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THE HOPE IN SHAPING TEACHERS FOR THE BILINGUAL INTERCULTURAL EDUCATION SYSTEM

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

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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.
- Pressence 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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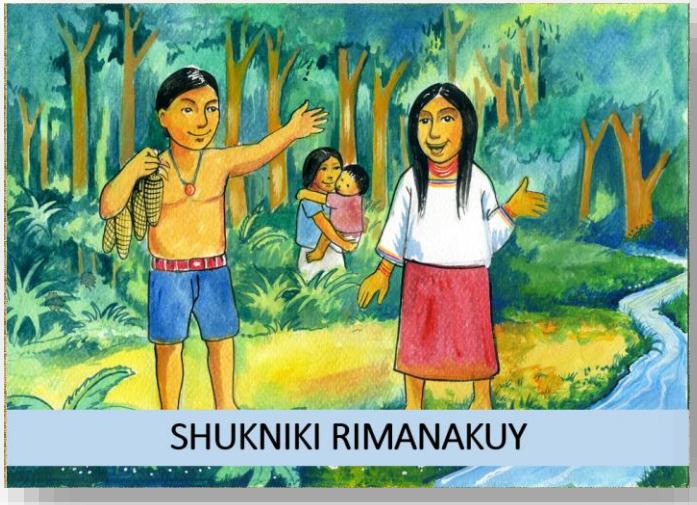
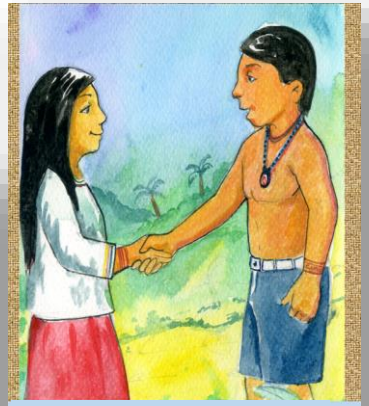
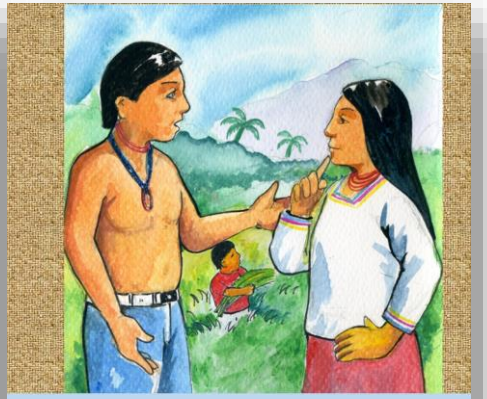
Rimanakuy





Sara, kawsankichu

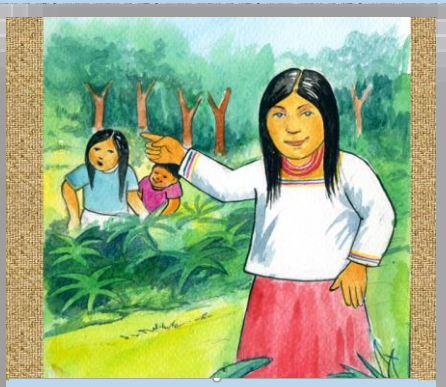
Ari. Kawsanimi.



Kanpa churika maypitak kan.

Payka chakrapimi kan.

Piwantak kan.



Paypa paniwanmi kan.

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Kutintak rimana

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

Rantinmanta churana

Ñañakunaka, **allilla**chu kankichik (warmikuna, runakuna, llakilla, unkushka, shaykushka)

