:</b> At Unidad Educativa Intercultural Bilingüe “Quilloac” located in Cañar-Azogues.</p>	<p>Kichwa-speaking students learn school subjects in Spanish, consequently, first, they must learn Spanish to understand classes in English because there are no didactic materials to learn English directly from Kichwa, so there is a loss of identity and the mother tongue.</p>	<p>The proposal is a material that translates directly from Kichwa to English to avoid the task of thinking in Kichwa, translates to Spanish and later to English.</p> <p>“The creation of a Kichwa-English dictionary with the topics that are inside the National Curriculum for these courses in order to enhance English vocabulary but respecting the ancestral language of students” (Pichasaca and Piña 2016).</p>	<p>The loss of identity and ancestral language is a negative factor presented by a young learner so that the creation of teaching materials that involve Kichwa and English is very important to students and teachers.</p> <p>“Students accept the importance of a Kichwa- English dictionary to learn directly from their mother tongue to the third language (Pichasaca and Piña 2016).</p>
12	<p>Blog interactivo para desarrollar habilidades comunicativas de inglés en estudiantes kichwa</p>	<p><b>Method:</b> This work aims for a mixed approach. The quantitative approach reviews the results of a diagnostic test, and a qualitative approach allows to transform the reality of students based</p>	<p>Lack of technological resources and poor development of writing, listening, and pronunciation in students do not allow them to develop communicative</p>	<p>The use of technology enhances communicative abilities in a real context and creates a relationship between learners, teachers, and content because they feel</p>	<p>Virtual classrooms benefit to the teachers as well students because it develops oral comprehension and introduces them to take advantage of</p>

	<p>hablantes de octavo grado.</p> <p><b>Author:</b> Elizabeth del Rocío Rojas León</p>	<p>on experiences using direct observation.</p> <p><b>Sample:</b> The sample is formed by the director of the school, an English teacher, and 21 students of the eighth course</p> <p><b>Place:</b> At Unidad Educativa Intercultural Bilingüe “Gustavo Adolfo Bécquer” located in La Compañía Lote 2 town, Cangahua parish, Cayambe-Pichincha province.</p>	<p>skills because traditional classes are boring.</p> <p>“Traditional methods focus on grammar and fill the book makes learning English boring and not significant, even it does not allow communicative interaction.” (Rojas 2019)</p>	<p>motivated using new digital sources.</p> <p>“A blog for students with contents like, the sequence of images based on stories related to creativity, the use of role-plays to practice language, the use of games, language messy phrases, current songs that help to students to get new vocabulary and grammar rules autonomously” (Rojas 2019).</p>	<p>collaborative and autonomous work.</p> <p>“In the areas where the number of Kichwa-speakers is higher is important to give them the necessary tools to enhance their English communicative skills implementing a virtual site to guarantee the quality in the development of them” (Rojas 2019).</p>
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Note: Adapted by the author. Source: Didactic materials matrix 2020

The place where the studies made their investigations are Pichincha and Cañar, in these places, there are indigenous communities. The problems presented are the lack of materials; loss of identity, disinterest to learn. These two projects look for one goal that is improving communicative skills. However, giving students a Kichwa material with isolated words as a dictionary does not guarantee the rescue of the ancestral language, it can be more important to create appropriate materials with readings, podcasts, or audios that represent their history and culture in English.

Regarding the interactive blog, there is a lack of description on its contents, if they are directed only to Kichwa-speaking students or no Kichwa speakers, too because there are a lot of blogs to learn English but, it is necessary to create one that is directed to indigenous learners with own activities and contents for them. Likewise, on the topic of didactic materials, we can see that they are long-term projects; however, the contents cannot be used for students of different ages because each work only creates materials for its selected sample and not for another one. This problem has been seen in all studies; the authors only create proposals for the study group they are currently working with, avoiding the re-use of the materials with other indigenous groups.



### 3.2. Identifying methodological trends

This section presents the procedures and analysis of all sources concerning the methods and procedures employed in these studies.

The criteria to evaluate the methodological trend was based on the Standard Quality Assessment Criteria for Evaluating Primary Research Papers (Kmet et al, 2004). The scale used goes from 0 to 2. Score “2” corresponds to YES, score “1” corresponds to PARTIAL, and score “0” corresponds to NO. Regarding the questions, some were adapted according to the main objective of this research in identifying methodological trends.

**Table 8.** Checklist for assessing the methodological quality.

CRITERIA		YES	PARTIAL	NO
A) Approach	The declared approach was implemented during the process?	2	1	0
B) Method-Scope	Method /input variables described and appropriately handled during the research process?	2	1	0
C) Sampling	Sampling strategy and sources of information sufficiently described, relevant, and justified?	2	1	0
D) Techniques and tools	Tools and instruments rigorously applied according to methodology declared in the document?	2	1	0
E) Abstract	The abstract explains the methodology completely and clearly?	2	1	0

Source: Author based on Kmet et al, 2004

**Table 9.** Topics and trends in studies of teaching English as a foreign language, EFL, in Kichwa-speaking students.

<b>Thesis 1:</b> Positive and negative word order interferences from Kichwa into English writing			
	<b>As declared in the document</b>	<b>Achieved during the process</b>	<b>Check list value 0-2</b>
<b>Approach</b>	The mixed approach to evaluate theories and hypothesis its systematic process was inductive and deductive. Based on the	Structured tests were applied, their answers were used to prove the hypothesis with a tabulation and an interview	2

	approach five stages were followed: observation, assumptions, testing, analysis, and clarification of the assumptions and ideas.	was made based on the qualitative research.	
<b>Research method/ Scope</b>	A socio-educational model to know the difference between both languages and provide a new material to teach, biographical documentary research to analyze information of studies focus on the same topic. The scope was descriptive to identify the positive and negative word order interferences and the level was explorative to study the problem in-depth.	The socio-educational model helped to know the specific word order of both languages, and the author presents a material. The biographical documentary research shows a similar work made in the same school. The author described the results in the discussion parts and explored a problem that was not deeply studied before.	2
<b>Sampling</b>	“There were two groups, the first one 30 students of October 2016, 40 students of July 2017. In total 70 and they are the total populations”	No explanation of the type of sample. In the selection of the sample was not detailed whether all the 70 are native Kichwa speakers and how was the exclusion of a monolingual learner or inclusion of a Kichwa speaker. There was not a selection criterion for the total sample.	0
<b>Techniques or tools</b>	Observation The questionnaire technique was applied using three tests with word order exercises as instruments.	There was not a field diary to prove the use of the observation technique. The three tests were applied to the 70 students and their results were analyzed in tables, but additionally, an interview was made with two teachers.	1
<b>Abstract</b>	The abstract contains implicit information about the methodology. There is no description of the approach, method, scope, and techniques.		1

	“The purpose was determining how the variables are interrelated, an exhaustive investigation was made, after getting the data they were analyzed through systematical tabulation”		
<b>Thesis 2:</b> Interferencias morfosintácticas del Kichwa en la escritura del idioma inglés en los estudiantes de 5to y 6to año de la Unidad Educativa Casahuala cantón Ambato, período 2016-2017			
<b>Approach</b>	Mixed approach. A qualitative approach to comprehend the reality of students through observation, and a quantitative approach because it uses a test.	There is not a field diary, so the observation of the qualitative approach was not applied either there was not an interview or something similar. The quantitative test was the unique instrument applied; consequently, it became quantitative research.	1
<b>Research method/ Scope</b>	It is field research to collect data in the place of the problem. The scope is descriptive to classify, analyze, describe the results, and correlative to determine the relationship of variables. It is documental because it uses academic papers and books.	The data was collected in the school where the problem was described. The results were described, and the documentary was evidenced by the use of quotes in the drafting. However, there is not a correlation study of variables, there is not something that proves that.	1
<b>Sampling</b>	40 students of fifth and 30 of sixth grade. Total of 70 kichwa-speaking children.	There is a table showing the number of students per course, but there is not detail whether the entire population was Kichwa speakers or there are Spanish speakers. Details about how they work with the monolingual group, the procedure that was followed to exclude non-native Kichwa speakers or it was ignored.	1
<b>Techniques or tools</b>	The technique was a survey using a test with translation and word order exercises as an instrument. The qualitative validation of data and analysis was made to	The test was applied to all the students, and the validation of results was made using descriptive and inferential statistics.	2

	verify the words and concepts. A quantitative validation was made with descriptive and inferential statistics to get percentages.		
<b>Abstract</b>	The abstract presents an in-depth description of the methodology and why this approach was used, the type of research, and the instruments. “The nature of this research was descriptive. Furthermore, it is a qualitative and quantitative approach, and its results are based on a survey”		2
<b>Article 3:</b> Phonological interference from Kichwa and Spanish to English when producing the /b/, /v/, /th/, /d/, /sh/, /ll/ phonemes			
<b>Approach</b>	A quantitative and qualitative method was applied in this research to prove some hypotheses and interpret results.	The common errors in pronunciation were analyzed with percentages to prove a hypothesis, but there is not an interview or a field diary of the qualitative method.	1
<b>Research method/ Scope</b>	It was not explained	The methodology section contains a brief description of the method that was followed in this work and the material that was used. There is no in-depth information on the type of work it was, its modality, whether it was experimental or not.	0
<b>Sampling</b>	“The data was collected from 24 students. They were native Kichwa-Spanish speakers, their English level was elementary (A2)”	Sample explains that the selected students are native Kichwa-Spanish speakers, this detail was not included in the previous studies. The procedure of how the sample worked to obtain data is detailed and the tool used to record the information, but not the procedure to choose the sample.	1
<b>Techniques or tools</b>	The analysis of phonological interferences was made using 72	The only tool that the author used was recordings.	1

	recordings with short conversations, short paragraphs reading, and pronunciation of specific words.		
<b>Abstract</b>	There is a description of the methodology used in the abstract of the work, the reader will be able to know how the research was carried out. “A quantitative and qualitative system was applied to process information, and a comparative analysis of language production when speaking English”		2
<b>Thesis 4:</b> La influencia del idioma natal Quichua en el interaprendizaje del idioma Inglés en los estudiantes del 7mo y 8vo año de educación básica del Centro de Educación Básica “Manuel María Sánchez” del caserío Mogato, de la parroquia Pasa, ciudad Ambato en el año lectivo 2009-2010			
<b>Approach</b>	This work is based on a qualitative approach, the situation of the students and teachers are the main object of study.	A survey was used in this research with questions about the English class and its characteristics.	2
<b>Research method/ Scope</b>	It was field research and descriptive because it was made in the place of the events, its type is applied to solve the problem with the obtained results, and the author used books to analyze critically the topic.	The results were described by a descriptive statistic but notes about the field research were not found in the work. Also, it is detailed that books were used to have a clearer vision of the problem, however, it is not explained that a bibliographic review technique was applied. Therefore, only the material that was used was mentioned, not the method.	1
<b>Sampling</b>	The total population of 40 students and 1 teacher because it can be manipulated comfortably.	In this work, there is no detail about the population. It is not explained if all the students were native Kichwa-speakers because they are talking about a Kichwa influence, so they must be native. Therefore, we can see that there are gaps in the explanation of the sample and procedure parts.	0

