

## Estrategias metodológicas basadas en el método de las escuelas lectoras para el tratamiento de las interferencias entre la lengua española y Kichwa en los estudiantes de tercer año de E.G.B del CECIB Sergio Núñez

*Methodological strategies based on the method of reading schools for the treatment of interests between the Spanish and Kichwa language in third-year EGB students of the CECIB Sergio Núñez*

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**Palabras****claves:**

Interferencia lingüística, legua, bilingüismo, kichwa, español, léxico, fonológico, morfología.

**Keywords:**

Linguistic interference,

**Resumen**

**Resumen:** Las estrategias metodológicas basadas en el método de las escuelas lectoras para el tratamiento de las interferencias lingüísticas entre el idioma kichwa y español constituye un desafío permanente. **Objetivo:** Socializar una estrategia metodológica, basada en el método de las escuelas lectoras, para el tratamiento de las interferencias entre la lengua española y kichwa del tercer año EGB del CECIB “Sergio Núñez”. **Metodología:** La investigación se centra en el enfoque mixto, porque se integran sistemáticamente los métodos cuantitativos y cualitativos en un solo estudio, además, se trabaja con grupos humanos buscando el cambio y la transformación, según el paradigma crítico-propositivo, que posibilita la generación de aprendizajes constructivistas. Se proyecta de manera cuantitativa porque corresponde a un estudio integrado que plantea una propuesta en torno a los procesos de lectura y escritura, focalizados en la disminución de las interferencias lingüísticas entre la lengua español y kichwa. **Resultados:** Siendo el objeto de estudio el tratamiento de las interferencias lingüísticas entre la lengua española y kichwa, se puede establecer que la estrategia metodológica propuesta basada en el método de las escuelas lectoras permite: Comprender mejor la realidad lingüística del Ecuador, ya que proporciona un marco teórico y metodológico para estudiar la interferencia del kichwa en el español ecuatoriano. Contribuir a la enseñanza del español como segunda lengua, pudiendo ser utilizada para diseñar materiales y actividades de enseñanza que tomen en cuenta la interferencia del kichwa. Promover el uso del kichwa con lo cual se contribuye a fortalecer el uso de un idioma autóctono en la sociedad ecuatoriana. **Conclusiones:** La implementación de una estrategia metodológica basada en el método de escuelas lectoras, con aplicación sistemática en las escuelas rurales bilingües de Ecuador, puede ser una solución pedagógica y didáctica de gran valor, como demuestra esta investigación, a través de la consulta de especialistas en la cual los profesionales implicados han dado su voto a favor, por la pertinencia y factibilidad del resultado científico. **Área de estudio general:** Educación. **Área de estudio específica:** Subnivel Elemental – Lengua literatura. **Tipo de estudio:** Artículos originales.

**Abstract**

Methodological strategies based on the reading school's method for the treatment of linguistic interferences between the Kichwa

language,  
bilingualism,  
Kichwa,  
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lexicon,  
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morphology.

language and Spanish constitute a permanent challenge. Objective: Socialize a methodological strategy, based on the reading school's method, for the treatment of interferences between the Spanish and Kichwa language of the third year EGB of the CECIB “Sergio Núñez.” Methodology: The research focuses on the mixed approach, because quantitative and qualitative methods are systematically integrated in a single study, in addition, we work with human groups seeking change and transformation, according to the critical-propositive paradigm, which enables the generation of constructivist learning. It is projected quantitatively because it corresponds to an integrated study that proposes a proposal regarding the reading and writing processes, focused on the reduction of linguistic interferences between the Spanish and Kichwa languages. Results: The object of study being the treatment of linguistic interferences between the Spanish and Kichwa languages, it can be established that the proposed methodological strategy based on the reading schools method allows: Better understanding the linguistic reality of Ecuador, since it provides a Theoretical and methodological framework to study the interference of Kichwa in Ecuadorian Spanish. Contribute to the teaching of Spanish as a second language and can be used to design teaching materials and activities that consider the interference of Kichwa. Promote the use of Kichwa, which contributes to strengthening the use of an Indigenous language in Ecuadorian society. Conclusions: The implementation of a methodological strategy based on the reading schools method, with systematic application in rural bilingual schools in Ecuador, can be a pedagogical and didactic solution of great value, as this research demonstrates, through the consultation of specialists in which the professionals involved have given their vote in favor, due to the relevance and feasibility of the scientific result. General Study Area: Education. Specific area of study: Elementary Sublevel – Language Literature. Type of study: Original articles.

## Introduction

Ecuador, like many Latin American countries and particularly in the Andean region, in the 21st century the native languages are about to disappear, which is why the Ecuadorian

state protects the Kichwa language through article 2, chapter I, of the Fundamental Principles of the Constitution of the Republic of Ecuador. (National Constituent Assembly of Ecuador, (2008), where it mentions that:

Spanish is the official language of Ecuador; Spanish, Kichwa and Shuar are official languages for intercultural relations. The other ancestral languages are for official use by indigenous peoples in the areas where they live and under the terms established by law. The state will respect and encourage their conservation and use. (p. 9)

In the educational field, the conservation, respect and appreciation of the Kichwa language is promoted. Thus, the Presidency of Ecuador in the Organic Law of Intercultural Education (LOEI) (National Assembly of the Republic of Ecuador, 2021), states the following: in the same article of the corresponding legislation, in its section z), it is established that interculturality and plurinationality guarantee the various actors in the educational system access to knowledge, recognition, respect, appreciation and recreation of the multiple nationalities, cultures and peoples that make up both Ecuador and the world. Likewise, it seeks to preserve and promote the ancestral knowledge of these communities, promoting unity in diversity, fostering intercultural and intracultural dialogue, and encouraging the appreciation of the various cultural forms and practices that are consistent with human rights (p. 12).

Furthermore, bilingual education strengthens educational management based on equity and inclusion, taking into account the culture and linguistics of the place as an important link. This is how Article 3 states the following:

Art. 3.- Intercultural and bilingual District Level. This is the decentralized management level responsible for ensuring the coverage and quality of the District's educational services at all levels and modalities, developing educational projects and programs, planning the District's educational offering, coordinating the actions of the intercultural or bilingual educational circuits in its territory, and offering services to the n in order to strengthen the management of education in an equitable and inclusive manner, with cultural and linguistic relevance, that responds to the needs of the community (National Assembly of the Republic of Ecuador, 2021, p. 13).

In accordance with the Constitution of the Republic of Ecuador, in its article 154, numeral 1 (National Constituent Assembly of Ecuador, 2008), and with the LOEI (National Assembly of the Republic of Ecuador, 2021), article 22, it is agreed to strengthen and implement the Model of the Bilingual Intercultural Education System (MOSEIB), within the framework of the new model of the Constitutional State of Rights, Justice, Intercultural and Plurinational. Therefore, article 1 states the following:

Article 1.- Purpose. - Within the framework of compliance with the Collective Rights of the Constitution, the Organic Law on Intercultural Education (LOEI) and international instruments, through this Agreement the Model of the Bilingual Intercultural Education System is established, a document that is included as an annex and that forms an integral part of it (Ministry of Education of Ecuador, 2013a).

Linguistic interference occurs when one language interferes with another, either in speech or writing. This can happen when a person speaks or writes in one language, but unconsciously uses elements of another language that they know. Vinueza (2021) defines linguistic interference as: "... those linguistic characteristics found in language B, the recipient language, that do not correspond to the characteristics of either language A or language B (as used by monolinguals), but which are found in the speech of bilingual speakers."

Linguistic interference occurs when Kichwa and Spanish, when in contact, mutually influence the way people speak. According to Aldaz et al. (2023), linguistic interference is the exchange of words from one language to another in the aforementioned aspects resulting from the migratory process and invasion of the territory, generating a series of codes between speakers.

Linguistic interference is a phenomenon that occurs when one language interferes with another, whether in comprehension, production, or learning. This happens in people who are bilingual or who are learning a new language. According to Yanchaliquin (2023), "Linguistic interference is the use of two different languages that mix elements of one into the other; these elements can be phonological, lexical, semantic, etc. It occurs in languages in contact" (p. 44).

