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# THE HOPE IN SHAPING TEACHERS FOR THE BILINGUAL INTERCULTURAL EDUCATION SYSTEM

Thoughts from the UPS' BIE (Bilingual Intercultural Education) degree.

Aurora Iza, Sebastián Granda y Soledad  
Guzmán



Pontificia Universidad  
Católica del Ecuador

RUHR  
UNIVERSITÄT  
BOCHUM

**RUB**



*oralidad*  
MODERNIDAD



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## The BIE degree and the indigenous languages

- The EIB degree shapes teachers since 1994.
- 2016-2017: Curriculum redesign and change of the learning modality.
- Changes in the configuration of the new students (age, teacher's experience, language).
- Current curricular project contemplates the Indigenous Language axis (Which contemplates teaching some subjects "in" indigenous languages in the last levels.)



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# The BIE'S Career

Some contextual aspects.



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# Linguistic criteria and curriculums for design and creation of the class

Starting points



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## Linguistic criteria and curriculums for design and creation of the class

- Class based on the complete, sequential, and proper method.
- Morfosyntactic progression, grammatical-lexical progression.
- Topics like people's life cycle and the agroindustrial cycle.
- Presence of different types of spoken variants (The Sierra, The Coast, The Amazon)



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# The class in the Virtual Environment of Collaborative Learning

General structure and mode of operation



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# The class in the Virtual Environment of Collaborative Learning

- 5 levels.
- Self-learning resources (videos, audios, texts, others).
- Activities for the 4 communicative skills (receptive and productive).
- Guided and autonomus work, individual and group work. Feedback.
- Interactive and recreational on-line activities (synchronic and asynchronous).
- Continous evaluations in all activities (Automatic and manual corrections).



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# **The class and its dynamic**

Resources, materials and activities





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## Unidad 3: Sisana Pacha

Parte 4



## Método de aprendizaje

- **Dedicación**
  - Practicar mínimo 1 hora al día (no acumular)
  - Por eso: asignatura de todo el semestre (no bimensual)
- **Cada vez**
  - + quichua
  - - castellano
- **Escritura unificada**
  - No se unifica el habla y la pronunciación
  - Pronunciación de diversas variedades regionales
- **Aprendizaje entre pares**
  - Aporte de quichua hablantes en
    - Práctica en intercambios reales
    - Resolución de dudas (en línea y presencial)
- **Encuentros presenciales para**
  - Reforzamiento
  - Trabajo colaborativo
  - Prácticas
  - Evaluaciones



## Lengua indígena IV

Introducción  
Unidad 3, Parte 4

AVAC – Ambiente Virtual de Aprendizaje Cooperativo - Universidad Politécnica Salesiana





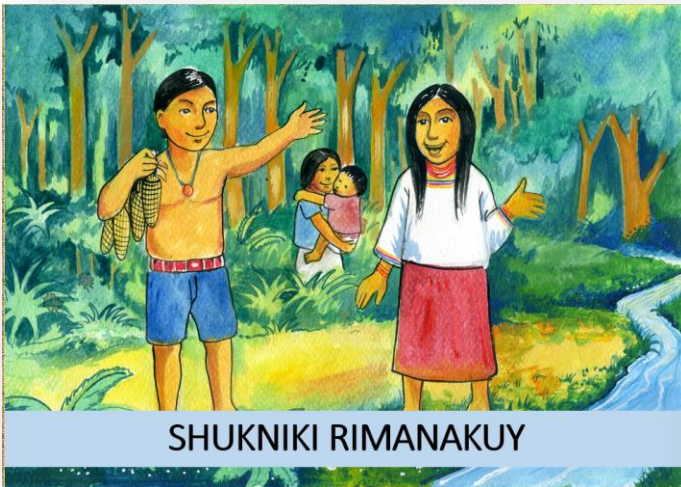
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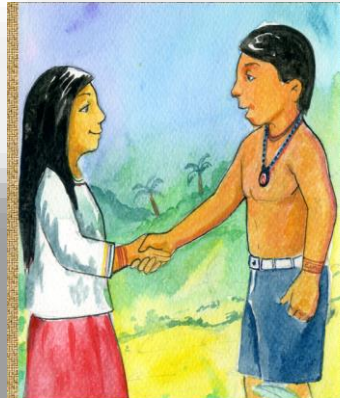


