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Kichwa-Otavalos Indigenous Context Culture Community to Improve English Oral
Production in Senior Students at Miguel Egas Cabezas High School in Peguche

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DEDICATORY

This research work is dedicated to the Kichwa Otavalo population of the province of Imbabura, mainly to indigenous children and youth in order to contribute to the educational system of their communities. In addition, it is necessary to mention that this research is dedicated to the Kichwa Otavalo indigenous culture and all its cultural elements (clothing, music, traditions, beliefs, and experiences).

Subsequently, I want to dedicate this research to indigenous students, both from the Miguel Egas Cabezas High School, as well as from the other educative institutions of the province and the country so that they can self-identify and put into practice their ancient habits and customs to take advantage of the opportunities provided by learning a foreign language.

In the same way, this research is dedicated to the university community so that teachers and students can be creditors of a contribution for their pedagogical methodologies of teaching the foreign language.

Finally, I want to dedicate this work to the community in general so that through new strategies and making use of the local autochthonous culture, in addition to preserving the indigenous Kichwa cultural practices, they can take advantage of new didactics and learn new languages with different approaches.

Felipe Guevara S.

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ABSTRACT

This investigation arises from the need to seek alternatives to solve the English proficiency deficit focused on indigenous Kichwa Otavalo students, in addition to the need to promote cultural rescue through Kichwa activities-based linguistic methodologies. So, this research work explores the integration of indigenous cultural elements into the teaching and learning of English as a foreign language in the context of indigenous schools. Drawing on mixed research methods (qualitative and quantitative), the study examines the perceptions and experiences of both indigenous students and an English teacher in incorporating cultural elements in the language learning process. This research work was carried out at Miguel Egas Cabezas High School in the rural parish of Peguche, Otavalo. Research instruments and techniques such as interviews and questionnaires were used to inquire about information from the institution's two baccalaureate courses, as well as from the teacher in charge. Findings suggest that the inclusion of indigenous cultural elements promotes a deeper understanding and appreciation of the English language and enhances the cultural identity of indigenous learners. Nevertheless, it was possible to verify that despite being a multilingual and multicultural school, strategies, methods and didactic tools with cultural overtones are not being applied to promote optimal and significant language learning. The study concludes with recommendations for incorporating more culturally responsive practices in English language teaching in indigenous schools and a conscious creation of a more inclusive and responsible curriculum to favor a large part of the educational community.

Keywords: Kichwa, Indigenous, Otavalo, Context Culture Community, Foreign Language, English.

RESUMEN

El presente trabajo de investigación surge de la necesidad de buscar alternativas para solventar el déficit de dominio de Inglés enfocado en estudiantes indígenas Kichwa Otavalos, además de que se vio la necesidad de promover el rescate cultural mediante metodologías de enseñanza basadas en actividades Kichwa. Así pues, Esta investigación explora la integración de elementos culturales indígenas en la enseñanza y aprendizaje del inglés como lengua extranjera en el contexto de las escuelas indígenas. A partir de métodos de investigación mixtos (cualitativos y cuantitativos), el estudio examina las percepciones y experiencias tanto de los estudiantes indígenas como de un profesor de inglés al incorporar elementos culturales en el proceso de aprendizaje del idioma. Este trabajo de investigación se llevó a cabo en la Unidad Educativa Miguel Egas Cabezas ubicada en la parroquia rural de Peguche (Miguel Egas Cabezas), Otavalo. Se utilizaron instrumentos y técnicas de investigación como la entrevista y el cuestionario para obtener información de los dos últimos cursos de bachillerato de la institución, así también como del profesor a cargo. Los hallazgos sugieren que la inclusión de elementos culturales indígenas promueve una comprensión más profunda y una mayor valoración del idioma inglés y mejora la identidad cultural de los estudiantes indígenas. Sin embargo, se pudo verificar que, a pesar de ser una escuela multilingüe y pluricultural, no se están aplicando estrategias, métodos y herramientas didácticas con connotaciones culturales para promover un aprendizaje de idiomas óptimo y significativo. El estudio concluye con recomendaciones para incorporar prácticas culturalmente más responsables en la enseñanza del idioma en escuelas indígenas y una creación consciente de un currículo inclusivo y responsable para favorecer a la mayor parte de la comunidad educativa.

Palabras clave: Kichwa, Indígena, Otavalo, Elementos Culturales, Lengua Extranjera, Inglés.

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INTRODUCTION

➤ **Topic**

Kichwa-Otavalos indigenous context culture community to improve English oral production in senior students at Miguel Egas Cabezas High School in Peguche in the 2022-2023 academic period.

➤ **Problem Description**

The acquisition of a second language today has become one of the most critical factors for the development and progress of individuals. Rumsey (2020) states that knowing English increases the chances of getting a good occupation or obtaining fourth-level degrees of education with a higher level of quality since many of the most prestigious universities in the world are located in English-speaking countries such as the United Kingdom, the United States, and Australia. Thus, the English language is the dominant language in the world and has obtained a great reception as substantial means to access many jobs or study opportunities that make up the critical elements of the joint development of a country.

However, education, as a fundamental agent for this acquisition to be achieved optimally, needs to be correctly developed in pedagogical techniques and methodologies that allow students to obtain a significant mastery of the skills of a new language. However, it is true that educational quality directly influences how students and teachers create and share knowledge.

In this way, it is necessary to focus on the national context. At this point, the consequences of ineffective learning should be highlighted, as shown by (Ortega Auquilla & Fernández, 2017) in a study carried out in Azogues, the sufficiency level of the foreign language in senior students is inefficient. Moreover, it is mainly because they do not conceive of mastering the English language as an essential part of their training, and therefore so much, so they neglect to learn it, conceiving it not as an advantage.

Therefore, it is necessary to approach the problem from another point of view, closer to the field to be deployed; for this reason, the Kichwa language was chosen, which forms a fundamental cultural element within the local society; thus, the acquisition of a second language has been essential for Kichwa-Otavalos people to develop better in a monolingual society since these individuals dominate more than one language apart from the native one (Enríquez, 2015).

Afterward, the problem is that students need to acquire the necessary knowledge of the foreign language. It becomes more severe in rural areas both in the country in general and in the province of Imbabura, says Mercedes Mendoza in the investigation of (Friedlander, 2015), the bilingual education and intercultural is not only teaching Kichwa and Spanish or English but applying a process of development interculturality in the area, in which it has to create a multilingual system of education for all, mestizos and indigenous.

In this way, it is essential to address the methodological factor with which teachers instruct their students since cultural traits that are acting as barriers to learning are not considered, such as the specific case of this problem focused on the rural community of Peguche in Otavalo – Imbabura province, where (Friedlander, 2015) stated that there are some bilingual and intercultural schools, but not many, and those that still exist do not have the necessary support to prosper, implying that bilingual education is compromised, mainly harming children and young students who must access these educational centers.

➤ **Delimitation of the Problem**

For this writing work, it has been decided to consult the problem in Miguel Egas Cabezas High School in the rural area of Peguche, in Otavalo. This is because, in this location, the number of Kichwa-speaking people is elevated, and this would allow a correct investigative deployment. On the other hand, this research will also focus on senior students since they are aware of the domain use and deployment of their language and how it can be used to acquire even a third language. The main objective of applying the strategies that will be developed previously.

➤ **Formulation of the Problem**

- ✓ Can the Kichwa language give guidelines that allow the acquisition of the English language as a second or third language?
- ✓ Would it be favorable for students to relate their cultural practices to acquiring a second or third language?

➤ **Justification**

Therefore, the main goal of developing this research is to find alternatives to the imposed problem since it has been shown that Ecuador is established as one of the worst qualified in the South American region as positioned by CNN Español (2018), where EF English Proficiency Index analyzed the results of 1.3 million tests in 2017, showing that a notable decrease will strongly negatively influence the development and progress of the country in the learning and mastery of a foreign language.

This causes many problems for young students from deprived educational institutions who mostly choose to continue in higher education to become professionals. However, their academic activities are seen truncated by the lack of mastery of the foreign language, so many of them opt for intensive courses, which translates into deficiencies that are still present even after having obtained their respective professional qualifications, which, according to Quillupangui (2021), the Ministry of Education of Ecuador develops an improvement plan that includes training teachers on techniques and methodologies for teaching English, but the deficiencies still being present.

Thus, the present investigation is intended to be carried out to find strategies that are mainly related to local indigenous cultural practices, specifically those of the Kichwa Otavalo, since these native indigenous people of the Sierra Norte of Ecuador, located mainly in the province of Imbabura, are identified by their enterprising and traveling nature since they have been migrating from the country for more than eight decades, with the English-speaking nations being preferred by them due to their economic stability and capacity for progress.

So, guided by the linguistic capacity of the people belonging to the Otavalo autochthonous population, it is intended to carry out this research since it includes excellent cultural relevance since the preservation of the native language would be promoted in addition to the use of cultural didactics such as music, poems, or stories in order to develop pedagogical strategies that directly influence the educational level. In addition to promoting the mastery of more than one language, at the local level, Kichwa, Spanish, and English international are understood as the ones with the highest incidence.

On the other hand, it is intended that with the development and deployment of this research, the senior students of the country's educational institutions can be benefited by applying a methodology based on indigenous didactics to the teaching of a foreign language. In this way, teachers from the high school level will benefit since they will be able to create curricula and school plans with these strategies. Therefore, they would ensure optimal development of pedagogical activities and will be able to sustain significant learning concerning the learning of the English Language on the oral element in their students.

Finally, the Kichwa-speaking community from Otavalo-town will be the primary beneficiary of the development of participatory and diverse strategies which will improve their oral production of the foreign language by acquiring and developing them, allowing Kichwa-Otavalos people to improve their productive and commercial activities.

➤ **Objectives**

✚ **General Objective**

Determine the Kichwa-Otavalos indigenous context culture community to improve English oral production in senior students at Miguel Egas Cabezas High School in Peguche.

✚ **Specific Objectives**

- ✓ Diagnose the methodology in teaching-learning on English oral production in senior students at Miguel Egas Cabezas High School.
- ✓ Analyze the indigenous cultural-linguistic strategies for acquiring English.
- ✓ Design a proposal based on Kichwa-Otavalos indigenous context culture

Finally, it is necessary to indicate that in the present investigation, information was consulted from various sources related to the proposed theme, later the methodology to be applied is analyzed to investigate cultural elements to improve the oral production of the foreign language in the established population, and with the results obtained will establish conclusions and recommendations that include solutions to the proposed problem.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. OTAVALO-KICHWA CULTURE

This research work focuses on exploring the cultural characteristics of the Kichwa-Otavalo people; therefore, it is necessary to contextualize this demographic group. Their communities and place of origin reside in Otavalo canton, in Imbabura province in the northern highlands of Ecuador. It is a cosmological population rooted in its customs and traditions, so, Buenaño et al. (2016) describe them as indigenous people with a traveling and merchant culture.

Furthermore, this ethnic group is characterized by its textile production that is well recognized locally, as they are recognized for their love of their culture, their craftsmanship, creativity, and trade. They have taken advantage of the diversity they possess since they are leaders in promoting natural and cultural tourism in their locality and have made their communities welcoming and educational places from the perspective of their Andean worldview linked to respect for them and nature.

1.1.1. Kichwa Language

The northern Kichwa, or *runa simi* (man's language), is adapted from the Peruvian Quechwa. This language originated under the domains of the Inca empire, a territory that today includes Ecuador, Colombia, Bolivia, Peru, Argentina, and Chile. It is estimated that the number of Kichwa speakers in the previously mentioned territories exceeds 9 million, while in Ecuador, there are around 500 thousand Kichwa speakers, being officialized by the governments of Bolivia and Peru. Consequently, the Ecuadorian Constitution recognized Kichwa as an indubitable part of the indigenous culture in 1983, it was made official 23 years later in the new Constitution of 2006 (Garabide, 2020).

The otavalean engineer Paolina Vercoûtère, a politician, ex-assembly member, and former Kichwa governor of the province of Imbabura, in an interview conducted by the organization defending minority languages called Garabide, showed certain relevant information for this section because, in her words, the situation of the Kichwa language is remarkable since she affirms that many of the indigenous speakers do not use this language as the principal communicative agent, which denotes a significant decline in the conservation and use of this language (Garabide Elkarte, 2017).

➤ Kichwa Language as Cultural Element

This research work is also intended to support the cultural manifesto of indigenous people, protect the Kichwa language, and seek educational relationships for learning the English language and later use it in oral production. So, Enríquez, (2015) names language as the central axis to maintaining an active culture and being the most essential cultural driver. Thus, the author argues that this element facilitates the convergence of values, knowledge, traditions, and beliefs through oral dissemination.

In this way, the relevance of maintaining the use of a language in practice can be noted, in addition to looking for elements that benefit its users. Furthermore, the indigenous population usually is characterized by dominating more than one language, either because of the commercial context or the social need for communication where they must be able to dominate the language that is spoken in their closest communities (in this case Quichwa), as well as the one that is spoken mainly at the national level (Spanish), and the one that is frequently spoken worldwide (English).

Furthermore, Vercoutère examines the reality of the condition of the Kichwa in the province of Imbabura, where the low percentage of the use of this language is because many of the indigenous who are Kichwa-speakers, which includes approximately 48.500, do not enjoy effective informal instruction, because in many cases, such as hers, they have a basic knowledge despite having close contact with people with a more excellent linguistic command, in addition, many of these indigenous people reside in areas primarily dominated by languages of intercultural contact (Spanish) (Garabide Elkarte, 2017).

➤ **Cultural Bilingualism in Peguche**

For many residents belonging to the Otavalo people, it is vital to recognize, learn and practice the mother tongue, since, it is a fundamental factor to develop their interculturality, however, it is necessary that they can master the language that is commonly spoken in the national territory, such as Spanish is, therefore, it turns out to be more practical to learn more than one language to be able to carry out your daily activities and routines, in addition to being necessary to have a good communication for their commercial, social and cultural activities (Friedlander, 2015).

1.1.2. Merchant Culture Success of Otavaleño Mindalaes.

Otavalo indigenous people are better known as Mindalaes, and UNESCO (2012) recognizes them as an elite group of specialists in the art of trade and exchange. Thanks to alliances between different populations and cultures, they gained social and political recognition, as well as an economic power, so that they have been able to insert themselves into foreign societies, being the language, among many other cultural factors, that they acquire to develop their commercial practices.

Besides, Herrera et al. (2005) propose that the business success of the Otavaleño mandalas, both locally and internationally, lies in the access to goods and their use, their desire to be informed, the good management of capital and economic resources, their adaptability to adverse situations and access to technology.

Returning to the above, it can be argued that these merchants have facilities for producing and manufacturing primary sources so that the acquisition prices turn out to be manageable to generate profits. In addition, they are in a constant process of information, so they can easily communicate with Kichwa-speaking producers and those who speak Spanish, so they tend to be well-informed about prices, competition, and factories.

In this way, they make good use of their capital since by not spending more than enough, they have absolute control of their income and expenses, always trying to control the process of supply and demand by marketing products that meet the needs of consumers and outperforming the competition.

Subsequently, adaptability is remarkable since this factor has allowed them to reside in various locations in foreign countries. Considering the cultural biases they must face, being the language gap the most notable. However, it has been noted that they come to adapt to these cultures and acquire the local language in an accessible way.

Finally, access to technology has made trade more accessible since they can communicate more easily, in more extensive ways, and at lower costs. The same happens with transportation and production, influencing all these factors to benefit their economies.

1.2. KICHWA LEARNING IN PEGUCHE

So, it is necessary to focus on the educational needs of the ethnographic group on which this research will focus about intercultural bilingual education as well as the cultural, educational, and cultural impact of an inefficient pedagogy and methodology of bilingualism and intercultural education program. Therefore, it results in a relevant understanding and evaluates the reality of the current educational system since criticism of the educational model of teaching-learning gives rise to the need to replace this conception that is not showing academically positive results with explanation-comprehension.

This project developed around the area of interest of this research aims to address the educational deficiencies of language pedagogy in students of educational institutions in the rural sector of the province and how it affects the development and progress of this indigenous community from a multicultural and bilingual. In this way, Friedlander (2015) focused on the indigenous community of Peguche. She carried out investigative work that allows recognition of the intercultural and linguistic components developed in this sector's educational institutions.

Through interviews with teachers in charge of the formal instruction of Kichwa-speaking students, it can verify the reality of bilingual learning in rural institutions such as those found in Peguche. Consequently, the author emphasizes the importance for the inhabitants of Otavaleños of continuous contact with nature and ancestral knowledge and, most notably, their language and culture, since it is one of the autochthonous peoples of the country, a people for which its cultural legacy has transcended to more territories, and it's lasted for so long.

1.2.1. The Adoption of a New Language in Otavalo.

Besides, Friedlander (2015) corroborated that many of the Otavaleño residents concluded that mastering more than one language is more accessible for them to adopt another to their dialect. Consequently, this premise has been reflected in the commercial success they have in foreign countries. As previously argued, they have been able to incorporate into various societies by adapting to their languages, customs, and traditions. Hence, These indigenous people have had to adopt new languages due to the need to extend their social and communication skills to bilingual, trilingual, or polyglot. This factor is significantly affecting the Kichwa population and its cultural elements.

Now, it is necessary to cover the subject of education from the legal framework established by the Ecuadorian government. This is necessary to understand the foundation on which bilingual instruction is based in the country's indigenous peoples, and in this case, in the settlers Kichwa-Otavalo. Thus, it will be analyzed what influence the educational system has when acquiring a new language and what parameters are being issued to regulate optimal teaching.

Thus, a table will be displayed with the information presented by Ministerio de Educación de Ecuador (2013), in which it establishes the percentages proposed for a whole exercise of intercultural and bilingual education concerning the plurinational and the rights of the native indigenous people to maintain their customs and their most transcendent cultural legacy such as language.

