

Linguistic Competence in Quechua through Dialogue: An Intercultural Educational Proposal

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Abstract

The objective of the research was to analyze the pedagogical experiences of teachers who teach the Quechua language in rural contexts of Huamanga. Through the qualitative approach with in-depth interviews conducted with six teachers specialized in Quechua, we sought to understand communicative competencies through intercultural dialogue in secondary educational institutions. The methodology used consisted of semi-structured interviews, with a script designed to obtain detailed information on teachers' perceptions and pedagogical practices. The interviews were transcribed and subsequently processed using Microsoft Visio and Atlas Ti, which allowed a systematic organization and analysis of the data. The results of the research revealed that teachers use various pedagogical strategies to promote the learning of Quechua, highlighting the importance of intercultural dialogue in the classroom. In conclusion, it was identified that the intercultural approach is fundamental to strengthen communicative competencies in Quechua, and the need to implement innovative methodologies that favor the significant learning of the language in rural contexts was proposed.

Keywords: *Communication Skills, Quechua, Intercultural Dialogue, Secondary Education.*

Introduction

Communicative skills are a fundamental pillar in the integral development of individuals, especially in multilingual contexts where native languages play a key role in cultural and social identity (Ruiz, 2022). In this context, Quechua, as one of the most widely spoken indigenous languages in Latin America, faces significant challenges in its preservation and revitalization (Llanquino et al., 2019; Cunningham, 2020). This paper addresses the importance of developing communicative competencies in Quechua through the use of dialogue as an intercultural educational strategy, aimed at strengthening their use and appreciation (Ramírez, 2022).

Dialogue is a pedagogical resource that goes beyond the simple transmission of information, by promoting interaction, mutual respect, and the collective construction of knowledge (Rannau, 2024). In intercultural contexts, dialogue acquires additional value as a tool for understanding between cultures, allowing the reevaluation of languages and practices that have historically been marginalized (Garcés & Bravo, 2019). This study explores how dialogue can become a central axis to strengthen communicative competencies in Quechua, especially in educational settings (Cuyo et al., 2019).

The intercultural educational proposal in the development of communicative competencies in Quechua responds to the need to rethink current pedagogical practices in regions where this language is spoken (Comboni & Juárez, 2020). Traditional educational dynamics have tended to prioritize hegemonic languages, such as Spanish, to the detriment of native languages (Cabanillas, 2022). This has generated a process of linguistic displacement that threatens the generational transmission of Quechua (Haboud et al.,

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2020). This work seeks to reverse this trend by implementing strategies based on dialogue and intercultural interaction.

The teaching of Quechua in the classroom faces various challenges, including the lack of teaching resources, limited teacher training in intercultural approaches, and the perception of less social prestige of the language compared to Spanish (Blácido, 2016; Vigil & Sotomayor, 2022). In this context, the use of dialogue is presented as a transformative pedagogical tool, which encourages the active participation of students, promotes meaningful learning, and strengthens the relationship between language and cultural identity (Cabal et al., 2023; Martínez, 2019).

The intercultural approach in education recognizes the richness of languages and cultures in multilingual contexts, positioning them as key elements for human development (Pedrero et al., 2017). In this sense, this work seeks to integrate Quechua into pedagogical practices in a dynamic and participatory way, strengthening not only linguistic competencies, but also students' sense of cultural belonging (Huamani, 2019; Curitumay, 2023). By promoting dialogue-based learning, a deeper connection with Quechua as a living and relevant language is enhanced (Cuyo et al., 2019).

Through an analysis of educational experiences and teaching practices in Quechua-speaking regions, this study seeks to identify effective strategies for the implementation of dialogue in teaching. These strategies consider the interaction between students, the community environment, and the oral traditions that characterize Quechua (De la Cruz, 2019; Huamani, 2019; Yana & Gutiérrez, 2014). In this way, it is intended to generate an educational model that not only promotes the learning of the language, but also encourages its daily use and its revitalization.