The linguistic interference between the Kichwa language and Spanish in Ecuador is due to the lack of mastery and ignorance of the ancestral language by teachers. According to Pazmiño et al. (2022):

In many bilingual intercultural contexts, education is taught in Spanish and the teaching of indigenous languages is relegated to a level where teachers often do not have the skills in the language of the community, which reinforces the structures of the dominant language and displaces the minority language to restricted use at home. These particularities are part of the problems of EIB in Ecuador, since the prestige of one language over the others has imposed a difficulty in learning second languages, specifically in learning indigenous languages. (p. 814)

The devaluation of the Kichwa language in Ecuadorian education is a complex problem that has negative consequences for indigenous culture and identity. According to



Limerick (2022) “Bilingual education directors have been criticized by teachers and parents for largely using brief greetings in Kichwa before moving on to Spanish” (p. 49).

The linguistic interference of Kichwa in Ecuadorian Spanish, far from being an error, has an importance that goes beyond the everyday, since it provides words that describe concepts of its worldview, which enrich Ecuadorian Spanish and reflect the cultural diversity of the country. However, the Kichwa language lacks articles, connectors, the eye vowels, the inverse structure to Spanish, among others, so the brain tries to adopt the process of the Kichwa scheme when expressing Spanish or vice versa, so the discourse in Spanish is externalized with many linguistic errors and this blocks and limits the indigenous person's desire to speak the Castilian language and fear in the expression of Kichwa. Linguistic interference between the Kichwa language and Spanish has its origin during the teaching-learning process from the first years of basic education since students maintain their mother tongue (Kichwa), which structurally lacks the vowels e, o, and at the consonant level it has 18 letters, that is where linguistic interference is evident when combining the two languages.

Linguistic interferences are linked to the development of phonological awareness, as this is a metalinguistic ability that promotes the understanding of words. Its formation by sounds can isolate and manipulate said phonemes to form other words, before knowing the spellings that represent them. For example, when the teacher structures a sentence (My family goes to mass on Sundays in the morning) and asks the child to write and then read it, the child automatically mispronounces the e for the i and vice versa (My family goes to the table on Sundays in the morning).

The lexical strategies to combat the linguistic interferences mentioned above are tools used to avoid confusion or communication errors that may arise due to the similarity between Kichwa and Spanish. In this sense, Huerta (2023) mentions that it is necessary to use mechanisms that allow overcoming oral difficulties in the use of a language that is understood as L2, showing that the use of lexical strategies helps to eradicate linguistic interferences in oral expression, making it effective.

Consequently, rhyme is used as a teaching strategy, the purpose of which is to mitigate linguistic interference, developing a sound pattern and structuring the text in a musical and aesthetic way, facilitating memorization and fluency in oral production. In research carried out by Mosquipa (2023), he states that there is a significant change after the application of rhyme as a strategy to improve linguistic interference.

Similarly, declamation, as a methodological strategy for oral expression, offers significant potential for treating linguistic interference in bilingual children. Its focus on accurate pronunciation, intonation, and fluency can help children develop greater phonological awareness, strengthen memory and attention span, enrich vocabulary and

grammar, as well as develop self-confidence and oral expression. As such, Declamation is the art of reciting or interpreting a literary, poetic or dramatic piece with the aim of transmitting an emotion, an idea or a message to the audience.

Likewise, the methodology called “Reading Schools” appears as one of the alternatives to achieve meaningful, effective and authentic learning in the teaching of reading and writing in students, replacing the traditional methodology championed by the syllabic method. Lema & Parra (2020) state that “they must make appropriate and active use of the materials provided by the Ministry of Education for teaching the Kichwa language and not opt for mechanical teaching that leads children to a lack of interest in learning the language” (p. 106).

To solve all these pedagogical difficulties, the phonological methodology appears as one of the alternatives, previously proposed by the Universidad Andina Simón Bolívar from the teacher training program called “Reading Schools,” and today as the educational policy of the Ministry of Education. From this point of view, all teachers are obliged to apply this methodology and the school texts that are distributed to the entire country under this didactic process.

The methodology of the Reading Schools is structured in 3 moments:

1. First moment: it is related to the acquisition of the alphabetic code, which includes everything that concerns linguistic awareness that develops orally, where it begins with the presentation of the generating words.
2. Second stage: corresponds to the acquisition of the alphabetic code, based on the phoneme-graph relationship and reflexive phonological writing. In it we will find clear strategies on how we should work on graphic representation based on the generating words of the first series, which are: hand, finger, nail and foot.
3. Third stage: emphasis is placed on reflective orthographic writing, where the student develops reading fluency by strengthening spelling, punctuation marks, use of capital letters, use of accents and sentence construction. The first and second stages aim to develop semantic, syntactic, lexical and phonological awareness.

The eradication of linguistic interference for a meaningful and effective development, as stated by the Director General of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017), is supported by "the latest research clearly shows that simultaneous teaching in the official language of the country and the mother tongue of children contributes to obtaining better academic results and stimulates their cognitive development and their learning capacity."

This is why it is determined that bilingual education, before teaching, is a right of students to learn skills, values and knowledge in their mother tongue and a second language. In this education, ancestral languages are the true permanent instruments of teaching and learning without diminishing the importance of the Spanish language.

This research was conducted at the Sergio Núñez Bilingual Intercultural Community Education Center (CECIB) located in the Zumbahua parish belonging to the Pujilí canton of the Cotopaxi province, in whose community 80% of its inhabitants over 18 years of age speak Spanish as well as children under 18 years of age almost entirely, bringing with them the interference of Kichwa when learning Spanish.

The initial exploratory study was carried out at the aforementioned school, a bilingual education institution, where 10 teachers work, of which 70% are mestizo and 30% are bilingual. This study was carried out through direct observation, surveys of parents, family members and students, as well as the review of governing documents. With this study, strengths and weaknesses were identified. Among the strengths are:

### Strengths

1. Recognition by the Ministry of Education of the existence, conservation and study of ancestral peoples, their worldview, traditions, cultures and language, through the application of the bilingual intercultural curriculum.
2. Preservation and practice of two languages in an indigenous community, which is of vital importance for interacting in their environment and beyond.
3. Existence and effective validation of the reading schools method based on constructivism, collaborative and autonomous work of the student in favor of their reflective and critical thinking.

### Weaknesses

1. In bilingual schools in rural areas, a large number of students arrive without speaking Spanish, as they come from a Kichwa population.
2. The application of teaching-learning methods in rural bilingual schools does not fit the sociocultural context, nor are they suitable for dealing with linguistic interferences.
3. Difficulties in acquiring the Spanish alphabetic code by bilingual students.
4. Little treatment is given to the most pronounced linguistic interferences, such as vowel obstruction in Kichwa-speaking children, since they generally present interferences between the vowels (ei) and (ou). These can be in initial or final position and it is more complicated to recognize or differentiate them in an intermediate position within the word.



5. Limited use of methods such as reading schools for the treatment of linguistic interferences.

That said, it was possible to determine as a scientific problem how to contribute to the treatment of linguistic interferences between the Spanish and Kichwa languages in the third year of Basic General Education (EGB) of the Sergio Núñez Bilingual Intercultural Community Education Center. Derived from this, the objective of this work was defined to socialize a methodological strategy, based on the method of reading schools, for the treatment of interferences between the Spanish and Kichwa languages in the third year of EGB of the CECIB "Sergio Núñez".

### **Methodology**

The research focuses on the mixed approach, because quantitative and qualitative methods are systematically integrated in a single study, in addition, it works with human groups seeking change and transformation, according to the critical-propositional paradigm, which enables the generation of constructivist learning. It is projected in a quantitative manner because it corresponds to an integrated study that puts forward a proposal regarding the reading and writing processes, focused on reducing linguistic interference between the Spanish and Kichwa languages.

In this research, theoretical, empirical and mathematical statistical methods were used, as stated below:

**Historical – logical:** it was used in the analysis of the background and trends of the process of Treatment of interferences between the Spanish and Kichwa languages in third year EGB students at the CECIB “Sergio Núñez”.

**Systematization:** allowed the interpretation, confrontation, modification and construction of theoretical-practical knowledge about the Treatment of interferences between the Spanish and Kichwa languages in third year EGB students at the CECIB “Sergio Núñez”, from the theoretical assumptions assumed by the authors.

