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Kichwa Language Teaching Effectiveness and Cultural Relevance in Ecuador's Intercultural Bilingual School System: A diagnostic

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interesting experiences you have had? I have driven a —
or part-time with time 2 years ago I drove —
I have been —
Present Perfect
Progressive
f. actions which start in the past and continue up to the present
g. actions which have started in the past and are evident in the present
h. to show annoyance
expressions like



Research Context



Imbabura Province, Ecuador

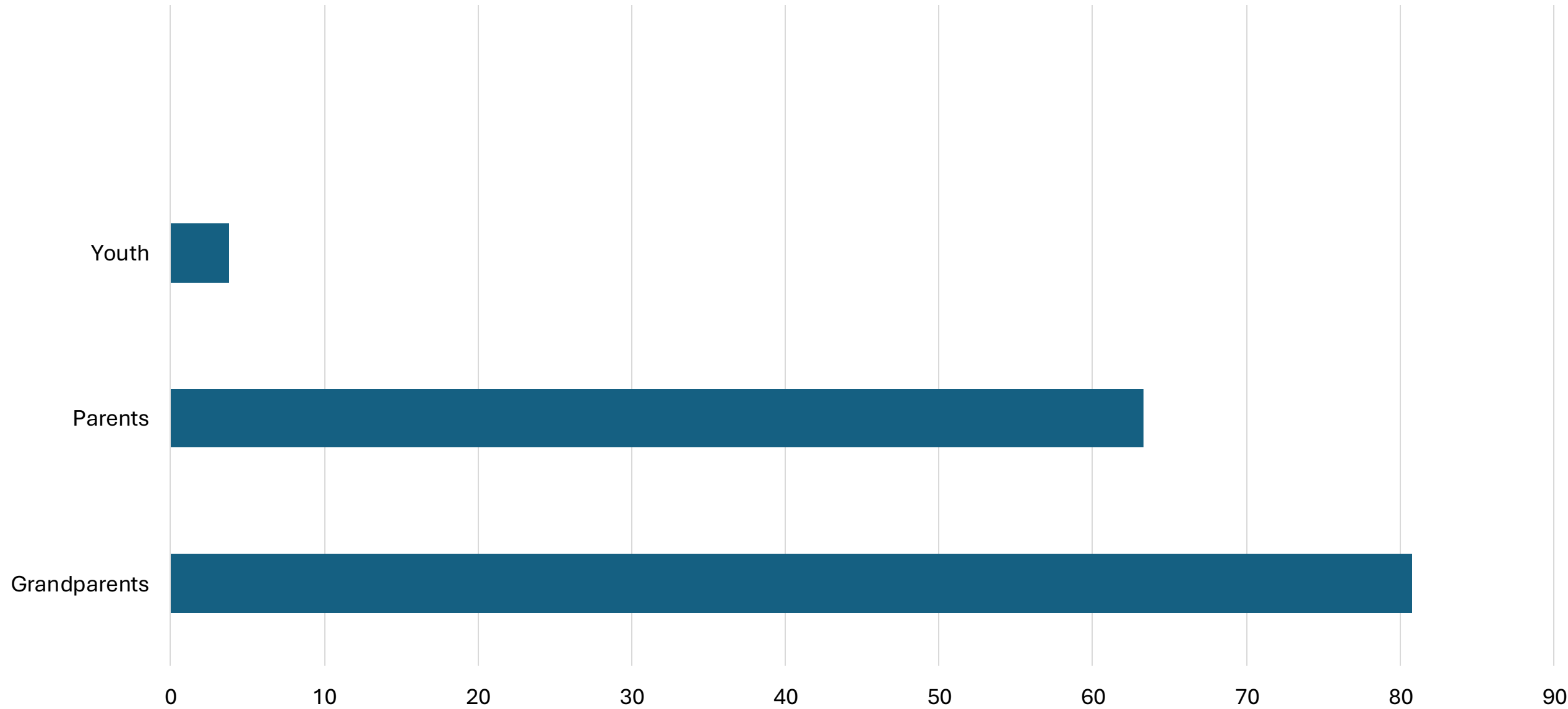
Canton, Cotacachi

--roughly 50% Indigenous Kichwa

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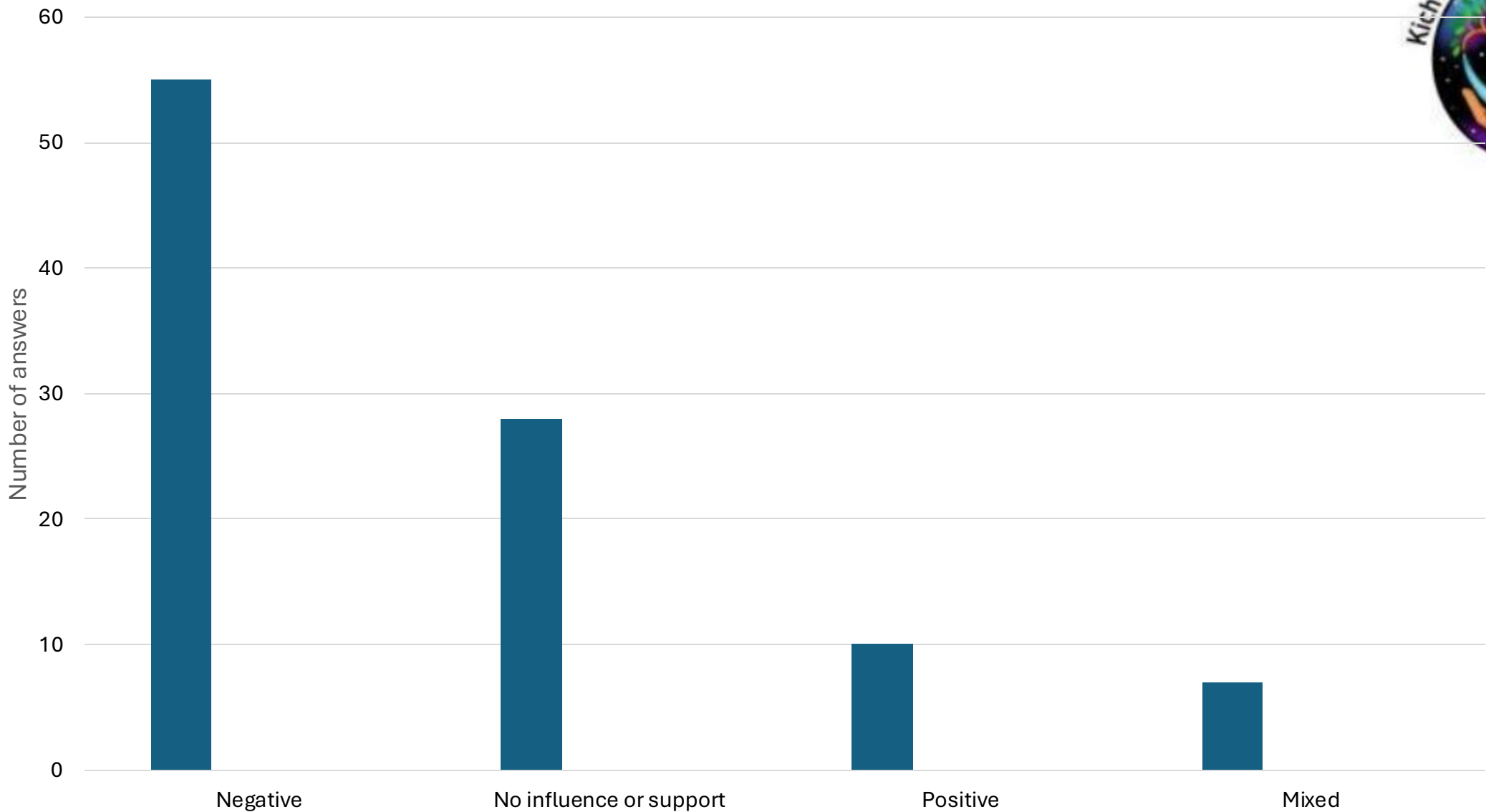
Percentage Primary Kichwa Speakers



Data from: Ortega F., Haboud M., & Viteri F., “Análisis comparativo del sondeo sociolingüístico de Imbabura 2024 y el sondeo Geolingüística Ecuador 2014”, Asociación Kichwakamak Sisariy & Programa Oralidad Modernidad, Ibarra, 2024.