Methodology

From a qualitative approach, an in-depth interview was conducted with six teachers of the specialty of Quechua, who teach in secondary schools located in the rural area of Huamanga. The interviews were conducted between October and November 2024. The purpose was to explore the experiences and pedagogical approaches of teachers in relation to the teaching of Quechua in rural contexts.

The technique used was a semi-structured interview script, which allowed obtaining detailed information about the experiences and perceptions of the teachers. The key actors were selected for their extensive experience and knowledge in teaching Quechua, which ensured a relevant and reliable source of information for the study.

The methodology consisted of two stages. In the first, the interviews were transcribed, which allowed an accurate record of the conversations to be obtained. In the second stage, the data was processed using Microsoft Visio, with the support of Atlas Ti, a tool that facilitated the analysis and organization of the information collected.

Results and Discussion

Relevance of Dialogue in the Oral Expression of Quechua

Dialogue is consolidated as a key tool in strengthening oral expression in Quechua, allowing students to develop fluency and confidence in the use of the language. Its practice in everyday contexts, both in the family and community environment, not only improves language skills, but also contributes to the preservation and revitalization of the language. Activities such as daily greetings, spontaneous conversations, and simulations of real situations reinforce familiarity and language proficiency in practical scenarios.

In addition to its linguistic contribution, dialogue fosters a deeper connection with Quechua culture, allowing speakers to explore and keep alive their ancestral traditions and knowledge. By including traditional songs, tongue twisters, sayings and narratives in the activities, a comprehensive learning experience is

promoted that unites the language with its cultural context. These practices help students internalize the nuances of the language in relation to their environment.

Dialogue-based strategies include exercises such as interviews and role-plays, which have proven to be especially effective in building trust and naturalness in communication. These dynamics allow students to adapt to different communicative situations, promoting a more spontaneous and fluid interaction in Quechua. Likewise, the role of the teacher as facilitator is highlighted, who adapts the activities to the level of mastery and the cultural particularities of each group.

The evaluation of oral expression is also supported by the use of dialogue, considering aspects such as pronunciation, intonation and the ability of students to interact effectively in different contexts. Given that Quechua has dialectal variations, the cultural and linguistic specificities of the students are valued, addressing linguistic interferences with Spanish as opportunities for learning.

The communicative approach is complemented by the teaching of basic grammar to reinforce the structure and accuracy of the language. The selection of educational materials, such as stories and legends, is made with the aim of integrating levels of literal, inferential and critical comprehension. In this way, learning Quechua through dialogue not only improves language skills, but also strengthens students' cultural identity and sense of belonging (Figure 1).

Figure 1. Relevance of Dialogue in the Oral Expression of Quechua



Fountain. Own elaboration

Dialogue has established itself as an essential tool in the development of communicative skills in Quechua, favoring students' oral expression through its use in everyday contexts. This practice not only contributes to linguistic fluency and confidence, but also plays a crucial role in the preservation of the language, as stated by Ruiz (2022) and Llanquinao et al. (2019), who highlight the importance of indigenous languages in cultural identity. The use of Quechua in spontaneous conversations and simulations of real situations not only strengthens linguistic competence, but also generates a deeper bond with the Quechua culture. Dialogue-based pedagogical activities allow students to keep their traditions alive, consolidating both language and ancestral knowledge, as Garcés and Bravo (2019) point out.

Through the incorporation of dynamics such as songs, sayings, and traditional narratives, students have the opportunity to explore the language in its cultural context. This connection between language and culture, as Ramírez (2022) indicates, not only encourages the learning of Quechua, but also reinforces the sense of belonging and cultural identity. Dialogue-based strategies, such as interviews and role-plays, prove to be especially effective in creating an environment in which students feel comfortable communicating in Quechua. The teacher, in his role as facilitator, adapts these activities to the linguistic and cultural particularities of each group, which favors a more authentic and effective interaction, as highlighted by Cuyo et al. (2019).