Table 1*Scheme for the use of languages in the educational process*

Early childhood Community education	Insertion to semiotic processes	Cognitive affective, and psychomotor strengthening	Development of the skills and study techniques	Processes of investigative learning	High School
100% Language of nationality	75% Language of nationality	50% Language of nationality	45% Language of nationality	40% Language of Nationality	40% Language of nationality
	20% Language of intercultural relationship	40% Language of intercultural relationship	45% Language of intercultural relationship	40% Language of intercultural relationship	40% Language of intercultural relationship
	5% Foreign language	10% Foreign language	10% Foreign language	20% Foreign language	20% Foreign language

Note. This table shows the distribution of the academic proposal for language teaching (horizontal) in the different academic periods of students (vertical) belonging to the various nationalities and peoples of Ecuador. Taken from (Ministerio de Educación de Ecuador, 2013).

In this way, The Ministerio de Educación de Ecuador (2013), through agreement **No. 0440 – 13**, agreed to implement a bilingual intercultural education system at the national level in favor of the plurinational and pluricultural rights that were being promoted at the Constitutional level. For this, the regulation issued by the decree stipulates that teachers must provide a varied use of different languages that the country's indigenous inhabitants commonly apply.

For this, it proposes a fragmented language teaching in different academic periods in which three languages will be issued, the first being their mother tongue belonging to the nationality or town, in the second instance it includes the instruction of the language of intercultural relationship or Spanish, which tends to be the second language learned by the Kichwa-speakers, finally, the foreign language teaching is presented, which in its great majority is usually English.

Subsequently, It can be denoted the relevance that the mother tongue acquires as a learning subject in the educational system is proposed to be a significant percentage that teachers must dedicate to teaching their students. On the other hand, the language of intercultural contact becomes as essential as the one mentioned above since it shares a similar amount of being applied in the educational process. However, implementing the foreign language has little relevance in the educational model proposed in this agreement. However, it continues to be present in the educational curricula of students with indigenous identification.

So, language instruction from the formal academic point of view contributes to the bilingual domain of the Kichwa-Otavalo inhabitants, and this teaching-learning process is normatively supported from an intercultural perspective concerning the global framework that it presents, the indigenous demography of Ecuador.

1.3. ENGLISH AS A GLOBALIZATION LANGUAGE

Smokotin et al. (2014) describe the great relevance that the English language has acquired during the 20th and 21st centuries and its impact worldwide since they show it as a lingua franca, that is, a language with which much of the world population can carry out their activities, since whether productive, academic, commercial, political or cultural (Mosco-Amador et al., 2019).

1.3.1. Importance of Acquiring English

To Smokotin et al. (2014), globalization is a phenomenon many people benefit from. However, considering the communicative factor, it states that this language of contact allows a more optimal effective contact to achieve an intercultural and interlanguage transition. Thus, learning English translates as achieving communication where users transmit their needs and arguments connecting different ideologies and cultures. Thus, the essential elements of learning English as a second language allow you to be part of the globalizing phenomenon that is currently an economic, political, and cultural reference directly impacting the world population.

1.3.2. English Learning in Latin America

This part is necessary to explain and develop arguments about the education in the region, that means, how schools and high schools of Latin America have been teaching English to students, so the grounded basis with which a better understanding of teaching in the country would be developed would be achieved with some result the investigation of Cronquist y Fiszbein, (2017) in which it is shown that the deficit of the command of English on students is due to the deficiency of public policies that strictly support the teaching of the foreign language in educational institutions.

1.3.3. Teaching English as a Foreign Language

The learning of a new language requires a systematic process. This is because the students have a native language. However, they are taught by teachers who do not have this language as their mother tongue either, in addition to the fact that this is carried out in the vast majority of countries that do not present English as the primary language.

The Indonesian Dr. Zuliati Rohmah, in his handbook for teaching English as a foreign language (EFL), defines it as a methodology for teaching a new language to young children and adults, who have the availability and motivation to learn for the most part, they require their mastery for various circumstances, whether economic, social or academic. This methodology can be taught in private academies or public institutions (Rohmah, 2013).

Thus, learning a language is not as simple as remembering and repeating words or grammatical structures. EFL intends to educate and propose alternatives for teachers and students. As previously established, the students, generally young people and children are instructed in English from a very advanced age since the educational system proposes its teaching in the school curriculum.

1.3.4. Language Teaching Deficiencies in Ecuador

This is now the turn of the educational reality of the country, in terms of the teaching of the foreign language, the paper of Cronquist y Fiszbein (2017) shows, since, like the other countries in the sector, Ecuadorian Government falters in public education policies and the national educational system promotes inefficient study programs. Hence, students' educational performance does not denote remarkable productivity in language use; as a result, they demonstrate low learning standards and ineffective outcomes to access superior education. It is essential to review that problem from an internal approach.

Likewise, the authors Cronquist y Fiszbein (2017) demonstrated that the poor command of the language in students of higher levels results from deficient teaching competence in the educative centers not only in Ecuador but the problem extends to many establishments in Latin American countries. Thus, it is evident that various political, socio-economic, and educational gaps produce the low command of English in Ecuadorian students. Therefore, the inefficient educational system in the English teaching area is causing them not to acquire knowledge to command the foreign language, which causes a low contribution to labor, academic and cultural opportunities.

1.3.5. English Teaching of the Four Skills and Components

Manaj (2015), in her article that delimits the relevance of learning English, suggests that this language should be taught through environments of knowledge and experience, integrating two receptive skills: Listening and Reading, as well as two productive ones: Writing and Speaking.

However, for the most part, the teaching of these skills is usually portioned in this way. On the one hand, Listening and Speaking are intended to be improved in students to achieve optimal oral communication and strong understanding. On the other hand, Reading and writing are required for students to be able to write academic texts or read them effectively. (Manaj, 2015).

Consequently, Rohmah (2013) establishes that in these four abilities, you can find the following components: "pronunciation, which includes stress, rhythm, and intonation, grammar or structure, and vocabulary," Nevertheless, Rohmah assures that most of the time, teachers focus on teaching a single skill or a single component per class, this being a severe flaw since none of these components can be individualized or separated from the rest, this is due to that language comprises a single system, not a set of linguistic subgroups.

In this way, it can be affirmed that the intention for students to master these four factors of the English language is mainly for them to be able to communicate correctly, to be able to understand the language either verbally or in writing, and that in the same way, They can pronounce sentences or phrases so that the person with whom they are speaking understands their intention.

1.4. ENGLISH ORAL PRODUCTION

A fundamental element for which many people learn English is the need to communicate, express ideas, form affective or professional ties, and achieve academic opportunities, among others that have oral production as a dominant agent in a joint. For this, Mendieta (2021) conceptualizes oral production as an element with which people express what they want to say, as long as it is a clear and understandable message for the person they are communicating.

Besides, Mendieta (2021) argues that the direct approach with which oral production is carried out is with the communicative one since this factor turns out to be a competence that must be developed by people who are learning a foreign language, so it is not enough just to produce some utterances; instead, students are required to be able to express their feelings, ideas, opinions, arguments, or concepts as communication intention in the target language.

1.4.1. Oral Production Measurement

On the other hand, it is necessary to highlight the importance of oral production in communication when applying a foreign language. Thus, it turns out to be essential to know the level of conformity with which a person manages to communicate his intention and that he can achieve an effective interaction using the fundamental elements of oral discourse, so oral production will be described in 3 fundamental components, in order to notice more easily, the language development in English users and the adoption of a third, so they indicate Zehua y Feifei, (2021), in their research about this topic, oral production can be measured into three frameworks as they are fluency, accuracy, and complexity.

➤ Fluency

This indicator aims to denote the speed and extension at the time of producing spoken languages, such as in a conversation, an argument, or an opinion (Zehua y Feifei, 2021). Thus, a user learning to speak in English must be able to communicate without complications and apply pauses correctly. In this way, effective and understandable communication is achieved.

➤ Accuracy

On the other hand, it is not only necessary to have ease of oral production; Zehua y Feifei (2021) describe another element for oral production. Accuracy is the degree of assertiveness when producing spoken language by specific grammatical rules and regulations. However, this production must be developed following parameters that allow recognizing the intention that the speaker wants to understand and assertiveness in forming sentences.

➤ **Complexity**

Finally, the last element for speech production in a foreign language is complexity, which, for Zehua y Feifei (2021), represents the level that a person speaks with property and quality, using a good lexicon through a coherent syntax. In this way, it is determined that for excellent oral production, the communicator must demonstrate mastery of grammatical structures and their development when using an adequate and diversified vocabulary.

1.4.2. Oral Production in Senior Students in Ecuador

The Ecuadorian Ministry of Education shows on its official website the government disposition of the study plan aimed at evidencing the accuracy level of English of senior students, which provides that the graduation profile of these students must be B1.2. According to the Common European Framework of Reference for Languages (CEFR) (Ministerio de Educación de Ecuador, s.f.).

On the other hand, Vargas (2021), in her master's degree investigation work developed in an institution from Imbabura, stressed the importance of allocating practice time for optimal oral production in students who study English as a second language. Therefore, foreign language teachers must allocate efforts and resources to create welcoming environments in the classrooms of class that allow students to feel free to produce verbally, without fear of being wrong, in order to generate significant learning in students belonging to this section of the study, such as high school.

Thus, for senior students to meet the specifications of the exit profile as high school graduates, they must be able to develop their linguistic skills and have reinforced the four sub-skills of the English language. Moreover, it is even more critical that they can produce their communicative intention orally and develop their academic or work activities optimally.

1.5. INTERFERENCE IN THE MOTHER TONGUE

It is necessary to explain an element that causes complex difficulties in the oral production in students with English as a second language, in this way, it will be noticeable that learning a foreign language can own troubles in students to produce coherent ideas and achieving good communication. Besides, it is frequently common to use the mother tongue as the tool to produce the target language, being very frequent to translate the words in the first place and then write or say them, instead of doing it using mental images which is more feasible.

1.5.1. Difficulties of Mother Tongue Interference

So, Subandowo (2017) evokes the difficulties presented by students learning English as a target language. They state that these learners tend to show difficulties when producing oral expressions, mainly due to the influence of their mother tongue, since they are used to relying on grammatical rules, vocabulary, and sounds belonging to the language with which they grew up speaking, and which generally has a structure that differs from the target language, causing them to make mistakes in pronunciation and grammatical rules that do not allow a good understanding of the intention they have for expressing a specific idea.

➤ Mother Tongue Interference on Kichwa Language.

Since students who master the basic knowledge of English are susceptible to fail in pronunciation, they cannot communicate as well as expected due to misunderstood essential words. So, it is necessary to show the difficulty that Otavaleños may present when acquiring a new language. Thus, interference in the mother tongue, as claimed by (Noviyenty and Putri, 2020), is an element that hinders the correct learning and development of speaking skills in English.

On the other hand, Kichwa, as the native language of the Otavaleños, has specific characteristics that can differ from the standard language (Spanish) and the foreign language (English). These characteristics they show in terms of oral production must be developed in order to boost pronunciation, spelling, syntax, and grammatical features and achieve optimal oral production and be able to recognize the syntactic and morphological flaws without neglecting the importance of their mother tongue when learning a foreign language that is usually their third one.

Thus, it is possible to discover the most relevant aspect of these interferences, which consist of people learning English as a second language who tend to relate phonetic elements of the foreign language with their own, in addition to producing utterances and sounds about those they have already learned.

In this way, users of Kichwa as a first language do not have an adequate command of English pronunciation, so many expressions are not produced appropriately. This problem is evident in the same way when they speak Spanish. They mix phonemes typical of their mother tongue, forming a characteristic dialect when listening to them speak.

In this way, it can be concluded that Kichwa-speaking students are directly affected by the interference of their mother tongue concerning the target language, such as English, for this their pronunciation and oral production are implicitly influenced by motivation, contrast culture, the different phonetic sounds that are difficult to adapt to the Kichwa dialect, and the instructional deficiencies due to poor bilingual education.

1.6. DIDACTICAL STRATEGIES AND APPROACHES TO LEARN ENGLISH AND KICHWA

This section will focus on the legal education field in which Kichwa students also learn concepts but projected to cultural and daily uses, the same aspects of the English language. It will describe some strategies teachers can apply to improve their competence. Likewise, those students can boost their mastery of the foreign language while maintaining their customs and traditions in terms of culture.

Therefore, this research work is also focused on the analysis of educational methodologies that allow the creation of more didactic environments within the classroom, but what differentiates it from many others is that these strategies are developed to strengthen interculturality and oral tradition, which its main objective is to learn the foreign language and to maintain and improve the mother tongue, identifying grammatical structures, as well as to optimize the quality of verbal productions.

For this section, it is essential to cite the research work of Asadobay (2021), in which methodological strategies are proposed for learning a foreign language developed from a bilingual perspective (Kichwa and English). This is because the author proposes learning the English language as an integrating element of cultures, where globalization and interculturality have forced the Kichwa-speakers to adapt to this linguistic instruction.

Likewise, Asadobay (2021) covers the pedagogical topic, where he argues that the teacher must attribute to the linguistic learning of their students through techniques and pedagogies that help students to give broad meaning to the foreign language, attributing to cognitive abilities and fundamentally, building a comprehensive knowledge through an optimal teaching-learning process.

1.6.1. Kichwa and English Language Learning

Regarding the pedagogical instruction of the two languages, Asadobay (2021) shows a variable to take into account since the lexicon of a mother tongue about the target foreign language usually has similar characteristics since belonging to the same linguistic family, they share a set of semantic structures, phonetic sounds, and vocabulary. However, the Kichwa language does not belong to the family of Romance languages (the group to which Spanish belongs as a local language at the national level) nor to the family of Anglo-Saxon languages (the group to which English belongs as the target language).

In this way, the complexity of adapting linguistic education, with Kichwa as the mother tongue, is evident, and it is the key element by which many of the users of this native language do not acquire significant learning by being instructed with inefficient methodologies and approaches (Asadobay, 2021).

Moreover, as the author of the research previously mentioned, to effectively acquire the fundamental elements of a second or third language, it is vital to make connections that allow the mother tongue to be related to the foreign language. Thus, Kichwa, in addition to not sharing components of linguistics with this language, no comparisons or relationships are made so that they can discern the relevance of learning English; therefore, for them, as bilinguals, mostly (Kichwa and Spanish), it is more accessible for them to make these connections between the language local with the foreigner, who indeed share more linguistic components than with their mother tongue.

1.6.2. Applied Approaches to Learn Kichwa and English

It is necessary to conceptualize an approach; for Rohmah (2013), this corresponds to how the learning strategies are applied methodologically, trying to achieve an effective teaching-learning process consistent with the needs and perspectives of the students. In this way, it could be affirmed that the approaches that must be used to learn English in a bilingual context, such as the one that exists in the classes of Kichwa-speaking students, must be directed in a way in which they can find similarities and no linguistic conflicts, which is relevant in the linguistic interference part.

➤ Intercultural Language Teaching

Friedlander, (2015) exposes the methodology that should be developed when teaching from an intercultural and bilingual approach since it denotes the relevance of maintaining a curriculum openly focused on maintaining teaching based on values and the Otavaleño worldview, which is about achieving a total understanding but taking into account cultural factors that children may become familiar with.

It is necessary to reconsider this method, since this research is based on seeking alternatives so that students belonging to different ethnic groups can make use of the context in which they operate, especially young people from Otavalo, who always operate in intercultural and diverse classes, with a notable cultural focus.

➤ Communicative Language Teaching Approach (CLT) for Learning Kichwa and English.

Asadobay (2021) exposes the relevance of learning a new language, the Communicative Language Teaching approach (CLT), for learning Kichwa and English. The communicative approach promotes communication as the fundamental axis to learning a new language, and oral production becomes very important. That is why Kichwa-speaking students must learn not only linguistic theory but should focus on the usefulness and application of English.

In this way, the importance of relating previous experiences is exposed in order to activate the knowledge of the students by differentiating the elements that they have in common with their mother tongue or with the local one (Spanish), and this allows them to produce coherent utterances orally as well as understandable and meaningful communication.

According to the blog Sanako (2023), belonging to the company of Finnish educational practices of the same name, it is established that this approach, its main target is to be able to achieve cooperative interactions, encouraging group work as well as maintaining verbal component as the primary learning factor, in this way, the present is established as a method to design the proposal of this research work, mainly due to the need to implement methodologies in students that allow them to produce language without feeling pressure while increasing the quality and quantity of pronounced words to achieve learning based on the elements of their own culture.

1.6.3. Methods and Techniques Applied to Learn Kichwa and English

Leaving aside for a moment the indigenous cultural tradition, it will proceed to describe some teaching methods that are applied to teach students who can become bilingual by mastering, from a low to a high level, the mother tongue and the local language. A method is defined as a guide or series of predesigned steps to apply the approach to teaching the language (Rohmah, 2013). At this point, it is necessary to clarify that these topics are shown so that the reader can understand how the Kichwa-Otavalo indigenous came to learn the foreign language through an educational approach.

For this, the author proposes learning based on experiences relating to the cultural components of the languages with which it is treated since learning a foreign language consists of adaptation and cultural insertion and, therefore, forming a linguistic relationship. In this way, they can converge in dynamic and participatory instruction for the social benefit of students.

➤ PPP for Learning Kichwa and English.

On the other hand, the author proposes an effective teaching methodology that belongs to the Presentation-Practice-Production (PPP) to focus on the theoretical part for the easy understanding of elements, which, after being preconceived by the students through relationships of experience in a previous phase, they must understand how the foreign language works, its similarities and differences with their mother tongue and its application (Asadobay, 2021).

Thus, the subject would be presented in the first phase of the presentation. Later, it would be practiced with activities that are presented to them in daily life. Finally, they would demonstrate their learning by producing some tasks that exposes if they have grasped the elements of the foreign language and their relationship with the Kichwa.

➤ **Realia Teaching Strategy**

Asadobay (2021) argues that one of the most relevant strategies for teaching a foreign language is the use of realia, which is defined as the set of existing elements as didactic learning instruments but focused on cognitive pedagogy, which has as its purpose that the students relate the objects, with their concept, their definition, and their use, as well as that they can achieve understanding through their senses.

Consequently, teaching through this strategy includes the use of simple objects but with an essential meaning since students can understand and differentiate elements such as food, clothing, stationery, tools, animals, clothes, colors, animals, and materials, in their mother tongue as well as in the foreign language. Thereby, students can touch, smell, and even hear objects the teacher selects and not limit themselves to learning only by observing and listening.