**Analysis-synthesis:** it was used to break down and recompose the process From the method of reading schools for the treatment of interferences between the Spanish and Kichwa languages in third year EGB students of the CECIB “Sergio Núñez”, in its components and its multiple relationships, and determine the characteristic trends, features and regularities of the object of research.

**Modeling:** it made it possible to develop the methodological strategy that is proposed from the abstract representation of educational reality, as well as to base and design the proposal, determining the essential characteristics and relationships between its

components, in the Treatment of interferences between the Spanish and Kichwa languages in third year EGB students at the CECIB “Sergio Núñez”.

System approach: it was used for the development and implementation of the teaching strategy, establishing the relationships of dependency, hierarchy and the structuring of its components and contents.

Empirical methods have also been used.

Consultation of specialists: it was carried out for the theoretical validation of the methodological strategy.

Document review: allowed to know the depth in the treatment of the interferences between the Spanish and Kichwa languages in the third year of EGB students of the CECIB In particular, the regulations in governing documents such as the Model of the Intercultural Bilingual Education System (Ministry of Education of Ecuador, 2013a). The Intercultural Bilingual Curriculum, also to gather information on the object of study and its current status, as well as the analysis of the background and trends of the method of reading schools in the context under investigation.

Classroom observation: This was used to verify the treatment of linguistic interferences, through specific methods and strategies. The indicators that were evaluated were: Linguistic interference: Phonemes (confusion of the syllabic method in the Kichwa language and Spanish.) / Linguistic interference: phonemes (confusion of the syllabic method in Spanish with the Kichwa language) / Linguistic interference: grammatical structure (order of the components of the sentence). Spellings (confusion between the vowels uo; ei). 10 classes were observed, distributed in the areas of Language and Literature, Social Studies and Natural Sciences.

The survey: It was conducted with third-year students to check their level of cognitive and metacognitive performance in the process of dealing with interferences between the Spanish language and Kichwa and the level of improvement in performance that they were achieving with the implementation of the methodological strategies of the reading schools.

In the case of the documentary review, the objective was to investigate the treatment of linguistic interferences in Spanish. Kichwa in the governing documents, such as the Competency-Based Curriculum Framework for Learning. The indicators reviewed were: inclusion in the governing documents, explanation of the methodological treatment and justification given in the documents on the most up-to-date pedagogical didactic conceptions regarding the object of research.

The classroom observation guide focused on indicators that allowed the assessment of the use of methods and strategies in the treatment of linguistic interferences, hence the observation of the didactic components of the class: objective, content, methods, means, evaluation, with emphasis on the third.

For its part, the survey aimed to verify the prevalence of the linguistic interferences in students at the school in the context of the research. The questionnaire prepared was as follows:

1.- Age ( )

This question was aimed at finding out the age range of the students surveyed in the Third Year of EGB, determining a chronological age in relation to their developed knowledge.

2.- Community ( )

The purpose of this question was to determine their origin (domicile) and relate it to the influence of the Kichwa language, since internal migration has influenced the surrounding communities.

3.- Languages spoken: Kichwa ( ) Spanish ( ) Other ( )

This question sought to find out which language is most commonly used by students in their daily lives.

4.- What language did you learn first?

Kichwa ( ) Spanish ( ) Other ( )

This question made it possible to determine which language is recognized as the mother tongue, from early childhood, in the community of Michacala.

5.- At home with his family he speaks:

a) Kichwa ( ) b) Spanish or Spanish ( )

This question was aimed at finding out the degree of influence the family had on the knowledge and practice of the language.

6.- In the village, with his friends he speaks:

a) Kichwa ( ) b) Spanish or Spanish ( )

This question aimed to find out which language is most used in your environment when socializing and exchanging experiences.

7.- When speaking Kichwa, he uses some Spanish words:

But ( )

The purpose of this question was to determine the use or fusion of the two languages in the communication process inside and outside the community.

Mathematical statistical methods were used during the application of a formative, summative evaluation of the structure of the generating words, in order to understand the phonological structure and arrive at an analysis of an alphabetical code reflecting on the interferences between the Spanish and Kichwa languages.

The dependent variable that was diagnosed was the treatment of linguistic interferences between the Spanish and Kichwa languages in the third year of EBG at the CECIB “Sergio Núñez”. Three dimensions were identified in it:

Cognitive: it contained the knowledge indicators related to the establishment of phonemes, the recognition of the spelling of phonemes, analyzing their structure, to determine the sound of each of the phonemes (ei), (ou).

Procedural: determined the skills demonstrated in the correct use of phonemes in the construction of words, correctly identifying the alphabetic code and analyzing the structure of the generating words.

Attitudinal: included the axiological and evaluative aspects regarding the performance of self-correction activities, to establish the differences in the sounds of the spellings ei, ou, and thus be able to form new words.

According to Lopez (2004), the population is a complete set of individuals or objects that share similar characteristics, it can include a nation or a group of people with common characteristics. It includes the entire well-defined group regarding any research to be carried out. Based on the above, the population is established as nine teachers, and 15 students, establishing a sample of 10 students from the third year of EGB, and 5 teachers who are in charge of the preparatory, elementary and middle levels, to whom the corresponding survey was applied individually.

A descriptive and field research was carried out. It was descriptive because it was able to describe the linguistic interferences in the given school. This research, therefore, focused on the “what” and the “why” in terms of the object of research (treatment of Kichwa-Spanish linguistic interferences in the third year). Since the research was carried out in real time, in the aforementioned school, it was considered a field research.

The materials and resources used were:

Printed: Photocopies, texts, surveys.

Technological: Computer, flash memory, internet browsers.

Alternative material: Flipcharts, collage, mind maps.

## Results

The diagnosis revealed some interesting findings. They are explained below in the following order:

1. Document review.
2. Survey.
3. Classroom observation.

### *Document review results*

The review of the 2023 Learning Competency Curricular Framework was carried out. The Ministry of Education of Ecuador (2013a) considers that "the national intercultural bilingual curricula are framed within the technical, pedagogical, and scientific parameters of the National Curriculum, issued by Ministerial Agreement No. MINEDUC-ME-2016-00020-A of February 17, 2016, and respond to the cultural and linguistic relevance of the country's indigenous peoples and nationalities (Ministry of Education of Ecuador, 2016), in addition to what is stipulated in the Model of the Intercultural Bilingual Education System (MOSEIB), issued by Ministerial Agreement No. 0440-13 of December 5, 2013 (Ministry of Education of Ecuador, 2013b). The national intercultural bilingual curricula will be used in a mandatory manner in the Intercultural Bilingual Education System (Secretariat of the Intercultural Bilingual Education System, 2019).

### *Student survey results*

According to García et al. (2019), it is stated that "it is important to clarify that the data collection methods and techniques designed are oriented towards the same study objective, and therefore, they seek to measure the same variable" (p. 642). Therefore, the results collected from the surveys directed to Third Year EGB students related to linguistic interferences between the Kichwa language and Spanish, each question was tabulated, thus obtaining the results in the quantitative survey for students of the same year in person with items. The same ones that are reflected in the different frequency tables.



**Table 1***Chronological age of CECIB students Sergio Núñez*

Options	Frequency	Percentage
7 years	4	40%
8 years	6	60%
Total	10	100%

Table 1 shows the distribution of the chronological age of third grade students at CECIB Sergio Núñez, where 40% of the students are 7 years old, and 60% are 8 years old, which shows that the majority of students are within the age range according to the year of education, since this is related to curricular planning and the selection of pedagogical strategies, since students of different ages have different levels of cognitive, linguistic and social development.

**Table 2***Community – Place of residence of CECIB students Sergio Núñez*

Options	Frequency	Percentage
Michacala	10	100%
Guantopolo	0	0%
Total	10	100%

In Table 2 it can be seen that 100% of the third grade students at CECIB Sergio Núñez belong to the Michacala community, that is, all the children live in the surrounding areas or sectors that make up the community, thus confirming that the educational center is located within the same community, therefore, its environment and development is similar in the homes.

**Table 3***Languages spoken by CECIB students Sergio Núñez*

Options	Frequency	Percentage
Kichwa	7	70%
Spanish	3	30%
Other	0	0%
Total	10	100%

Table 3 shows the distribution of languages spoken by students at the CECIB Sergio Núñez, where 70% of students speak the Kichwa language, 30% of students speak

Spanish, and there are no students who speak another language. With this data we can assert that the majority of students at CECIB Sergio Núñez speak Kichwa as their mother tongue, Spanish is the second most spoken language by students, and there are no students who speak any other language.