<b>Techniques or tools</b>	The technique was the survey, and the instrument was a questionnaire of 40 students.	Regarding the application of instruments and techniques, it is not mentioned which instrument was applied to the teacher and for what purpose.	2
<b>Abstract</b>	The abstract does not mention anything, no details about the methodology, only the problem that existed and the proposal to solved it is explained in a general way.		0
<b>Thesis 5:</b> La lengua maternal Quichua y la pronunciación del idioma inglés en los estudiantes de tercer año de bachillerato de la Unidad Educativa “Fray Bartolomé De Las Casas” de la parroquia Salasaca de la ciudad de Pelileo			
<b>Approach</b>	Mixed approach under a qualitative approach to know the social phenomenon, analyze the quality of the pronounced sounds and quantitative to interpret the quality of sounds with percentages.	Both procedures were made with an analysis of content, the qualitative approach verified the presence of topics, words, or concepts, and the quantitative established frequency and comparison of pronunciation.	2
<b>Research method/ Scope</b>	Bibliographic documentary research, field research to investigate in the school. The scope is descriptive to identify the behavior of the sample, aspects of learning through observation and recording. Also, explorative of a problem that has not been considered before, explicative to show the influence of Kichwa and Spanish. Besides, variables association to know their relationship.	It was bibliographic because used documents to analyze the topic and the research was made in the described school. The description was made in the chart of analysis using the results of the recordings. Additionally, the association of variables determines the existence of a direct and indirect relationship between Kichwa and English due to Kichwa is the linguistic basis of learning.	2
<b>Sampling</b>	The total sample was 48 students, the entire universe.	It is not detailed if there was a need to exclude someone because they were not native Kichwa speakers. In addition, there is not much information about the procedure used, only the data analysis plan is	0

		briefly explained. However, in the chapter of analysis and discussion, the author explains two groups in the sample, bilingual and monolingual.	
<b>Techniques or tools</b>	A reading paragraph and a data collection chart were instruments to collect data to observe and assess the quality of pronunciation. Also, the instrument was an individual recording.	There is an explanation of how the instruments were used and how the results were examined.	2
<b>Abstract</b>	The methodology approach and the instruments were included in the abstract. “This research used a qualitative-quantitative approach to collect information using the results of a reading paragraph”		1
<b>Thesis 6:</b> Aplicación de técnicas motivacionales en el aprendizaje del idioma inglés en los niñ@s de 4to y 5to año de EGB que hablan la lengua materna Kichwa en la escuela 9 de Octubre del cantón Pujilí.			
<b>Approach</b>	There is no information about it.	There was an application of a survey and an interview. For that, I supposed this work aims a mixed approach.	0
<b>Research method/ Scope</b>	There is not a description of it.	There is no information about the approach, type of research, modality, even worse its scope. Due to this, I point out that it is important to add essential part in research work to give it credibility and rigor to their results	0
<b>Sampling</b>	No description of the number of students who participated in this research.	In the analysis and discussion chapter in the tabulation, I identify 57 students with whom the researcher worked, a teacher and a manager.	0
<b>Techniques or tools</b>	The use of a survey in children and teachers	The survey was applied to the students and interviews were directed to teachers, but the	1

		interview was not mentioned in the thesis.	
<b>Abstract</b>	The abstract does not describe the methodology used. There is only a description of the importance of learning.		0
<b>Thesis 7: Estrategia metodológica para el aprendizaje del idioma inglés como lengua extranjera caso: colegio intercultural “Jatun Juigua”</b>			
<b>Approach</b>	It aims at a quantitative approach to collect numerical data and statistical analysis to obtain results.	The author used a survey and questionnaire based on the quantitative approach.	2
<b>Research method/ Scope</b>	Non-experimental research to observe the phenomenon. A longitudinal panel type to analyze changes before and after the problem. This research follows five phases, preparatory to choose the topic; field research to work in the school; analytic to analyze the data; elaboration of the report to do the proposal. The scope is descriptive to explain the characteristics of the group and the method is inductive quantitative and qualitative to know the level of learning.	Non-experimental research observation does not present field notes to know the results of observation. The changes were analyzed using pre-tests and post-tests. Also, the five stages were followed in this work. The description was made in the chapter of analysis and discussion using graphs with percentages of the survey and questionnaire results.	1
<b>Sampling</b>	The sample of this study were 84 students: 45 of the High basic education levels and 39 of Bachillerato	There is no specific information about if they were all native Kichwa-speaking students or there was a monolingual group and if there was one how they worked with them. Also, there is no description of the type of sample.	0
<b>Techniques or tools</b>	The technique was the survey and a questionnaire with open, close, and	There is not a description of the purpose of the survey, it was not specified. The author	1



	multiple selection answers was the instrument.	applied to know the agreement or disagreement of the sample with the development of a strategy, or he only wants to know if the sample needs the strategy or not.	
<b>Abstract</b>	In the abstract, it is only mentioned the design of the project. “The project has a non-experimental design”		1
<b>Thesis 8:</b> An investigation of strategies to teach English as a foreign language to adult students from Cañar who speak Kichwa as their mother tongue			
<b>Approach</b>	There is no description of it in the document.	The main objective of this research was to study and describe the reality, current situation, attitudes that Kichwa Cañaris face in English learning, so I can say it aims a qualitative approach	0
<b>Research method/ Scope</b>	The focus group was used in this research, through observation the author relates theories from other societies, and through the description of all the work, its analysis and results were presented.	Method of the focus group with 10 students. Research method description is implicit, but I identify a bibliographic documentary, field research to interpret the situation. Descriptive scope to show the situation, personal problems, and academic performance of students, explorative because the problem was not studied before. No subtopics with type, approach, modality because everything is detailed as a field diary, the annotations are described as a personal narration.	2
<b>Sampling</b>	From the universe of 372 people, 10 students were chosen for the sample.	After giving a basic placement test to 10 students, they were chosen. This is the first study focus on a group of adult students, the others are focused on children and teenagers. Also, the author explains the manner of how	2

		the sample was chosen for convenience.	
<b>Techniques or tools</b>	Observation, interviews, and tests were applied to know if they dominate their second language Spanish, and then to learn a third because many experts of the university declared that Kichwa adult students present problems in academic performance. After knowing their Spanish level, a multiple intelligence test was applied.	There is great information about the procedure that was followed to apply the techniques and tools, the reactions that the sample had, how they felt, and details that explain the situation that adult students went through. This work provided lesson plans to apply in this group, also the reasons to include the selected strategies in the lesson plans.	2
<b>Abstract</b>	There is not enough information about the methodology that guided this work, and the approach that aimed it. “Methods of data gathering were developed to obtain a better understanding of Cañari students and their actual condition to learn English”		0
<b>Thesis 9:</b> Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners			
<b>Approach</b>	It aimed at a qualitative and quantitative approach. Qualitative to examine the situation base on experiences and get knowledge about the topic of speaking skill strategy, and quantitative to determine the relationship between variables, hypothesis, and concluding.	The author examined the situation and record the evidence. Based on the quantitative approach the relationship between the variables was made using a test. The alternative hypothesis was confirmed, the null hypothesis was rejected, and the conclusion was written.	2
<b>Research method/ Scope</b>	Field research to comprehend the problem-reality using a survey, taking notes, and interviews. Bibliographic review in local and international databases. The scope is quantitative-correlational to identify the relationship of the variables, impact, and	The data was not collected with interviews only with a survey, a recording, and a test. The work was based on experts’ ideas in papers and articles and the correlation between the variables was made using the results of a pre-test and a post-test after applying the strategy with the	2

	changes, a quasi-experimental to know the effects of one variable over the other after applying strategies with 6 techniques to enhance speaking skill.	6 techniques in the experimental group.	
<b>Sampling</b>	The total universe was 817 students with A2+ English level, but the sample was 31 in the control group and 29 in the experimental group.	It is not detailed how the sample was chosen and how the size of the sample was calculated. The information about the ethnic group was explained in the analysis and interpretation chapter (29 Kichwa speakers) (31 Spanish students)	1
<b>Techniques or tools</b>	Observational techniques and recordings were used. The technique was a survey, instrument a test with three parts, an interview, a discussion, and a conversation. It was validated by 7 experts with a rubric to evaluate the control of language, fluency, and cohesion, pronunciation, discourse management.	A pre-test and a post-test validated by 7 experts in the field were applied in the two groups, at the beginning and at the end of the investigation to know the level of the learning progress of each group.	2
<b>Abstract</b>	The abstract explains the instruments and how the results were calculated. “A pre and post-test were adapted using the PET Cambridge Exam and the book Top Notch 2, level A2+; also, an adapted rubric, they were validated by seven experts. The data collected before and after the exam were calculated using the statistical program”		1
<b>Thesis 10:</b> Diseño de una estrategia para el desarrollo de las destrezas integradas básica, comprensión y expresión oral, para estudiantes universitarios Kichwa-hablantes de nivel principiante del idioma inglés			
<b>Approach</b>	There is not a clear explanation of the type of approach.	The author aims a qualitative approach to know the cultural aspects of Kichwa-speaking students.	1