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# Rimanakuy



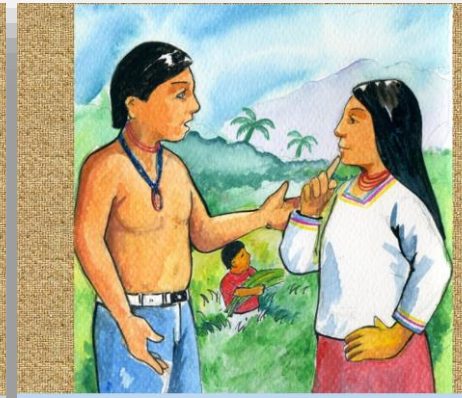
SHUKNIKI RIMANAKUY



Sara, kawsankichu



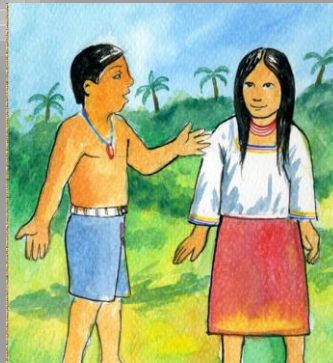
Ari. Kawsanimi.



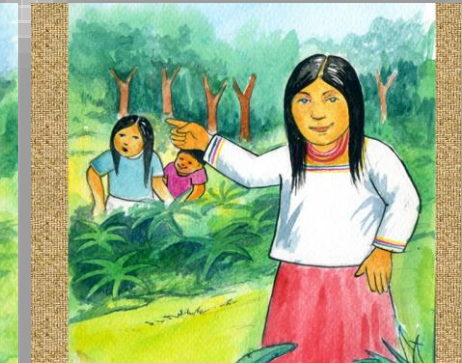
Kanpa churika maypitak kan.



Payka chakrapimi kan.



Piwantak kan.



Paypa paniwanmi kan.





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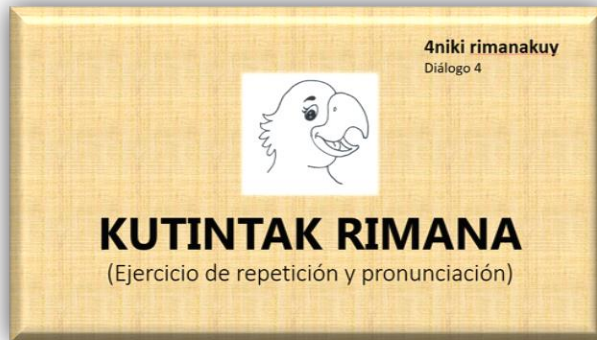
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## Kutintak rimana

## Rantinmanta churana



- Hatun wampunapi rinkichikmi
- Mamakuchapika imatatak rurankichik
- Chaypika kultata hapinchikmi
- Kaypika papatami mikunchik

Ñañakunaka, **allillachu** kankichik  
(warmikuna, runakuna, llakilla, unkushka,  
shaykushka)

Ñukanchikka **mayu**manmi rinchik (wasi,  
chimpa, ura, llankay, urku)

Paykunaka **raymi**man rinkuna (tushuy,  
takshay, tarpuy)



# Ñuka killkanapankata rurashpa

**UPS** Lengua Indígena

Nombre: Huion Cabañita Grupos: 1 Unidad N°: 3 Fecha: 1

**RANTINHANTA CHURANA Ejercicios de Poesía**

Yana Sankhukata rikunpacha yashayu urupi sanchukunata payasa mapas (reemplaza las palabras en negrilla con las que se encuentran dentro del poema)

Pankunaka, allilla chu kankichik (wamikuna, runakuna, llakilla, shaykushka)

- Pankunaka, allilla chu kankichik
- Runakunaka, allilla chu kankichik
- Wamikunaka, allilla chu kankichik
- Pankunaka, shaykushka chu kankichik

• Nankunaka, allilla chu kankichik (wamikuna, runakuna, llakilla, shaykushka)

- Wamikunaka, allilla chu kankichik
- Runakunaka, allilla chu kankichik
- Nankunaka, allilla chu kankichik
- Wamikunaka, shaykushka chu kankichik
- Pankunaka, shaykushka chu kankichik
- Nankunaka, maymanmi rinchik (wasí, chimpu, uru, llankay, urku)
- Wamikunaka, wasi manmi rinchik
- Nankunaka, chimpamanmi rinchik
- Wamikunaka, uru manmi rinchik
- Nankunaka, llankaymanmi rinchik
- Wamikunaka, urkumanmi rinchik (tushuy, takshay, tarpuy)
- Pankunaka, tushuyman rinakuna
- Wamikunaka, takshayman rinakuna
- Pankunaka, tarpuyman rinakuna