**Table 4**

*First language learned by CECIB students Sergio Núñez*

Options	Frequency	Percentage
Kichwa	10	100%
Spanish	0	0%
Other	0	0%
Total	10	100%

Table 4 shows the distribution of the first language learned by students at the CECIB Sergio Núñez, where 100% of the students learned Kichwa as their first language, there are no students who have learned Spanish or any other language as their first language. This confirms that all students learned the Kichwa language as their first language, and also indicates a strong correlation between the students' native language and the community of residence analyzed above, therefore, Kichwa is the predominant language in the community of Michacala.

**Table 5**

*Language you speak at home with your family*

Options	Frequency	Percentage
Kichwa	8	80%
Spanish	2	20%
Total	10	100%

Table 5 shows the distribution of the language that CECIB Sergio Núñez students speak at home with their families, reflecting that 80% of the students speak Kichwa at home with their families and 20% of the students speak Spanish at home with their families. That is, the majority of students speak Kichwa at home with their families, this suggests that the Kichwa language is also an important language of family communication for most students, however, there is a minority percentage of students who speak Spanish at home with their families.

**Table 6**

*Language that students speak in the village are their friends*

Options	Frequency	Percentage
Kichwa	7	70%
Spanish	3	30%
Total	10	100%

Table 6 shows the distribution of the language that CECIB Sergio Núñez students speak in the village with their friends, observing that 70% of the students speak Kichwa, while 30% of the students speak Spanish in the village with their friends. This reflects that the majority of students speak and use the Kichwa language in the village with their friends, suggesting that Kichwa is also an important language for social interaction between students outside the school environment, however, there is a minority percentage of students who speak Spanish.

**Table 7**

*Use of Spanish words during a dialogue in Kichwa*

Options	Frequency	Percentage
Yeah	6	60%
No	4	40%
Total	10	100%

Table 7 shows the frequency and percentage of students at CECIB Sergio Núñez who use Spanish words during a dialogue in Kichwa, where 60% of students use Spanish words during a dialogue in Kichwa and 40% of students do not use any. That is, a significant number of students incorporate Spanish words when speaking Kichwa, noting the existence of a mix of linguistic codes in the students' oral communication, which may be due to various factors. On the one hand, it is due to a sign of the influence of Spanish in the sociolinguistic context in which the students operate, and it is also due to a communicative strategy to facilitate understanding between interlocutors who speak both languages.

It is important to note that 40% of students do not use Spanish words during a dialogue in Kichwa, which indicates that Kichwa remains a full language of communication for them.

*Results of the survey of teachers at the preparatory, elementary and middle school levels*

The results of the survey of teachers at the CECIB Sergio Núñez reveal interesting data on the linguistic interferences faced by Kichwa-speaking students in the process of learning Spanish. Linguistic interferences refer to the influence that a Kichwa language exerts on the production of Spanish, generating errors or difficulties in communication. One of the most common interferences mentioned by teachers is the transfer of grammatical structures from Kichwa to Spanish, another interference mentioned is the influence of the Kichwa lexicon on Spanish and the lack of knowledge of the subject.

**Table 8**

*Knowledge about some reference or concept about the Linguistic Interference between the Kichwa language and Spanish*

Options	Frequency	Percentage
Yeah	1	20%
No	3	60%
Sometimes	1	20%
Total	5	100%

Table 8 shows the knowledge that CECIB Sergio Núñez teachers have about linguistic interference between the Kichwa language and Spanish, where 20% of teachers are aware of linguistic interference, 60% of teachers are not aware of linguistic interference, and 20% of teachers are sometimes aware of linguistic interference. It can be said that a significant proportion of teachers are not aware of the linguistic interference between the Kichwa language and Spanish, which suggests the need for training and education on this topic, developing appropriate strategies to support them.

**Table 9**

*Writing and composition activities*

Options	Frequency	Percentage
Yeah	3	60%
No	2	40%
Sometimes	0	0%
Total	5	100%

Table 9 shows the frequency and percentage of CECIB Sergio Núñez teachers who carry out writing and text composition activities with their students, where 60% of the teachers carry out writing and text composition activities, and 40% of the teachers do not carry out related activities. In other words, most teachers include writing and composing activities

in their teaching practices, which is positive, since these types of activities are essential for the development of students' communication skills, both in the oral and written fields. However, it is important that teachers who do not carry out these types of activities reflect on the reasons why they do not do so and look for strategies to incorporate them into their classes.

**Table 10**

*Guiding students to evaluate content and express points of view as they read the text*

Options	Frequency	Percentage
Yeah	2	40%
No	3	60%
Sometimes	0	0%
Total	5	100%

Table 10 shows the frequency and percentage of CECIB Sergio Núñez teachers who guide their students to evaluate content and express points of view as they read a text. 40% of teachers guide their students, and 60% of teachers do not guide their students to evaluate content and express points of view as they read a text. In other words, more than half of teachers do not guide their students to develop critical thinking and active reading skills while reading, which reflects the need to strengthen teacher training in this area so that they can guide their students in evaluating content and constructing their own points of view based on reading.

**Table 11**

*Combines the Kichwa language and Spanish in one class, when expressing concepts and imparting knowledge*

Options	Frequency	Percentage
Yeah	4	80%
No	0	0%
Sometimes	1	20%
Total	5	100%

Table 11 shows the frequency and percentage of CECIB Sergio Núñez teachers who combine the Kichwa and Spanish languages in their classes when expressing concepts and imparting knowledge, observing that 80% of the teachers do combine the two languages in their classes and 20% of the teachers sometimes combine Kichwa and Spanish during the teaching day. It can be asserted that most teachers recognize the value



of using Kichwa as a teaching tool and combine it with Spanish in their classes. However, this has a double effect, since this practice allows the linguistic identity of Kichwa-speaking students to be reinforced, but it also influences the development of linguistic interferences between the two languages, since teachers use dialects or combine the grammatical structures of the two languages.

**Table 12**

*Has sufficient theoretical-practical references that allow him to introduce strategies to reduce the level of linguistic interference in students who speak Kichwa and Spanish*

Options	Frequency	Percentage
Yeah	1	20%
No	3	60%
Sometimes	1	20%
Total	5	100%

Table 12 shows the results of teachers at the Sergio Núñez CECIB who have sufficient theoretical-practical references to introduce strategies to reduce the level of linguistic interference in students who speak Kichwa and Spanish. 20% of the teachers have sufficient theoretical-practical references, 60% of the teachers do not have them, and 20% of the teachers sometimes have them. That is, or A significant proportion of teachers do not have the theoretical and practical training necessary to address linguistic interference effectively, noting the need to develop tools and strategies to identify, understand and address the difficulties that Kichwa-speaking students face in learning Spanish.

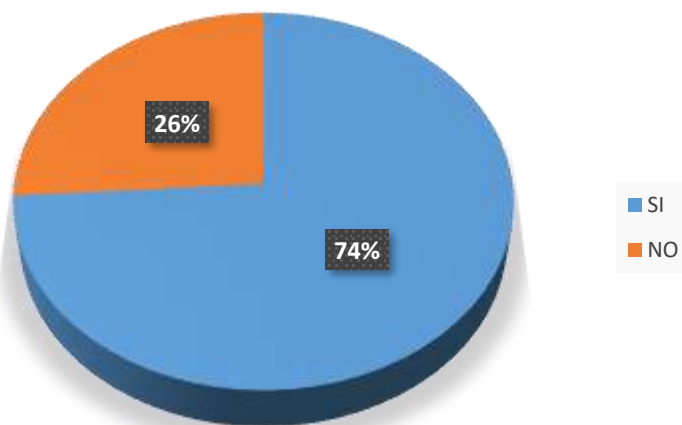
*Classroom observation results*

In class observation, as already noted above, the following were evaluated: indicators related to the phonetic and grammatical level, related to linguistic interferences.