<b>Research method/ Scope</b>	Theory analysis to know the sociological and cultural characteristics of the group and focus group to compare Kichwa and English features. “Comprehensive” method based on the principles of Guerrero with 6 principles followed by the author during the study.	Similar to the bibliographic documentary was made. This work was the first to use the Comprehensive method to gather information on how Kichwa-speaking students learn and their sociological and cultural characteristics. There is no description of the scope and type.	1
<b>Sampling</b>	The Focus group of this study was the kichwa-speaking students and teachers of the Universidad Técnica de Ambato.	No clarification to whom the study was carried out and the beneficiaries or the beneficiary university because there is not a section of sample description However, at the end of the proposal chapter the author says that the sample was 22 English teachers.	0
<b>Techniques or tools</b>	A survey for teachers.	Instruments were not deeply described, the author applied a survey to teachers after identifying the strategies. The chapter of the proposal at the end points out that the survey was to 22 teachers.	1
<b>Abstract</b>	The abstract describes the research method and its characteristics. “The methodology used to address this problem is the comprehensive methodology based on the principles of Guerrero”		1
<b>Thesis 11:</b> The elaboration of a Kichwa-English dictionary for English beginners at Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” in the province of Cañar			
<b>Approach</b>	This work used a mixed approach	The qualitative collects data from interviews to the sample, the quantitative used surveys with teachers to collect data about the vocabulary.	2
<b>Research method/ Scope</b>	It is non-experimental research because the dictionary is only created	There are gaps in terms of the scope of the investigation. However, it should be	1

	for kichwa-speaking students, it does not modify the variables only observe and analyze the sample and it gives an overall picture of the situation.	emphasized that this research gives an overview of the situation and the author explains that the dictionary is only for students of the basic higher education who are Kichwa-speaking students.	
<b>Sampling</b>	The universe was 663 students, the sample was 214 students from 11 to 18 years, 48 of eighth, 68 of ninth, and 98 of the tenth.	No information about the procedure of selection. The author explains the types of samples and amount, but not how he selected the sample. In the section of the sample, the author does not describe the teachers as part of it, but they are taken into account in the application of the instruments.	1
<b>Techniques or tools</b>	The technique was the survey and the instrument an individual interview	The procedure was explained in-depth, it was detailed that the survey was employed to 3 English teachers, and the individual interview with two Kichwa students, two Kichwa teachers, and one English teacher.	2
<b>Abstract</b>	The abstract describes the approach and type of research. "The qualitative and quantitative methods were used during this study. Likewise, this is non-experimental research"		1
<b>Thesis 12:</b> Blog interactivo para desarrollar habilidades comunicativas de inglés en estudiantes kichwa hablantes de octavo grado.			
<b>Approach</b>	This research aims at a mixed approach. Quantitative to measure the level of each skill and qualitative allows discovering the transformation process of the situation.	As with other studies, this work follows a mixed approach, the observation, and the survey to collect data based on this approach.	2

<b>Research method/ Scope</b>	The research method collects qualitative data through direct observation and using statistical procedures to get numerical data.	There is no description of the scope of the research, but the research methods based on the qualitative and quantitative approach was made. The direct observation was made in the classrooms and the surveys present numerical data.	2
<b>Sampling</b>	The total sample is 24 people, 21 students of eighth grade between 12-13 years, two teachers, one principal. The sample for this research was intentionally randomized due of the approach is mixed.	This is the first research that explains how the sample was obtained intentionally randomized from the total universe. However, regarding the fact that whether all the students were Kichwa speakers or not, there is still a gap in that information.	1
<b>Techniques or tools</b>	The technique was a survey, a classroom observation to the teachers to know their methodological orientations, a diagnostic test as an instrument.	The survey was directed to the principal of the school, the classroom observation was made to the teachers to know their methodological orientations, and the test was applied to the 21 students.	2
<b>Abstract</b>	The approach was written briefly, but the type of research that appeared in the abstract was not explained in the methodological section. Also, the techniques and tools and the manner to interpret the results were written. “The research is based on the mixed approach of descriptive type, the information was gotten through interviews and analysis of documents. Also, the data obtained were described qualitatively”		1

Note: Adapted by the author. Source: Methodological trends matrix 2020

The results of quality evaluation are presented in the following table:

**Table 10.** *Results of quality evaluation*

Criteria	Guachi 2018	Salazar 2017	Camacho & Romero 2017	León 2010	Chango 2016	Guanotasig & Munte 2011	Chimbo 2019	González 2013	Armijos 2018	Barona 2015	Pichasaca & Piña 2016	Rojas 2019	Average
The declared approach was implemented during the process?	2	1	1	2	2	0	2	0	2	1	2	2	1,41
Method/ input variables described and appropriately handled during the research process?	2	1	0	1	2	0	1	2	2	1	1	2	1,25
Sampling strategy and sources of information sufficiently described,	0	1	1	0	0	0	0	2	1	0	1	1	0,58

relevant, and justified?													
Tools and instruments rigorously applied according to methodology declared in the document?	1	2	1	2	2	1	1	2	2	1	2	2	1,58
The abstract explains the methodology in a complete and clear way?	1	2	2	0	1	0	1	0	1	1	1	1	0,91

Note: adapted by the author Source: Author based on Kmet et al. 2004



## Approach

As figure two shows the methodological trends in studies about teaching and learning English, EFL, in Kichwa-speaking students in the research approach, 58% belongs to the mixed approach. an equally low percentage is between quantitative and qualitative works, but there is 25% of studies that do not specify their research approach, so it is difficult to say if they were mixed, quantitative, or qualitative.

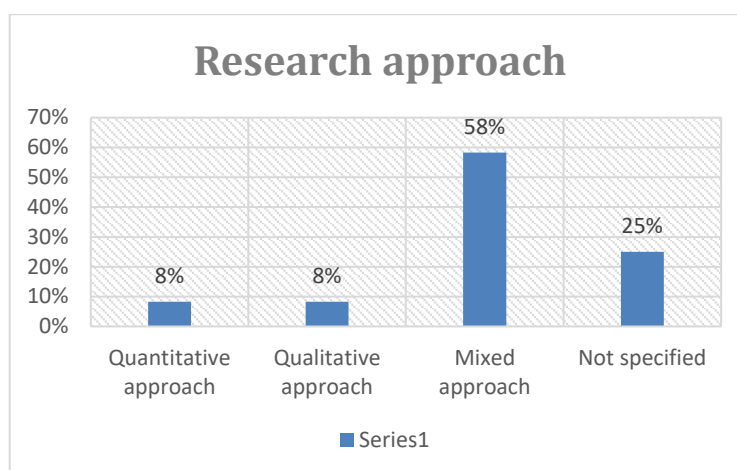


Figure 2. Methodological trends in the research approach. Source: Methodological trends matrix

The methodological trends in the research approach declared in the documents aim to follow a mixed approach; but, during the process of the study not all of them comply with it because some of them do not employ the declared instruments and become a qualitative or a quantitative approach. Many of the authors declared that they choose a mixed approach because it offers a “greater depth of the object of study and draws scientific conclusions” (Rojas León, 2019, p. 19). On one hand, the qualitative approach helps to examine and understand the reality of Kichwa-speaking students, and the quantitative approach to obtain numerical data, test hypotheses, and determine the relationship between variables. The average obtained in the quality evaluation chart for the research approach was 1,41; consequently, most of the studies ranged between the partial and complete implementation of the approach declared in the documents.

## Method

As can be observed the figure three shows the methodological trends in studies about teaching and learning English, EFL, in Kichwa-speaking students in the type of research, most of the studies, specifically 75% do not specify it. The lowest amount 8% is experimental research. Consequently, it is difficult to say if most of them belong to any of the three types or another one.

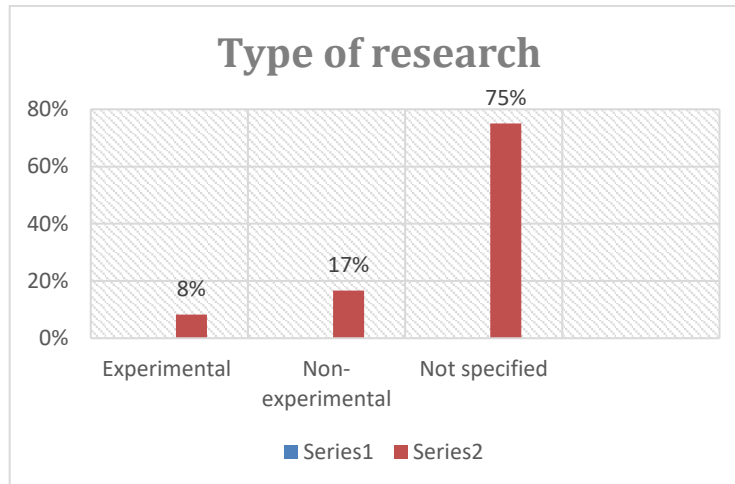


Figure 3. Methodological trends in the type of research. Source: Methodological trends matrix

Figure four shows the methodological trends in studies about teaching and learning English as a foreign language, EFL, in Kichwa-speaking students in the scope of the research, the highest percentage of the works do not specify their scope, and a considerable amount of studies aim a descriptive scope. However, the studies that do not explain their scope cannot be classified in any of the options and it becomes a problem in the seriousness of the research.