What type of influencia do you think that school has on your children's opinion of the Kichwa language?



Translated from a report of the organization Kichwa Shimita Pakarichishun, Cotacachi



Model of the System of Intercultural Bilingual Education, Ecuador (MOSEIB)

Aims for one Indigenous language and culture to shape the pedagogical planning and practices within the school



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Linguistically Responsive Teaching (LRT)

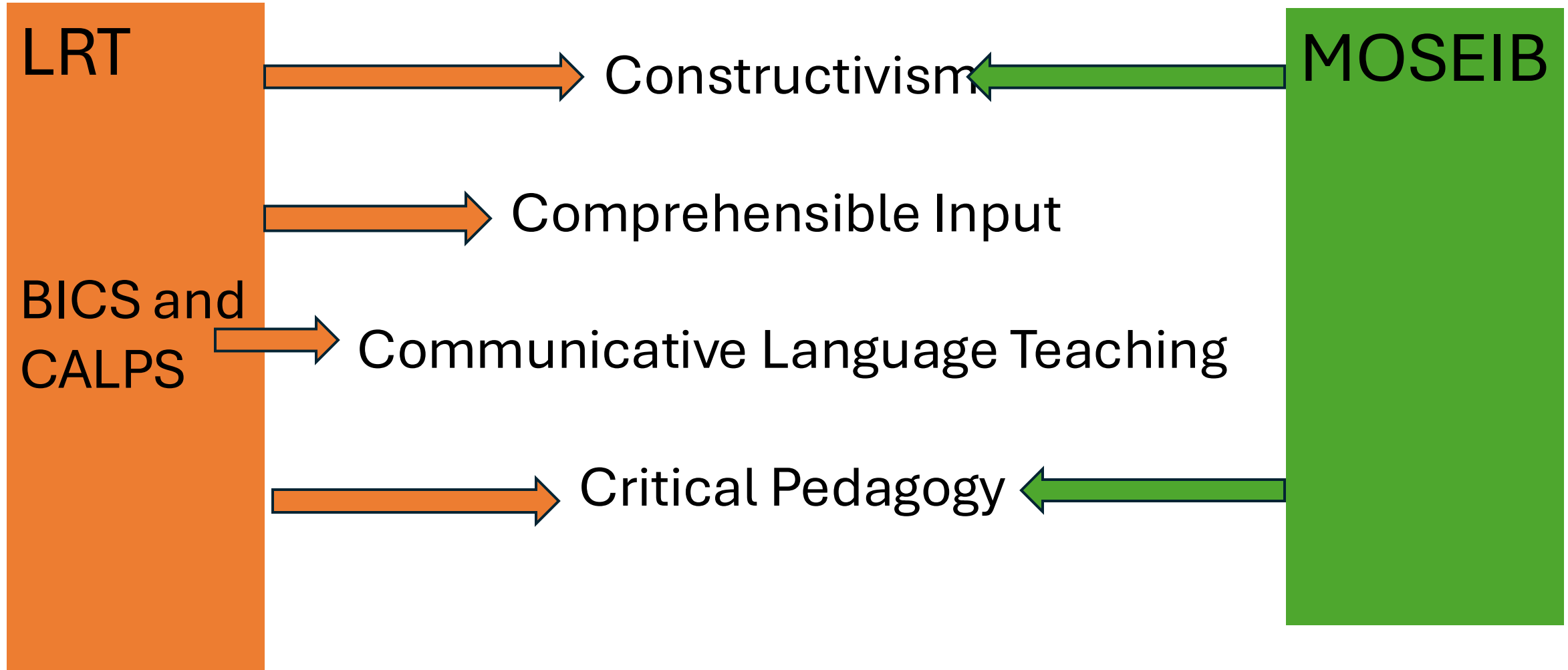
Aims to transform curriculum to meet the linguistic needs of all learners (for success in the Western language)



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Theoretical Framework



Research Questions

- 1: Is Kichwa language being taught using MOSEIB and LRT teaching pedagogy in intercultural bilingual schools?
2. Do students and teachers think that the school system effectively promotes Kichwa language and culture?