In addition, the evaluation of oral expression is complemented by the teaching of basic grammar, which allows the precision of the language to be reinforced, without neglecting the dialectal variations that exist within Quechua. The proposed communicative approach also incorporates the use of dialogue to assess aspects such as pronunciation, intonation, and students' ability to interact in different contexts. This approach not only improves students' language skills, but also helps to address linguistic interferences with Spanish, using them as an opportunity for learning. Together, the intercultural approach and the use of dialogue as an educational strategy allow students to strengthen their cultural identity while developing their communication skills in Quechua, as proposed by authors such as Rannau (2024).

Reading And Writing as Pillars of Learning in Quechua

Oral reading and writing in Quechua have established themselves as fundamental tools for the development of comprehension and the enrichment of vocabulary. Texts adapted to literal, inferential and critical reading levels are used, allowing students to progressively advance in their language skills. Despite the initial challenges, both teachers and students have managed to overcome these difficulties, developing linguistic analysis and reflection skills through continuous practice and well-designed materials.

Writing instruction in Quechua is based on its distinctive linguistic features, such as its system of 15 consonants and three vowels, which simplifies structured language learning. This approach seeks to break down prejudices about the supposed complexity of writing in Quechua, showing that with motivation and adequate resources, students can acquire mastery in a relatively short period of time. In addition, consistent practice and personalized feedback are essential to foster confidence and interest in written production.

Critical comprehension is a central component in the Quechua reading and writing process, as it allows students to interpret cultural meanings implicit in texts. Through activities that relate the readings with experiences of the rural and urban context, a deep connection with the natural and cultural environment is encouraged. This approach not only strengthens language skills, but also strengthens students' cultural identity, helping them to value and preserve their roots.

The selection of educational materials plays a crucial role in this process. The texts used, developed by educational institutions and adapted to the needs of the group, not only teach the language, but also connect students with their cultural heritage. By promoting interpretation beyond the literal nature of texts, meaningful learning is encouraged, in which students learn to critically analyze and relate content to their sociocultural reality.

Figure 2. Reading And Writing as Pillars of Learning in Quechua



Fountain. Own elaboration

Through texts adapted to different levels of comprehension, students have managed to improve their vocabulary and language skills progressively. This process, although challenging at first, has allowed both teachers and students to overcome initial obstacles and advance in written comprehension and production. As Comboni and Juárez (2020) point out, it is essential to rethink pedagogical practices in areas where Quechua is spoken, since reading and writing play a key role in the revitalization and strengthening of the language, allowing students not only to acquire language skills, but also to value their cultural heritage.

The teaching of writing in Quechua, based on its specific linguistic characteristics, such as its phonetic system, has proven to be effective in simplifying language learning. By understanding the structures of the language, students can overcome the perception of complexity that has historically surrounded Quechua writing. According to Blácido (2016) and Vigil and Sotomayor (2022), the lack of teaching resources and poor teacher training in intercultural approaches are key challenges in the teaching of Quechua, but the use of adequate resources and constant feedback have allowed students to become motivated and master the language in a relatively short time. This approach also strengthens students' confidence, which is critical for their academic and personal development.

The critical component in the Quechua reading and writing process, which involves the interpretation of implicit cultural meanings, connects students to their sociocultural environment. Through activities that link texts to everyday experiences in the rural and urban context, students can develop a deeper understanding of their cultural and linguistic identity. As stated by Cabanillas (2022) and Haboud et al. (2020), the loss of social prestige of Quechua compared to Spanish has promoted a linguistic displacement, so it is crucial to incorporate activities into the curriculum that reinforce the connection with cultural roots.

Effective Learning Strategies in Teaching Quechua

Learning strategies in Quechua have proven to be effective by combining cultural, linguistic, and collaborative activities. Among the most outstanding practices are songs in Quechua, which facilitate pronunciation, intonation and rhythm, making learning an enriching experience. Likewise, storytelling and reading stories encourages reading comprehension and expands vocabulary, while transmitting cultural

values and knowledge. These dynamics are complemented by dialogues between classmates, which allows the language to be practised in a natural and collaborative environment.