In another section, Friedlander (2015) exposes the methodology that should be developed when teaching from an intercultural and bilingual approach since it denotes the relevance of maintaining a curriculum openly focused on maintaining teaching based on values and the Otavaleño worldview, which is about achieving a complete understanding but taking into account cultural factors that children may become familiar with.

It is necessary to reconsider this method since this research is based on seeking alternatives so that students belonging to different ethnic groups can make use of the context in which they operate, especially young people from Otavalo, who constantly operate in intercultural and diverse classes, with a unique cultural focus.

➤ **Roleplaying**

The first technique is the one that is defined by Budden (2022) as a verbal activity in which a student can become anyone else. It means the students have to personify an imaginary person in an imaginary situation and context, according to the requirements established by their teacher to develop the activity. In this way, students will be able to be motivated because of the dramatization of eventual situations that occur within their cultural context, that is, festivities, traditions, or customs that their people have done since ancient times.

In this technique, Budden (2022) adds that the teacher acquires a second plane in the teaching-learning process since he will go from being a facilitator to being an expectant or a participant; in this way, the students will carry out the activity themselves, forcing them to use the language and actively participate so that they collaboratively create a formal communication environment.

➤ **Collaborative task**

Indeed, Editorial Team (2022) proposes collaborative work as the interactive technique of carrying out an activity in a group of people who work together to achieve a common goal; this technique provides students with a sense of community, a very relevant factor since the Otavaleño Kichwa indigenous people are characterized because of their strongly united. Therefore, each work group will promote among its members the skills, ideas, and information they contribute to each other, solving problems, roleplaying, or creating stories for their English class.

CHAPTER II: METHODOLOGY

Intending to make a broader and more concise literary contribution to the subject matter and expanding and contributing opinions and results from different perspectives, it was convenient to use research methods, techniques, and instruments. So, data, results, and opinions were established, which were helpful in comparing and contrasting them so that it was possible to make an analysis and discuss whether what the authors previously proposed in the framework was being fulfilled.

2.1. RESEARCH APPROACH AND TYPE OF RESEARCH

2.1.1. Mixed Approach

The investigation was conducted using the mixed approach, defined by Molina-Azorin (2016) as “the combination and integration of qualitative and quantitative methods in the same study.” Thus, it was due to the combination of approaches that provides a better understanding of research pitfalls and complex phenomena than either approach alone. Besides, based mainly on elementary factors to determine its use, which is priority and implementation of data collection of deficiencies of learning and production of the foreign language as well as the recognition of educational strategies for its correct teaching based on a cultural factor.

➤ Quantitative Approach

In this way, it is necessary to specify that the qualitative approach was used in terms of calculable and analyzable elements where Parra (2021) defined it as the set of objective measurements and statistical, mathematical, or numerical analysis of the data, such as the case of data collection, which allowed analysis to be created thanks to the tabulation and calculation of data, obtained mainly through quantitative instruments and methods such as surveys and questionnaires, to find out the number of students who lack or have the level of English proficiency required according to educational regulation standards.

Regarding its application in this research, the quantitative part was applied in the data collection, its respective analysis, and the results count. Thus, the number of students who answered the survey was counted, and later, the number of responses was classified, which was reflected in the graphs. Finally, percentages were presented, which indicate the tendencies of acceptance or selection of answers.

➤ Qualitative approach

On the other hand, the quantitative approach is used to describe and analyze methodological strategies to reveal the behavior and perception of a target audience with reference to a particular theme, in this case, of applying cultural strategies from the Otavalos people to improve the oral production of the target students. Therefore, descriptive results

and conclusions were obtained, and cultural strategies were established to be applied in a sociocultural context in the focus group.

Regarding the obtaining of information, this element was applied in the part of the interview with the teacher of the institution since this data collection instrument was used to know the educational reality of the institution in terms of methodologies, instruments, and pedagogical approaches that the teacher applies to the students, obtaining descriptions, opinions, and points of view that cannot be counted from the numerical context.

2.1.2. Research Type

This investigation was carried out from a descriptive approach since there are previous investigations that show to a certain extent, an idea of the phenomenon that is intended to be analyzed, for which the problems that generate a notable deficiency in English are described, in addition to explaining which cultural aspects are taken into account for the acquisition of more than one language. Finally, it was specified what strategies can be used in the educational methodologies of the classrooms, such as those of the institution in which this research is deployed.

In addition, since the researcher attended the institution only once to observe the students and collect information, it can be concluded that the type of cross-sectional study was carried out since students show similarities in the variables studied in a period of the short study. This is because all the students who identify themselves as Kichwa Otavalo Indigenous were selected, and they were surveyed in a single class period.

2.2. METHODS, TECHNIQUES AND RESEARCH INSTRUMENTS

2.2.1. Applied Methods

➤ Deductive Method

In this research, it was necessary to use the deductive method. Bastis Consultores (2021) corresponds to a descending research methodology, where the researcher presents specific and observable data, results, and conceptions from an abstract and broad starting point. Thereby, the theoretical framework is proposed so that through the statutory variables in the central theme, they allow the development of the topics in a deductive way, maintaining an objectivist approach.

➤ **Inductive Method**

This method is an investigation procedure based on a specific fact to formulate a more general reasoning or technique. (Grupo Aspasia, 2022). Emphasizing the intention of this research, the relevance of promoting the use of strategies based on the Otavaleño culture can be denoted, since from the results and opinions expressed in the surveys and interviews with the members of the institution can be established guidelines and the methodology that best suits the educational reality of the target students. Promoting, in the same way, cultural rescue as well as integral and equitable learning.

2.2.2. Techniques & Instruments

➤ **Interview**

The interview is established as a data collection technique; thus, a semi-structured type is carried out. It was chosen to work in this technique since this research is of mixed approach type, so it is used in the qualitative part. This is mainly because it allows a considerable margin of maneuver to probe the respondents, and in the case of this research, it was desired to know strategies that are mainly expressed and inherited through verbal means. That is, no documentation corroborates the existence or implementation of linguistic techniques in the indigenous population informally or educationally. However, they are of oral tradition and are shared through socialization or conversations.

Furthermore, it was necessary to know cultural factors like language, traditions, and music that allow Otavalos people to acquire the verbal domain in more than one language, and that permits the development of a solution to the research problem proposed. Consequently, this semi-structured instrument was used because it was necessary to access flexibility and creativity from the interviewer, and it can know what is required in detail from the students.

For this investigation, it was necessary to make use of a semi-structured interview, and this was because it wanted to establish some perspectives different from those initially proposed. So, the interview was developed to allow flexibility when surveying the only teacher of the high school section of the institution, in addition to needing vital information to know the methodologies, instruments, and methods that were being applied for teaching English in an intercultural and bilingual context.

2.2.3. Survey

On the other hand, the survey technique was used since it is also intended to develop the quantitative approach that is part of this mixed method. It was used as an instrument for data collection from a more numerical and analytically verifiable perspective.

With this, it was possible to access statistical data that allowed the researcher to better understand the nature of the problem described in this work, and it was also possible to know the position of the target students according to the learning of a new language, their mastery, and production of the speaking skill. Thus, the methodological characteristics that comprise the native culture on which this research is focused could be described, in addition to exposing the cultural elements previously explored through the technique corresponding to the quantitative approach.

➤ **Questionnaire**

Bhandari (2021) estimates it as a group of questions, whether multiple choice, open or closed, which are used to collect qualitative or quantitative information. In the case of this work, the questionnaire was used as a research instrument, applied face-to-face, and divided into closed questions that had the intention of inquiring about the incidence of their native culture in learning English. The instrument was applied to the target sample, with third-year high school students completing the ten questions. Finally, they were asked about activities linked to the indigenous context with which they felt comfortable learning the foreign language.

2.3. RESEARCH QUESTIONS

- Can the Kichwa language give guidelines or guides that allow the acquisition of the English language as a second or third language?
- Would it be favorable for students to relate their own cultural practices to acquire a second or third language?

2.4. OPERATIONALIZATION MATRIX OF VARIABLES

Table 2

Operationalization matrix of variables

Variables	Indicators	Data collection techniques	Information sources
Cultural Kichwa-Otavalos indigenous strategies	<ul style="list-style-type: none"> ➤ Indigenous oral traditions. ➤ Indigenous bilingual customs. ➤ Indigenous language acquisition strategies. ➤ Use of Kichwa language. 	<p>Interview Documentary and bibliographic collection</p>	<ul style="list-style-type: none"> ➤ Investigation works ➤ Kichwa linguistics textbooks or investigations. ➤ Technical reports ➤ Investigations of institutions or individuals. ➤ Personal memories. ➤ Cultural magazines
English oral production	<ul style="list-style-type: none"> ➤ Bilingual domain ➤ Second language production ➤ Oral production improvement techniques. ➤ Speaking improvement in the foreign language. 	<p>Interview Survey</p>	<ul style="list-style-type: none"> ➤ Teacher ➤ Students

2.5. PARTICIPANTS

This research was carried out with a population of 24 students who identified themselves with the Kichwa-Otavaló nationality in the high school senior group. So, the nature of the chosen sample becomes probabilistic; subsequently, the universe was selected to carry out the questionnaire since all the students divided into both groups identify themselves in the ethnic group of Kichwas Otavaló.

Table 3

Division of the senior students of the institution

	3^{ro} Bachillerato General Unificado (BGU)	3^{ro} Bachillerato Técnico Agropecuário
NUMBER:	12	12
TOTAL:	24 Students	

Consequently, the only English teacher was chosen to be interviewed to acquire another perspective of the educational reality of the institution and its management of cultural elements to teach the foreign language.

2.6. INVESTIGATION PROCEDURE

The data collection instruments were created; in this case, an interview of open questions was designed due to the semi-structured nature of the instrument, which allowed the interviewer to have flexibility when asking the questions and accessing the necessary information, such as cultural practices of the oral tradition that are transmitted from generation to generation and have been maintained thanks to their regular application in Otavaló society. Then, the survey was created using closed questions since it was necessary to address issues that do have certain established criteria, such as the methodological strategies that are applied in classrooms when teaching a foreign language or the native language and its influence on developing mastery of the skill of speaking.

After the creation of the instruments, they were reviewed, validated, and authorized by two expert teachers belonging to English Major, who encouraged the investigator to determine the causes and consequences of the deficiencies of the application of methodologies that are not related to culture in the case of bilingual students.

Subsequently, the respective data collection was carried out. On the one hand, the researcher resorted to the institution to formally present himself to the authorities. Through a letter issued by the dean of the faculty and after the corresponding analysis by the vice-chancellor of the campus, the permissions for data collection were accepted, So a teacher was entrusted to provide the researcher with the necessary facilities. The institution allowed 24 senior students to complete the survey.

The interview was conducted with the teacher in charge. The respective questions were asked, taking into account the educational reality she, as a multilingual teacher, faces in a multicultural institution. The teacher contributed to the interview, which resulted in some perspectives and educational practices that she put into practice so that her students could reach the required level of language proficiency.

After that, the necessary information was collected, and it allowed the respective data analysis to be carried out through tabulations and the creation of pie charts in Excel. Afterward, those graphics allowed their respective interpretation of results. On the one hand, the results obtained through the questionnaire to the students and their perspective of the incidence of cultural aspects in their English classes, as well as the methodologies, techniques, and tools applied by the teacher in their multicultural and bilingual context according to the problem and intention of this investigation.

Finally, the analysis of the information obtained was carried out, which consequently allowed to carry out their respective interpretation and analysis; on the one hand, with the questionnaire, it was possible to determine the use of strategies based on the Kichwa culture from the student perspective, and later, from the teaching perspective. Finally, the analyzes were triangulated, and through a bibliographic search, some elements that both the teacher and the students provided were contrasted.

CHAPTER III: RESULTS AND DISCUSSION

3.1. RESULTS

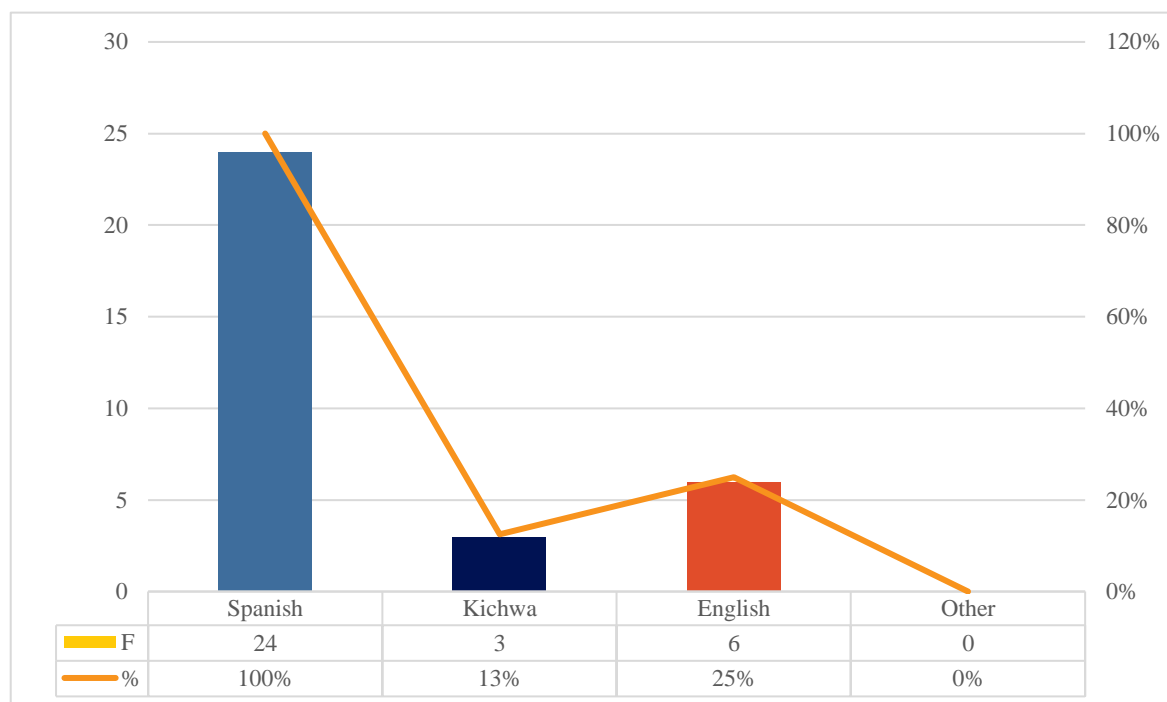
The results presented below were obtained after the application of research instruments in Miguel Egas Cabezas Bilingual Community High School in Peguche, Otavalo. The data was obtained after surveying 24 students who self-perceived as indigenous Kichwa Otavalo through the attached document in the annex. Those students belonging to the last two classes of high school completed a questionnaire of 10 questions to discern the relevance of establishing cultural contexts within their English classes to improve their speech. On the other hand, information was collected from a professional perspective through an interview applied to the teacher in charge of the institution's two baccalaureate courses.

The interview was done with the only teacher. She was in charge of teaching the two baccalaureates that the institution owns. Open questions were applied, which sought to discern the methodology applied in their English classes, in addition to connoting if they were making use of pedagogical strategies and techniques based on their own indigenous Kichwa culture.

3.1.1. Survey for students

Figure 1

Language using tendency of the students to speak in English class.



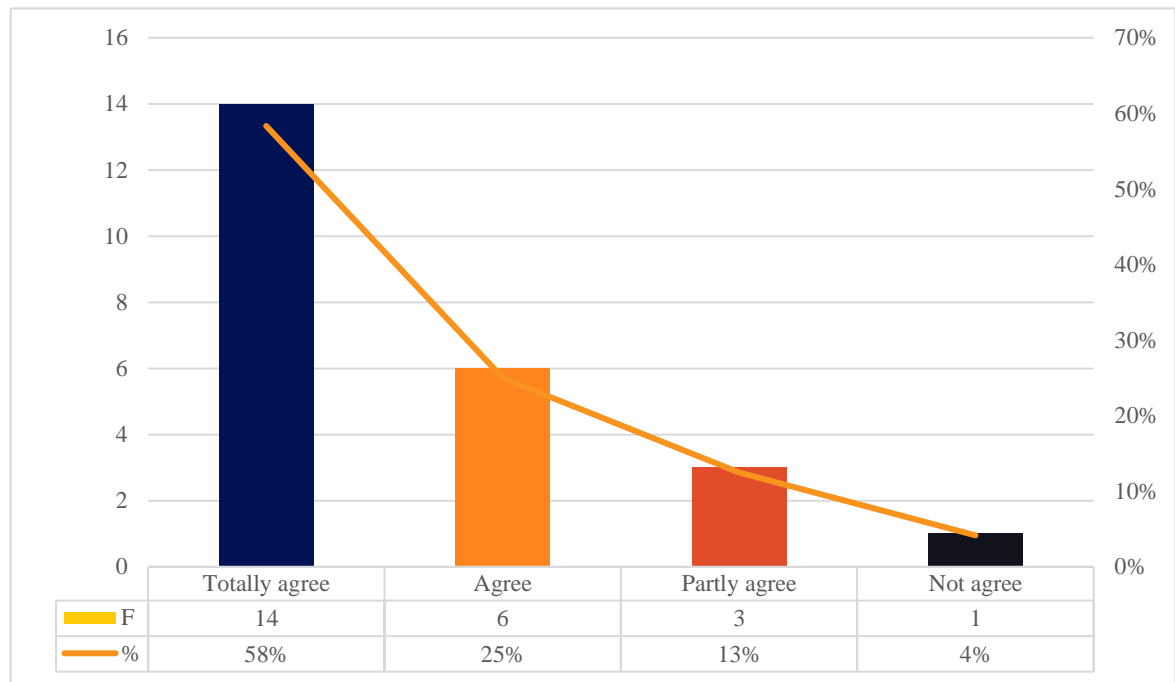
In this section, 24 students represent the total shown that even though the students surveyed identified themselves as indigenous, they do not use Kichwa. On the other hand, 25% of the total stated that they speak English most of the time. Later, 13% of them said they use Kichwa to communicate in English classes. In this way, Kichwa is used in the lowest percentage. So, it is clear that the preferred language for effective communication is the mother tongue for many of them.