Methodology

Three multi-teacher Intercultural Bilingual Community Centers in Cotacachi Canton: Nazacota Puento, San Jacinto and Pichincha



3 instruments:

- Quantitative- qualitative surveys were administered to 55 students aged 9–10
- Quantitative- qualitative surveys were administered to 6 Kichwa language teachers
- 5 Class observations of Kichwa classes using a rubric based on the theoretical framework

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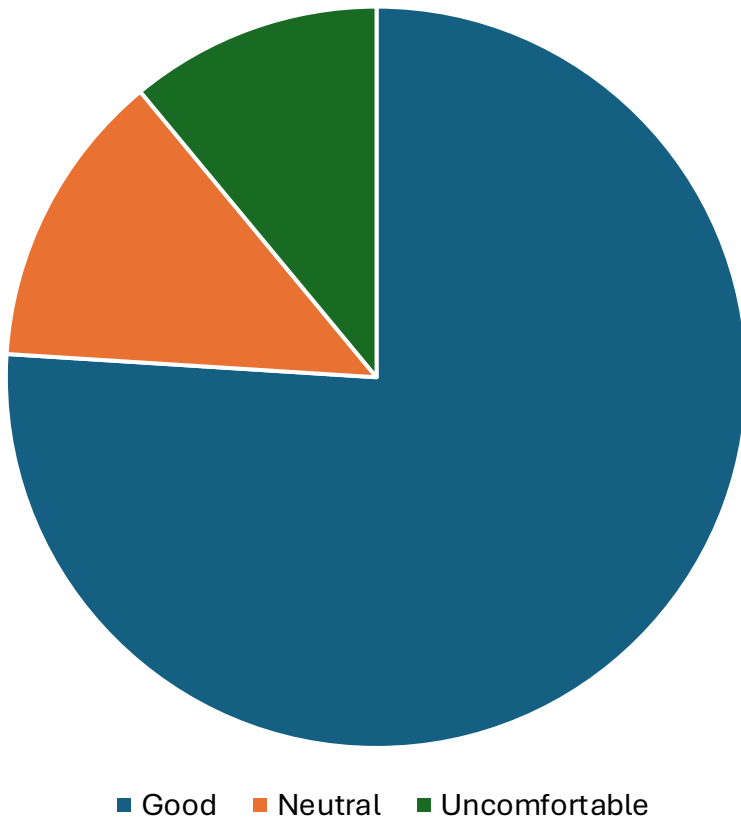