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

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

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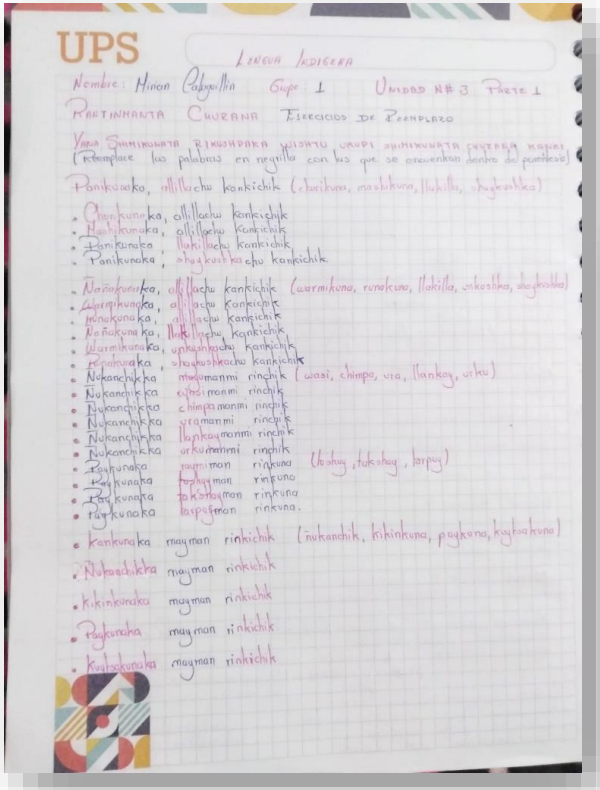
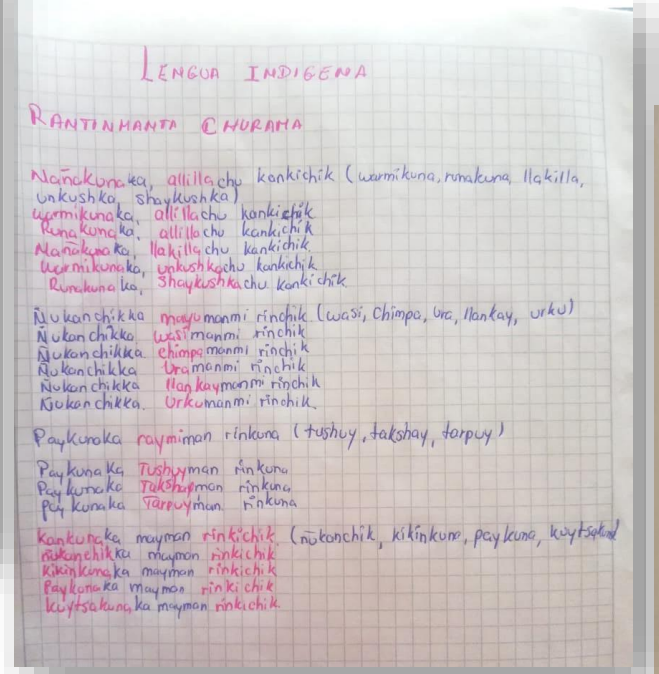
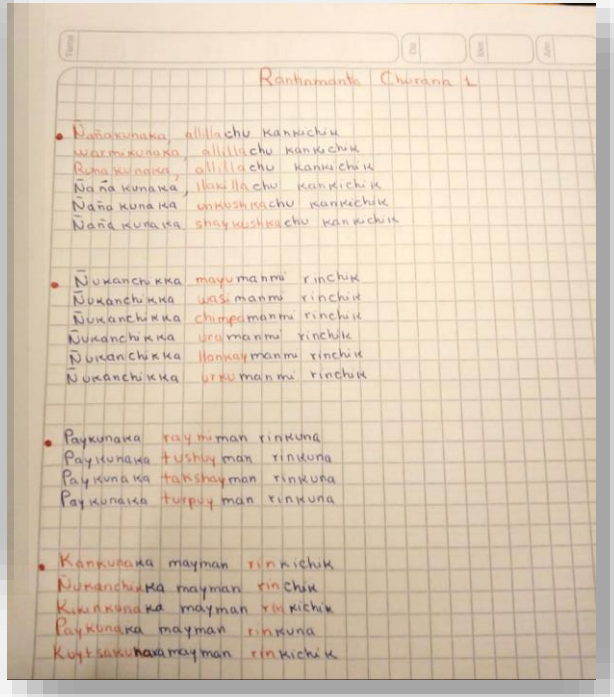
Ñuka killkanapankata rurashpa