Regarding the confusion of the syllabic method in the Kichwa language and Spanish:

**Figure 1**

*Confusion of the syllabic method in the Kichwa language and Spanish*

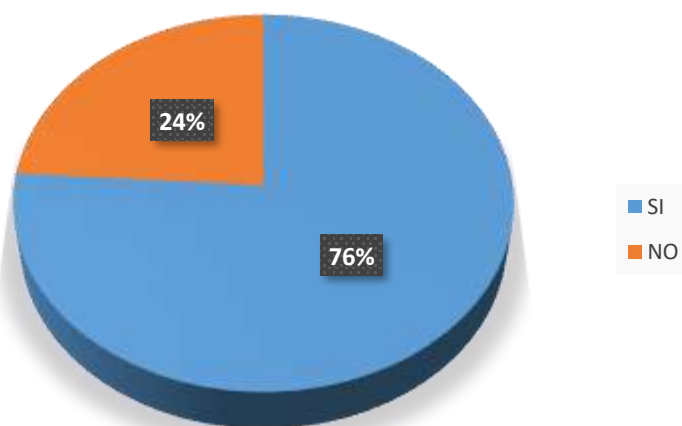


As can be seen in Figure 1, the entire sample presents confusion of the syllabic method in the Kichwa language and Spanish, of which 74% show deficiencies in phonological awareness, since that the syllabic method promotes memorization and lack of reflection, this is how the student does not become aware that words are made up of sounds and confusion occurs when speaking and writing in Kichwa.

Regarding the confusion of the syllabic method in Spanish with the Kichwa language:

**Figure 2**

*Confusion of the syllabic method in Spanish with the Kichwa language*



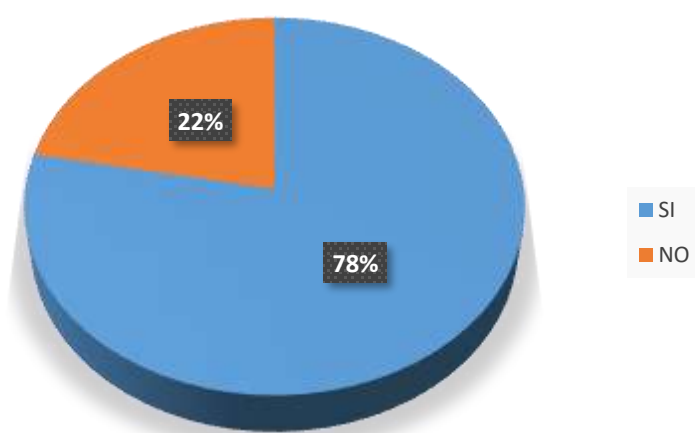
As can be seen in Figure 2, a high percentage of the sample presents confusion of the syllabic method in the Spanish language and Kichwa, of which 76% show

problems in phonological awareness, since that the syllabic method promotes memorization and lack of reflection, so that the student does not become aware that words are made up of sounds and confusion occurs when speaking and writing in Kichwa, on the other hand, the student comes from home already with an incorrect form of pronunciation.

Regarding the grammatical structure (order of the components of the sentence):

**Figure 3**

*Confusion in grammatical structure (order of sentence components)*

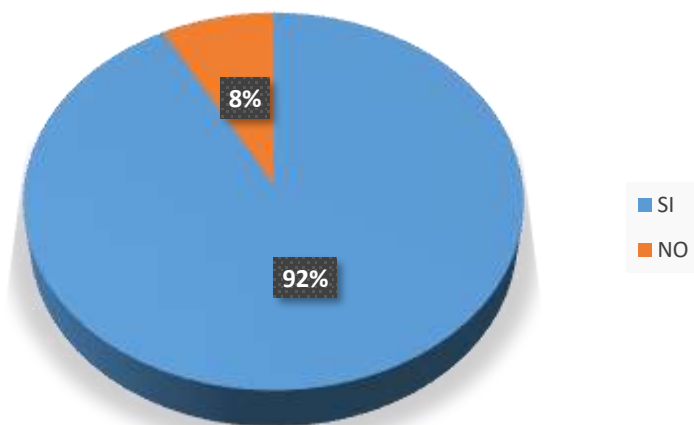


As can be seen in Figure 3, the majority of the established sample presents confusion in the grammatical structure, with 78% of students with problems in the order of the components of the sentence, where the child should become aware of the structure of the sentence, distorting the normal order of the element: subject, verb and complement. In addition, it is emphasized that each language has its particular structure, where the Kichwa language anticipates the adjective to the noun, very contrary to the Spanish language where the article begins a sentence and the adjective goes after the noun, qualifying it.

Regarding the spellings (confusion between the vowels uo; ei):

**Figure 4**

*The spellings (confusion between the vowels uo; ei).*



In figure 4 it can be seen that in the established sample, there is a higher percentage of students with confusion between the vowels *uo* and *ei*, with 92% of children having linguistic interference in the aforementioned vowels. Since the phonological part implies the understanding of the formation of words by sounds, giving children a reflection about the sounds that form each word and in this way being able to form new words. This interference is deepened by the structure of the alphabet of the Kichwa language since it is made up of 18 letters, of which 15 are consonants and 3 are vowels (*a, i, u*).

#### *Final inventory of deficiencies*

- In bilingual schools in rural areas, specifically indigenous areas, it is determined that the population is Kichwa speakers and, in daily practice, has Spanish as a second language, hence the problem of interference in students entering educational establishments to learn the Spanish language.
- The application of teaching-learning methods in the indigenous population is not related to the sociocultural context in which the child is immersed to ensure whether or not its application is really relevant.
- In the community of Michacala, the native language is Kichwa, which is frequently used in everyday dialogue with the family, in the community, at parties, at fairs, in other words, in all spaces. Spanish is considered a second language, classified as a foreign language for students, therefore it is difficult to assimilate it during the process of acquiring the Spanish alphabetic code.
- Vowel obstruction is more pronounced in Kichwa-speaking children, as they generally present interferences between the vowels (*ei*) and (*ou*). These can be in initial or final position and it is more complicated to recognize or differentiate them in an intermediate position within the word.

To solve the deficiencies found in the diagnosis, a methodological strategy based on the reading schools method is proposed for the Treatment of linguistic interference between the Spanish and Kichwa languages in the third year of Basic General Education at the Sergio Núñez Bilingual Intercultural Community Education Center.

According to Huerta (2023):

“An educational strategy is characterized by:

- a) *A set of actions (more or less complex) that are executed consciously and intentionally.*
- b) *The determination of long, medium and short term goals and objectives, aimed at solving a practical problem.*
- c) *The existence of an educational direction aimed at transforming the object of research, from a real state to a desired state.*
- d) *A planning and control process of execution in the shortest possible time, with minimum resources, and with the optimal use of precise methods that guarantee the fulfillment of the goals.*
- e) *The adaptation of actions and resources necessary to adjust to the changes that occur”*

A methodological strategy presupposes a system of actions that promote ways and means of doing things on the part of the teacher, and that redounds in favor of student learning. The proposed methodological strategy has the following structure: rationale, general objective and stages with their actions.

#### a) *Rationale*

The linguistic interference theory explains how competence in one language (L1) can influence the production of another language (L2). In the case of Ecuadorian Spanish, the interference of Kichwa occurs due to the competence in both languages by the Kichwa speakers. Likewise, the theory of linguistic variation maintains that there is no single "correct" way of speaking a language, but rather that there are different varieties that are used in different social contexts. Ecuadorian Spanish, with its interference from Kichwa, is an example of a linguistic variety. On the other hand, the linguistic contact theory describes the processes that occur when two or more languages come into contact. The interference of Kichwa in Ecuadorian Spanish is an example of linguistic contact.

The Constitution of the Republic of Ecuador (National Constituent Assembly of Ecuador, 2008), recognizes Kichwa as one of the official languages of Ecuador, which means that it must be used and promoted in all areas of social life. The Intercultural



Education Law establishes that education must be intercultural, which means that it must respect and value the cultural and linguistic diversity of Ecuador. In addition, the National Intercultural Development Plan establishes the need to strengthen the use of Kichwa in education, communication and public administration.

The proposed methodological strategy allows:

- To better understand the linguistic reality of Ecuador, since it provides a theoretical and methodological framework to study the interference of Kichwa in Ecuadorian Spanish.
- Contribute to the teaching of Spanish as a second language, and can be used to design teaching materials and activities that take into account the interference of Kichwa.
- Promote the use of Kichwa, thereby helping to strengthen the use of an indigenous language in Ecuadorian society.