Faraz (2012), in his study of the use of language classes, concluded that teachers use English in their classes, but they are the objective instrument to be reached; that is, this element is part of the syllable but is not used regularly to achieve assertive communication, being instead ignored and using mainly the students' mother tongue to achieve a better understanding of the activities carried out during the lesson.

On the other hand, it can be affirmed that just as teachers need to use the dominant language to achieve optimal communication, students also use this resource, which is why Spanish and, to a lesser extent, Kichwa are the preferred used languages in English classes.

Figure 2

Students' acceptance of the relevance to learn English and Kichwa.



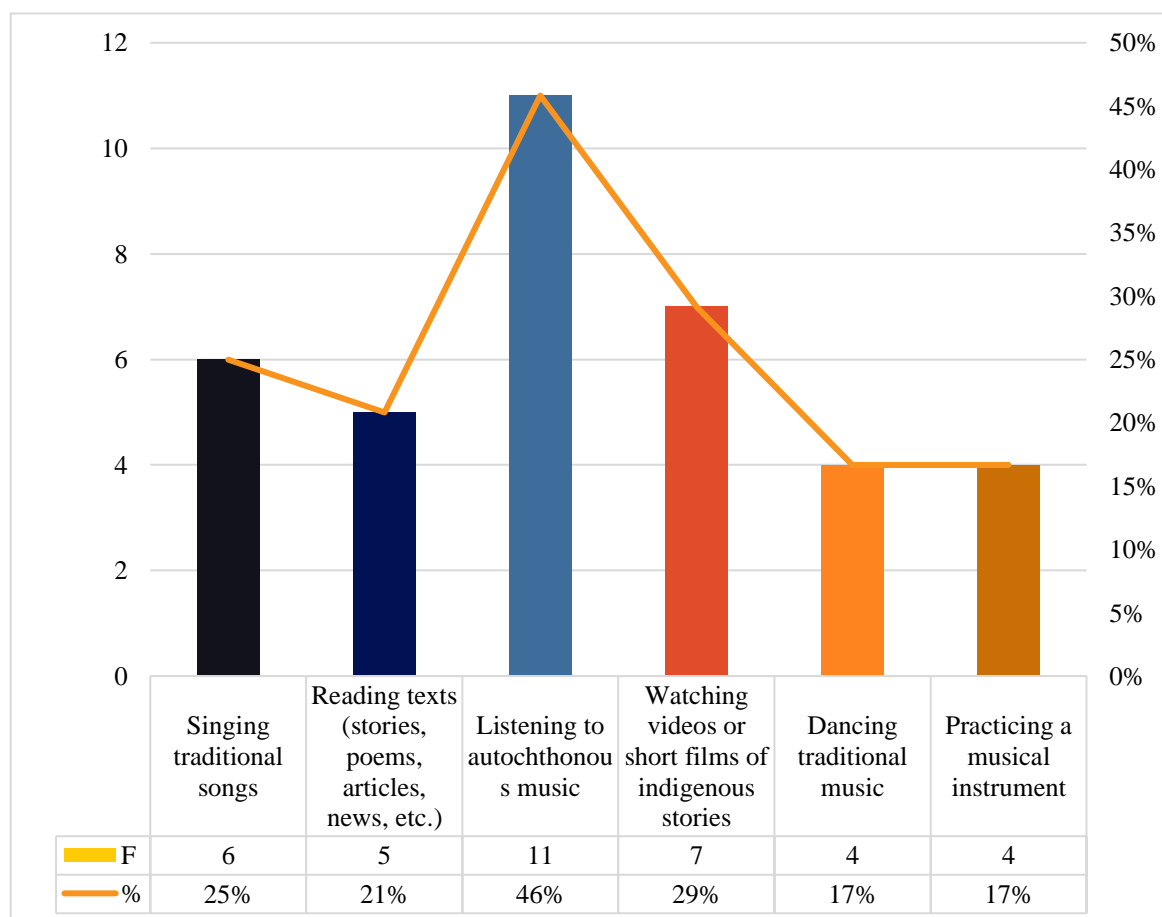
It shows the level of acceptance of the students that learning Kichwa is as vital as learning English. So, 58% of the students surveyed responded that they fully agree, then the most notorious percentage is 25, which reflects acceptance but not so sure. Subsequently, the students who partially agreed with the question corresponded 13%, and finally, only one did not agree.

In his summary of the conservation and support of the use of the Kichwa, Yépez (2019) states that the language for the cultures of the world, in addition to establishing itself as the fundamental element for communication, is also the cultural composition of the communities, their way of seeing the world and organization, is the value of its identity and its history.

Yépez also adds that it acquires great relevance even in international relations since Kichwa-speaking Andean countries, such as Peru and Bolivia, allow the creation of agreements or standard policies between them. In this way, it can perceive why students, in the vast majority, perceive learning this native language as relevant, as well as English.

Figure 3

Students' preferred outside activities in English classes.

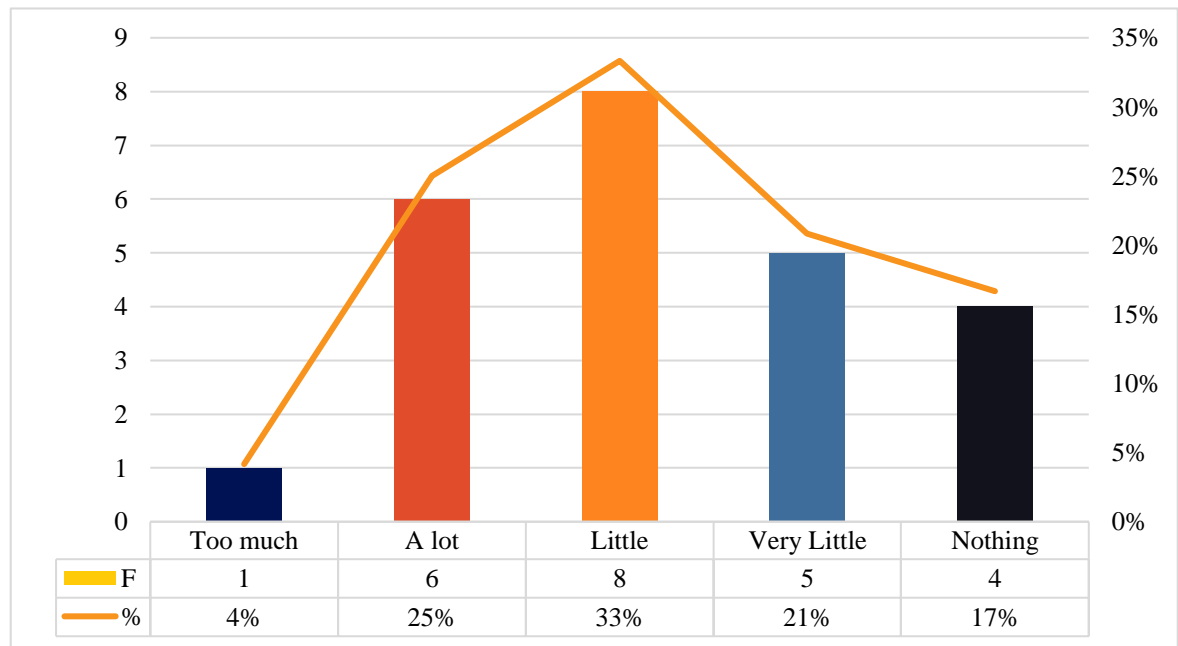


The activities that students prefer to do outside of English classes are the following. The most noticeable percentage is 46, which represents listening to the native music of Otavalo. Posteriorly those activities that concern watching videos or short films of indigenous stories own 29%. After that, 25% of the total students preferred singing traditional songs. Subsequently, 21% said they like to read some text. Finally, the same percentage, 17%, answered that practicing a musical instrument and dancing to traditional music are the activities they prefer the most.

Editorial Corporación Educativa Intellectus (2021) exposes the benefits of adolescents' activities outside their schools. It positively affects the mood of young people, who seem to show a lower stress index. Thus, art, in which it is possible to find music, singing, and reading, is the most feasible element since it exercises creativity and responsibility, mainly affecting their critical thinking and development of skills, as well as dance.

Figure 4

Incidence of Kichwa to learn another language.



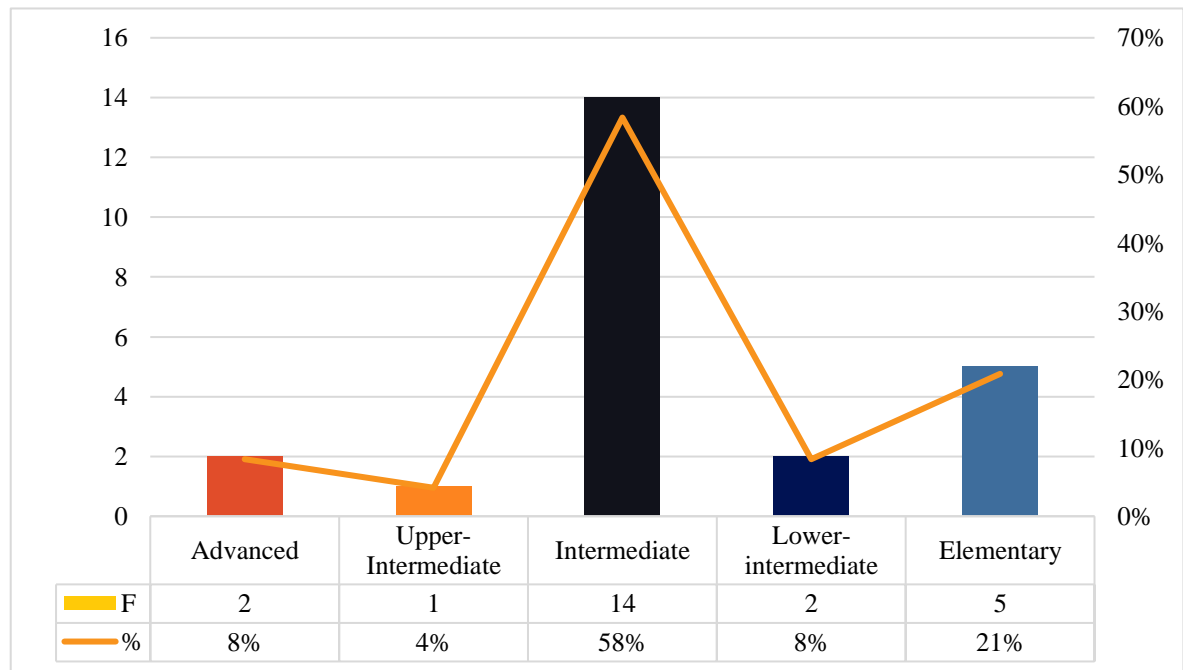
The influence of the Kichwa language on learning another will be presented. The majority of those surveyed, 33%, connotes that the influence of this native language is little. It is followed by 25% who affirmed that the Kichwa has a significant incidence. Subsequently, 21% of students believe that this incidence is very low. Later, 17% assure that it does not influence anything. Finally, only 4%, that is, only one person believes that Kichwa is relevant for learning a language.

In this section of the investigation, it can be noted that Kichwa has not significantly influenced learning another language since, as previously shown, students usually use Spanish or English. So, according to the results, the incidence of students acquiring knowledge or mastery of a third or second language is low.

Therefore, Valente, M. (2022), in her research concludes that Kichwa as a mother tongue becomes a helpful tool for teaching English due to the systematic use of vocabulary, improving it considerably, in addition to the fact that his language skills acquired by learning a second language such as Spanish, benefits the student. Learning of the third, such as English. This information is contrasting since the students are not entirely convinced that Kichwa as a cultural element contributes to their education, and even more so to learning English.

Figure 5

Proficiency level perspective of students on B1 English level



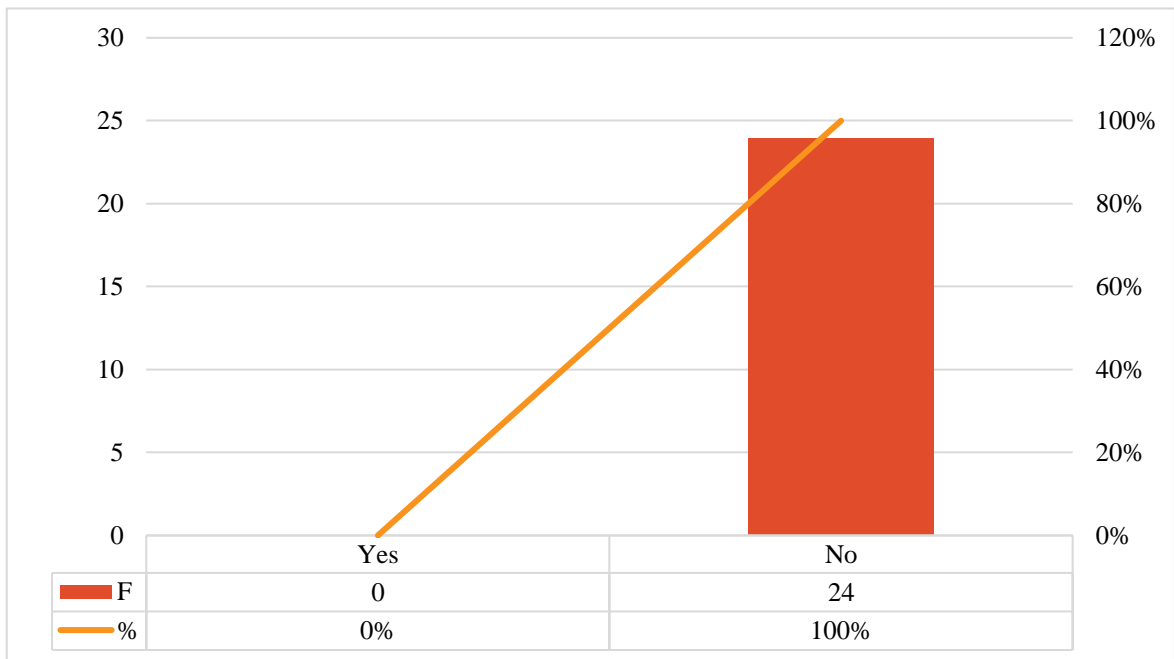
The vast majority of students surveyed, that is, 58%, affirm that according to their perspective, their proficiency level in English in B1 is intermediate. However, 21% affirm that their level is elementary, followed by 8% of the total, who say that their level is advanced and lower-intermediate. Finally, only one stated that their level of sufficiency is upper-intermediate.

According to the perspective of the students surveyed, most of them show that their command of the English language according to the mandate governed by the Ministry of Education is intermediate. This allows us to infer that their bilingual condition makes it easy to learn another language.

Nevertheless, Sempértegui (2022) publishes in his newspaper article that the ais does not have a good level of proficiency in the English language. However, it is discouraging to show that the students have terrible management, and it also exposes certain circumstances that cause this educational gap in high school significant students. Therefore, the respondents' perspective does not coincide with the statistics of formal studies, so it would be feasible to discern why the students perceive that they dominate it significantly despite their poor command of the language.

Figure 6

Teacher's use of Kichwa on English classes.

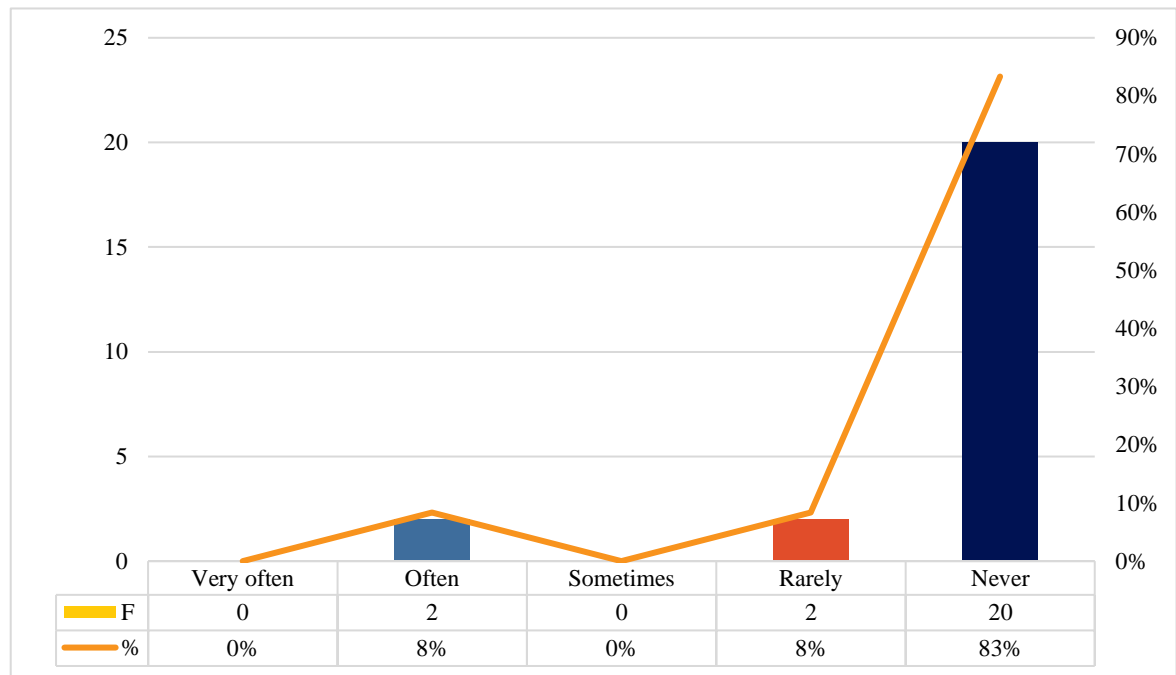


The overwhelming total of students affirmed that the teacher does not use Kichwa in her English classes.

For the students, their teacher rarely uses the Kichwa language in their English classes, which is related to what was argued by the teacher, who had the objective of not applying methodologies that make use of the local context but instead wants to ensure that their students try to familiarize themselves with the international area, leaving the Kichwa in the background.