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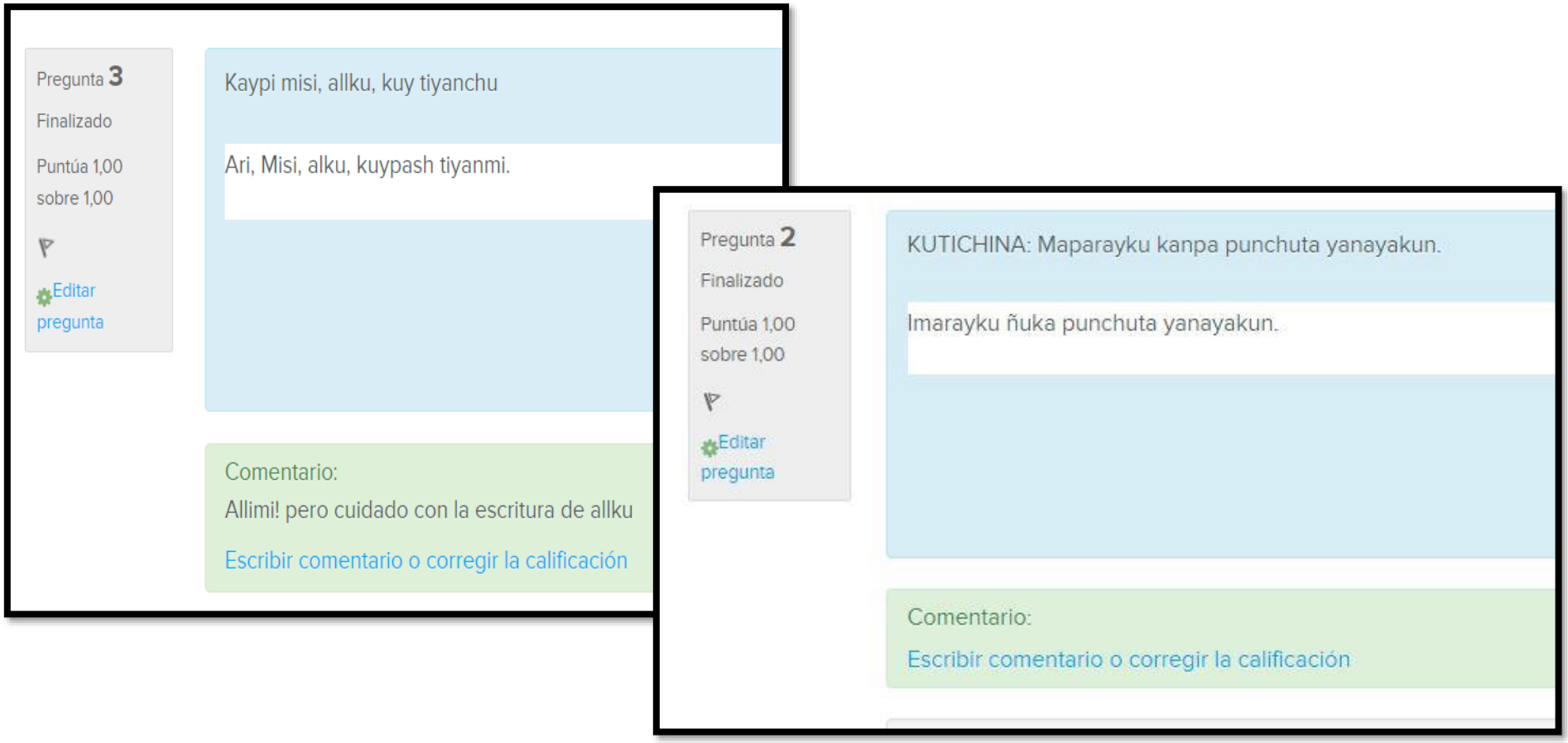
Yuyaykunata kutichina / Tapuykunata rurana



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Paktachina / Aysana

Rellenar las palabras que faltan

Wawaka asha [ ] kan.

