

## Use of Pedagogical Resources in Intercultural Bilingual Education

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### **Abstract**

*The present study aims to analyze the use of pedagogical resources in intercultural bilingual education. This study adopted the format of a review study. This additional phase further reduced the sample, leaving a total of seventeen (n=20) documents that met the criteria for inclusion in the study. The use of pedagogical resources in intercultural bilingual education is essential for the creation of learning environments that not only respect but also celebrate cultural and linguistic diversity. The effectiveness of these resources depends on their ability to be culturally relevant and linguistically accessible, thus allowing students from diverse backgrounds to feel valued and understood. To achieve this, it is crucial that materials are designed with the active participation of the target communities, ensuring that they reflect their values, histories and languages. In addition, educators play a fundamental role in this process, as they must be adequately trained to use these resources in a way that fosters true intercultural dialogue.*

**Keywords:** Pedagogical Resources, Intercultural Education, Languages, Bilingual Interculturality.

## INTRODUCTION

Intercultural bilingual education (IBE) represents a significant challenge and opportunity for contemporary education systems, especially in culturally and linguistically diverse regions. This pedagogical approach seeks not only to teach in two languages, but also to promote respect and appreciation of the cultures associated with these languages (Ruelas, 2021). The relevance of pedagogical resources in this context is indisputable, as they are key tools that facilitate and enrich this educational process. This introduction develops the role of these resources in the consolidation of an education that aspires to be genuinely inclusive and equitable (Vigil and Sotomayor, 2022).

Peru is a country of great cultural, ethnic, linguistic, geographical and ecological diversity, home to numerous Andean and Amazonian native peoples, as well as mestizos, Afro-descendants and immigrants. The Ministry of Culture (2016) reports that there are 55 native peoples in the national territory, where 47 languages other than Spanish are spoken, and which predate the processes of European colonisation of the Americas. One of these peoples is the Shipibo, one of the most numerous in the Peruvian Amazon (Cépeda et al., 2019).

In this context, the Ministry of Education (Minedu, 2016) and in particular, the General Directorate of Alternative, Intercultural Bilingual Basic Education and Educational Services in Rural Areas, generated the National Plan for Intercultural Bilingual Education to 20212 which expresses a growing awareness of the need for intercultural education for all, not only for indigenous peoples, which contributes to eradicate prejudices, stereotypes, discrimination and exclusion from Peruvian society, in favour of democratic coexistence and the development of the country (Yangali, 2017).

In view of these intercultural bilingual education policies, the Ministry of Education (2016), in the National Curriculum, indicates processes of curricular diversification at regional, local, institutional and classroom levels from an intercultural approach. Various teaching materials have also been developed for different indigenous

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peoples in their native languages. In relation to the above, Peru has a Regional Curriculum Design for Intercultural Bilingual Primary Education for the indigenous peoples in its jurisdiction (Vernimmen, 2019).

Pedagogical resources in IBE are not merely conventional teaching tools adapted to two languages; they imply an integration of cultural contents that respect and value the particularities of each ethnic group. This approach requires materials that are not only bilingual but also intercultural, capable of reflecting and teaching the cultural richness of the communities involved. From textbooks that include indigenous narratives to educational software that employs interfaces in indigenous languages, each resource must be designed with a deep understanding of the cultural and linguistic dynamics that characterise the students (Manzanero, 2023).

It is assumed that a norm, guideline or approach established by the state should be brought into the school through daily teaching practice; however, experience shows that such provisions are formally incorporated in discourse or documents, but do not necessarily lead to the desired practice. Tapia and Cueto (2017), in a review of studies on curriculum development and various factors associated with learning achievement, conclude that there is a gap between what the official curriculum prescribes and what happens in the classroom. They recommend taking measures to reduce this gap (López, 2021).

In this sense, it is important to know how teachers understand curricular approaches and content, and how much they coincide or not with their own conceptions, as it is known that these influence their classroom practice (Martínez et al., 2019). Hence, the relevance of taking teachers' conceptions into account in the development of educational policies and curricula, so that these are more relevant and are implemented as a product of dialogue.