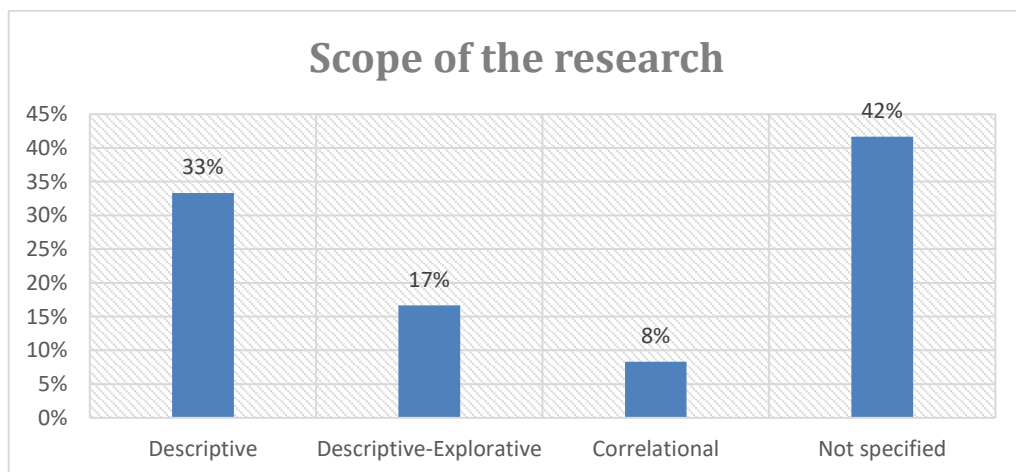


Figure 4. Methodological trends in the scope. Source: Methodological trends matrix

Regarding the method the trends are classified in the type of research, in it, the trend of the studies is aimed at a non-experimental type although, the authors do not declare it in the document. I identify it because most of the variables of the research are not manipulated, only observed to be analyzed later, so the non-experimental type is achieved during the process. After, analyzing the scope of the research, the trend is descriptive because descriptive-explorative belongs to the same scope. In addition, there is a majority of studies that point out and declared to use biographical documentary research to expand their ideas supporting them with experts' theory. The average obtained in the quality evaluation table for the research method was 1,25; consequently, most of the studies are closest to the part description and partially handled of variables during the research process, which means that they are unable to adhere to the quality criteria that we are researching.

## Sampling

As can be observed figure five shows the methodological trends in studies about teaching and learning English as a foreign language, EFL, in Kichwa-speaking students in the type of sampling most of the works 92% do not specify it. On the other hand, only one study describes its sampling, it belongs to 8%. No description of the sampling becomes a problem in a study because a reader does not know with whom the author was working and why they were chosen.

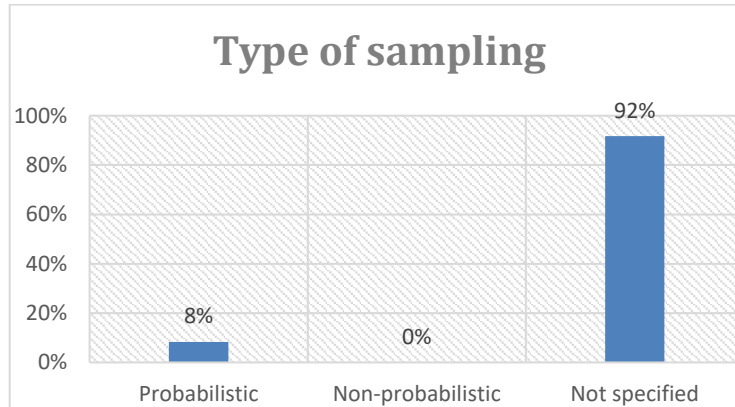


Figure 5. Methodological trends in the type of sampling. Source: methodological trends matrix

The figure shows the methodological trends in studies about teaching and learning English as a foreign language, EFL, in Kichwa-speaking students in the quantity of the sample that they used. For most of the works, 58 % used the total universe, and 25% of them choose a specific sample, but most of them do not describe how this sample was chosen. However, some studies do not describe the amount of sampling.

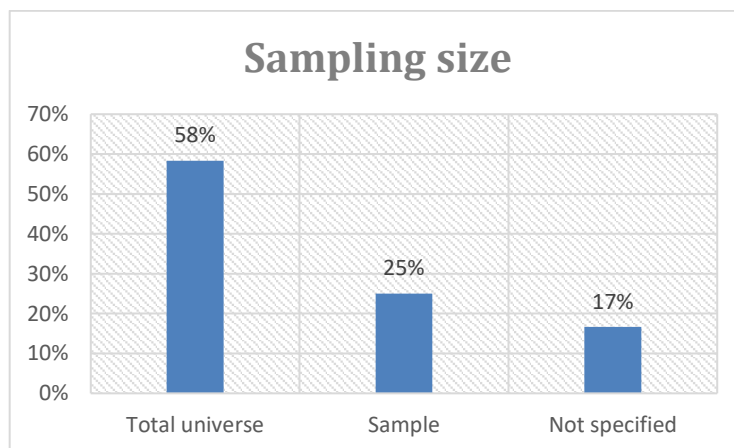


Figure 6. Methodological trends in sampling size. Source: methodological trends matrix

The sample and procedure corresponding to the methodological part of the studies. The methodological trend in the size of sampling is to work with the total amount of the universe, but without employing or describing any method of selection, inclusion, or exclusion of the sample, except one study that explains the use of intentionally randomized. Consequently, the results of the studies that do not apply a correct selection of the sample are extremely questionable because we do not if the group accomplishes or not with the required

characteristics to be part of the sample or why they were chosen. The trend in almost all the works has not specified the type of sample, there is no explanation of a probabilistic or non-probabilistic.

In this part it is important to emphasize that the explanation about the ethnic characteristic of the groups was not given in most of the works, It was not described if the entire sample belongs to native-speaking Kichwa students or if there were monolingual groups and how they worked with them. Therefore, we do not know if the results are obtained from a group of native Kichwa students or monolingual students. The average obtained in the quality evaluation table for the sampling of the research was 0,58; consequently, most of the studies are closer to no description of the sampling strategy, and an insufficient description, relevance, and justification of information sources. That is why the selected sample in Ecuadorian theses and articles are not described rigorously by the authors, thus leading to doubts about the veracity of their results.

### Tools and techniques

Figure seven shows the methodological trends in the techniques that authors used, most of the studies applied surveys as research techniques, an equal percentage of works 8% used an interview and a questionnaire to collect data. However, there are many studies that do not specify it. The studies that do not describe the technique usually fall in the procedure of the research, they do not correctly apply the techniques to the sample and their results are not reliable.

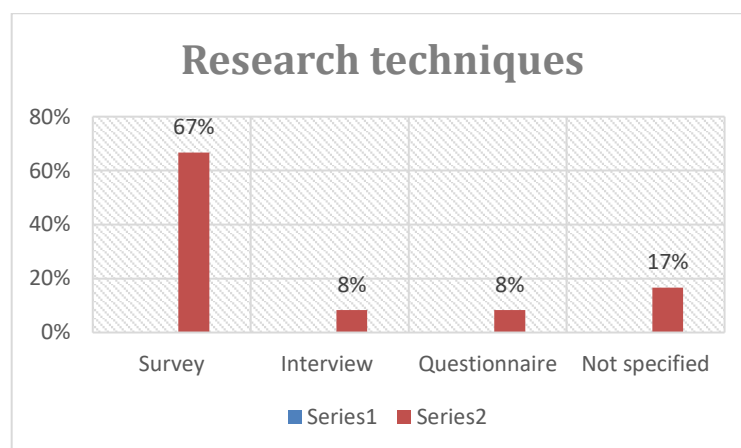


Figure 7. The methodological trend in research techniques. Source: Methodological trends matrix

Figure-eight shows the trend in the instruments that the authors used in the studies, most of the works 42% applied diagnostic tests, multiple intelligence tests, pre-tests, post-tests, and placement tests to the sample. The lowest percentage 8% of the instruments used was the interview, but the author confuses the technique with the instrument in this study. There are theses that do not specify their instrument, so the results are not always reliable.

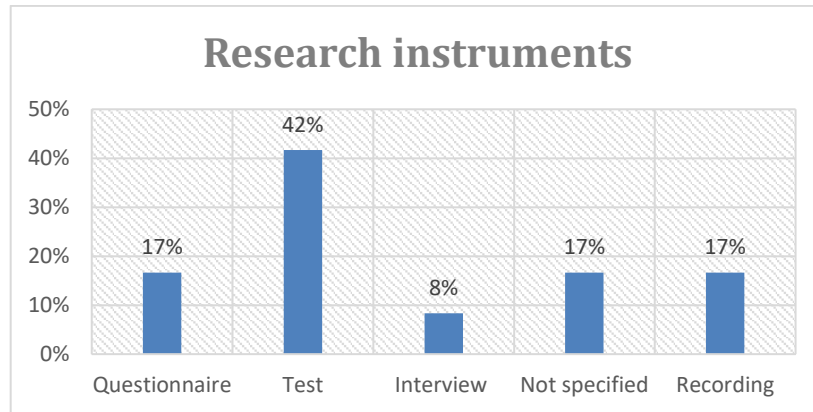


Figure 8. The methodological trend in the research instrument. Source: Methodological trends matrix

The application of instruments and techniques also shows a trend in the use of tests as instruments and surveys as research techniques. The employment of the declared tools and techniques was achieved during the process, but the procedure to apply them in the sample was not explained in all the documents and how they were applied. Consequently, it becomes a problem when the author presents their results because nobody can show reliable results when the tools and techniques are not well-applied. The average obtained in the quality evaluation table for the employment of techniques and tools was 1,58; consequently, most of the studies ranged between the partial and complete employment of the tools and instruments declared in the document. However, the description of the manner how they were applied is not specified in most of the studies.