- Kankunaka mayman rinchik (nankunaka, kikinkuna, paykuna, kuytsakuna)
- Nankunaka mayman rinchik
- Kikinkunaka mayman rinchik
- Paykunaka mayman rinchik
- Kuytsakunaka mayman rinchik

**LINGUA INDIGENA**

**RANTINHANTA CHURANA**

Nankunaka, allilla chu kankichik (wamikuna, runakuna, llakilla, shaykushka)

Wamikunaka, shaykushka

Runakunaka, allilla chu kankichik

Nankunaka, llakilla chu kankichik

Wamikunaka, shaykushka chu kankichik

Runakunaka, shaykushka chu kankichik

Nankunaka, maymanmi rinchik (wasí, chimpu, uru, llankay, urku)

Nankunaka, wasi manmi rinchik

Nankunaka, chimpamanmi rinchik

Nankunaka, uru manmi rinchik

Nankunaka, llankaymanmi rinchik

Nankunaka, urkumanmi rinchik

Pankunaka, rayman rinakuna (tushuy, takshay, tarpuy)

Pankunaka, tushuyman rinakuna

Pankunaka, takshayman rinakuna

Pankunaka, tarpuyman rinakuna

Kankunaka, mayman rinchik (nankunaka, kikinkuna, paykuna, kuytsakuna)

Nankunaka, mayman rinchik

Kikinkunaka, mayman rinchik

Pankunaka, mayman rinchik

Kuytsakunaka, mayman rinchik

**Rantinhanta Churana I**

- Nankunaka, allilla chu kankichik
- Wamikunaka, shaykushka chu kankichik
- Runakunaka, allilla chu kankichik
- Nankunaka, llakilla chu kankichik
- Nankunaka, shaykushka chu kankichik
- Nankunaka, maymanmi rinchik
- Nankunaka, wasi manmi rinchik
- Nankunaka, chimpamanmi rinchik
- Nankunaka, uru manmi rinchik
- Nankunaka, llankaymanmi rinchik
- Nankunaka, urkumanmi rinchik
- Pankunaka, rayman rinakuna
- Pankunaka, tushuyman rinakuna
- Pankunaka, takshayman rinakuna
- Pankunaka, tarpuyman rinakuna
- Kankunaka, mayman rinchik
- Nankunaka, mayman rinchik
- Kikinkunaka, mayman rinchik
- Pankunaka, mayman rinchik
- Kuytsakunaka, mayman rinchik



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# Yuyaykunata kutichina / Tapuykunata rurana

Pregunta **3**

Finalizado

Puntuá 1,00  
sobre 1,00



 [Editar  
pregunta](#)

Kaypi misi, allku, kuy tiyanchu

Ari, Misi, alku, kuydash tiyanmi.

Comentario:

Allimi! pero cuidado con la escritura de allku

[Escribir comentario o corregir la calificación](#)

Pregunta **2**

Finalizado

Puntuá 1,00  
sobre 1,00



 [Editar  
pregunta](#)

KUTICHINA: Maparayku kanpa punchuta yanayakun.

Imarayku ñuka punchuta yanayakun.

Comentario:

[Escribir comentario o corregir la calificación](#)



## Paktachina / Aysana

Rellenar las palabras que faltan

Wawaka asha  kan.

Kusakarín ña .

Paykuna  rina kan.

Warmika kuyta hampikpakman .

“Pichaspa yanapanki” warmika hampikta .

Hampikka  sumakta picharka.

Kusamanta imatak wakllirishka hampikka .

Warmika paypa kusamanta  karka.

Warmika wakin yura yakuta  upyachina kan.

sumakta kusata hampirka.

**revisar**

Arrastre las palabras a los cuadros correctos

1  chay sumak kuytsaku.

2 Carlos  yachanawasiman rin.

3  kay pachallina.

4  kay kamarita rantirkanki.

5 Ñuka yaya  llaktaman rirka.

6  muchikuta rantirkanki.

7  Rosa mana shamurka.

8  kanpa wawa kan.

9  piñashka kanki.

10  raymiman mana rinkichu.

11 Josekuka  kawsakun.

12  chay rumikunata apamunkichi

13  kanki.

14  hapikunki.