Based on these considerations, the following research question is addressed: How do teachers understand interculturality and how is it reflected in their classroom practice and curriculum planning from the point of view of pedagogical resources? It should be noted that, given the complexity of teaching practice, (Apaza, 2023) in this research we assume "classroom practice" as the way in which each teacher conducts the teaching and learning processes envisaged in the curriculum planning and other emerging issues, as well as the interactions established with students (Zambrano and Uribe, 2023). On the other hand, curriculum planning is understood as the process of curriculum planning at the classroom level. It involves the planning of learning units that guide the development of learning sessions in the classroom and contain the competences and capacities that students will develop in a given period of the school year (González, 2022).

The methodology for selecting and designing these pedagogical resources is a critical area of study. The appropriateness and effectiveness of the materials depend to a large extent on their alignment with the specific needs of learners and communities. Therefore, the literature review proposed in this scientific article will focus on analysing different approaches and previous studies that have evaluated the implementation and outcomes of different types of resources in IBE contexts. This analysis will allow us to identify successful practices and areas that require further research and development.

One of the key aspects that will be addressed is the exploration of community participation in the creation of these resources. Collaboration between educators, linguists and community members is essential to develop materials that are not only linguistically appropriate, but also culturally resonant. This collaborative approach not only enriches pedagogical resources, but also empowers communities, giving them a voice and agency in the education of their young people.

In addition, the relationship between the use of pedagogical resources and academic performance in IBE will be explored. Several studies have indicated that the quality and relevance of teaching materials can significantly influence students' motivation and academic success. The literature review will seek to synthesise these findings to provide a comprehensive perspective on how appropriate resources can facilitate deeper and more effective learning.

The training of teachers in the use of these resources will also be considered. Adequate preparation of educators is crucial to maximise the potential of pedagogical materials in IBE. This analysis will include an evaluation of existing teacher training programmes and their effectiveness in enabling educators to effectively use intercultural and bilingual resources.

Finally, this article will seek to project future directions in research on pedagogical resources for IBE. Based on current trends and the findings of previous studies, recommendations will be made for the development of educational policies and the creation of new materials that better respond to the demands of an increasingly diverse educational environment. This proactive approach is essential to ensure that intercultural bilingual education not only meets its pedagogical objectives, but also becomes a real driver of social inclusion and equity. Therefore, in order to answer the research question, this article aims to analyse the use of pedagogical resources in intercultural bilingual education.

## **MATERIALS AND METHODS**

This study adopted the format of a review study, a methodology that is increasingly relevant due to the abundance of research in the scientific field. Reviews provide comprehensive summaries that offer an overview of recent research trends from specific perspectives, facilitating access to a large volume of studies for researchers and readers.

This study opted for a systematic review methodology, focused on synthesising and structuring relevant information on prison treatment programmes. This methodology, based on a clear and replicable procedure, comprises stages involving the retrieval, selection, analysis and presentation of the findings. The systematic review seeks a thorough and rigorous analysis of the academic literature, providing a detailed summary of current studies in the field. Guided by specific methodological proposals, this review aims to identify research directions, assess the impact of programmes and offer informed recommendations for criminal justice and adult reintegration in Ibero-America. In this context, the review was supported by the methodological proposals put forward by Linares-Espinós et al. (2018), who define a clear procedure for its development, which is divided into the following stages:

- a) Acquisition of evidence: The protocol that will guide the organisation of the literature is established. In this study, we have chosen to use the PRISMA protocol, which provides a detailed and uniform structure for conducting a systematic review, ensuring transparency, completeness and reproducibility in the process.
- b) Evidence synthesis: The parameters for compiling and presenting the results of the selected studies are determined. The purpose is to discern similarities, variations and salient contributions of each work reviewed, thus facilitating a comprehensive understanding of the most important research trends and findings in the field of prison treatment programmes.
- c) Drawing conclusions: A unified overview of the reviewed studies is sought, culminating in the development of essential conclusions derived from the synthesis and analysis of the evidence. In addition, limitations identified during the review process are highlighted, enabling critical appraisal and a full understanding of the results.