Kusakarin 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

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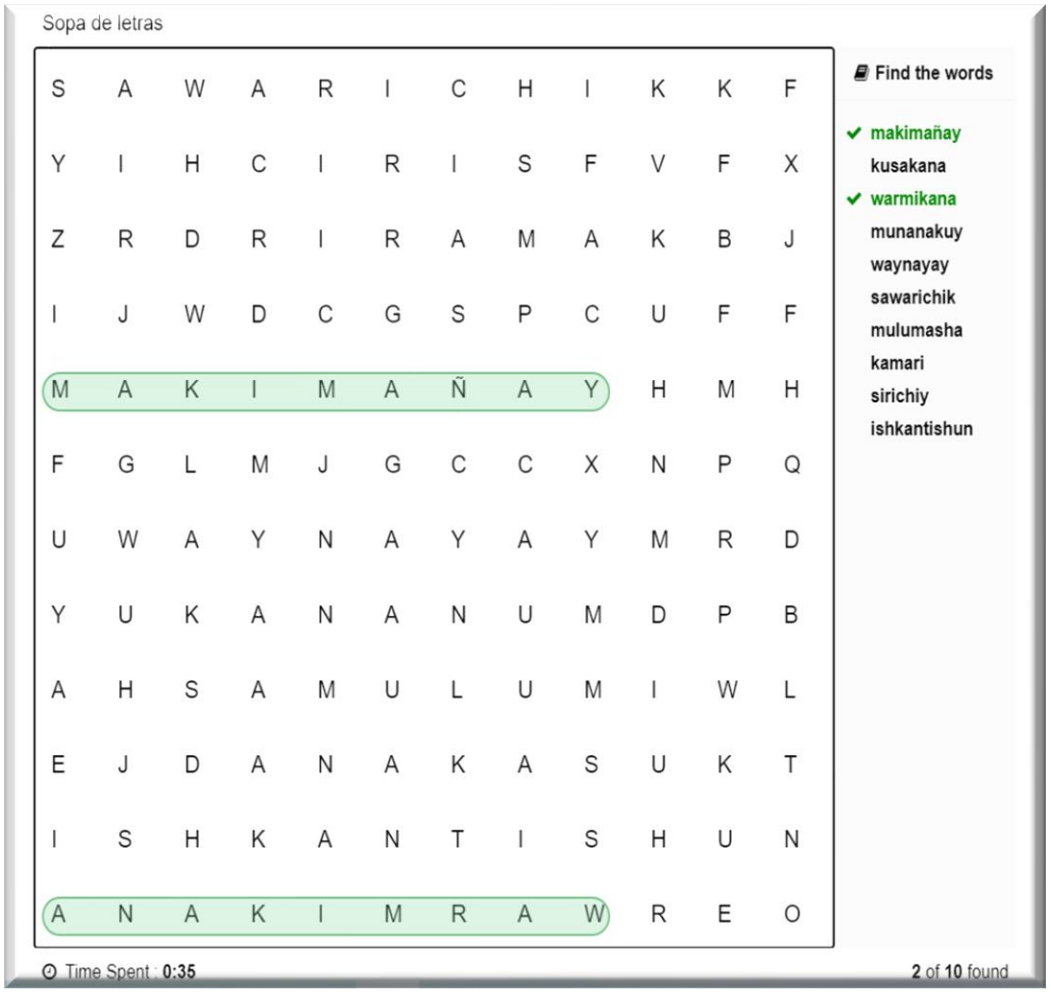
Shimita mashkana