Figure 7

Frequency of the use of Kichwa from the teacher in English classes.



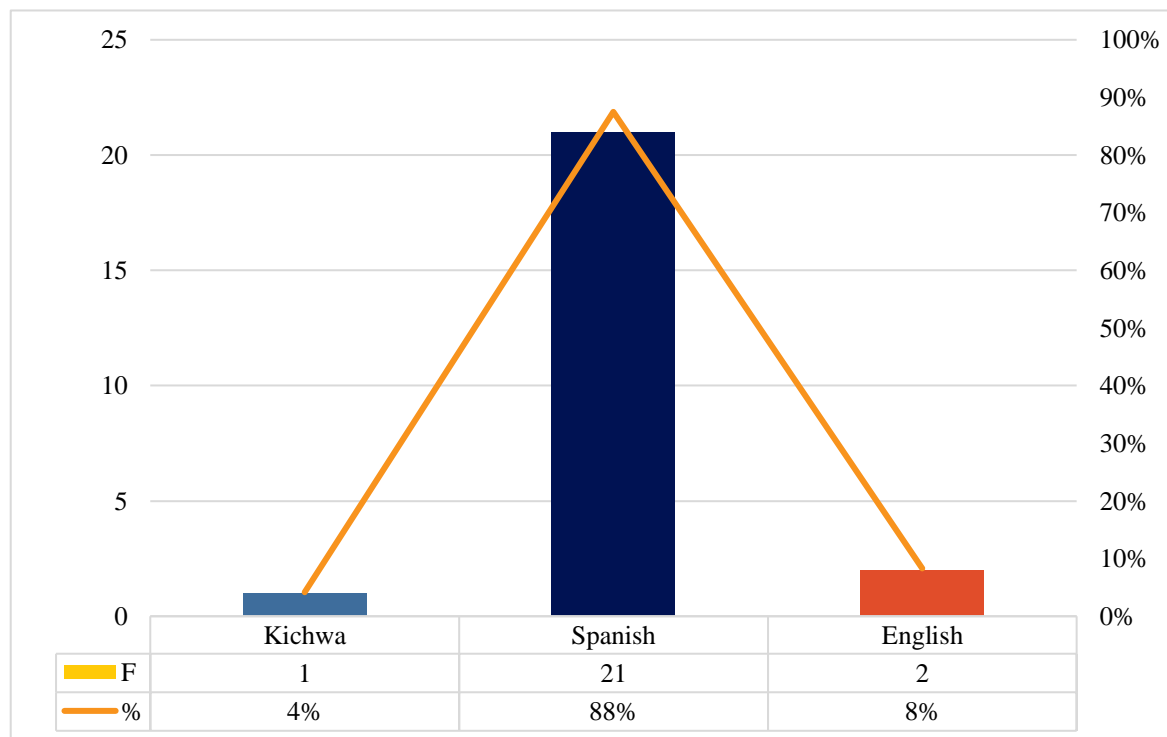
For more than three-quarters of the students, 83%, the teacher never uses it. Nevertheless, divided opinions can be found; for 8%, she does use it often, but for the remaining 8%, she uses it rarely. The frequency of the students listening to their teacher speaking in Kichwa is the following.

Students expressed that their teacher mainly uses Spanish. However, she prefers saying some phrases but in a sparser way. However, despite being a formally bilingual institution, Kichwa is used to a lesser extent because they need help understanding the class optimally, either in this language or English.

Yépez (2019) explores keeping Kichwa or Runa Shimi as a living language and subtly applicable to various social spheres. Furthermore, it also has scientific and technological applications. So, as it appears, countless government efforts have been made to preserve this cultural element since it denotes a relevant significance for the Otavalo Kichwa to maintain their customs and traditions. However, internally and at the academic level, these measures are not being applied, and therefore, their own Kichwa culture seems to be fading.

Figure 8

Most used language by the teacher to give instructions on English classes.



The language most used by the teacher to give instructions in class according to the students is shown below. For 88%, Spanish is the most used, followed by English 8%, and finally, Kichwa with only one perspective.

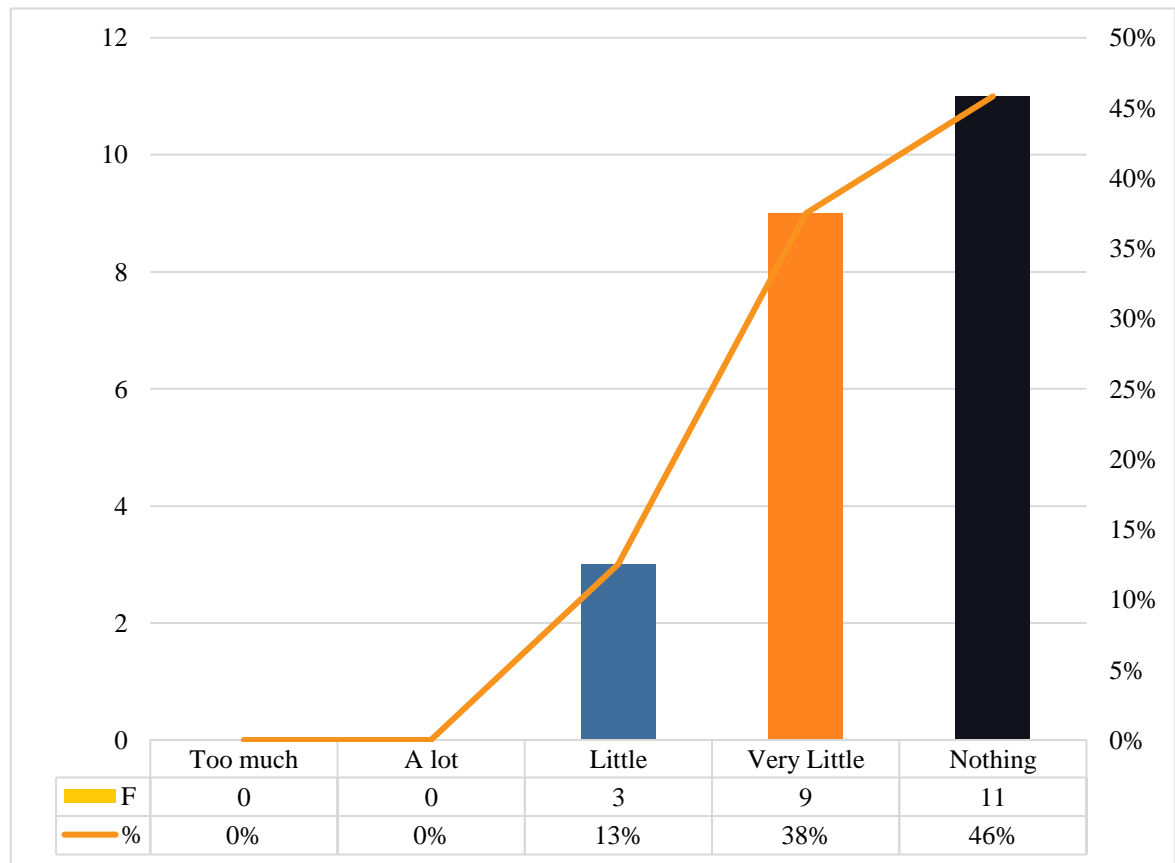
Most of the students surveyed responded that their teacher speaks Spanish to give instructions on the activities that must be carried out, either for that moment or for homework. On the other hand, the Kichwa must be considered since it would be confusing if they do not have the necessary command to listen to instructions.

Faraz (2012) rectifies the need to maintain understandable communication in foreign language classes, which is why he shares in his study the results in which it is evident that the teachers studied tend to speak in their native language when giving orders or instructions to their tasks with the intention that students know what to do and what not so that they can be successful in the task to be developed.

Thus, this trend is confirmed by the results obtained in this investigative work, seeing that the students fully understand that their teacher tries to implement English to give instructions in their English classes. However, not to such a great extent as he does with English. Spanish is the language the students are most familiar with, even though they belong to the Kichwa Otavalo people.

Figure 9

Frequency of the use of Kichwa cultural methodologies to learn English.



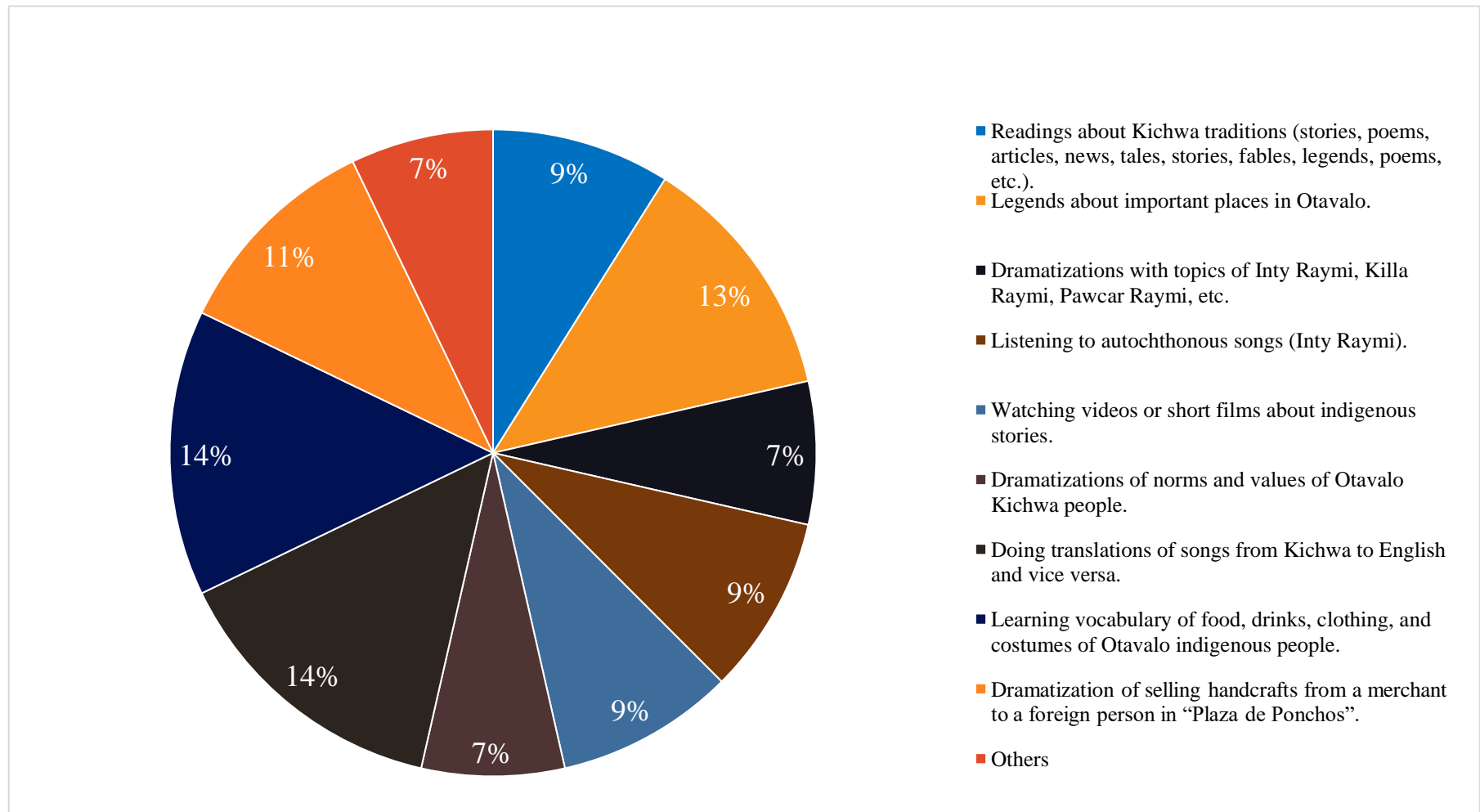
The frequency with which pedagogical tools and techniques with indigenous cultural context are used according to the student's point of view will be shown. It can be noted that more than the majority, that is, 46% affirmed that they are never used, followed by 38% who said that they are used very little, and finally, 13% affirmed that they are used little.

Elvis, M. (2018). In her article, which analyzes the shortcomings present in the learning of Kichwa, she states that the absence of the use of cultural strategies of this population is mainly caused by the systematic deficiency of teaching this language. In addition, teachers do not exhibit an initiative pedagogy to develop proposals and classes with more Kichwa context. In this way, they fail to create an integral connection between the curriculum and the subject. Consequently, there is a great lack of materials, techniques, and tools that promote the use of cultural context within the classrooms.

The results show it was analyzed that students show this tendency since their teacher does not use pedagogical strategies or methodologies related to their own culture in their English classes.

Figure 10

Activities with Kichwa cultural context that students would like to do in English classes.



Some activities with an indigenous cultural context were suggested so that the students select the ones they would prefer to develop, obtaining the following results. It is possible to notice a tie in two opinions; on the one hand, 14% think that they would like to learn the vocabulary of food, drinks, clothing, and customs of their town, while the other 14% would like to translate songs from Kichwa into English or vice versa.

The next most popular opinion has 13% in which they could hear legends about important places in Otavalo. It is followed by 11% who stated that they wanted to do dramatizations focused on the cultural trade located in La Plaza de Ponchos.

To a lesser extent, there is again a similarity in the opinions; in the first instance, the students choose to read Kichwa traditions; in the second instance, they would like to see videos or short films about indigenous stories and experiences, and ultimately, they would prefer listening to native music of Inti Raymi, in order to improve linguistic skills, all with partial results of 9%.

After, three opinions are obtained with 7% respectively. Firstly, they would like to perform role-plays with festive and cultural themes. Secondly, the students would like to perform role-plays about community norms and values; and finally, with the same percentage, the students did not prefer the suggested options but would opt for other activities.

In this section, it can be noted that the most important activities were those related to learning vocabulary related to the Otavalo culture. In the same way, they find it interesting to make translations of songs, either in an indistinct way, Kichwa to English or vice versa. Finally, it would seem possible for them to develop the creation or reading of legends of popular places in their town.

Some activities were proposed that the teacher of the area could apply in her methodology. So, the students who chose other activities proposed the following: practice songs in English to boost vocabulary and pronunciation and hold English, singing, reading, and comprehension contests.

Elvis, M. (2018), thinks that language teaching acquires significant relevance when teachers are capable of linking subject matter and knowledge with culture; In this way, the students will be able to apply what they have learned, such as experiences and knowledge and strengthen it through language, traditions, and customs. Thus, it can be confirmed that the proposed activities have the purpose of relating the cultural baggage, its different elements, and learning with the knowledge, experiences, and opportunities to create new didactic methods, potentiating their skills and learning to value their culture.

3.1.2. Interview

➤ Part A

This part is considered introductory since it is consulted for generalities necessary to understand the context of its methodology. In this way, it is possible to discern his trajectory in this institution and the way in which he has adapted to working with indigenous students.

Interviewer: Good morning; we are together with the teacher in charge of the two baccalaureate courses of the institution; how many years of experience do you have in this educational unit?

Teacher: 22 years

Interviewer: We are going to start this way with the interview; the first question is: **Do you use Kichwa on a regular basis within the institution, either in or out of classes?**

Teacher: No

Interviewer: **Do you think that Kichwa as a native language is an impediment to learning English as a second or third language?**

Teacher: No, actually, this helps the students, their ability to be bilingual is notorious, and it benefits them to produce a better pronunciation, it could be said, and also contributes to the learning of a third or fourth language.

➤ Part B

In this part, it asked about her methodological preferences and the educational techniques and approaches that she apply in her English classes, ending with her opinion about the use of tools, resources and didactics based on the Kichwa cultural context, allowing to know the frequency of their use with students.

Interviewer: **Do you prefer to adapt didactic materials with indigenous cultural overtones in your English classes?**

Teacher: Yes, as you know, we English teachers, when teaching the language, must use everything, that is, a great variety of tools. In my case, we travel all over the countries according to the assigned topics that are of interest to the students.

Interviewer: **Do you think your students will develop better language skills by teaching them Kichwa culturally based didactics such as music, stories, legends, traditions, songs, laws, and norms?**

Teacher: It may be, but it is not practical; it does not have a great influence on their learning, it is more of a cultural rescue option, but different didactics could be created with the intention of producing speaking.

Interviewer: Do you consider that your students can make use of resources from their indigenous cultural environment, such as stories, songs, poems, legends, traditions, values, etc., to improve their oral production?

Teacher: Exactly, these are activities focused on cultural rescue, but it would not be feasible to use tools of this nature only. It would be feasible to make use of other perspectives or from other countries, good materials; they are good for developing and producing oral skills.

3.2. DISCUSSION

The educational system must constantly be changing and adapting to meet the needs of students in order to enhance their abilities and virtues. And it is proposed to issue curricula linked to promoting a more cultural pedagogy, encouraging the promotion of the indigenous peoples and nationalities of the country.

The author of an investigative work on intercultural and bilingual education in Peguche, Friedlander (2015), exposes in his work some arguments that show the reality of the application of deficient language instruction in the classrooms of some institutions like this. Thus, according to several interviews with educators and managers in the area of language teaching, the regulations do not adhere to the needs that students present to learn languages.

So, it is possible to relate what was established by the two parties consulted. The teacher explained that she prefers not to adhere to her locality, so the use of the linguistic and cultural elements is not applied, nor are related activities. Therefore, students do not perceive the use or importance of applying pedagogical strategies based on the Kichwa context in the academic field of learning English.

Time and resources are available to teach the language of intercultural contact and the foreign language. However, it is being left aside a regular and formal instruction of the mother tongue, which is why Kichwa is not taking the main role with which bilingual institutions should be governed. So, there is no coherent relationship between the legislation issued by government educational entities of the country in relation to the educational needs of the Kichwa speakers.

On the other hand, the absence of plans and curricula that establish activities and didactic strategies that contribute to the cultural rescue and the learning of English or its improvement at the verbal level is denoted. This is explained above by Ilvis (2018), Government educational entities promote inclusive education, taking into account the customs and traditions of the indigenous peoples and nations of the country, but in practice, it is very different, finding a wide diversity of shortcomings in the educational system in terms of cultural application. Educational concerns are the main affected, both the teachers and their ineffective methodologies, as well as the students in their poor and linear teaching of English.