Pipatak

Maykantak

Imapaktak

Pitak

Pipaktak

Imashinatak

Imatatak

Imamantatak

Imaraykutak

haykatak

piwantak

Imanishpatak

maypitak

Imatak





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# Shuyu rikuchikta rurashpa





# Shimita mashkana

Sopa de letras

S	A	W	A	R	I	C	H	I	K	K	F
Y	I	H	C	I	R	I	S	F	V	F	X
Z	R	D	R	I	R	A	M	A	K	B	J
I	J	W	D	C	G	S	P	C	U	F	F
M	A	K	I	M	A	Ñ	A	Y	H	M	H
F	G	L	M	J	G	C	C	X	N	P	Q
U	W	A	Y	N	A	Y	A	Y	M	R	D
Y	U	K	A	N	A	N	U	M	D	P	B
A	H	S	A	M	U	L	U	M	I	W	L
E	J	D	A	N	A	K	A	S	U	K	T
I	S	H	K	A	N	T	I	S	H	U	N
A	N	A	K	I	M	R	A	W	R	E	O

Find the words

- ✓ makimañay
- kusakana
- ✓ warmikana
- munanakuy
- waynayay
- sawarichik
- mulumasha
- kamari
- sirichiy
- ishkantishun

© Time Spent 0:35

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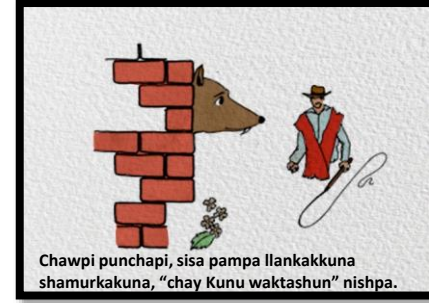
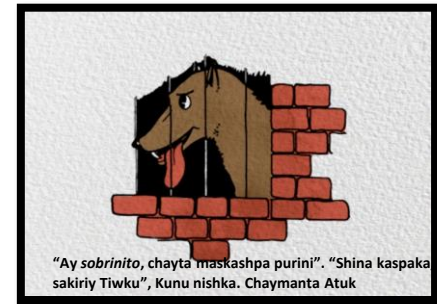
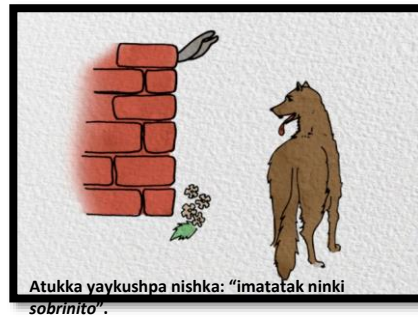
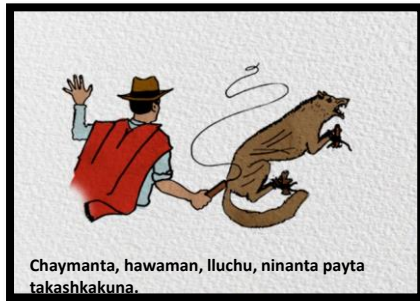
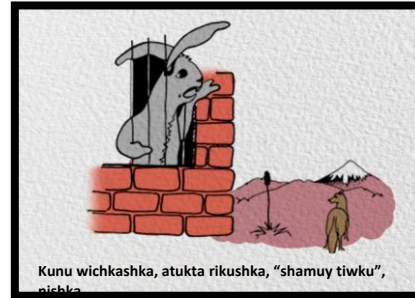
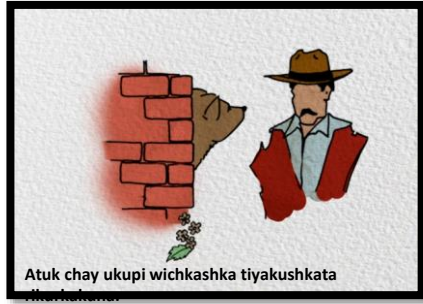
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# Shuyuta nikichina





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# Achievements

- We already have the 5 levels designed and in use.
- Permanent process of self evaluation of the class for improvement (operational levels, types of activities, evaluation methods, etc.).
- They learn the language, and then they learn to teach it.
- Acceptance of Quichua from the families.





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# Difficulties

- Student's little motivation for wanting to learn Quichua (mistrust, negation).
- The class demands dedication and constancy, a lot of students did not want to get into rhythm (constant complaints).
- Lack of Internet coverage and teams in remote communities.





# Challenges



1. Constantly working the stimulation and motivation.
2. Give different types of logistic alternatives against connectivity difficulties that students may have.
3. Continue elaboration of materials and complementary resources for the different levels and communicative competences. THE HOPE: Contribute specifically to the revitalization of the language, ensuring a solid and meaningful learning.



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Thank  
You!