The implementation of this method enabled a systematic review, ensuring the integrity and reliability of the analysis performed. The adoption of the PRISMA protocol simplified the collection, selection and presentation of relevant studies, providing robustness and credibility to the results obtained, which allowed the research objective to be achieved.

Several databases, such as Dialnet, Latindex, SciELO, Scopus and Google Scholar, were used to retrieve relevant information. The search strategy was based on the combination of predefined keywords and the use of Boolean terms to optimise the results. Specific descriptors were used, such as "resources", "pedagogy", "education", "interculturality", "languages", "bilingual" and "pedagogical resources".

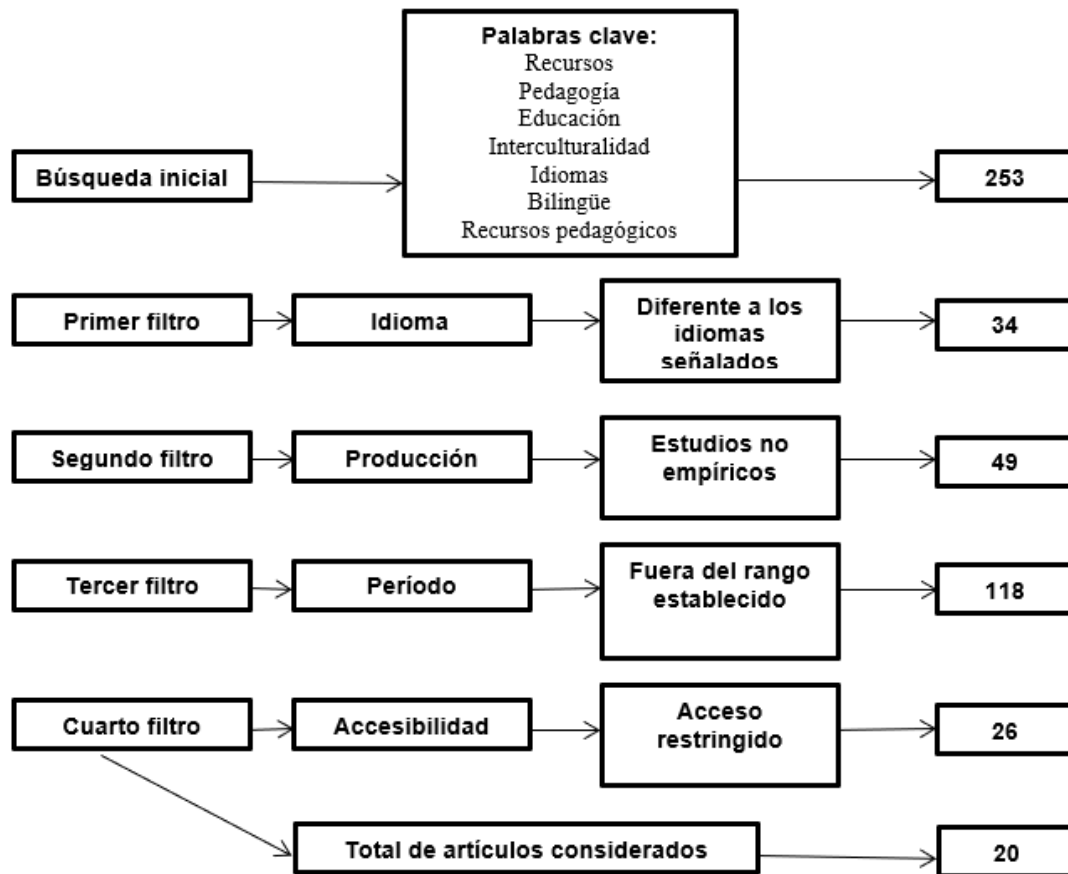
A comprehensive and detailed search of relevant literature was carried out using several databases and well-defined search equations. Table 1 presents the inclusion and exclusion criteria, which were established for the systematic selection of papers to be reviewed. These criteria were designed to assess the relevance of the studies, ensuring alignment with the research objectives and maintaining consistency in sample selection.