It is for this reason that a way has been sought to implement pedagogical activities and strategies that favor indigenous students so that they can learn a new language, expanding their academic and employment opportunities while rescuing their culture and promoting their customs and traditions. A didactic guide is a substantial device that brings benefits not only to students but also to their teachers so that they can make use of innovative, original, enjoyable, and interesting activities that are related to their indigenous practices and customs.

FELIPE GUEVARA



ENGLISH

HANDBOOK

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CHAPTER IV: PROPOSAL

4.1. INFORMATIVE DATA

- **Name of the proposal:** Kichwa-English Handbook
- **Number of units:** 3
- **Number of lessons per Unit:** 3
- **Target students:** High School Senior students
- **Time per lesson:** 40 minutes
- **Time per unit:** 120 minutes – 2 hours
- **Pages:** 42

4.2. RATIONALE

The following proposal is established so that students and teachers can make use of teaching techniques and tools with an indigenous cultural context in their English classes.

This is in order to provide the educational community with a different and functional alternative, so that the teaching process is not monotonous and at the same time support for cultural rescue is encouraged due to the loss of values and practices of the indigenous Otavalo population. As stated by the Director General of UNESCO, Bokova, I. (2015). The learning of English is transcendental for the social and economic sectors of a country, since they allow optimal and sustainable development.

So, the teaching work is not exempt from change, it is always in constant change, which is why methodologies, approaches and strategies are required to satisfy the educational needs of each and every one of the students, this is due to that each individual has a way of learning significantly different from that of another, this is extended to a classroom with more than 20, 30 or 40 students.

In this way, to create the following contribution, the stipulated activities will be used and adapted to the students, which they mostly selected as a preference. This educational guide will allow teachers to apply new didactic strategies focused on learning the English language from a cultural context strongly linked to Imbabureño indigenous population, rescuing at the same time the cultural value of these peoples and their Andean worldview.

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4.3. THEORETICAL FOUNDATION

4.2.1. Cultural Bilingualism of Kichwa

Interculturality is a basic element in this investigative work, and it has been considered as a fundamental axis to include educational methodologies based on indigenous peoples and, specifically, it has focused on the Otavaleño. Garabide Elkartea, (2017) exposes the real problem of this area since, an important Otavalean politicean, Paolina Vercoûtère made a review of this, she examines the reality of the condition of the Kichwa in the province, where a large amount of Otavaleños they have not grown up in environments where Kichwa is used on a formal and regular basis, so their knowledge of this language is very low. However, they make a lot of use of Spanish, the language in which the majority of Imbabureños communicate, denoting the gradual loss of this important cultural element of their culture.

Here it can be seen that this problem has been impacting this indigenous society for some years now, because although some customs have not been lost, others are already beginning to disappear, and it is alarming that language is one of them. Thus, Friedlander, (2015). shows in his research carried out in Peguche that for some residents it is necessary to develop and rescue their interculturality, since despite the fact that Spanish is the favorite language, it is not theirs, as is Kichwa, therefore, it is convenient for them to learn more than one language, becoming a polyglot culture.

4.2.2. Intercultural Language Teaching

It is required to use methodologies that propose cultural didactic strategies and tools, so that students can learn a foreign language, for this an intercultural and bilingual learning is proposed. Friedlander, (2015) It also shows that Peguche institutions should establish a pedagogy that instructs in indigenous values, customs and traditions, so that young people learn English and are also interested in preserving the cultural elements that identify them.

4.2.3. Oral Production in Senior Students in Peguche

Communication is a fundamental element for societies, and it is even more important for one that is losing its customs and traditions that have been handed down only verbally from generation to generation. It is even more relevant when this communication happens in a globalized language such as English. This is also evident in the need to communicate, or seek new academic or job opportunities.

Mendieta, (2021) also says that this is a very important factor in the life of each person and even more so in that of the students, since thanks to this it is possible for them to be able to express ideas, opinions, arguments or concepts, skills that allow the development of an optimal process of teaching-learning in the target language and that it is capable of producing words, expressions, sentences or whatever is needed at the moment on its own.

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4.2.4. Communicative Language Teaching Approach (CLT) for Learning Kichwa and English

One of the most famous linguists as Noam Chomsky in the 1960s, proposed the Communicative Language Teaching approach (CLT), as the definitive methodology for academic interaction, since in this approach, students use communication as a fundamental factor to learn and practice the language while talking to each other.

Besides, Asadobay, (2021) also argues that communication is necessary to learn a new language, in addition to reinforcing those already mastered. This is applied in the case of Otavalo bilingual students, who, in a large proportion, practice Spanish as the dominant language, while that Kichwa passes into the background and is only spoken in specific situations, and finally English which is only practiced academically in the classroom.

Finally, Sanako, (2023), writes in his blog, that this approach is intended to reinforce verbal interactions, using resources such as roleplays so that students can act or personify entertaining and fun situations among themselves, this while doing collaborative work, which includes another technique preferably used.

4.2.5. Techniques of Teaching-Learning

Andrade et al., (2022) in their article dedicated to the personal motivation of students to learn English as a second language, he states that there are some factors that make optimal learning impossible, among them methodological and curricular shortcomings, since it is essential for students to obtain outstanding grades that learn significantly. It is for this reason that in this section some pedagogical techniques that could contribute to optimal learning will be exposed, providing the teacher with teaching alternatives and the students to prioritize the content they learn.

➤ Collage

Withelaw, (2019) published in a noticeable journal of literacy that this technique is used in high school classrooms with the intention that collage allows students to generate and develop ideas. In addition, it awakens creative thinking by offering more options and alternatives to create stories and discover many new knowledge.

Collages can be a fun and effective way to teach English, and can provide a creative outlet for students while also reinforcing important language skills. Since those can provide a visual representation of vocabulary words, grammar concepts, or literary elements. This can help students better understand the material and remember it more easily. In this way, English become and engaging and enjoyable learning, especially for students who may not enjoy more traditional methods of language instruction.

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➤ Oral Presentation

Oral presentations are established by (University of Warwick, s. f.), as a pedagogical instrument that intends for students to show mastery, knowledge and understanding of one or more topics, which are presented orally, which reinforces and promotes enriching the learning obtained.

Oral presentations are an important component of English classes because they provide a valuable opportunity for students to practice communication skills, build confidence, develop language proficiency, engage in critical thinking, and prepare for real-world situations. Therefore, it can be said that this tool provides an opportunity for students to practice and improve their communication skills, including speaking clearly, organizing their thoughts, and using appropriate language and tone, this can be significant thus expressing their ideas in front of others would become more comfortable.

Besides, this kind of presentation can help students develop their language skills, including vocabulary, grammar, and pronunciation. By speaking in front of others, students can receive feedback on their language use and identify areas for improvement.

➤ Work in Pairs

Bertrand, (2020) proposes that the current trend for the teaching of foreign languages in the classroom is to underestimate students and that their teachers do not allow them to work in groups, however, she ensures that all students are capable of becoming autonomous and independent in their learning, for this reason it is vital to work in pairs or in groups, in this way, they will be able to carry out the assigned tasks independently and achieve the objectives on their own.

➤ Pictures narrating

Picture narrating is vital in the communicative and interactive classroom as they are nice tools that allow students and teachers to set the scene or context, also they can inform or can help students that learn in different ways. (Goodman, s. f.). Thus, while for many reading stories can become an extremely complicated task, it becomes more accessible and even entertaining when images are involved, in this way, students can relate the narrative part with the representative one, reaching the different learning styles that students can submit.

➤ Storytelling

Storytelling in the classroom involves using narratives to teach and engage students. This can take many forms, including reading aloud from books, telling personal stories, or creating and sharing fictional stories as a class. (Bartelheim, 2016). This tool can be a fun and effective way to teach and engage students in the classroom. By using stories to teach, teachers can create a more dynamic and interactive learning environment that helps students develop language skills, cultural awareness, empathy, and creativity.

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➤ Reporting

Reporting in the classroom refers to the process of sharing information with a group of people, typically the teacher and fellow classmates, about a particular topic or project. (Learnosity, 2022). This can take many forms, including oral reports, written reports, or multimedia presentations. So, it can be a valuable tool for learning because it provides an opportunity for students to develop research, communication, collaboration, critical thinking, and evaluation skills. It also encourages students to take ownership of their learning and to become active participants in the learning process.

➤ Matching

In English classes, matching is a type of language learning exercise that involves matching words or phrases with their corresponding meanings, definitions, or pictures. Those activities may be used to reinforce vocabulary acquisition, improve reading comprehension, or test students' understanding of grammar and syntax. (Nindiastuti, 2010).

Matching could involve matching a list of vocabulary words with their definitions, or matching a sentence fragment with the correct verb tense. Students may be asked to work individually or in groups to complete the activity, and they may be timed or given a set amount of time to complete the exercise.

Matching activities are a popular teaching tool because they are interactive and engaging, and they can help students retain new information more effectively. They can also be adapted to suit a range of language proficiency levels and learning styles.

➤ Information Gap Activity

British Council, (s. f.) conceptualizes an information gap activity as a type of language learning exercise that involves giving students different pieces of information and requiring them to communicate with each other to complete a task or solve a problem. In English classes, information gap activities may be used to improve communication skills, develop critical thinking, and reinforce language acquisition.

Information gap activities can be used to practice a variety of language skills, including speaking, listening, reading, and writing. They can be adapted to suit a range of language proficiency levels and learning styles and are often used as a fun and engaging way to promote active learning in the classroom.

➤ Formal Conversation

Fisic (2022) sets out the formal conversation as a structured discussion that follows a specific set of language conventions and is designed to improve students' communication skills in formal settings. A formal conversation in an English class typically refers to a structured and professional discussion that follows a specific set of language conventions and is designed to improve students' communication skills in formal settings.

KICHWA – ENGLISH HANDBOOK

Examples of formal conversation activities in an English class may include debate competitions, mock job interviews, and formal presentations. In these activities, students are given a specific role to play and must use formal language and conventions to successfully communicate their ideas and points of view.

➤ **Crossword**

In a crossword puzzle, students are given a grid of squares that corresponds to a set of clues. The clues are typically written as definitions or descriptions of words, and the students must fill in the squares with the correct letters to complete the words. Those can be tailored to different levels of language proficiency and can be used to reinforce a range of language skills, such as grammar, syntax, and word usage. They can also be used to introduce new vocabulary words and to encourage students to think creatively and strategically to solve problems (Singh, 2023).

Crossword puzzles are a fun and interactive way to engage students in the learning process and can be used as an individual or group activity. They can be incorporated into lesson plans as a warm-up or review activity or as a standalone activity to reinforce specific language concepts. In addition, they are a popular language learning activity that can be used in English classes to reinforce vocabulary acquisition, improve spelling, and develop critical thinking and problem-solving skills.

➤ **Brainstorm**

Reeson Education, (2021), points out the brainstorming as a creative and collaborative activity in which students generate and share ideas related to a particular topic or subject. The goal of brainstorming is to encourage students to think freely and creatively and to generate a wide range of ideas that can be developed further.

Brainstorming can be used in a variety of language learning activities, such as writing assignments, oral presentations, and group projects. During a brainstorming session, students may work in small groups or as a whole class to generate ideas, which can then be shared and discussed. The process of brainstorming typically involves setting a time limit and encouraging students to generate as many ideas as possible without judging or evaluating them.

Once the time limit has been reached, the ideas are then reviewed and organized into categories or themes. Brainstorming is an effective way to encourage students to express themselves creatively and to develop their critical thinking and problem-solving skills. It can also be used to promote collaboration and teamwork and to create a supportive and inclusive classroom environment where all students feel valued and heard.

KICHWA – ENGLISH HANDBOOK

➤ Roleplaying

Role play is a language learning activity in which students act out different scenarios and take on different roles to practice their language skills and improve their communication abilities. In English classes, role play is often used to develop oral communication skills, such as speaking, listening, and comprehension, in a fun and engaging way. (British Council & Budden, s. f.)

During a role play activity, students are given a scenario or situation and assigned roles or characters to play. For example, they may act out a job interview, a restaurant scene, or a doctor's appointment. Students must use English language skills to interact with each other in character and respond to the situation as if it were real.

These kinds of activities can help students develop confidence and fluency in their spoken English, as well as their ability to listen and respond appropriately in different social situations. They can also help students understand and use English language conventions, such as intonation, vocabulary, and grammar, in a practical and interactive way.

Role play activities can be adapted to suit different levels of language proficiency and can be used in a variety of English class contexts, such as grammar, vocabulary, or conversation classes. They can be an engaging way to break up a class routine and keep students motivated and engaged in their language learning.

4.3. PROPOSAL OBJECTIVES

4.3.1. General Objective

Design a booklet with indigenous context culture activities in the improvement of English oral production on high school senior students.

4.3.2. Specific Objectives

- Boost English speaking skill on students proposing context cultural indigenous related activities
- Promote the cultural rescue of the Otavalo indigenous people in the academic context.

MAP OF THE BOOK

Theme	Topic	Activity type	Strategies	Time	Academic Product
UNIT 1 - ÑAWPA KAWSAY PACHA (OUR PAST)					
PAMBA MESA	Countable and uncountable nouns <i>a, an, some, many</i> .	<ul style="list-style-type: none"> ✚ Speaking ✚ Reading ✚ Writing 	<ul style="list-style-type: none"> ✚ Collage ✚ Oral presentation ✚ Work in pairs 	80 mins	Describe countable and uncountable nouns <i>a, an, some, many</i> using food eaten in traditional Pamba Mesa collage in an oral exposition.
UNIT 2 - KUNAN KAWSAY PACHA (OUR PRESENT)					
DANCE AND MUSIC	Idioms related to music	<ul style="list-style-type: none"> ✚ Speaking ✚ Reading ✚ Writing 	<ul style="list-style-type: none"> ✚ Pictures narrating ✚ Storytelling ✚ Report 	80 mins	Tell an imaginary story of how a Otavalean teen would become famous with his cultural music and dance using storytelling.
UNIT 3 - UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)					
CLOTHES OF OTAVALO	Adjectives for clothing	<ul style="list-style-type: none"> ✚ Speaking ✚ Reading ✚ Writing ✚ Listening 	<ul style="list-style-type: none"> ✚ Matching ✚ Information gap activity ✚ Formal Conversation 	80 mins	Explain a catalogue of clothes used on an indigenous marriage on 8 pieces using adjectives and words of the vocabulary.
UNIT 4 - KAWSAY WAMBRAKUNA (GOOD TEENS)					
WEDDING TRADITION	Past simple in conversations	<ul style="list-style-type: none"> ✚ Speaking ✚ Reading ✚ Writing ✚ Listening 	<ul style="list-style-type: none"> ✚ Crossword ✚ Brainstorming ✚ Roleplaying 	80 mins	Do a roleplay of how they would take in hand to an indigenous girl or boy.



UNIT 1

Ñawpa Kawsay Pacha



UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

LESSON 1 – PAMBA MESA

Level: A1 – A2 (Lower-intermediate)

Number of students: 12

Time of lesson: 80 minutes

Objective: Describe countable and uncountable nouns *a, an, some, many* using food eaten in traditional Pamba Mesa collage in an oral exposition.

Activity type: Speaking

Strategies:

- ✚ **Collage:** Allows the students to cut, tear, paint, classify, collect, paste, color and select both materials and ideas. They will also be able to develop creative skills and can condense their ideas for other subsequent activities.
- ✚ **Oral presentation:** This strategy is the clear and structured exposition of ideas about a certain topic with the purpose of informing and/or convincing a specific audience, based on a previous outline or script.
- ✚ **Work in Pairs:** It is a way that academic activities can be developed by implementing and contributing ideas from two perspectives so that one student can perform an action while the other helps him or performs another action.

Grammatical elements: *a, an, much, many*

Materials:

- ✚ Food (teacher can bring to the class or ask the students to do it): corn, beans, peas, meat, pork, chicken, fresh cheese, broad bean, potato, avocado.
- ✚ Vocabulary charts.
- ✚ Reading: “Pamba Mesa”
- ✚ Reading Worksheet

UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

VOCABULARY CHART

1. The teacher has to present the flashcards of the vocabulary according to this food: corn, beans, peas, meat, pork, chicken, fresh cheese, broad bean, potato, avocado.
2. The teacher has to encourage students to memorize the pictures and their respective name.
3. The teacher has to present just the pictures to the students and verify if they memorize them.

PRESENTATION

1. The teacher asks the students to bring this food: corn, beans, peas, corn, beef, pork, chicken, fresh cheese, broad bean, potato, avocado.
2. On a table the teacher must put all the food with a label that indicates their name.
3. The teacher asks to students to all come to the center of the class.
4. Students must observe and if they want to try, they can do so.
5. The teacher points to food and students must say their names.
6. The teacher put other labels but now they have the words: *a, an, much, many*
 - + “A”: potato, broad bean
 - + “An”: avocado
 - + “Much”: corn, pork, chicken, mote, cheese
 - + “Many”: beans, peas, broad beans
7. The teacher asks students to bring his/her the food like this:
 - + “Bring me a potato”
 - + “Bring me much mote”
 - + “Bring me much cheese”
8. Students have brought to her/his what the teacher want.
9. The teacher has to put all the ingredients in a pot or bowl in order to create the Pamba Mesa.

UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

READING - PRACTICE

1. The teacher asks the students to read the Reading: “Pamba Mesa”
2. Students have to complete in pairs the Worksheet 1.

SPEAKING – PRODUCTION

1. Students have to create a collage with the food already learned.
2. The teacher will provide pictures of corn, beans, peas, meat, pork, chicken, fresh cheese, broad bean, potato, avocado.
3. Students have to cut the pictures, then they have to paste them in a paper sheet, after that they have to decorate it with colors pencils, markers and color pens.
4. When they already finish, they have to expose they collage, with the elements they want in their Pamba Mesa.
5. The teacher exposes their collage at first to demonstrate the correct way to do it:
 - ❖ In my Pamba Mesa I want an avocado, a potato, a broad bean and many cheese, much fritada.

UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

RUBRIC OF SPEAKING EVALUATION

Indicators	1	2	3	4
PRONUNCIATION	The student doesn't pronounce most words well.	The student does not modulate well more than half of its exposition.	The student is wrong to pronounce some words.	The student correctly pronounces all the words of his/her presentation.
VOICE TONE	The student is not hear or does not speak.	The student is hard to hear.	The student does not speak clearly enough.	The student speaks loud and clear.
FLUENCY	The student does not communicate anything and his language is very slow.	The student manages to communicate little but speaks very slowly.	The student speaks naturally but interrupts his presentation.	The student speaks with great fluency and command of the language with great naturalness.
VOCABULARY	The student does not use vocabulary words.	The student used one or two vocabulary words.	The student used most of the vocabulary words but not all.	The student used all the words of the vocabulary.
BODY EXPRESSION	The student acts insecure and has difficulty matching what are saying with his/her body language.	The student does not use his hands or body much to express what he is saying.	The student acts confident but does not make frequent use of his body to express what he is saying.	The student acts confident and makes frequent use of his body to express what he is saying.




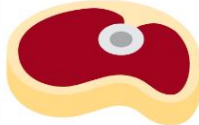

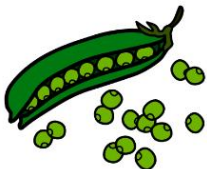

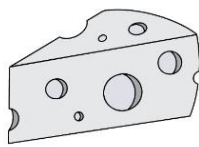



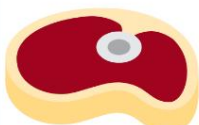


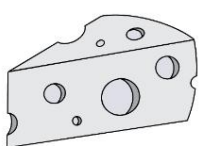
UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

PAMBA MESA

VOCABULARY

✚ You are going to practice the words in the chart with your teacher! Repeat after your teacher, try to memorize them.

 Feed	 Picnic	 Vegetables	 Meat
 Beans	 Peas	 Broad Bean	 Cheese
 Alimentar	 Picnic	 Vegetales	 Res
 Fréjol	 Alberjas	 Habas	 Queso

UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

READING

✚ You are going to read about Pamba Mesa. Then complete the next activity.

PAMBA MESA

Pambamesa is identified as an ancestral celebration that represents a community meal that takes place in the field. That is why the Pambamesa comes to be related as a meal for everyone. In this sense, it constitutes an activity that can be associated with a picnic-type activity, where a cloth is spread out and each person in the community brings something to eat and shares it with the rest of the people present. One of the main ingredients of the Pambamesa is diversity. In here we have vegetables and greens such as corn, beans, and peas. Also, we have meat products as chicken, pork, fritada. Optional we can add cheese, avocado, potatoes, rice or mote. For those who participate in this activity or tradition, it represents a special moment, since it symbolizes gratitude to Pachamama for food and life.

<https://brenp.com/pambamesa-significado-caracteristicas-e-historia/>



Pamba Mesa con la comunidad educativa Intercultural Mushuk Pakari. <https://www.youtube.com/watch?v=eJ4NuPha0DU>

UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

PAMBA MESA READING WORKSHEET

✚ Complete the activities above with a partner using the reading.

PAMBA MESA

Read carefully and complete the activities.

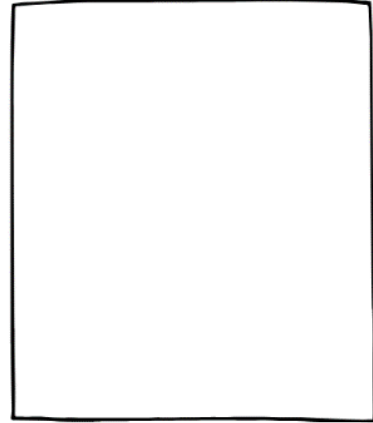
Draw the drink you want

It is a community _____

It is a _____ type activity

Meat products are: _____

Vegetables are: _____



Draw your Pamba Mesa



Work with a partner and answer the questions:

How many potatoes do you want?

How much cheese do you want?

How much corn do you want?

UNIT 1

ÑAWPA KAWSAY PACHA (OUR PAST)

COLLAGE IT!

✚ Your teacher will give to you some pictures, you have to cut and past them in a paper sheet, you have to decorate it, and when you finish, expose your collage.

Name:	Year:	Date:	Class:
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PAMBA MESA

COLLAGE

Tell to everybody!

Cut and paste the images in these boxes, and tell us how you want your Pamba Mesa to be.

The collage template consists of seven rectangular boxes connected by lines, each containing a question. The questions are:

- The food you want the most
- The meat you want the most
- The drink you want
- Who do you want to share it with?
- The food you want the less
- The meat you want the less
- How big would you like your Pamba Mesa

The template is decorated with various colorful elements: lightning bolts, stars, dots, and squiggly lines in yellow, blue, red, and green.



UNIT 2

Kunan Kawsay Pacha



UNIT 2

KUNAN KAWSAY PACHA (OUR PRESENT)

LESSON 2 - DANCE AND MUSIC

Level: A1 – A2 (Lower-intermediate)




Number of students: 12

Time of lesson: 80 minutes





Objective: Tell an imaginary story of how a Otavalean teen would become famous with his cultural music and dance using storytelling.

Activity type: Speaking

Strategies:

-  **Pictures narrating:** It is a didactic way to encourage the oral production of students by activating knowledge and the creative deployment of students, since, through a single photograph, it is possible to discern contexts, environments, predict stories or increase the vocabulary of those who try to describe what for many do not have so much to tell.
-  **Storytelling:** It is used so that students can create stories through their motivation and creativity or collaborative work. In this technique, students narrate different topics from their points of view, whether they are complex or simple.
-  **Report:** It is considered an information tool in which it is intended that the students who will give the report organize, review and master the topics in question so that their peers can be instructed, persuaded or informed on the subject.

Idioms:

-  **Music to my ears:** It's when you hear something you like, whether it's good news or something that moved you.
-  **All the bells and whistles:** refers to all the adornments with which an object or person has.
-  **The same old song and dance:** Nothing out of the ordinary, repetitive situations.
-  **Strike the right note:** is to be doing things well.

UNIT 2

KUNAN KAWSAY PACHA (OUR PRESENT)

Materials:

- ✓ Chart of vocabulary
- ✓ Chart of Idioms
- ✓ Pictures narrating Worksheet
- ✓ Speaking Activity Worksheet

Vocabulary

1. The teacher has to introduce the students the vocabulary.
2. Students have to repeat the words after the teacher, they have to memorize them.

Pictures Narrating

1. The teacher has to ask the students to complete the worksheet of Pictures Narrating.
2. The students have to complete the worksheet using the vocabulary already learned.

Speaking Activity – Production

1. The teacher asks the students to create a story based on the pictures showed on the worksheet.
2. The students have to create an interesting story, it does not matter if they have different perspectives of the story, they just have to create the story based on their imagination.
3. At the end, the students have to tell the story to their classmates.

UNIT 2

KUNAN KAWSAY PACHA (OUR PRESENT)

RUBRIC OF SPEAKING EVALUATION

Indicators	1	2	3	4
PRONUNCIATION	The student doesn't pronounce most words well.	The student does not modulate well more than half of its exposition.	The student is wrong to pronounce some words.	The student correctly pronounces all the words of his/her presentation.
VOICE TONE	The student is not hear or does not speak.	The student is hard to hear.	The student does not speak clearly enough.	The student speaks loud and clear.
FLUENCY	The student does not communicate anything and his language is very slow.	The student manages to communicate little but speaks very slowly.	The student speaks naturally but interrupts his presentation.	The student speaks with great fluency and command of the language with great naturalness.
VOCABULARY	The student does not use vocabulary words.	The student used one or two vocabulary words.	The student used most of the vocabulary words but not all.	The student used all the words of the vocabulary.
BODY EXPRESSION	The student acts insecure and has difficulty matching what are saying with his/her body language.	The student does not use his hands or body much to express what he is saying.	The student acts confident but does not make frequent use of his body to express what he is saying.	The student acts confident and makes frequent use of his body to express what he is saying.

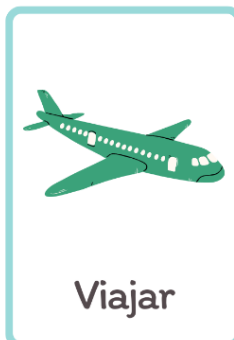
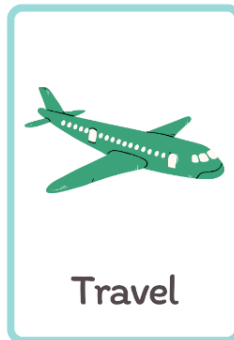
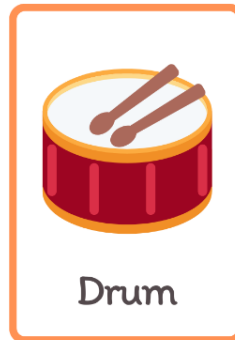
UNIT 2

KUNAN KAWSAY PACHA (OUR PRESENT)

OUR MUSICAL OTAVALO

VOCABULARY

✚ You are going to practice the words in the chart with your teacher! Repeat after your teacher, try to memorize them.



UNIT 2

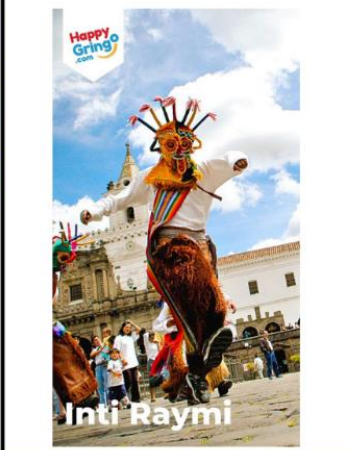
KUNAN KAWSAY PACHA (OUR PRESENT)

WHAT ARE THEY DOING?



- Describe the pictures, what do you think they are doing.

1	2	3



4



UNIT 2

KUNAN KAWSAY PACHA (OUR PRESENT)

STORY CREATION

- ✚ Try to be creative, use the vocabulary we already learned. Then tell your story to the class.

THIS IS MY STORY

Create a story based on these pictures.

The collage features five numbered photographs arranged in a circular pattern, connected by arrows. 1. A woman in a maroon shirt playing a guitar. 2. A man in a plaid shirt playing a guitar. 3. A man in a white shirt and hat playing a saxophone. 4. A man in a white shirt playing a guitar. 5. A man and a woman holding a yellow banner with a parrot. The background is decorated with musical notes and flowers.



UNIT 3

Unaypi Shamuna Kawsay Pacha



UNIT 3

UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)

LESSON 3 – CLOTHES OF OTAVALO

Level: A1 – A2 (Lower-intermediate)

Number of students: 12

Time of lesson: 80 minutes

Objective: Explain a catalogue of clothes used on an indigenous marriage on 8 pieces using adjectives and words of the vocabulary.

Activity type: Speaking

Speaking Strategies:

- ✚ **Matching:** Matching is a fundamental skill that helps improve various cognitive abilities such as visual memory, short-term memory, and pattern identification. Consists of relating objects, concepts, words or ideas.
- ✚ **Information gap activity:** It is a pedagogical tool in which students must complete a task with incomplete information, through questions and interviews they can complete the information. Promotes a constant use of language and communication.
- ✚ **Formal Conversation:** It allows a constant and participative interaction between the members of the academic groups, the students share their opinions, points of view or they can collaborate to complete deficiencies in their assignments.

Adjectives:

- ✚ **Colorful:** with a lot of colors in it.
- ✚ **Plain:** colorless and ordinary
- ✚ **Trendy:** modern based on the actual worldwide fashion
- ✚ **Oversize:** clothes made one or two sizes more of a person's regular size.
- ✚ **Skinny:** tight clothing that blends with the body as if it were a second skin.

Materials:

- ✓ Chart of Adjectives
- ✓ Chart of Vocabulary
- ✓ Drawing-Description of Clothes Worksheet
- ✓ Wedding Catalogue Worksheet

UNIT 3

UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)

VOCABULARY

- 1.** The teacher shows some clothes made on real size in paper.
 - Belt
 - Blouse
 - Pants
 - Skirt
 - T-shirt
 - Hat
 - Necklace
- 2.** Students have to watch and pay attention to the explanation of the clothes, and how are they used.
- 3.** The teacher has to wear those clothes explaining their names and how it is used.
- 4.** Students have to imitate what their teacher did using those clothes.

INTERACTIVE ACTIVITY

- 1.** The teacher asks the students to think in the clothes that each student would like to wear at their marriages.
- 2.** The teacher asks the students to draw in a paper sheet the items they would wear.
- 3.** Students have to draw these clothes that they would like to use at their marriages, and then they have to color as they want. Finally, they have to describe how they want to be (size, cost, etc)

CORAZA WEDDINGS MANAGEMENT – ORAL ACTIVITY

- 1.** The teacher asks the students to join in groups of 3.
- 2.** Teacher asks the students, individually to imagine they are in charge of organizing a traditional marriage. They have to wear the bride and the bridegroom.
- 3.** The teacher asks the students to think in the clothes they already learned.
- 4.** Students have to draw 8 clothes in the worksheet and explain the adjectives of each one as if it was a catalog of recommendations.
- 5.** Finally, they have to share, explaining their own catalogue to their 2 remaining classmates of the group. They have to maintain a conversation of why they chose those clothes and why with those specifications.

UNIT 3
UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)
RUBRIC OF SPEAKING EVALUATION

Indicators	1	2	3	4
PRONUNCIATION	The student doesn't pronounce most words well.	The student does not modulate well more than half of its exposition.	The student is wrong to pronounce some words.	The student correctly pronounces all the words of his/her presentation.
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UNIT 3

UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)

CLOTHING OF OUR PEOPLES

VOCABULARY



UNIT 3

UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)

INTERACTIVE ACTIVITY – AT MY WEDDING

AT MY WEDDING...



Draw the clothes you would like to use at your marriage, explain colors and sizes.

1 In my head	2 On my legs	3 On my torso
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
4 On my feet	5 On my hands	6 On my face
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

UNIT 3

UNAYPI SHAMUNA KAWSAY PACHA (OUR FUTURE)

CORAZA WEDDINGS MANAGEMENT

CORAZA WEDDING MANAGEMENT

Catalog

- Draw 8 clothes and accesories in the worksheet and explain the adjectives of each one as if it was a catalog of recommendations. Then explain it to your classmates.

1

2

3

4

5

6

7

8



UNIT 4

Kawsay Wambrakuna



UNIT 4

KAWSAY WAMBRAKUNA (GOOD TEENS)

LESSON 4 – WEDDING TRADITION

Level: A1 – A2 (Lower-intermediate)

Number of students: 12

Time of lesson: 80 minutes

Objective: Do a roleplay of how they would take in hand to an indigenous girl or boy.

Activity type: Speaking

Speaking Strategies:

- ✚ **Crossword:** It is an educational alternative to introduce new words and concepts in an interactive way, students must complete the required words in cells and promotes engagement in vocabulary learning.
- ✚ **Brainstorming:** It is a technique of spontaneous interaction and creativity, where students suggest ideas, or words without any type of order or filter, with the intention of building a concept by condensing all their contributions.
- ✚ **Roleplaying:** Students can personify contexts, characters, scenarios or fictitious situations with the power of their imagination, through joint work, it can be achieved that they build the same language. In this way, they can make use of dynamics that allow them to express their maximum creative potential and intellectual.

Materials:

- ✓ Chart of Vocabulary
- ✓ Wedding Crossword
- ✓ Wedding in Otavalo Reading Chart
- ✓ Wedding Catalogue Worksheet
- ✓ Brainstorm Weddings Worksheet

UNIT 4

KAWSAY WAMBRAKUNA (GOOD TEENS)

VOCABULARY

- 1.** The teacher has to introduce the students the vocabulary.
- 2.** Students have to repeat the words after the teacher, they have to memorize them.

Wedding Crossword

- 1.** The students have to complete the crosswords using the words already learned of the vocabulary.
- 2.** It can be complete inferring and matching the indications with their previous knowledge.

Weddings in Otavalo

- 1.** The teacher asks the students to read carefully the reading related to wedding in Otavalo, it is a comparison of how do ancient people did them, in contrast to the modern weddings nowadays.

Brainstorm

- 1.** The students have to write ideas in the worksheet using the previous reading.
- 2.** The students have to search and write some punctual elements of the both weddings.

Roleplay

- 1.** The teacher asks the students to make groups of 5.
- 2.** The students have to choose if they want to present a traditional or modern wedding. They can help themselves with the brainstorm and the reading.
- 3.** The students have to organize them in order to everyone has something to do like this order:
 - ✓ Student 1: The Groom
 - ✓ Student 2: The Bride
 - ✓ Student 3: Invited
 - ✓ Student 4: Tayta Servicio (this student has to help to do all the preparations of the wedding)
 - ✓ Student 5: The bestman or the bridesmaid (he/she has to help the groom and the bride to clothe or to develop the ceremony)
- 4.** The students can record it in a video or present it in a class.