### Abstract

Figure nine shows the methodological trends in the inclusion of the methodology described in the abstract. The highest percentage 58% of studies includes clearly but incompletely the description and only 17% presents a clear and complete inclusion of the methodology. On the other hand, 25 % of works do not include an explanation of the methodology.

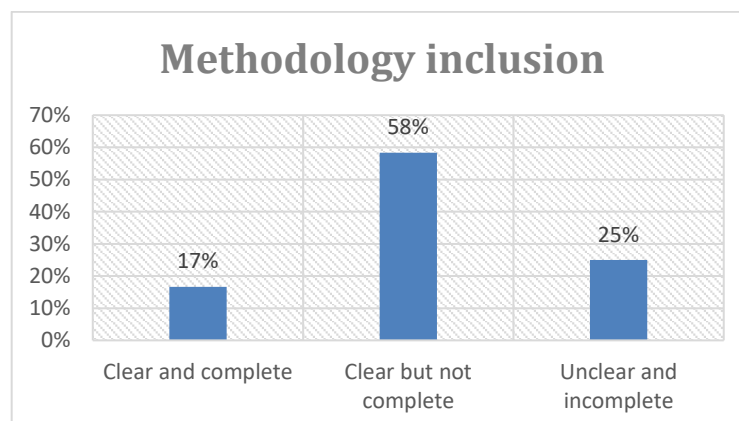


Figure 9. Methodological trends in the inclusion of methodology in the abstract. Source: methodological trends matrix

The inclusion of the methodology in the abstract of all the studies was also analyzed, its tendency was that the majority of works include clearly but incompletely the description of the research approach, method, sampling, tools, and techniques used in the project. As can

be seen, most authors do not take seriously the inclusion of the methodology, and it is essential to present a brief but comprehensive summary of their studies to the readers. No inclusion becomes a problem because the authors do not provide the readers with a clear picture of what and how they have researched the corresponding conclusions. The average obtained in the quality evaluation table for the inclusion of methodology in the abstract was 0,91; consequently, a minority of the studies are closer to the partial inclusion of a clear and complete methodology description in their abstract.

## CONCLUSIONS AND RECOMMENDATIONS

After compiling the necessary information and obtaining the results of the topics and trends in studies about teaching and learning English as a foreign language, EFL, in Kichwa-speaking students it is a need to set up some conclusions and recommendations for future studies.

### 4.1. Conclusions

- The selection of studies related to teaching and learning English as a foreign language, in Kichwa speaking students published in Ecuador between 2010 and 2020 was made in free access academic databases and digital repositories of universities in Ecuador. The total number of found studies was 21, but after analyzing their contents, their relationship with the target topic, and the fulfillment of a criteria selection, only 12 studies were selected, they provided precise and essential information to the narrative review work.
- The aim of this narrative review research was to identify the most relevant topics in studies of teaching and learning English as a foreign language in Kichwa-speaking students from Ecuador, there are four topics; the first one is the positive and negative interferences of Kichwa language in English, the second one is the influence of Kichwa language in English, the third one is the techniques and strategies to teach and learn English in Kichwa-speaking students, and the number four the didactic materials to teach and learn English in Kichwa-speaking students.
- Research gaps found in the topics are that few studies consider particular learning conditions and cultural aspects to make their investigations, but most of them only aim at linguistic and formal aspects of learning and teaching. Most of the teaching contents are completely removed from Kichwa speaking students' ancestral knowledge and it is a negative factor at the moment of learning and teaching English. Also, there are assumptions in some studies about the shyness and lack of interest-based on stereotypes about indigenous kichwa-speaking learners without having a theoretical foundation to establish these conclusions. Furthermore, the lack of long-term proposals in all the studies leads us to think about the lack of commitment of the research to effectively solve the problems existing in bilingual groups of Ecuador, especially in the area of phonological features where the studies do not do in-depth investigations to offer a proposal, thus this problem keeps latent in indigenous learners.
- Regarding the methodological trends in the research approach, most of the Ecuadorian studies partially and completely accomplish the mixed approach declared in the documents using appropriately the quantitative and qualitative tools. The research method is inclined to a partial description and partial handled of variables during the process of study because most works do not specify and declare their type, scope, evidence of the method used with the variables, so almost half of the studies do not take seriously the

well- definition of the research method. Thus, it reduces validity and scientific rigor to the results obtained in the study and analysis process. The sampling selection strategy in all the studies is not described and justified; consequently, the veracity of the results is in doubt because it is impossible to identify whether the sample was made up of native Kichwa speakers or not. The tools and techniques declared in the documents were partially and completely applied during the process of research, but there is a research gap in the procedure of how they were employed. The trend of the inclusion of methodology in the abstract is that most of the studies partially describe it in a clear but incomplete way. No inclusion becomes a problem due to the authors do not provide the readers with a clear picture of what and how they have researched the corresponding conclusions.



## 4.2. Recommendations

- It is recommended to make more narrative review studies focus on education because they analyze in-depth the current situation of a topic, reduce the volume of information, and put together scattered studies in different databases, so it offers only one project with updated information. Also, it is important to use reliable and updated databases for the realization of a research project because these sources offer the researcher works and documents with scientific rigor, scientific data, and validity in the results. Also, use combinations and keywords to search specialized bibliography on the subject.
- Regarding the found topics in the teaching and learning English as a foreign language in Kichwa-speaking students, it is recommended to focus the studies on children because, in the childhood stage, these problems can be solved with the use of strategies, techniques, and didactic material proposed by the most studies. In addition, future research projects will be directed to the creation of didactic material, so they are inserted in education because few studies emphasize this pedagogical support necessary for all ages. Furthermore, it is important to carry out studies on a fundamental topic, such as the development of basic English skills and the academic performance of Kichwa-speaking students in the process of learning and teaching English and phonological interferences.
- Regarding the research gaps, it is recommended to focus the studies on taking into account factors rooted in indigenous culture and sociological factors like cultural interferences and influences. Studies about strategies and materials must consider the inclusion of interesting content linked to Kichwa-speaking students' identity to create a relationship between culture and formal education. Likewise, the research works should orient to avoid and eliminate the stereotypes rooted in the indigenous people about their shyness, due to some studies assure it without evidence. Furthermore, the creation of proposals in the long-term is essential to improve the education directed to bilingual students because these materials can be re-used in different groups and will help indigenous in their learning and teaching process of English.
- The methodology is an essential part of a research work, for that it deserves to be rigorous and detailed because it explains how to proceed to work in the study. The research approach, method, sampling, tools, and techniques must be completely recorded in the chapter of methodology, for the same reason a whole chapter is focused only on describing it. Therefore, it is recommended to put greater emphasis on this section that gives the scientific essence and validity to a project. It is important to explain clearly and concisely without forgetting to explain what will be used and why. It is recommended to the research works to define and express the procedure to choose the sample, its characteristics, and why they and not another. Explain the procedure followed to divide the sample from the total universe and include information about its type. In that way, the results and the work, in general, will be reliable not only in words but also with scientific evidence. In the same way, it is essential to add in the abstract a complete and clear description of the methodology, so the reader will have a general idea of the entire study.

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# ANNEXES



No.	Nombre del artículo electrónico	Vínculo electrónico	Tipo de documento	Citación en formato APA	Abstract
1.	Teaching English through task and project-based learning to Embera Chami students	<a href="https://doi.org/10.14483/22487085.13109">https://doi.org/10.14483/22487085.13109</a>	Article	Rojas, L. R. & Rueda Varon, J. (2019). Teaching english through task and project-based learning to Embera Chami students. <i>Colomb. Appl. Linguist. J.</i> , 21(1), pp. 85-97.	Bilingual indigenous students who attend public schools around the country are to develop English language skills as part of the suggested curriculum created by the Colombian Ministry of Education. This is the case of the Embera Chami students in Florencia, Caquetá whose conditions for learning English differ from those of monolingual Spanish students. The purpose of this study is to <b>analyze the difficulties and the advantages of learning English</b> through task and project-based learning in bilingual indigenous students. The analysis of the study was developed through the method of systematization of experience. Results suggest that the two learning approaches enhanced indigenous <b>students' speaking skills and facilitated vocabulary recognition</b> . However, the students mentioned being more interesting in learning English for specific purposes.  (Rojas & Rueda, 2019)

2.	Indigenous Students Learning English in Higher Education: Challenges and Hopes	<a href="http://doi.org/10.17533/udea.ika.v23n02a03">http://doi.org/10.17533/udea.ika.v23n02a03</a>	Article	Usma, J., Ortiz, J., & Gutierrez, C. (2018). Indigenous Students Learning English in Higher Education: Challenges and Hopes. <i>Íkala, Revista de Lenguaje y Cultura</i> , 229-254.	The increasing enforcement of English language policies in higher education represents a significant challenge for indigenous students entering Colombian universities. Researchers in this study worked on a sociolinguistic profile of over 300 indigenous students at Universidad de Antioquia and, from a critical decolonial perspective, aimed to understand the multiple views and challenges these students face in relation to their identities, languages, academic literacies, and the most recent institutional language policy that requires them to learn English to earn their university degrees. Data collection methods included several institutional databases, a survey, interviews, and conversation circles. Results from this study suggest that <b>more equitable pedagogical principles coupled with a more sensitive and effective appropriation and implementation</b> of this type of reform in higher education institutions are both necessary. These measures would prevent that learning English for indigenous students becomes an obstacle to complete their tertiary education in conditions of justice, respect, and a real validation of their ancestral languages, cultures, and knowledge.  (Usma, Ortiz, & Gutierrez, 2018)
3.	Tutorial Plan to Support the English Speaking Skill of an Inga Student of an Initial Teacher Education Program	<a href="http://www.scielo.org.co/scielo.php?script=sci_arttext&amp;pid=S1657-07902007000100009&amp;lng=en&amp;tlng=en">http://www.scielo.org.co/scielo.php?script=sci_arttext&amp;pid=S1657-07902007000100009&amp;lng=en&amp;tlng=en</a>	Article	Velandia Moncada, Deissy Angélica. (2007). Tutorial Plan to Support the English-Speaking Skill of an Inga Student of an Initial Teacher Education Program*. <i>Profile</i>	This paper reports on a case study consisting of the implementation of a tutorial plan as a way to support the <b>improvement of the speaking skill</b> of an Inga indigenous student who had difficulties learning English as a third language. This study reveals the similarities of the learning process of the student to a traveler's journey. On the way, the student asks his tutor for direction and support so he can get to the end of his journey on his own. Likewise, it is described and analyzed how the student was helped to improve his oral communication skill in a more natural and meaningful way through tutoring sessions that incorporated <b>principles of autonomous and task-based learning</b> .