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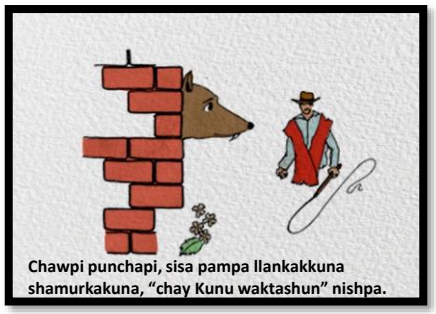
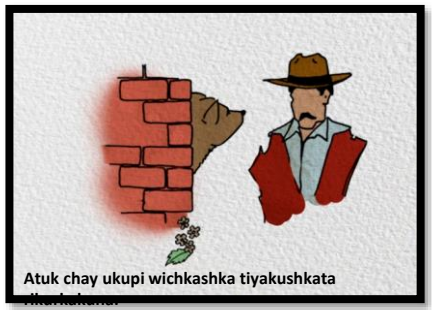
Shuyuta nikichina

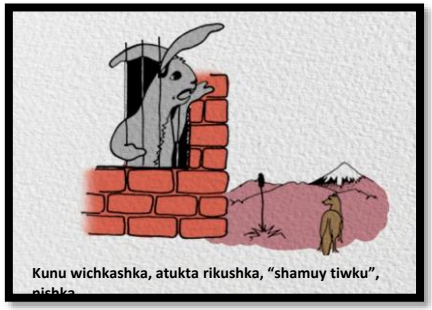


Chawpi punchapi, sisa pampa llankakkuna shamurkakuna, “chay Kunu waktashun” nishpa.

“Tiwku, kaypi aychatalla karan”, chay Kunu nishka. “Tiwku, aychata maskashpa purikuk yachanki”.



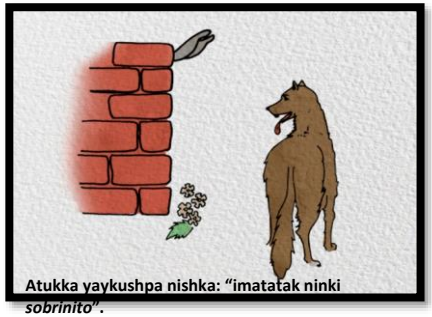
Atuk chay ukupi wichkashka tiyakushkata



Kunu wichkashka, atukta rikushka, “shamuy tiwku”, nishka

Atuk ninanta piñarishpa: “Kununa hapishpa, mikushami” nishka nin.

Chaymanta, hawaman, lluchu, ninanta payta takashkakuna.



Atukka yaykushpa nishka: “imatatak ninki *sobrinito*”.

“Ay *sobrinito*, chayta maskashpa purini”. “Shina kaspaka sakiriy Tiwku”, Kunu nishka. Chaymanta Atuk

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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 rythm (constant complaints).
- Lack of Internet coverage and teams in remote communities.

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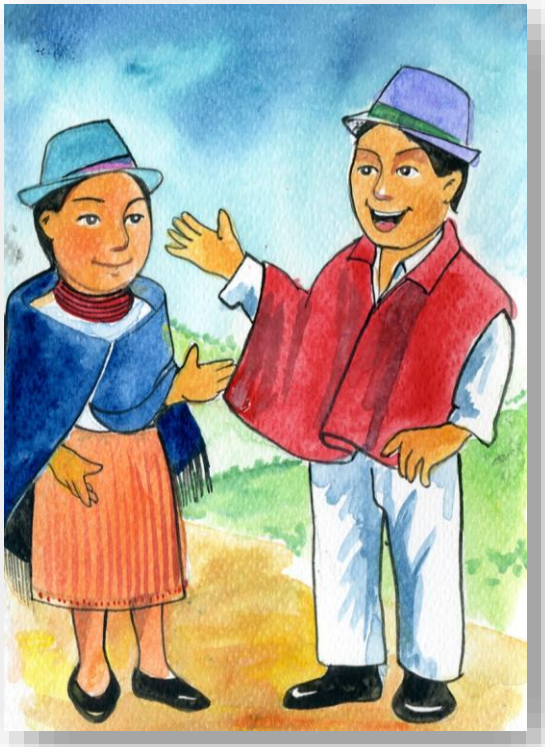
Challenges



1. Constantly working the stimulation and motivation.
2. Give different types of logistic alternatives against conectivity 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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