*b) General objective of the methodological strategy*

To contribute to the treatment of linguistic interferences between Spanish and Kichwa in third-year students by implementing a methodological strategy based on reading schools.

*c) Diagnosis*

**Aim:** To determine the potential and shortcomings of the treatment of linguistic interferences between the Kichwa language and Spanish in third-year students of the CECIB Sergio Núñez, located in the province of Cotopaxi, canton Pujilí, parish Zumbahua, community Michacala.

The conception of this methodological strategy is based on the results of the diagnosis carried out, which are reflected in the previous chapter, where the need for its development and the aspects that should be addressed in it were justified.

**Responsible and executors:** Teachers and managers.

**Participants:** CECIB teachers Sergio Núñez, third year students, director of the IE.

**Resources needed:** books, programs, digital resources and others.

**Moment of instrumentation:** Biweekly.

*d) Planning*

**Aim:** Pto repair the teachers of the CECIB Sergio Núñez in the treatment of linguistic interferences SpanishKichwa in third year.

*Actions:*

*1. Coordination meeting with teachers working in the third year and secondary school teachers who were consulted to find out their opinions regarding the planned actions*

1.1 Inform teachers of the results obtained in the diagnosis.

1.2 Analyze the actions to be carried out with teachers during the implementation of the methodological strategy.

1.3. Plan the resources needed to implement the methodological strategy based on the results of the diagnosis.

*2. To prepare teachers, taking into account some general considerations related to the process of treating linguistic interferences of third-year students.*

2.1. Training for teachers on the methodological strategy for dealing with students' linguistic interference.

2.2. Use the complementary materials produced.

2.3 Take advantage of new technologies to enhance the work of the methodological strategy process based on reading schools for the treatment of students' linguistic interferences.

*3. Analyze the objectives and contents established by the program for the treatment of linguistic interferences*

From the information they provide you should:

*3.1 Determine and prioritize objectives and content (knowledge, skills and values)*

**Aim:**OG.LL.5. Read independently and apply cognitive and metacognitive comprehension strategies, according to the purpose of reading.

**Curriculum Block:**3 Reading

*Skills/Abilities/Knowledge and knowledge:*

LL.2.3.5. Develop cognitive strategies such as reading paratexts, establishing a reading purpose, rereading, selective rereading, and paraphrasing to self-regulate text comprehension. Articles and nouns: gender and number.

*3.2 Determine and prioritize the methods used*

The methodology of the Intercultural Bilingual Education System Model (MOSEIB) establishes four learning phases:

*DOMINATION PHASE*

1. **Seso-perception:**I look at the image (open faucet with water and a bucket) and talk to my family.
2. **Problematization:**I answer a series of questions.
3. **Content development:**With the help of my family, I read and study the importance of water, for example; I point out the adjectives identifying the gender and number.
4. **Verification:**I answer the questions: What are adjectives? What actions does the adjective perform on the noun? How do the noun and the adjective agree?
5. **Conclusion:**I make a conceptual map of the adjectives.

*APPLICATION PHASE*

1. Describe 4 qualities of the following nouns: dog, child.

*CREATION PHASE*

1. I write a tongue twister about water care.

*SOCIALIZATION PHASE*

1. I read the completed tongue twister to my family.

*3.3. Determine and prioritize resources and evaluations used*

Resources:Textbook, sheets with examples, worksheets, guided tasks.

Reviews:

- Observation of student participation in activities.
- Evaluative review of students' written and oral work.
- Assessment through reading comprehension tests.

*3.4. Determine and prioritize the teaching tasks that must be implemented in the classroom*

1. Labeling of the generator words.
2. Make cards to form the generating words.
3. Encourage reflection and critical thinking in students by establishing collaborative and teamwork.
4. Enhance playful attitudes for the learning process of the reading schools method.

*4. Determine the resources and means to be used:*

- Supplementary materials: program, task book, visual compendium.
- Technological means: computers, tablets and others.
- Textbooks, slides, among others.

5. *Coordinate with the people involved (teachers and directors) to design the activities through joint methodological preparations*

**Responsible and executors:** teachers and managers.

**Participants:** CECIB teachers Sergio Núñez, third year students, director of the IE.

**Resources needed:** books, programs, digital resources and others.

**Moment of instrumentation:** Fortnight.

e) *Implementation*

**Aim:** Implement strategic actions based on the method of reading schools that promote the development of the process of treating linguistic interferences between the Spanish and Kichwa languages.

1. Conduct methodological meetings with teachers at the basic secondary education sub-level to analyze the actions planned for the implementation of the methodological strategy.
2. Use the complementary materials produced.
3. Introduce into the classroom the methodological strategy of reading schools designed for the development of phonological awareness for the treatment of linguistic interferences in third year students of the CECIB Sergio Núñez, consisting of avoiding memorization by applying the generating words, which are treated through phonological awareness that consists of knowing the meaning and significance of the spellings.

Exemplification of the treatment of linguistic interferences of Spanish and Kichwa in the third year with the reading schools method.

**How do we work with the word hand?**

**1.- Purpose of the class:** That children recognize or identify the phonemes/sounds that form the word hand and that they express words that begin, end, and have each of these sounds in the middle; through the development of conscience.

**2.- Communicative situation**

a. *The teacher poses and presents the communicative situation:*

“Well, dear boys and girls, this time we are going to start our class by learning a nice song that is about one of the parts of our body.

Do you want to learn? What part of our body do you think the song is about? Students will probably answer: leg, arms, head.

If the exact answer is not given, the teacher helps by asking questions or riddles:

*b. Say a short text for them to guess, such as:*

It is the part of our body that we use daily to perform different activities and that is located at the end of the arm. What could it be? The hand.

*c. Another strategy for the communicative situation is to ask questions like:*

What are the parts of our body? Head, trunk, upper and lower limbs.

What parts are in the upper limbs? The arm.

What part of our body is at the end of the arm? The hand.

*d. To start the communicative situation.* The teacher presents various parts of the human body and asks them to write the names of the body parts. Some children will go and write with their own code, others will say I don't know. Then, the words written with their own codes are read by another person and read as it is written so that it is evident that something happened that the word we thought was not there. This is where we ask the question:

What should we learn to be able to write the words we want to write?

How do we tell which letter comes next?

What do these letters represent? Sounds.

So,

How do we know which sounds come next in a word so we can write?

- e.* The teacher immediately establishes the purpose of the class: Learning how to differentiate the sounds of words.
- f.* The teacher determines that they are going to learn it with a song.
- g.* The teacher asks questions beforehand about the song and in relation to the central theme, which is the word hand.

What movements can we make with our hands? How do our hands move when we listen to music? How do our hands open and close? What do we call closed hands? What does it mean to show a closed hand? What does a closed hand



mean? Do you think we keep our hands? Where do we keep our hands?

After the questions, the teacher teaches the song: “La mano”

**h.** The teacher asks the following questions afterwards:

Did you like the song? What was the song about? What part of the body did we sing about? Hand in hand. What does the hand do according to the song? First how many hands did we take out and then how many? What are we going to do to not forget the song?

*Semantic awareness:*

Who has hands? We, the people. How many hands do we have? Two. What is each of those hands called? Right hand and left hand. How many fingers do we have? Ten in total. What activities do we do with our hands? Many activities. What other activities do we do with our hands? What are our hands for? We use our hands to play, to hold a spoon, to write, to draw, to wash clothes.

In our body, where are the hands located? At the end of the arms. What parts do the hands have? Fingers, nails. So, what is the hand?

*Conceptualization:* The hand is the part of our human body located at the end of the arms, and is used to play, pick up and hold something, sing music, write, draw. Thanks to our hands we can perform various activities such as washing clothes, working in the land.

When else have you heard the word mano used? Mano de plátano, dame la mano, dame la mano para trabajar, vamos a pedir la mano. Present the word mano sheet and help structure several sentences.

### *3. Construction of knowledge.*

To begin building knowledge, the teacher presents the image of the generating word, which is hand, with the boxes for each phoneme that forms the word and, if possible, another small box very separately to list the phonemes, because according to experience, this significantly helps children to keep in mind how many sounds this word is made up of.

a. The teacher presents the sheet of the word hand:

*Process to work on semantic awareness:*

What is it?, What is it like?, What is it used for?, Where does it live, what does it eat?, What is it made of?, Who uses it?, Where else have you heard that word?