				<i>Issues in Teachers' Professional Development</i> , (8), 121-130. Retrieved July 02, 2020	(Velandia, 2007)
4.	Towards a plurilingual and intercultural perspective in foreign language education for indigenous students in a university context	<a href="https://doi.org/10.25100/lenguaje.v47i3.728">10.25100/lenguaje.v47i3.728</a>	Article	Arismendi, F., & Ramírez, D. (2019). Towards a plurilingual and intercultural perspective in foreign language education for indigenous students in a university context. <i>Lenguaje</i> , 47(2S), 621-647	In this article, we discuss the implications of having indigenous students in training programs at a university level. The discussion arises from the findings of a case study conducted in the undergraduate program on foreign language teaching (English and French), in a Colombian university. Eight indigenous students coming from different ancestral communities participated in this study. Data come mainly from individual and collective interviews conducted with the students as well as focus groups conducted with their teachers. Findings suggest implications in three domains: <b>at an institutional level, at a pedagogical and methodological level, and for the students</b> themselves. A plurilingual and intercultural perspective can illuminate the different actions that could be implemented in each of these domains, in order to contribute to a fairer and more equitable foreign language education  (Arismendi & Ramirez, 2019)
5.	An Investigation of Strategies to Teach English as a Foreign Language To Adult Students from Cañari who speak Kichwa as their mother tongue	<a href="http://dspace.uca.edu.ec/handle/123456789/522">http://dspace.uca.edu.ec/handle/123456789/522</a>	Tesis	González, M. (2013). An Investigation of Strategies to Teach English as a Foreign Language to Adult Students from Cañari who speak Kichwa as their mother tongue. Azuay, Ecuador.	This research was undertaken to study Cañari-students' social background, whose native language is Kichwa, in order to develop teaching and learning strategies through focusing on the level of formal education they present at the time they enter the university. Methods of data gathering were developed to obtain a better understanding of Cañari students and their actual condition to learn English as a new language in order to give them the knowledge and practice which they can value and use in their university and professional lives. To plan and <b>design appropriate classes</b> for the above-mentioned students, it was also necessary to research more profoundly into topics related to <b>neurolinguistics, EFL (English as a Foreign Language), anxiety control, didactic material, realia (objects of everyday life used as aids-to teach) and practical activities related to the students' comprehension</b> . Finally, with these concepts and strategies, appropriate activities and lessons were designed, which made it possible for the students to develop their progress in the acquisition and learning of EFL at a beginners' level.

					(González, 2013)
6.	Teaching Foreign Languages: A Challenge to Ecuadorian Bilingual Intercultural Education	<a href="https://files.eric.ed.gov/fulltext/EJ878412.pdf">https://files.eric.ed.gov/fulltext/EJ878412.pdf</a>	Article	Marleen, H. (2009). <i>International Journal of English Studies</i> , 63-80.	Since the Universal Declaration of Linguistic Rights in 1996, there is a tendency not only to maintain linguistic and cultural diversity worldwide, but also to ease universal access to quality education which should comprise the learning of other languages and cultures and the generation of intercultural relations. In this sense, this article discusses the right that minoritized peoples in Ecuador have to learning other languages while reinforcing their own. After describing briefly, the Ecuadorian main linguistic and educational policies in regard to the teaching of foreign languages, this article <b>analyses the contrasting viewpoints of indigenous and non-indigenous peoples towards the process of teaching learning foreign languages</b> . Finally, it offers some suggestions and general parameters related to foreign language teaching in the multilingual context of the study. (Marleen, 2009)
7.	Communicative competence strategy proposal for enhancing English language speaking skill among Kichwa and Spanish speaking learners	<a href="https://repositorio.uta.edu.ec/jspui/handle/123456789/28356">https://repositorio.uta.edu.ec/jspui/handle/123456789/28356</a>	Tesis	Meléndez, L. & Armijos, J. (Julio de 2018). <i>Communicative Competence Strategy for Enhancing English Language Speaking Skill among Kichwa and Spanish Speaking Learners</i> . Tunurahua, Ecuador	The objective of this research was to propose a Communicative Competency strategy to enhance <b>speaking skill</b> in English by Kichwa and Spanish speaking students of the Language Department of the National University of Chimborazo, from October 2017 to March, 2018. The research was conducted with students of the 4th level of English, class A2. A pre and post evaluation was adapted through the Cambridge PET exam (Preliminary Exam) and the Top Notch 2 book, level A2+ (Common European Framework of Reference). In addition, a rubric was adapted, they were validated by seven experts. The instruments were applied during the pre and post evaluation. The collected data was calculated by using the statistical program (SPSS) with the paired T-Student sample, before and after employing the test. The calculated data belonged to 28 students of the experimental group, and 28 of the control group, total 56 participants. The academic intervention lasted five months. In the final test, the students from the experimental group obtained 11.40 out of 16 points over the control group who reached 10.52 out of 16 points. There were 25 degrees of freedom, with a level of significance of 0.05, so the probability value was $p = 0.035$ , less than the significant level; thus, the null hypothesis was rejected by the alternative hypothesis. It is concluded that the applied strategy allowed enhance speaking skill. In effect, <b>students enhanced their pronunciation, fluency and coherence, language control, discourse management, communication strategies, reading purpose and critical thinking</b> through extensive audio reading exposure, vocabulary study, paraphrasing, constant conversational practices and feedback. Finally, the applied strategy also allows building a cognitive, meta cognitive, affective and social awareness.
					(Meléndez & Armijos, 2018)
8.	EXPLORING THE IMPLICATIONS OF LEARNING A FOREIGN LANGUAGE ON INDIGENOUS STUDENTS' IDENTITY AND CULTURE	<a href="https://hdl.handle.net/20.500.12371/4598">https://hdl.handle.net/20.500.12371/4598</a>	Tesis	Libna, J. (Diciembre de 2019). Exploring the Implications of Learning a Foreign Language on Indigenous Students' Identity and Culture. Puebla, Mexico.	Mexico has 68 indigenous peoples, and 7.4 million speak an indigenous language, that represents 6.5% of people over three years old (INEGI 2010 and 2015). Only 1% percent of them get access to higher education in a Public University of this country. Those who access a foreign language have to face many changes such as social, cultural and psychological because indigenous students leave their communities and move to the city, it is a big deal because many of them have been alone during the adaptation process. According to El Poder Ejecutivo Federal (2007) in Mexico, the indigenous people represent 10% of the national people, and if our <b>educative system was equal</b> , it would have 10% percent of indigenous in high school education. This is an indicative of structural racism and unequal of the Mexican educative system (Schmelkes 2003). It could be possible that they believe that coming from <b>indigenous communities and speaking an indigenous language will be a barrier for their academic life</b> . (Libna, 2019)
9.	Estrategia metodológica para el aprendizaje del idioma inglés en lengua extranjera caso: colegio intercultural "Jatun Juigua"	<a href="https://repositorio.pucesa.edu.ec/handle/123456789/2771">https://repositorio.pucesa.edu.ec/handle/123456789/2771</a>	Tesis	Chimbo Vizcaino, O. C. (Mayo de 2019). Estrategia metodológica para el aprendizaje del idioma inglés en lengua extranjera caso: colegio intercultural "Jatun Juigua". Ambato, Tungurahua, Ecuador.	El presente proyecto tiene como finalidad diseñar técnicas que conforman la estrategia metodológica que <b>dirigiere e incremente los conocimientos del idioma inglés</b> como lengua extranjera a partir de la <b>aplicación y utilización de actividades lúdicas</b> que ayuden al mejoramiento del ambiente escolar y que contribuyan al aprendizaje del idioma inglés en los estudiantes del Colegio Intercultural "Jatun Juigua" mismo que está en una comunidad de Kichwa hablantes. Los docentes encargados de dictar la asignatura de inglés no cuentan con los recursos materiales, tecnológicos y estrategias metodológicas que desarrollen las destrezas comunicativas del idioma inglés. Además de trabajar en el aprendizaje del idioma, se fomenta la <b>parte afectiva y el trabajo en equipo, para crear un clima de confianza</b> con el fin de que puedan exponer sus ideas y vencer su timidez característica general de los estudiantes de la
					Institución. El proyecto cuenta con un diseño no experimental; además, se observa al objeto de estudio en dos momentos para analizar el cambio logrado en el desarrollo del presente proyecto. Cabe recalcar que no todas las técnicas van a tener el mismo resultado, esto depende de la manera que éstas se aplican y el grupo a quién va dirigido. Con la aplicación de las técnicas que conforman la estrategia metodológica se pudo evidenciar un mejoramiento tanto conductual como académico. Los estudiantes muestran interés al momento de adquirir los nuevos conocimientos y desarrollar las destrezas comunicativas del idioma inglés, debido a que las <b>técnicas son entretenidas y lúdicas</b> . (Chimbo Vizcaino, 2019)
10.	BLOG INTERACTIVO PARA DESARROLLAR HABILIDADES COMUNICATIVAS DE INGLÉS EN ESTUDIANTES KICHWA HABLANTES DE OCTAVO GRADO	<a href="https://repositorio.uisrael.edu.ec/handle/47000/4981">https://repositorio.uisrael.edu.ec/handle/47000/4981</a>	Tesis	Rojas León, E. d. (2019). <i>BLOG INTERACTIVO PARA DESARROLLAR HABILIDADES COMUNICATIVAS DE INGLÉS EN ESTUDIANTES KICHWA HABLANTES DE OCTAVO GRADO</i> . Quito, Ecuador.	El presente trabajo de investigación se llevó a cabo en la Unidad Educativa Intercultural Bilingüe "Gustavo Adolfo Bécquer", ubicada en la comunidad La Compañía, parroquia Cangahua, Cayambe, en torno a las dificultades en el desarrollo de las <b>habilidades comunicativas</b> de estudiantes Kichwa hablantes de Octavo Grado. Se constataron <b>problemas de escritura, lectura, discriminación auditiva y pronunciación en inglés</b> , obstaculizando la interacción con otras personas y expresar sus emociones, sentimientos y vivencias. Por ello, se planteó como objetivo general: Diseñar un blog interactivo para desarrollar las habilidades comunicativas de inglés en estudiantes Kichwa hablantes de Octavo Grado. <b>La fundamentación teórica se basó en el enfoque comunicativo de idiomas, TIC, blog, multimedia, interactividad y las inteligencias múltiples</b> . La investigación está sustentada en el enfoque mixto de tipo descriptiva, la población tomada corresponde a 2 docentes de inglés, 21 estudiantes y 1 directivo. La información se obtuvo a través de una entrevista a las docentes y directivo, análisis de documentos pedagógicos, tales como: informe de calificaciones y la evaluación diagnóstica. Los datos obtenidos fueron descritos cualitativamente, así como también, tabulados mediante gráficos estadísticos para su análisis e interpretación. La propuesta contribuye a desarrollar las habilidades comunicativas de inglés para darle a la educación un aporte significativo en la adquisición de idiomas, de manera dinámica y colaborativa, generando un desarrollo integral. El blog interactivo fue valorado por especialistas, por lo que se recomienda ponerlo en práctica como soporte a los problemas de aprendizaje de inglés en los estudiantes Kichwa hablantes, va que es una <b>herramienta pedagógica</b> acorde a la tecnología actual, útil y práctica. (Rojas León, 2019)