Quantitative Results: Student Surveys

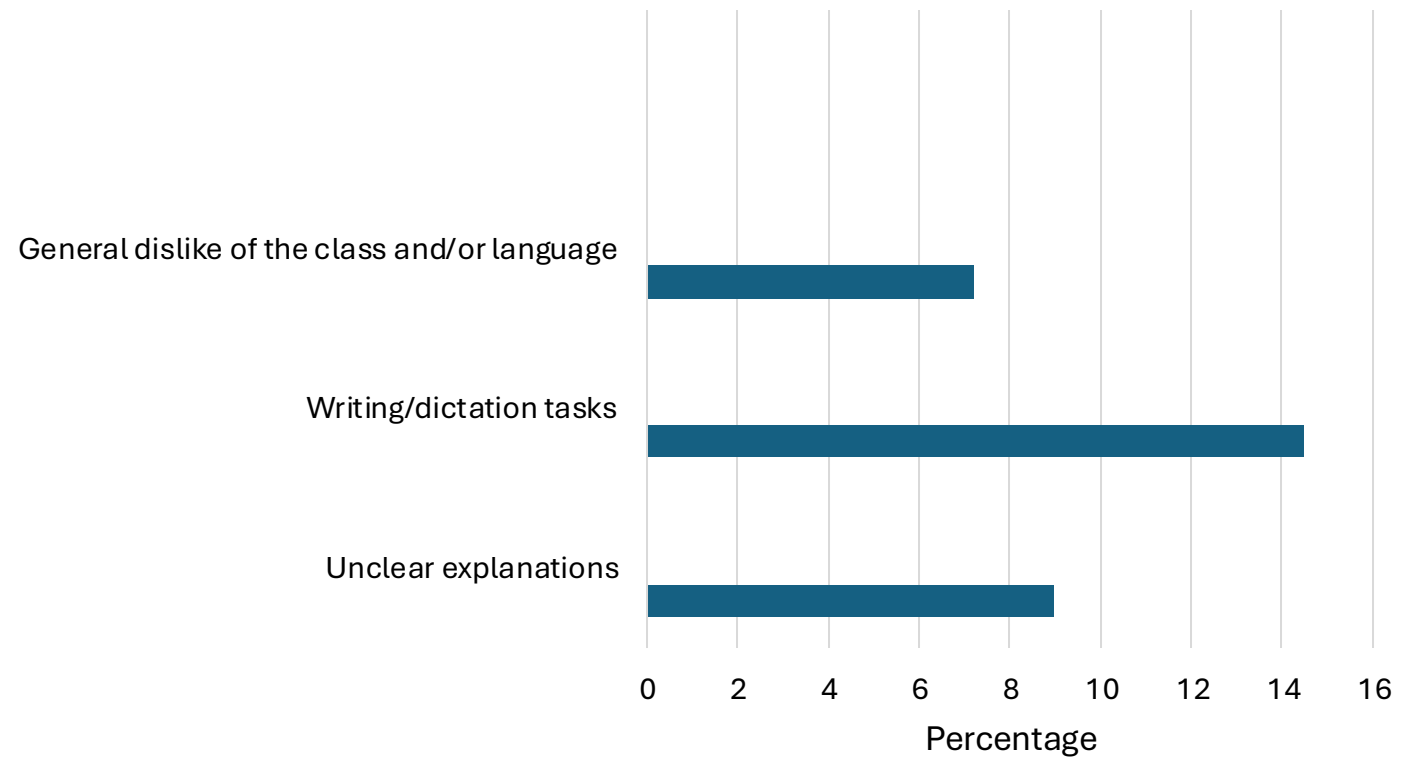
Question	Mean	Standard Deviation
1. Kichwa language and culture are valued at my school	4,3	0,75
13. My Kichwa teacher explains everything well—everything is very clear	4,26	0,77
4. I learn important things in Kichwa class	4,1	1,01
7. I feel motivated to improve and learn Kichwa	4,1	0,99
3. I learn a lot in Kichwa classes	4,1	0,92
9. My Kichwa teacher speaks the Kichwa language very well	4	1,11
12. My Kichwa teacher likes the Kichwa language and culture	4	1,06
8. My Kichwa teacher uses different types of activities in class (oral, written, and reading activities)	4	1,02
10. My Kichwa teacher knows a lot about Kichwa culture	4	0,94
5. I learn how to read, listen, write, and speak in Kichwa	4	1,04
14. My Kichwa teacher uses images to help us learn better	3,94	1,01
6. I have many opportunities to participate in Kichwa during class	3,9	1,06
2. I like my Kichwa classes	3,9	1,08
11. My Kichwa teacher includes cultural activities in the classroom	3,57	1,26
15. My Kichwa teacher has us work in different ways: individually, in pairs, and in groups	3,15	1,38
Total Average	3,95	1,03

Qualitative Results: Student Surveys

How do you feel in Kichwa class?



What part of Kichwa class do you not like or think could be improved?