**Table 1 Inclusion and exclusion criteria**

Inclusion	Exclusion
<ul style="list-style-type: none"> <li>• Research with a publication date between 2017-2024</li> <li>• Scientific articles and theses in institutional repositories</li> <li>• Documents in English or Spanish</li> <li>• Open access documents</li> </ul>	<ul style="list-style-type: none"> <li>• Investigations prior to 2017</li> <li>• Opinion polls, editorials, blogs</li> <li>• Published in languages other than those indicated</li> <li>• With restricted access</li> </ul>

After defining the selection of studies, the information was organised and systematised using a spreadsheet in Microsoft Excel. In this spreadsheet, relevant information was compiled for each study, including authors' names, titles, objectives, and the main conclusions reached. This methodology provided a structured and detailed view of the various aspects dealt with in each of the selected documents, facilitating their comparison and systematic analysis.

The development of the research involved an initial search that yielded a total of two hundred and fourteen (n=214) documents related to the topic of study. However, to ensure relevance and consistency with the research objective, an exclusion process was implemented based on specific criteria, as shown in figure 1.



**Figure 1 PRISMA flow chart**

Note: own elaboration.

In the first stage of exclusion, research published before 2017 was discarded, reducing the number of papers to eighty. In the second stage, opinion studies, editorials and blogs were eliminated, resulting in the exclusion of eighteen documents, leaving a total of sixty-two. In the third stage, documents in languages other than English or Spanish, as well as those with restricted access, were discarded, eliminating 45. This additional phase

further reduced the sample, leaving a total of seventeen (n=20) documents that met the criteria for inclusion in the study. This rigorous selection guaranteed the quality and relevance of the reviewed papers in the context of prison treatment programmes, ensuring that only the most relevant and appropriate studies were considered for the analysis and synthesis of the available evidence.

## RESULTS

### Publications by Country of Origin

Figure 2 shows the studies organised by country of scientific production. Although the selection of these areas is mainly limited to Peru, it is important to show the trend in this type of research.

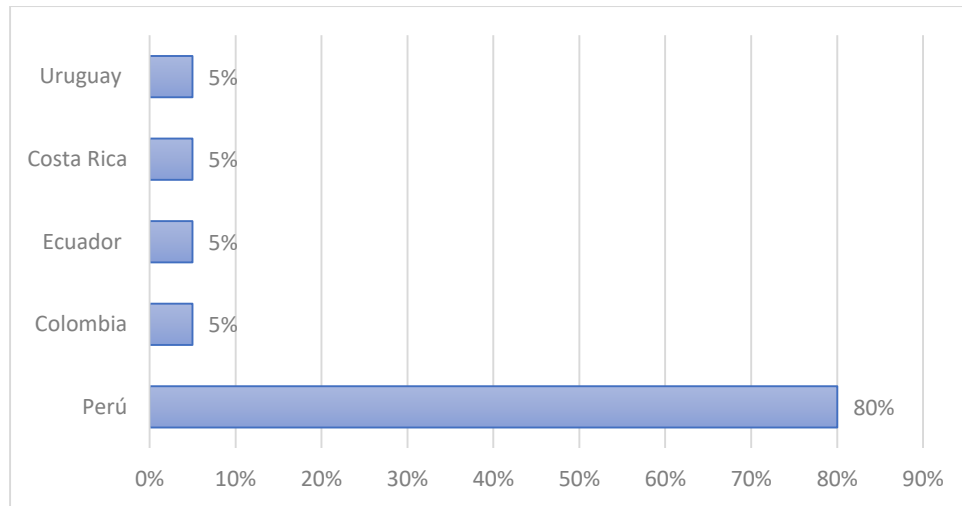


Figure 2 Documents by year

Note: own elaboration.