A key aspect of these strategies is the learning of vocabulary linked to cultural knowledge, such as the meanings of animal songs or natural phenomena. This approach integrates language and culture, strengthening students' identity and sense of belonging. In addition, incorporating cultural elements such as Andean traditions, music, and narratives into learning activities has significantly enriched the process, promoting verbal fluency and reflective dialogue.

The initial lack of specific educational materials in Quechua was overcome through the creation of its own resources and the use of innovative tools such as podcasts, interviews and storytelling. These tools aroused the students' interest in expressing themselves in Quechua and helped to contextualize learning. Experiential methodologies such as theatre, songs and personifications reinforced both oral and written comprehension and the link between language and cultural experiences, making learning a significant process.

The formation of collaborative groups, where students with greater command of the language supported their peers, was crucial for the gradual progress of all. This interaction fostered confidence and strengthened the skills of those with less prior knowledge. In addition, pedagogical strategies were adapted to the cultural and linguistic particularities of the students, highlighting oral practice and meaningful activities according to their family and cultural environments.

The teaching of Quechua not only focused on learning the language, but also on the promotion of cultural interpretation. The activities included the analysis of the Andean worldview and traditional practices, highlighting respect for the elderly and family relationships. This approach allowed a critical understanding of the language in its sociocultural context, integrating students' previous knowledge with new learning and strengthening intercultural exchange.

Figure 3. Effective Learning Strategies in Teaching Quechua



Fountain. Own elaboration

Activities such as singing in Quechua, storytelling, and reading stories not only encourage pronunciation and intonation, but also reinforce reading comprehension and expand students' vocabulary. These practices, by integrating language with cultural values, allow students to connect more deeply with their identity. As Huamani (2019) highlights, the intercultural approach in education facilitates dynamic and participatory learning, where language is not only a means of communication, but also a vehicle for transmitting and preserving cultural heritage.

A crucial aspect of these strategies is the teaching of vocabulary linked to cultural knowledge, which reinforces the students' sense of belonging by linking the learning of Quechua with their worldview and

traditions. Incorporating cultural elements such as Andean songs, narratives, and practices into learning activities enriches not only verbal fluency, but also critical reflection on the language and its uses in everyday contexts. This approach is aligned with what Pedrero et al. (2017) have pointed out, who underline the importance of recognizing and valuing indigenous languages in multilingual contexts, promoting a holistic understanding of languages and cultures as key elements for human development.

These tools not only contextualize learning, but also allow the integration of students' lived experiences into the educational process, as highlighted by Yana and Gutiérrez (2014). In addition, the formation of collaborative groups, where the most advanced students support their peers, has been key to promoting collective learning and strengthening the confidence of those with less proficiency in the language. This collaborative approach adapted to the linguistic and cultural particularities of students reinforces the link between language and cultural context, facilitating teaching that transcends simple linguistic knowledge, as De la Cruz (2019) emphasizes.

Conclusions

Dialogue emerges as an essential strategy to strengthen oral expression in Quechua, promoting students' fluency, confidence, and cultural connection. Its implementation not only facilitates language learning, but also contributes to the preservation of the language and ancestral traditions. By integrating contextualized activities adapted to cultural particularities, dialogue becomes an effective means of enriching communication in Quechua, fostering cultural identity, and revitalizing a language deeply linked to the Andean worldview.

Reading and writing are consolidated as fundamental pillars in the learning of Quechua, by allowing a progressive development of comprehension and vocabulary. Through continuous practice, adapted materials and approaches that integrate language with the cultural context, students are able to overcome initial challenges and strengthen their cultural identity.

Learning strategies in the teaching of Quechua have been shown to be highly effective in integrating cultural, linguistic, and collaborative activities that transcend the simple acquisition of the language. Through the combination of innovative resources, experiential practices and the appreciation of Andean culture, it has been possible not only to develop linguistic skills, but also to strengthen cultural identity and promote meaningful learning.

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