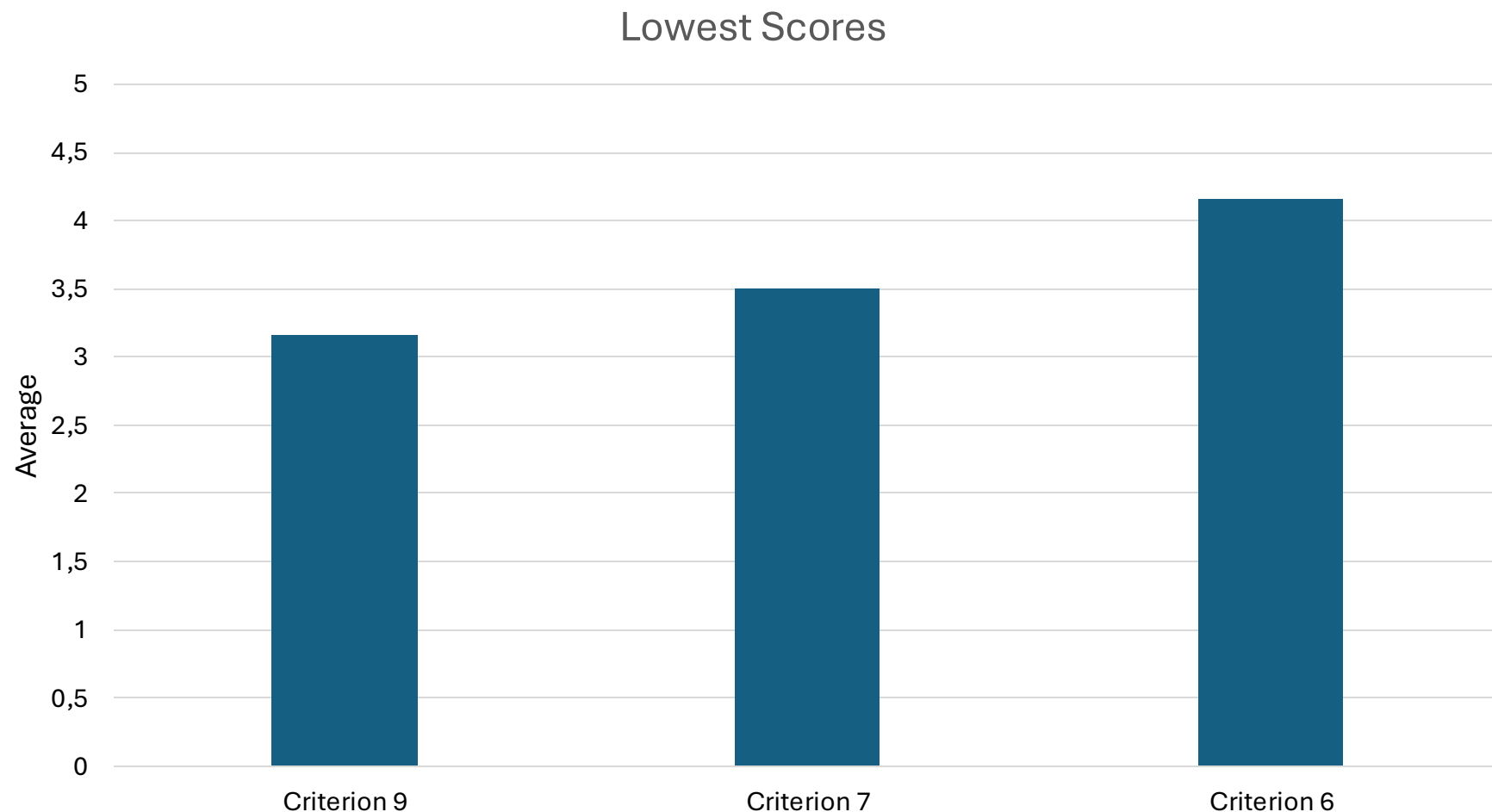


Teacher Surveys

Criterion 9: At the school where I work, all the other teachers speak Kichwa

Criterion 7: I feel the support of parents in teaching Kichwa

Criterion 6: My professional training has enabled me to carry out my work successfully



Class Observations

Participation Criteria	Mean
3. Student participation is predominant to that of teaching staff	4,3
4. Students actively participate in whole class activities, pair and group activities	3,7
Methodology Criteria	Mean
9. The use of vocabulary and/or grammar examples is effective	6,8
10. The teacher uses images to enhance student learning	6,8
14. Class activities follow a clear sequence that include pre- and post- activities	6,8



Conclusions

Minutes of Kichwa Language Instruction Per Week



■ 0 minutes ■ 45 minutes ■ 90 minutes

- Kichwa language is isolated to a subject
- It is not used or taught enough
- Kichwa language is being taught "traditionally," which is not pedagogically-sound or culturally relevant
- Clear language teaching pedagogies are needed in the Intercultural Bilingual Education System, along with training



- Kichwa language is being taught "traditionally," which is not pedagogically-sound or culturally relevant
- Culture should be what shapes the Kichwa language classroom—a lack of cultural activities and/or context is troubling
- Clear language teaching pedagogies are needed in the Intercultural Bilingual Education System
- Training on these pedagogies, and activities and assessments need to be elaborated, in-line with the chosen pedagogies
- Training on scaffolding techniques is needed for L2 Kichwa learners, and potentially Kichwa classes separated by level



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