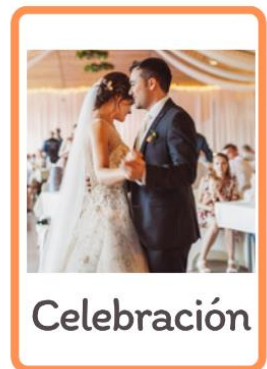
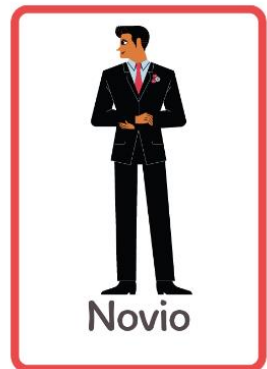
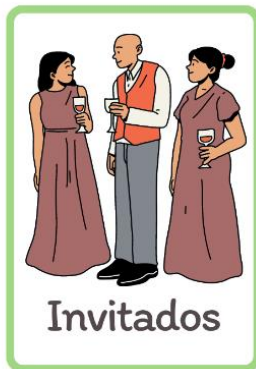
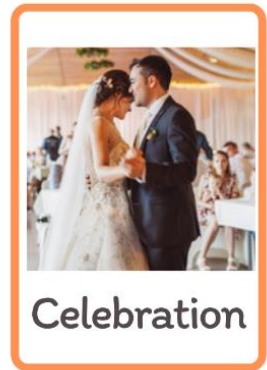
UNIT 4
KAWSAY WAMBRAKUNA (GOOD TEENS)
RUBRIC FOR ROLEPLAY EVALUATION

Indicators	1	2	3	4
PRONUNCIATION	The student doesn't pronounce most words well.	The student does not modulate well more than half of its exposition.	The student is wrong to pronounce some words.	The student correctly pronounces all the words of his/her presentation.
VOICE TONE	The student is not hear or does not speak.	The student is hard to hear.	The student does not speak clearly enough.	The student speaks loud and clear.
FLUENCY	The student does not communicate anything and his language is very slow.	The student manages to communicate little but speaks very slowly.	The student speaks naturally but interrupts his presentation.	The student speaks with great fluency and command of the language with great naturalness.
VOCABULARY	The student does not use vocabulary words.	The student used one or two vocabulary words.	The student used most of the vocabulary words but not all.	The student used all the words of the vocabulary.
BODY EXPRESSION	The student acts insecure and has difficulty matching what are saying with his/her body language.	The student does not use his hands or body much to express what he is saying.	The student acts confident but does not make frequent use of his body to express what he is saying.	The student acts confident and makes frequent use of his body to express what he is saying.

UNIT 4

KAWSAY WAMBRAKUNA (GOOD TEENS)

VOCABULARY



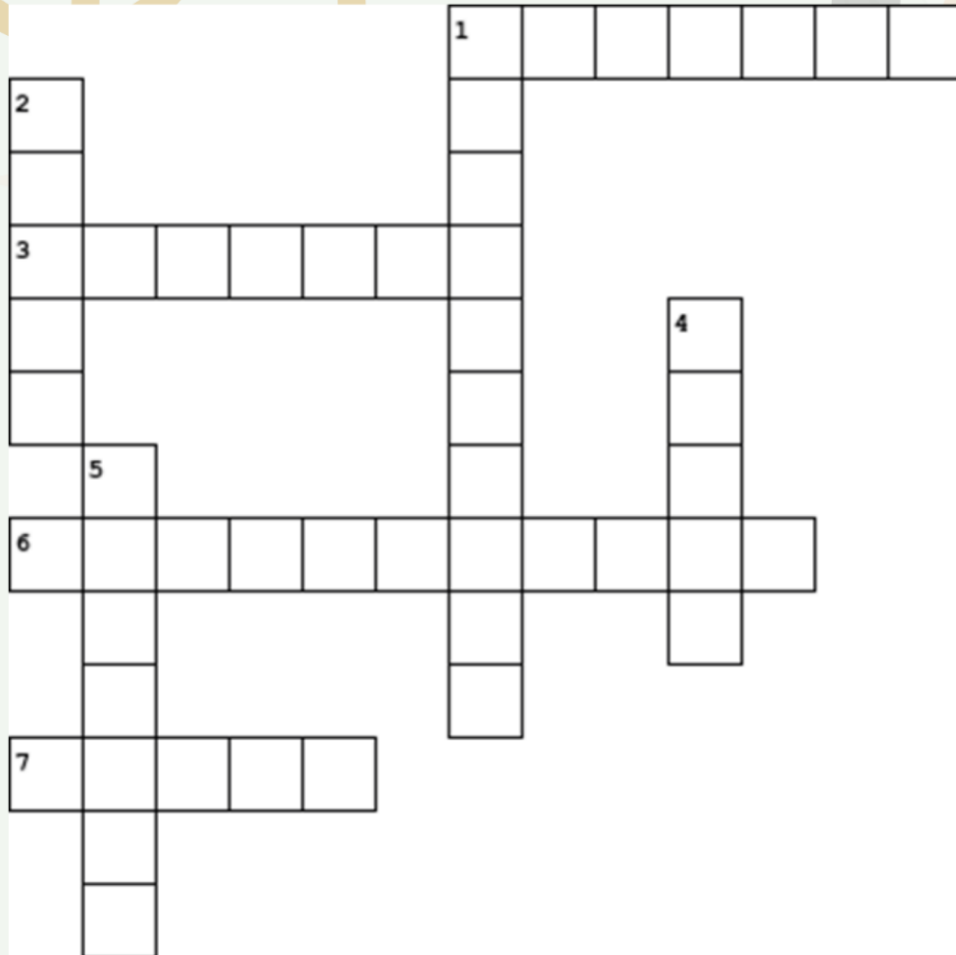
UNIT 4

KAWSAY WAMBRAKUNA (GOOD TEENS)

CROSSWORD

WEDDING CROSSWORD

- Complete the crossword using the words on the vocabulary chart.



ACROSS ⇌

1. He is the man who helps the couple to carry out the ceremony and to fulfill their objectives as spouses.
3. They are the people who attend the ceremony.
6. It is the event for which the wedding is celebrated
7. They are the objects that the guests give to the couple congratulating them.

DOWN ↑↓

1. She is the woman who helps the couple carry out the ceremony and to fulfill their objectives as spouses.
2. It is the woman who will marry.
4. It is the man who will marry.
5. It is a ceremony in which two people get married.

UNIT 4

KAWSAY WAMBRAKUNA (GOOD TEENS)

COMPARATIVE READING

WEDDINGS IN OTAVALO

BEFORE

The Otavaleños could not access education, they were dedicated to livestock and agriculture. To ask for a woman's hand, the man had to steal a cloth called fachalina, the woman should not allow it. Later, to formalize the commitment, the man's family would go to the woman's house with bread, bananas, and salt grains, as well as food to form Pamba Mesa. They had to ask mestizos to be their godparents to help them read and carry out the procedures to marry civilly. On the first day of the wedding, a soup called a dungeon was prepared, which was considered a delicacy, in addition, chicha and alcohol were offered, elements considered a luxury. The second day, called Ñawi Mallai Punlla, should be a purification and promise ritual and could only be performed in Chimbalo since it was considered sacred.

AFTER

Weddings currently still keep traditions from the past. To ask for someone's hand, it is done by giving them an engagement ring, they attend the homes of the families of those engaged to give gifts which are food, drinks, or supplies. They can marry religiously and civilly. the godparents are mestizos, but it is only to maintain the tradition since all generations have done it that way. For the first day of celebration, chicken broth or Yahuarlocro (innards and pig blood soup) is offered, as well as a wide variety of drinks as the guests give them sodas, beers, whiskey, and rum, they dance to music from Otavalo's own groups. The second day is still a holiday but at the other boyfriend's house, the same as the previous day is offered.

UNIT 4
KAWSAY WAMBRAKUNA (GOOD TEENS)
BRAINSTORM WORKSHEET

BRAINSTORM
WEDDINGS IN OTAVALO

WHAT IS A WEDDING?

WHAT DO THEY EAT BEFORE?

WHAT DO THEY EAT NOWADAYS?

In Otavalo Weddings..

BEFORE

NOWADAYS

Mestizos were groomsman because...

BEFORE

NOWADAYS

The place to do the Ñawi Mallai Punlla was...

UNIT 4

KAWSAY WAMBRAKUNA (GOOD TEENS)

ROLEPLAY



The students must do a roleplay in class, in which they must choose whether to carry out an ancient traditional marriage or a modern one, based on the reading previously carried out. They must develop it according to the characteristics of each one.

If they choose the old traditional wedding, they must take into account what was given to the bride and groom, how they celebrated and how customs and traditions were respected. They must speak only in English, using vocabulary words.



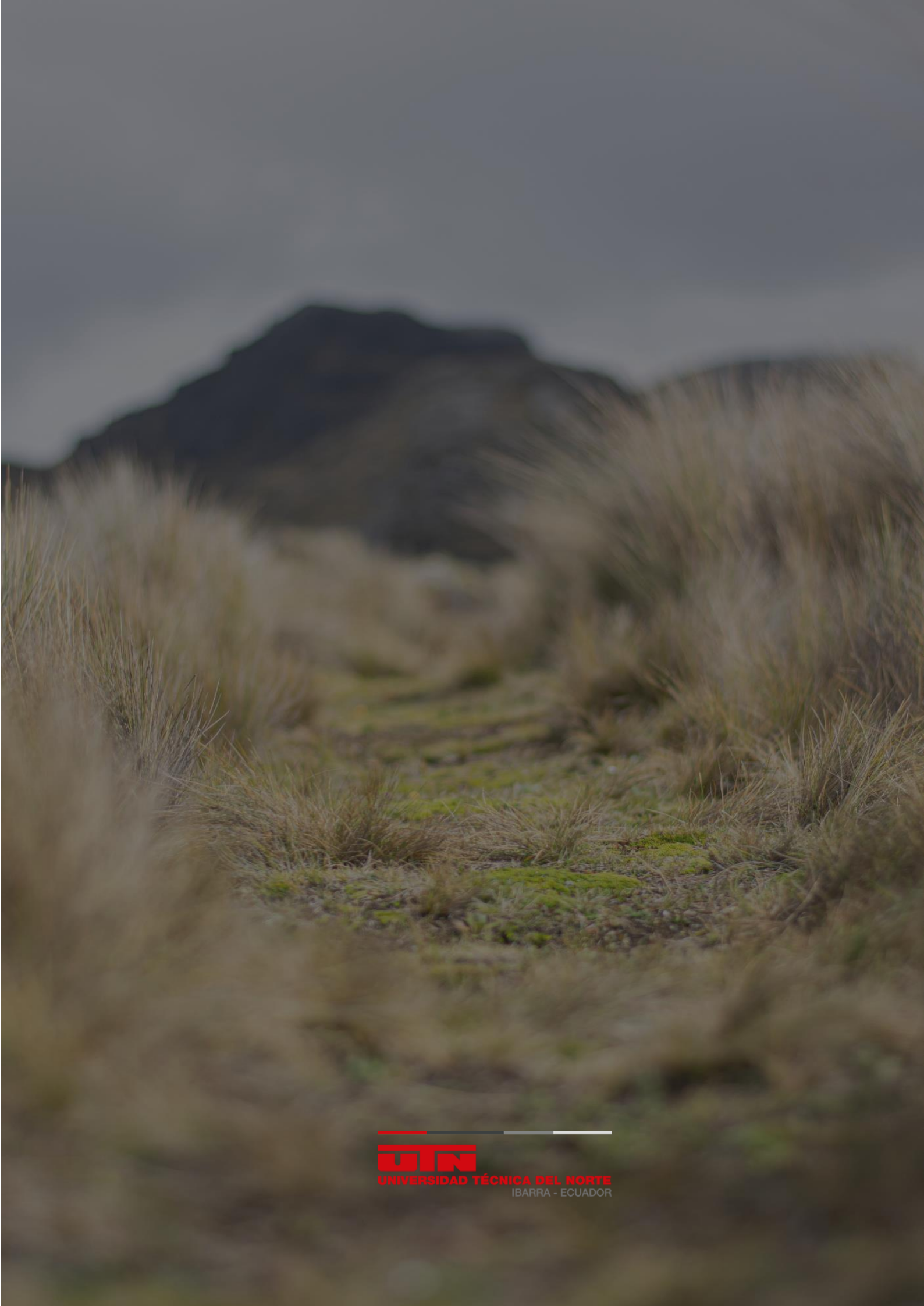
If they choose the modern wedding, they must take into account what is given to the bride and groom, that has changed, that is no longer done. They must speak only in English, using vocabulary words.



4.5. PROPOSAL REFERENCES

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CONCLUSIONS

- The importance of acquiring a globalizing foreign language such as English is relevant since it allows one to achieve personal goals. In this way, young indigenous Kichwa Otavalos can opt for more academic, employment, or economic options. That is why its teaching must be based on instruments and techniques that facilitate this process, optimize resources, and take advantage of its environment.
- In order to know in detail, the educational reality in the institution, due to its bilingual and multicultural nature, it was necessary to investigate using quasi-experimental instruments. In this way, since few students belong to the sample universe, it was possible to obtain efficient data, which allowed for establishing opinions and clarifying doubts about the methodology applied in their education.
- The third-year high school students of the institution do not use the vast majority of strategies and techniques based on their own culture, so in addition to presenting some disagreement on the part of their teacher for not making use of this, the students offer difficulties learning English and therefore not have an optimal oral production.
- The creation of a handbook with class activities focused on the indigenous cultural context aims to motivate and improve the oral production of Kichwa-speaking students in the third year of high school, this being a strategic guide for both the teacher and the student so that the teaching-learning process is optimal.

RECOMMENDATIONS

- It is recommended that bilingual and multicultural educational institutions promote an academic curriculum for teaching English focused on improving students' language skills using strategies and tools with their cultural context and significantly improving their oral and communicative production.

- It is recommended that the teachers of the third years of the bilingual indigenous community institutions use the didactic guide "Kichwa-English Handbook" to promote cultural practices while learning English and improving their oral skills.

- It is recommended that students acquire a sense of cultural belonging, instilling values of identity and respect within the academic and social sphere so that English education is inclusive and multinational, breaking down language barriers and allowing the Kichwa indigenous people to expand their scope to other regions of the world.

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ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



SURVEY FOR STUDENTS

Theme: Kichwa-Otavalo indigenous context culture community to improve English oral production in senior students at Miguel Egas Cabezas High School of Peguche

Objective: Collect data about the incidence of cultural elements of the Kichwa-Otavalo culture to improve English oral production in the students of the institution.

Guidelines

- It is recommended that students answer consciously and honestly. The results and opinions obtained will be used for academic purposes only.
- Select only one answer by a tick (✓).

General Information

Gender: Male: ____ Female: ____ Other: ____
Age: 15-16 years ____ 16-17 years ____ 17-more ____

SURVEY

1. Choose the languages you use to speak most of the time in English classes

LANGUAGE	
Spanish	
Kichwa	
English	
Other: _____	

2. To what extent do you agree that learning English is as important as Kichwa Language?

- Totally agree
- Agree
- Partly agree
- Not agree

3. Select the activity/ies you like to do outside of English classes or in your free time from the ones listed below.

ACTIVITIES	
Singing traditional songs.	
Reading texts (stories, poems, articles, news, etc.)	
Listening to autochthonous music.	
Watching videos or short films of indigenous stories.	
Dancing traditional music	
Practicing a musical instrument.	

4. How has Kichwa influenced to you in the learning of more than one language?

- Too much
 A lot
 Little
 Very little
 Nothing

5. The National Educational System proposes in its curriculum that the educational level of English proficiency in students of 3rd level of baccalaureate must be B1 according to the Common European Framework of Reference for Languages (CEFR). So, from your point of view, what is your level of English in this level?

1. Advanced	
2. Upper-Intermediate	
3. Intermediate	
4. Lower-Intermediate	
5. Elementary	

6. Does your teacher use some phrases in Kichwa at English classes?

- Yes
 No

7. How often does your teacher use Kichwa phrases in English class?

- Very often
- Often
- Sometimes
- Rarely
- Never

8. When your teacher gives directions for activities, test or exams, what language does he/she frequently use?

- Kichwa
- Spanish
- English

9. To what extent, does your English teacher use materials with a Kichwa indigenous context like traditional stories, songs, legends, experiences, etc., for teaching the foreign language?

- Too much
- A lot
- Little
- Very little
- Nothing

10. Choose the Kichwa activities that you would like to develop in English classes.

- Readings about Kichwa traditions (stories, poems, articles, news, tales, stories, fables, legends, poems, etc.)
- Legends about important places in Otavalo
- Dramatizations with topics of Inty Raymi, Killa Raymi, Pawcar Raymi, etc.
- Listening to autochthonous songs (Inty Raymi).
- Watching videos or short films about indigenous stories.
- Dramatizations of norms and values of Otavalo Kichwa people
- Doing translations of songs from Kichwa to English and vice versa.
- Learning vocabulary of food, drinks, clothing, and costumes of Otavalo indigenous people.
- Dramatization of selling handcrafts from a merchant to a foreign person in “Plaza de Ponchos”
- Others: _____

THANK YOU VERY MUCH.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



INTERVIEW FOR TEACHERS

Theme: Kichwa-Otavalos indigenous context culture community to improve English oral production in senior students at Miguel Egas Cabezas High School of Peguche

Objective: The objective of this interview is to collect data about the incidence of cultural elements of the Kichwa-Otavalos culture to improve the oral production of English in students of the institution.

Guideline

- It is recommended that teachers answer consciously and honestly. The results and opinions obtained will be used for academic purposes only.

General Information

Name: Esmay Martínez

Gender: Male: _____ Female: x Other: _____

Age in the Institution: 22

INTERVIEW

- 1. Do you use Kichwa on a regular basis within the institution, either in or out of classes?**

- 2. Do you think that Kichwa as a native language is an impediment to learning English as a second or third language?**

- 3. Do you prefer to adapt didactic materials with indigenous cultural overtones in your English classes?**

- 4. Do you think your students will develop better language skills by teaching them with Kichwa culturally based didactics as music, stories, legends, traditions, songs, laws, and norms?**

- 5. Do you consider that your students can make use of resources from their indigenous culture environment such as: stories, songs, poems, legends, traditions, values, etc., to improve their oral production?**

Quinchuquí, 25 de abril de 2023
Oficio N° 065 -V-UECIBMEC

CERTIFICACIÓN

A petición del Señor LUIS FELIPE GUEVARA SUÁREZ, estudiante de la Facultad de Educación, Ciencia y Tecnología de la Universidad Técnica del Norte, y en mi calidad de Vicerrector de la Unidad Educativa Comunitaria Intercultural Bilingüe "Miguel Egas Cabezas",

CERTIFICO: Que el Señor LUIS FELIPE GUEVARA SUÁREZ estudiante de la carrera de Pedagogía de Idiomas Nacionales y Extranjeros, socializó la propuesta "**KICHWA ENGLISH HANDBOOK**" de su trabajo de titulación en nuestra Unidad Educativa el día martes 25 de abril del presente año.

Es todo lo que puedo certificar en honor a la verdad, pudiendo la parte interesada hacer el uso del presente en todo lo que creyere conveniente.

Quinchuquí, 25 de abril del 2023.



MSc. Ernesto Saransig
VICERRECTOR (E)

