

English Language Teaching in Intercultural Bilingual Schools: A Case from Cañar, Ecuador

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Agenda

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Introduction



- Intercultural Bilingual Education (IBE) integrates indigenous worldview, traditions, and languages.
- Three historical stages: 1906–1980, 1980–2008, 2008–2024.
- Need for English teaching to reflect bilingual (Kichwa-Spanish) students' realities.
- This study is being conducted in the province of Cañar which is located in the southern part of the Highlands region of Ecuador.

Objectives



- Analyze and characterize English teaching in IEBs in Cañar.
- Trace historical evolution of English in IBE.
- Identify methodological gaps in current practices.
- Propose culturally responsive methodologies.

Historical Overview: 1906–1980



- Legal recognition of indigenous education needs.
- Creation of schools for indigenous children.
- Little emphasis on English in EIB curriculum.

Historical Overview: 1980–2008



- MOSEIB established (1993) emphasizing cultural roots and community.
- Development of pedagogical “Kukayos” in ancestral languages.
- English resources like OWTE were misaligned with student needs.

Historical Overview: 2008–2024

- Creation of DINEIB and legal frameworks for IBE.
- Introduction of Advance project and new textbooks (Postcards, Viewpoints).
- Limited access to teacher training in rural IEBs.



Theoretical Approaches



- Behaviorism: repetitive practice, audio-lingual methods.
- Constructivism: student-centered, communication-focused.
- Multiple Intelligences: aligning activities with student strengths (naturalistic, musical, etc.).



Now I will let José talk about his part...



Methodology

- Qualitative approach: document analysis and interviews.
- Analysis of educational policies and teacher/student perceptions.
- Focus on identifying gaps and opportunities for culturally responsive teaching.



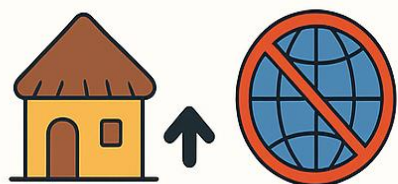
Challenges in English Teaching



Limited exposure to English



Lack of instructional materials



Geographic isolation



Overcrowded classrooms

- Curriculum lacks cultural relevance for bilingual students.
- Urban-rural divide in teacher training access.
- Limited technological and material adaptation to indigenous contexts.

Challenges in English Teaching

- Limited knowledge and use of English teaching-learning theories and methods.
- Limited knowledge of the principles of Intercultural Bilingual Education (IBE) by English teachers.
- Limited use of cultural elements from indigenous communities in the English teaching-learning process.



Proposed Pedagogical Model

- Behaviorist practices integrated with cultural content (e.g. legends, traditions).
- Use of technology to adapt English learning materials.
- Incorporation of multiple intelligences to engage diverse learners.



Communicative
Language Teaching



Multimodal
Learning Strategies



Differentiation



Proposed Pedagogical Model

- **Theoretical foundation of the Didactic Model** (identification of different types, selection, and essential characteristics)
- **Objective**
- **Structural components:** Theoretical and methodological subsystems
- **Systems of activities and didactic materials**
- **Teacher training** (seminars, workshops, practical sessions)
- **Evaluation** (validity of the model)
- **Methodological guidelines for its implementation** (for English teachers)



Conclusions

- Current English teaching in IEBs does not reflect students' cultural identity.
- Need for a didactic model combining interculturality and constructivism.
- Inclusive education requires alignment between language policy and classroom practice.





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Thank you!

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