11.	DISEÑO DE UNA ESTRATEGIA PARA EL DESARROLLO DE LAS DESTREZAS INTEGRADAS BÁSICAS, COMPRENSIÓN Y EXPRESIÓN ORAL PARA ESTUDIANTES UNIVERSITARIOS KICHWA-HABLANTES DE NIVEL PRINCIPIANTE DEL IDIOMA INGLÉS	<a href="https://repositorio.pucesa.edu.ec/handle/123456789/1486">https://repositorio.pucesa.edu.ec/handle/123456789/1486</a>	Tesis	Barona Oñate, R. V. (2015). Diseño de una Estrategia para el Desarrollo de las Destrezas Integradas Básicas, Comprensión y Expresión Oral, para Estudiantes Kichwa-Hablantes de Nivel Principiante del Idioma Inglés. Universidad Católica del Ecuador Sede Ambato.	Los estudiantes Kichwa-hablantes que escogen estudiar una carrera universitaria deben, por ley, cursar el aprendizaje de un idioma extranjero, específicamente el inglés. Dichos estudiantes requieren de la aplicación de una estrategia basada en las <b>características fonológicas innatas</b> de ese grupo. La falta de una estrategia apropiada resulta en desequilibrio en el proceso de enseñanza-aprendizaje y desmotivación en los alumnos ya que su desempeño académico en el idioma puede no ser óptimo. La metodología que se usó para abordar esta problemática es la <b>Metodología Comprensiva basada en los principios de Guerrero</b> (2011) con la cual se identificó que el universo conformado por los estudiantes Kichwa-hablantes poseen características sociológicas, culturales y lingüísticas específicas. Al ser el presente trabajo un estudio en pos de una estrategia adecuada para el proceso de enseñanza-aprendizaje del idioma inglés se han comparado las características mencionadas tanto de los estudiantes universitarios Kichwa-hablantes como las características lingüísticas del inglés y Kichwa. Al finalizar el presente trabajo se llegó a la conclusión de que el grupo de enfoque estudiado precisa <b>una estrategia que los ayude a visualizar la manera de pronunciar los sonidos vocálicos</b> pues el idioma Kichwa carece de 15 de los sonidos mencionados los cuales se requieren para entender y hablar en el idioma inglés. (Barona Oñate, 2015)
12.	Representaciones sobre las lenguas de un grupo de estudiantes indígenas en un programa de formación de docentes de idiomas	DOI: <a href="http://dx.doi.org/10.14483/caliv1n1.6598">http://dx.doi.org/10.14483/caliv1n1.6598</a>	Article	Arismendi F., Ramirez D. & Arias S. (2016). Representaciones sobre las lenguas de un grupo de estudiantes indígenas en un programa de formación de docentes de idiomas. Colomb.Appl.Linguist. 18(1), pp 64-97	Los procesos de aprendizaje de lenguas extranjeras de estudiantes provenientes de comunidades indígenas han sido poco explorados en Colombia. En este artículo se presentan hallazgos parciales de una investigación que busca <b>explorar los ritos que los estudiantes de pueblos ancestrales enfrentan al estudiar lenguas</b> en una universidad pública. Partiendo de la teoría de las representaciones sociales, nos enfocamos en este texto en las representaciones que los estudiantes participantes tienen tanto de sus lenguas maternas como de las lenguas objeto de estudio, inglés y francés. Con este fin, realizamos un estudio de caso cualitativo en el cual participaron ocho estudiantes indígenas. Los datos recogidos por medio de entrevistas individuales y colectivas, observaciones de clase y grupos focales nos permitieron conocer los repertorios lingüísticos de los participantes, así como las representaciones de sus lenguas maternas y extranjeras. Los hallazgos muestran que los profesores juegan un rol importante
					en la construcción de las representaciones y que estas a su vez evolucionan a lo largo del proceso de aprendizaje. (Arismendi, Ramirez, & Arias, 2016)
13.	University Indigenous Students' Perceptions towards Kichwa, Spanish and English	<a href="http://doi.org/10.5539/elt.v11n2.p131">http://doi.org/10.5539/elt.v11n2.p131</a>	Article	Armijos, J., Fuertes, B., Delgado, E., & Villa, V. (2018). University Indigenous Students' Perceptions towards Kichwa, Spanish and English. <i>English Language Teaching</i> , 13(1)-148.	Even though there has been a significant advancement in human rights, social justice, and social practices around the world, some Ecuadorian indigenous students still <b>struggle against many social and linguistic limitations</b> , especially in Chimborazo province. This research was carried out with 30 Ecuadorian indigenous students who studied English as a compulsory subject for five months. The aim of the study is to <b>explore the general attitudes of indigenous university students</b> about Kichwa, Spanish and English languages in the Universidad Nacional de Chimborazo, at the Political and Administrative Science College. It also aims to find out which language demands more of their attention. Quantitative and qualitative data were collected into three-time stages by applying a questionnaire asking for students' attitudes towards Kichwa, Spanish and English. Participants were asked about their language exposure in each of the mentioned languages. Answers were tabulated using the Statistical Package for the Social Sciences (SPSS) program. The outcomes revealed a substantial difference in the students' attitudes in favor of Spanish language. Students showed a high exposure and attitude percentage towards Spanish language through social interaction with native speakers. Additionally, they listened and read information in Spanish with the most accuracy. The participants have been exposed to Spanish more than 20 years, as well. Conversely, <b>students do not show a significant attitude towards English or Kichwa</b> . Additionally, their social and academic contexts do not demand that the students to speak Kichwa and English, as a priority in students' daily communication. (Armijos, Fuertes, Delgado, & Villa, 2018)
14.	Indigenous Students' Attitudes towards Learning English through a Virtual Program: A Study in a Colombian Public University	<a href="http://www.sciel.org.co/pdf/prfv12n2/v12n2a09.pdf">http://www.sciel.org.co/pdf/prfv12n2/v12n2a09.pdf</a>	Article	Cuasialpud Canchala, R. E. (2010). Indigenous Students' Attitudes towards Learning English through a Virtual Program: A Study in a Colombian Public University. Profile Issues in Teachers' Professional Development, 133-152	This article reports an exploratory study carried out at a public university in Bogotá, Colombia, with two indigenous students who took a level I virtual English-course during the second term of 2008 and the first term of 2009. The aim was to <b>analyse their attitudes towards the learning of English through the virtual modality</b> . Interviews, observations, and questionnaires were used for data collection. It was found that <b>indigenous students felt frustrated</b> taking a virtual English course, and that their motivation as regards the learning of this language is very low. Thus, they need to be motivated and guided along the process. At the end, <b>some recommendations for teaching or tutoring indigenous students</b> , learning English virtually or any of the other modalities of the English program at the university were derived. (Cuasialpud Canchala, 2010)
15.	Aplicación de técnicas motivacionales en el aprendizaje del idioma inglés en los niños de cuarto y quinto año de educación básica que hablan la lengua materna kichwa en la escuela de práctica docente 9 de octubre del cantón Pujilí	<a href="http://repositorio.uto.edu.ec/handle/27000/663">http://repositorio.uto.edu.ec/handle/27000/663</a>	Tesis	Guanotasig, I., & Munte, M. (2011). Aplicación de técnicas motivacionales en el aprendizaje del idioma inglés en los niños de cuarto y quinto año de educación básica que hablan la lengua materna kichwa en la escuela de práctica docente 9 de octubre del cantón Pujilí, Latacunga, Cotopaxi, Ecuador.	Enseñanza y aprendizaje forman parte de un único proceso que tiene como fin la formación del estudiante y la referencia etimológica del término enseñar puede servir de apoyo inicial enseñar es señalar algo a alguien. Esto implica que hay un sujeto que conoce (el que puede enseñar), otro que desconoce (el que puede aprender). El que puede enseñar, quiere enseñar, sabe enseñar (el docente). El que puede aprender quiere y sabe aprender (el docente), existiendo siempre una disposición por parte de estudiante y maestro. (Guanotasig & Munte, 2011)