The review has allowed for an analysis of the countries of relevance in terms of scientific production within the systematisation of information, showing an increase in the frequency of production in Peru, representing 80% (16) of scientific production, with a 5% (1) predominance in Colombia, Ecuador, Costa Rica and Uruguay.

### METHODOLOGY OF ANALYSIS

Consequently, it is evident within the systematic analysis that different methodologies that promote the analytical discourse of the review were addressed, in this sense, within the analysis it is evident that there is a predominance of quantitative studies representing 60% (12) of the study sample; In addition, there is a predominance of articles that use the PRISMA methodology for the screening and filtering of scientific resources, representing 20% (4) of the sample; analytical articles are also evident in 10% (2) of the same; and finally, it is evident that 5% (1) of the sample is composed of scientific resources of a qualitative and reflexive nature.

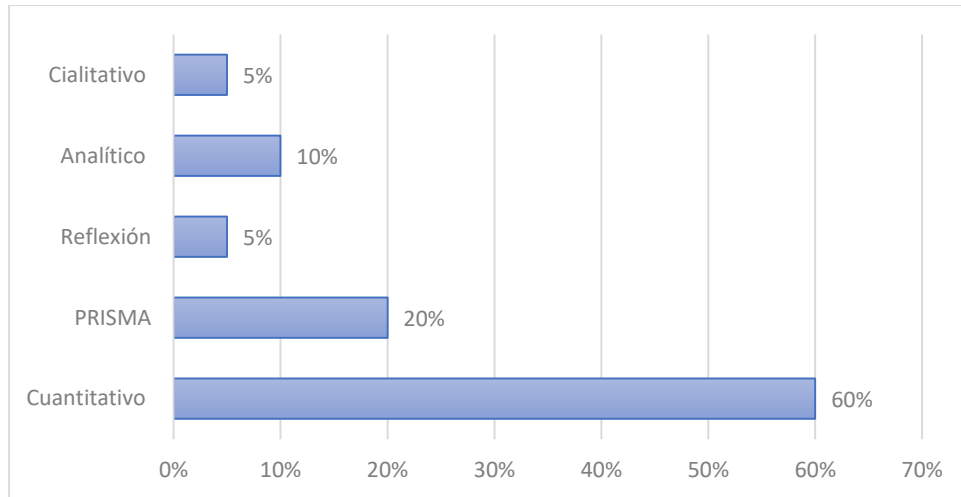


Figure 3 Methodology of analysis

Note: own elaboration.

### Classification by type of Article

Likewise, within the analytical establishment, two main branches of the articles addressed are evident, with a predominance of 70% (14) of original scientific articles; and 30% (6) are made up of review articles.