Consequently, semantic awareness questions are posed according to which semantic field the word you are reflecting on corresponds to: whether it is an object, animal, plant, food, profession, etc.

*Syntactic awareness*

The teacher asks and builds the sentences together with the students: What drawing do you see on this sheet? A hand. Now we are going to build a sentence about this drawing.

**Table 13**

*Questions for building sentences*

Questions	Answers
Whose hand is it?	From Mary
What does Maria do?	Maria takes
What does Maria grab?	Maria takes with her hand
With which hand does Mary hold?	Maria takes with her right hand
What is Mary holding with her right hand?	Maria holds the pencil in her right hand
What does Maria write in her notebook?	Maria takes the pencil with her right hand to write homework in his notebook.

b. The teacher asks and makes the students recognize the parts of speech.

**Table 14**

*Questions for recognizing the parts of speech*

Who do we talk about in prayer?	What do we say about Mary?
We talk about Maria.	We say that he holds the pencil in his right hand to write his homework in his notebook.

*Lexical awareness*

c. We resume the formulated prayer and repeat:

“Maria takes the pencil with her right hand to write her homework in her notebook.”

d. We represent each word with a seed, placing one in each box or house.

e. We count: How many words does the sentence have?

f. We represent each word with a line according to its size.

\_\_\_\_\_

- g. We read the prayer, clapping for each word.
- h. We represent or replace a boy or girl for each word in the sentence.



- i. The teacher performs word manipulation activities in the sentence.

*Add words:*

What word can we add before Maria? Girl, lady.

What word can we add after the word pencil? Old, used, brown.

*Delete (remove) words:*

- j. If we remove the word Mary, what happens in the sentence? Is the sentence understandable?

If we remove the word coge, does the sentence make sense or not?

After some changes or modifications that we have made to the sentence, let's observe how it looks and repeat: Little girl Maria takes the brown pencil with her right hand to write her homework in her notebook.

1. Change or move the words in the sentence to form others, without losing the meaning.
2. Take the brown pencil with your right hand to write your homework in your notebook, little Maria.
3. Little Maria holds the brown pencil in her right hand to write her homework in her notebook.
4. To write her homework in her notebook, little girl Maria takes the brown pencil with her right hand.
5. Represent by drawing or graphing the words that have meaning in the sentence.
6. The words that can be drawn from the sentence are: Mary, pencil, hand, notebook.
7. Resume and read the prayer.
8. Little girl Maria takes the brown pencil with her right hand to write her homework in her notebook.

*Phonological awareness*

- a. Isolate the word hand from the sentence by asking the following questions:

With which part of her body does the girl Maria hold the pencil to write her homework in her notebook? With her right hand.

If we remove the first two words and the last word.

What word is left for us? Hand.

Immediately, the teacher presents the drawing of the hand.

- b. The teacher says the word hand, stretching out the sounds: /mmmaaannnooo/.
- c. Then, invite the children to express the word, stretching out the sounds that make up the word hand: /mmmmaaaannnoooo/.
- d. Alternate the way of saying the word hand several times: (/mmmmaaaannnoooo/ hand) (hand /mmmmaaaannnoooo/)
- e. Say slowly and then quickly, or vice versa.
- f. The teacher asks: How many sounds make up the word hand? Let's clap for each sound.
- g. The teacher draws with the students the boxes for each sound in the word hand.

The teacher asks: How many sounds does the word hand have? How can we differentiate the sounds? We are going to pronounce it slowly and then quickly. How did we notice the sounds? By saying it slowly. Now we are going to repeat it slowly.

- i. The teacher says the word hand, stretching out the sounds: /mmmaaannnooo/
- j. Then invite the children to say the word, stretching out the sounds that make up the word hand: /mmmmaaaannnoooo/ while making the children aware of how their mouth moves to pronounce each of the sounds. Where is your tongue when you say that sound? How did your lips move to pronounce the /m/? Where does the air come out when you pronounce the /n/? Invite them to close their eyes and say the word to notice what movements they make with their mouth.
- k. Identify the sounds of the word hand by placing the seeds in each square on the strip.

Each student and the teacher must have a ruler and the seeds to represent the sounds that make up the word. While they are pronouncing the sounds of the word, they have to place the seeds in the boxes.

The teacher asks: What sound does the word hand begin with? What is the first sound in the word hand? /mmm/. Then, what sound comes next? /aaa/. And then? /nnn/. And finally, what sound does the word end with? /ooo/.

“Okay, we just formed the word hand.”

1. The teacher does the phonological reflection:

If we remove the last sound, what sound do we remove? /o/. If we remove the first sound, what sound do we remove? /m/.

And what happens in the word if we remove one of the sounds? The students respond that it lacks the meaning or significance of the word.

The teacher says: Now we are going to say things or objects that begin with each of the sounds.

We help ourselves with questions like:

What is the first sound in the word hand?

What sound comes after /m/?

What is the third sound?

What sound does the word hand end with?

Another possibility to work on this part is as indicated in the graph below. But the most complete and detailed is the first graph, since each word is represented with drawings and with dots, the number of sounds that form them.

We continue in this way until we have completed the four sounds that make up the word “hand.” We work by asking questions, proposing riddles, or playing the word game “I spy something that starts with such a sound.” In other words, the teacher has to find appropriate strategies so that the child can think of and express the words that start with the sound being studied.

According to the pedagogical experiences I have lived during the development of the teaching and learning processes in the classroom, the fact of having children of six to seven years old who correspond to the second grade of basic education, who are mostly Kichwa speakers, participate and have them think and say the words or names of things in the Spanish language, from my point of view as a teacher, I consider that it is quite complex, it is quite submissive to play the role of the teacher's mediation. In this sense, the language is one of the limiting factors in indigenous children. There are children who say things that begin with this or that sound, but in Kichwa, which for the student is correct and the teacher has to help correct or mediate by explaining in a good way.

Kichwa-speaking students feel that their vocabulary is very limited, because they do not know how to easily express a certain term in Spanish. This is even one of the limiting factors for the child's participation during classes, and if a child cannot speak during classes it is because he or she has difficulties of this nature and not because he or she lacks knowledge. The bilingual teacher is key to providing adequate, timely, pertinent, and precise treatment.

That is why it is important that, if the information, knowledge, ideas, terms or whatever we understand them do not come out, we have to help in various ways, for example, by presenting slides with images, drawings, toys, etc. But, on the other hand, this didactic process, the present pedagogical work requires a change of attitude, good will, patience from the teacher. Which means planning, preparation of the didactic material,

application of correct strategies, etc. It is not necessary to be content with working with the initial sounds, but also to take advantage of the words that use these study sounds in the middle and at the end of the word. The child has to identify and recognize intermediate and final sounds within a word.

Now we are going to work on words that have the sounds /m/, /a/, /n/, /o/ in the middle and at the end of the word.

**Table 15**

*Words with the sounds /m/, /a/, /n/, /o/*

What words have the sound /a/ in the middle?	What words have the sound /a/ at the end?
Friend, computer, blender, stadium, keyboard, speaker.	House, fine, stone, rope, cover, door.
What words have the /n/ sound in the middle?	What words have the /n/ sound at the end?
Mount, bench, story, wide count.	Pants, mouse, cardboard, ball, melon.
What words have the sound /o/ in the middle?	What words have the sound /o/ at the end?
Sapote, blackberry, onion, beet, fly	Dog, leather, pen, hat, radio.

It is true that for children who do not speak Spanish it is quite complex to recognize or discriminate the intermediate sounds of a word. To overcome these types of difficulties, it is necessary to gradually and thoroughly develop phonological awareness. For all words, you should do the exercise of closing your eyes and realizing what your mouth does to pronounce that sound. This will help many difficulties in correctly discriminating sounds when writing words. For each of these words, do not forget that it is extremely important to take advantage of the opportunity to work on semantic awareness, simply by asking the questions: What is it?, What is it like?, What is it for?

This part of awareness significantly helps to expand the child's vocabulary.

As each sound of the word is worked on and as the children's ideas emerge, the teacher has to graph or draw the words on the poster, which serves as daily teaching material for the students and must remain in the classroom.