16.	Positive and negative word order interferences from Kichwa into English writing	<a href="https://repositorio.uta.edu.ec/jsp/ui/handle/123456789/28351">https://repositorio.uta.edu.ec/jsp/ui/handle/123456789/28351</a>	Tesis	Guachi, A. L. (2018). POSITIVE AND NEGATIVE WORD ORDER INTERFERENCES FROM KICHWA INTO ENGLISH WRITING. Ambato, Tungurahua, Ecuador	The purpose of this research project is to <b>analyze the positive and negative word order interferences from Kichwa</b> language to English writings in Kichwa students when learning English as a foreign language. In order to determine how the variables are interrelated, an exhaustive research was carried out through the reading of academic articles, books, and journals related to the study of positive and negative word order interferences from the mother language to the foreign language, as well as the <b>writing skills</b> . With the aim of gathering information, three tests were carried out during the English Language Teaching process to seventy Kichwa students with the objective of measuring positive and negative word order interferences from Kichwa language to English writings. Once compiled the obtained results were analyzed carefully and systematically tabulated with which the percentage of positive and negative interference was determined. Also two English teachers with enough experience in the institution were interviewed about the topic of study, who contributed with significant information about the phenomenon of positive and negative interference that exists from Kichwa to English, as well as to an expert writer of the Kichwa language. Based on the results obtained from the applied tests and the interviews, conclusions and recommendations were established. Within the conclusions, it was found that <b>there is positive Kichwa word order interference while negative word order interference was not considerable</b> . Consequently, within the recommendations once states the necessity of the creation of a <b>handbook with activities to prevent negative Kichwa word order interference as well to take advantage of positive interference</b> . Therefore, the proposal of this present research work contains activities designed exclusively for Kichwa speakers to structure sentences correctly in the English language. (Guachi, 2018)
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17.	Interferencias morfosintácticas del Kichwa en la escritura del idioma inglés en los estudiantes de quinto y sexto año de la Unidad Educativa Casahuala de la parroquia Quispincha - cantón Ambato, período 2016-2017	<a href="http://www.dspae.uce.edu.ec/handle/25000/14405">http://www.dspae.uce.edu.ec/handle/25000/14405</a>	Tesis	Salazar, N. P. (2017). Interferencias morfosintácticas del Kichwa en la escritura del idioma inglés en los estudiantes de quinto y sexto año de la Unidad Educativa Casahuala de la parroquia Quispincha - cantón Ambato, período 2016-2017. Quito, Pichincha, Ecuador.	El objetivo de la presente investigación es <b>identificar las interferencias morfosintácticas</b> más predominantes del Kichwa en la escritura del idioma inglés en los estudiantes de quinto y sexto año en la Unidad Educativa Casahuala de la parroquia Quispincha en la ciudad de Ambato. Esta investigación es descriptiva ya que se refiere y evidencia las interferencias, además esta es la primera en realizarse en la institución. Esta investigación muestra un enfoque cualitativo y cuantitativo, ya que recoge información y se basa en los resultados obtenidos de la recolección de la <b>misma</b> mediante un cuestionario aplicado a los estudiantes. Los resultados del cuestionario señalan que el <b>Kichwa está haciendo interferencia directa al escribir en inglés ya que los estudiantes tienden a adoptar la estructura de su idioma natal como es SOV</b> , al momento de aprender una nueva lengua como es el idioma inglés. También se pudo concluir que los estudiantes <b>están relacionando los elementos y partículas que se emplean en la lengua Kichwa, y las están generalizando</b> al momento de escribir en inglés. adicionalmente, la presente investigación consta de una propuesta la misma que contiene ejercicios enfocados a la <b>disminución de las interferencias encontradas</b> , además también contiene la redacción de un artículo técnico (paper), el mismo que permitirá difundir de forma resumida los resultados, conclusiones y recomendaciones del <b>mismo</b> . (Salazar, 2017)
18.	La influencia del idioma natal Quichua en el interaprendizaje del idioma inglés en los estudiantes del séptimo y octavo año de educación básica del Centro de Educación Básica "Manuel María Sánchez" del caserío Mogato, de la parroquia Pasa, de la Ciudad de Ambato en el año lectivo 2009-2010.	<a href="https://repositorio.uta.edu.ec/jsp/ui/handle/123456789/712">https://repositorio.uta.edu.ec/jsp/ui/handle/123456789/712</a>	Tesis	León Gavilanes, G. d. (2012). La influencia del idioma natal Quichua en el interaprendizaje del idioma inglés en los estudiantes del séptimo y octavo año de educación básica del Centro de Educación Básica "Manuel María Sánchez", de la Ciudad de Ambato en el año lectivo 2009-2010. Ambato, Ecuador	Esta es la interrogante que he querido despejar mediante la formulación de mi trabajo de grado. Es muy cierto que entre idiomas tenemos algunas similitudes, generalmente en la gramática, pero eso no quiere decir que la manera de adquirirlos sea la misma. <b>Entre un idioma y otro no solo influye la forma gramática, o la forma de pronunciación, influye de gran manera el sistema socio-cultural de la persona</b> . El ya mencionado trabajo de graduación está basado en hechos reales y actuales, para empezar por cambiar todas aquellas debemos comenzar por conocerlas. Cada ser humano es un "mundo" y eso ha hecho un poco difícil el estudio, pero si vamos a las costumbres de cada pueblo, como por ejemplo los de habla quichua, el estudio resultó más llevadero. Las clases indígenas, que en su mayoría son las que tienen como idioma natal el quichua, son muy celosas de su cultura y cuidadosas de hacer respetar la misma, lo cual le impidió de cierta manera el manejo adecuado de un segundo idioma, en este caso el inglés, ya que son los países desarrollados los que más lo utilizan (León Gavilanes, 2012)

19.	La lengua materna quichua y la pronunciación del idioma inglés en los estudiantes de tercer año de bachillerato de la unidad educativa "Fray Bartolomé De Las Casas" de la parroquia Salasaca de la ciudad de Pelileo.	<a href="https://repositorio.uta.edu.ec/jsp/ui/handle/123456789/24620">https://repositorio.uta.edu.ec/jsp/ui/handle/123456789/24620</a>	Tesis	Chango, M. (2016). LA LENGUA MATERNA QUICHUA Y LA PRONUNCIACIÓN DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE TERCER AÑO DE BACHILLERATO DE LA UNIDAD EDUCATIVA "FRAY BARTOLOMÉ DE LAS CASAS" DE LA PARROQUIA SALASACA DE LA CIUDAD DE PELILEO. Ambato, Tungurahua, Ecuador.	La Unidad Educativa Fray Bartolomé de las Casas de la Parroquia Salasaca de la ciudad de Pelileo, se dedica a formar profesionales competentes en términos de conocimiento, ética y moral que puedan ser un aporte positivo en la sociedad, ha alcanzado a adaptarse a los diferentes cambios en la educación y continúa formando profesionales de excelencia; sin embargo, se ha percibido que la <b>metodología tradicional se ha convertido en un aspecto monótono en la enseñanza</b> . El objetivo de la presente investigación es indagar sobre la incidencia de la lengua materna quichua y la <b>pronunciación</b> del idioma inglés en los estudiantes de tercer año de bachillerato de la unidad educativa "Fray Bartolomé de las Casas" de la parroquia Salasaca de la ciudad de Pelileo, provincia de Tungurahua. Esta investigación ostenta un enfoque cualitativo-cuantitativo que se basa en la recolección de información mediante resultados de un párrafo de lectura estructurado en inglés aplicado a los estudiantes de tercer año de bachillerato. Los <b>resultados</b> de mencionado párrafo de lectura señalaron que el <b>idioma español es la base directa de aprendizaje del idioma inglés y que la lengua materna quichua, en caso de los estudiantes bilingües, es parte de la experiencia del proceso de aprendizaje lingüístico</b> . También se pudo concluir que los sonidos vocálicos del inglés distantes al punto o/o modo de articulación a los del idioma español causan complicaciones de articulación por no ser parte del repertorio lingüístico de dominio de los estudiantes. Además, el proyecto de investigación contiene la redacción de un artículo técnico (paper) que permite difundir los resultados, conclusiones y recomendaciones del presente trabajo. (Chango, 2016)
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20.	Phonological Interference from Kichwa and Spanish to English when producing the /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes.	<a href="https://revistapublicando.org/revistas/index.php/crv/article/view/661/pdf_469">https://revistapublicando.org/revistas/index.php/crv/article/view/661/pdf_469</a>	Article	Romero, W., & Camacho, S. (2017). Phonological Interference from Kichwa and Spanish to English when producing the /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes. <i>Publicando</i> , 310-320.	There have been made a wide variety of studies in reference to phonological interferences mainly between two languages. Analysis and comparisons of phonological aspects of two languages considered as mother tongues interfering with the speech production of a third language, have been carried out principally in Perú. This study is aimed to identify the <b>phonological language interferences from both Kichwa and Spanish over English</b> as a foreign language. In order to get this information, a group of 24 students from A2 English classes were recorded. They cooperated with three recordings each in three situations. These students belonged to specific indigenous ethnic groups of the region who manage both Kichwa and Spanish languages. This command of languages is derived mostly from their parents Kichwa teaching and the Spanish social contact to which they have been exposed. These recordings were transcribed and the phonemes belonging to: /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes, were analyzed. A quantitative and qualitative system was applied to process the information obtained from the students. These results were used to set a chart with the most common phonological interferences in this group of consonants. The conclusions synthesized the results based on the comparative analysis of language production when speaking the English language. (Romero & Camacho, 2017)

Figure 10. Matrix of academic production obtained from ScIELO, Taylor & Francis, and Google Scholar databases