Next to the drawing of each word, there must be as many dots as sounds that make up the word and, if possible, the sound being studied with another color, so that the student remembers it and does not forget it. To do this, the teacher helps by saying the following:

Let's count: How many sounds does the word Ana have? Three.

Let's all repeat: /aaaannnnaaaa/.

For this activity, each child must have cardboard strips and seeds to place and raise awareness, recognizing and discriminating the initial, middle and final sounds of words.

The teacher invites us to work by semantic field on each of the sounds that make up the word hand, like this: Let's think about and say the words that begin with /m/.

**Table 16**

*Words that start with the sound /m/*

Fruit	Objects	Names	Animals	Places	Professions
apple	table	Melida	monkey	Machachi	Master
mandarin	wood	Martha	butterfly fly	Machala	mechanic
melon	baby bottle	Milton		Michacalá	waiter

All this activity is not carried out in isolation or separately from the sequential process, but rather is taken advantage of at the same time as the work is carried out with each of the sounds.

To do this, the following questions must be asked.

The teacher says: Children, let's think about the following words.

What fruits start with the sound /m/? Apple, mango, tangerine, blackberry, melon, blueberry, passion fruit.

Say tools that start with the sound /m/ Meter, hammer, machete.

Let's think about names of people that start with /m/. Mariana, Mariano, Mario, Moses, Marco, Maria, Matias, Manuel, Manuela, Martin, Martha, Marcela, Marcelo, Mateo, Matilde, Milton, Melida, Miriam, Marisol.

Actions that start with /m/: Piss, look, ride, kill, fine, chew, command, move, lie, measure, shake, grind, model, demonstrate.

Colors that start with /m/: Purple, brown, butter.

What animal names start with the sound /m/? Fly, butterfly, monkey, mule.

There are also professions that begin with the sound /m/. What are they? musician, doctor, teacher, mechanic, waiter.

*Final considerations:*

The teacher invites students to read the list of graphics and/or words whenever necessary. Otherwise, it is pointless. It is important to periodically use and evaluate the work done together with the students. Each new word that students create should always work on semantic awareness.

*Manipulation of phonemes or sounds*

Although this part of phonological awareness has yielded very few results according to pedagogical practices with Kichwa-speaking students, it is nevertheless necessary to develop this process, which is the manipulation of sounds within the word. I say that it is quite difficult for children since it seems to them something abstract, complex because the fact of removing phonemes and saying what word remains, or changing a sound and replacing it with another and thinking about what word is formed, has not been so beneficial for the child orally. Rather, this has yielded good results in the second moment, when the child already knows the spellings or letters, as the student knows this or that letter sufficiently, he easily expresses what new word is formed and what it means.

The teacher invites us to work on the manipulation of sounds within a word.

*Delete (remove) phonemes*

If we remove the sound /m/ what word are we left with? And what does it mean?

*Substitute (change) with another phoneme*

If we change the sound /m/ what word do we have left? What does it mean?

In this part of phonological awareness, we can take advantage of the opportunity to work on what refers to the gender of the noun (masculine and feminine). For example, if we have the word mono and then we change the sound /o/ to the phoneme /a/, it becomes the word mona, which means monkey's wife.

*Add (increase) phonemes*

If we add other phonemes, what word is formed? What does it mean?

In this part, we can work on the number of the noun (singular and plural). For example, if we have mano (singular) and we add the sound “s” to the last word, we form manos (plural). At the same time, we take advantage of our knowledge of grammar.

These grammatical details mentioned are extremely beneficial for children, at least for those who speak Kichwa, since from an early age they are learning, becoming familiar with and, much more, becoming aware that a minimal change in a sound or letter changes the meaning or sense of the word. Even the way the teacher teaches about the gender of the noun is more logical and significant. It seems that, from the point of view of teachers, adults, professionals, Spanish speakers with sufficient vocabulary and everything else, it is almost unnecessary to reflect with students about these changes that words undergo, but since for indigenous children, the Spanish language is a foreign language that is a little unknown, they need careful mediation to avoid interference or confusion between vowels and consonants.

### *In summary*

The sequential teaching process to develop phonological awareness is:

1. Resume the sentence to isolate the word being studied.
2. Count how many sounds the word has.
3. Make little squares or boxes for each sound that makes up the word.
4. Express yourself by lengthening the sounds of the word, at different rhythms: quickly and then slowly, or vice versa.
5. Pronounce the sounds of the word. This is accompanied by clapping, representing them with seeds and placing them on the strips.
6. Identify the place where each of the sounds is located: first sound, second sound, third sound and fourth, which is the last sound, according to the word being studied.
7. Think and say words that begin with the first sound and draw them on a poster board, a blank sheet of paper or in your notebooks. Here you can work on words that use those sounds in the middle and at the end. In this way you work on each sound in the word, according to the order of their placement.
8. Work by semantic field on each of the sounds in the word (animals that begin with the sound..., names of people that begin with the sound...).
9. Simultaneously work on the semantic awareness of each word.
10. Represent each of the sounds in the word with a dot; either at the beginning, in the middle, or at the end. Likewise, for each of the sounds in the word being studied.
11. Mark with another color the sound of the word being studied in the words represented on the flipchart.
12. Manipulate the sounds of the word (delete, add and change).
13. Read the word lists every day.

### *Application*

The teacher suggests that the children do the following activities.

1. In the first column, draw things that start with the sound /m/.
2. In the second column, draw things that start with the sound /a/.
3. In the third column, draw things that begin with the /n/ sound.
4. In the fourth column, draw things that start with the sound /o/.

**Responsible and executors:** Teachers.

**Participants:** CECIB teachers Sergio Núñez, third year students, director of the IE.

**Resources needed:** books, programs, digital resources and others.

**Moment of instrumentation:** Fortnight.

**Assessment:** It is evaluated through an oral commentary on a given topic.

**Aim:** assess compliance with the actions declared in the execution stage of the methodological strategy.

1. Assess the compliance of the actions executed and their permanent redesign.
2. To assess the satisfaction levels of teachers and students in relation to the actions carried out for the development of the treatment of linguistic interferences between the Kichwa language and Spanish.
3. Apply final assessment instruments and evaluate their results.
4. To qualitatively assess the components of the methodological strategy and redesign its actions based on the development of the treatment of linguistic interferences.
5. Evaluate the theoretical validity of the strategy by consulting specialists.
6. **Responsible and executors:** Luis Suntasig, Wendy Suntasig.

**Participants:** CECIB teachers Sergio Núñez, third year students, director of the IE.

**Resources needed:** books, programs, digital resources and others.

**Moment of instrumentation:** Fortnight.

### *3.3. Validation of the methodological strategy by consulting specialists*

The proposed methodological strategy was validated after consulting specialists. Using a scale of very adequate, adequate, somewhat inadequate and not at all adequate, a total of 13 professionals in the area of Language and Literature of Basic Education, with more than five years of experience in rural bilingual schools, were surveyed. The aspects evaluated were: contextualization with the governing documents of Basic Education, scientific rigor and current events, relevance of its stages and actions, novelty and

importance of the subject matter and management of time and context for its implementation.

All aspects were evaluated as very adequate, except for time management, which was evaluated as adequate with the recommendation that in some aspects, it be done monthly, due to the relevance of the topic and the delay in assimilating certain skills and knowledge by the actors involved.

### Conclusions

- The implementation of a methodology based on reading schools for the treatment of linguistic interference between the Kichwa language and Spanish in third-year students has the potential to significantly improve the development of their linguistic skills in both languages.
- In a plurinational state like Ecuador, respect for interculturality is not only a way of defending the indigenous, but also a way of preserving the cultural heritage of the nation. However, given the fact that the official language is Spanish, it must be a fundamental premise of Ecuadorian education to scientifically resolve the problem of linguistic interference between Kichwa and Spanish.
- In this sense, a methodological strategy based on the reading schools method, with systematic application in bilingual rural schools in Ecuador, can be a pedagogical and didactic solution of great value, as demonstrated by this research, through the consultation of specialists, in which the professionals involved have given their vote in favor, due to the relevance and feasibility of the scientific result.

### Conflict of interest

The authors Luis Fernando Suntasig Ronquillo, Wendy Judith Suntasig Calvopiña, Yadyra de la Caridad Piñera Concepción & Roger Martínez Isaac have no conflict of interest in relation to the submitted article.

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