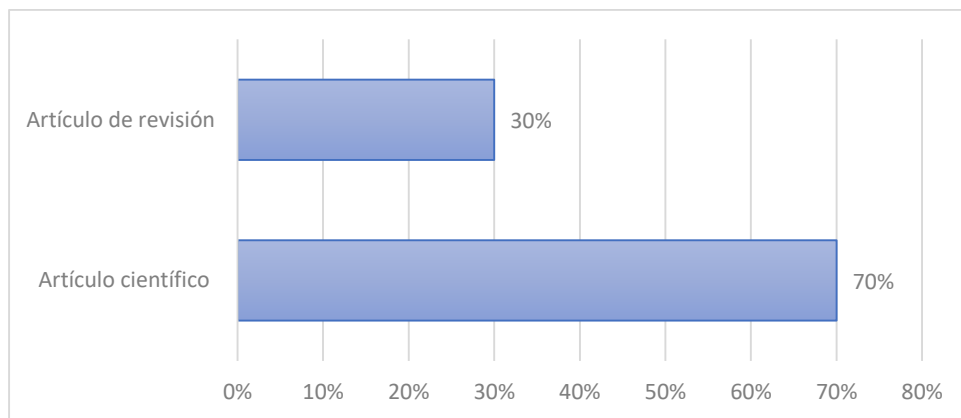
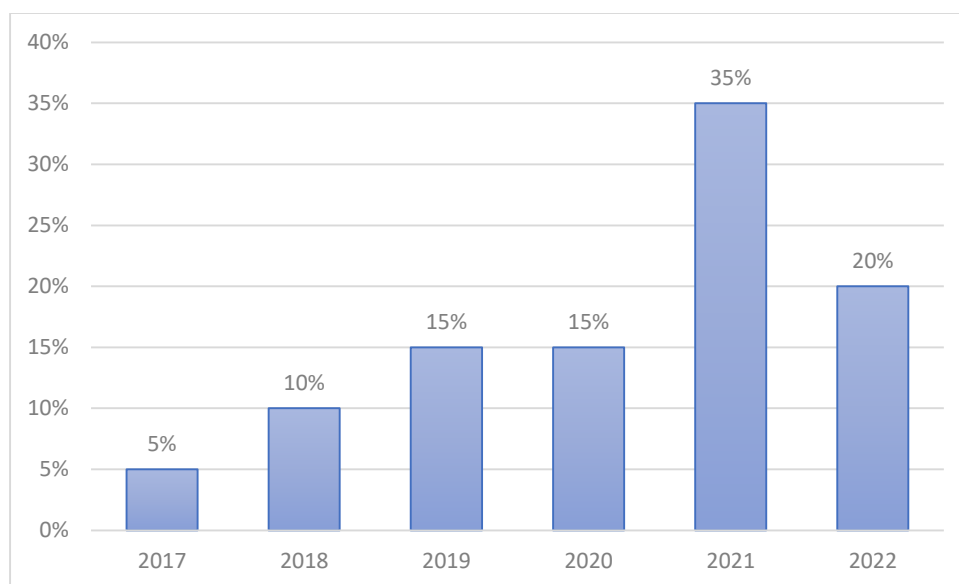


Figure 4 Classification by type of article

Note: own elaboration.

### Frequency of Publication

Regarding the annual production of the articles selected for the systematic discussion, it can be seen that the year 2021 had the highest prevalence of scientific production representing 35% (7) of the study sample, likewise 20% (4) of production is reflected in the year 2022; 15% (3) are evident in the years 2021 and 2022; also, 10% (2) are established within the frequencies produced in the year 2018; and finally, 5% (1) are clarified in the year 2017. This analysis is shown in Figure 5.



**Figure 5** *Frequencies of publication*

*Note:* own elaboration.

## RESULTS AND DISCUSSION

The use of pedagogical resources in intercultural bilingual education is a highly relevant topic that addresses how educational materials can be designed and used to facilitate learning in contexts where different cultures and languages coexist. This pedagogical approach seeks not only to teach a second language, but also to foster respect and appreciation of cultural and linguistic diversity, which are fundamental aspects in increasingly globalised societies (Cubillos et al., 2019).

One of the main challenges in implementing intercultural bilingual education is the creation of resources that are culturally appropriate and linguistically adapted. This implies a deep knowledge of the target communities, understanding their traditions, values and language systems. Materials should be designed in such a way that they reflect and respect these characteristics, avoiding standardised approaches that could dilute the cultural and linguistic particularities of each group (Enrique, 2021).

Collaboration with local community members in the design of these resources is essential to their success. This not only ensures the cultural relevance of the materials, but also empowers communities, allowing them to play an active role in the educational process. Educators working in these contexts must act as facilitators, integrating local knowledge with external academic knowledge, creating an enriching dialogue between different ways of knowing and learning (Núñez and Casimiro, 2020).

Furthermore, pedagogical resources in intercultural bilingual education must be flexible and adaptive, able to adjust to the changing needs of learners and communities. This is especially important in rural or isolated contexts where educational resources are limited. Technology can play a crucial role in this regard, facilitating access to digital educational materials that can be customised for different linguistic and cultural groups (Quichimbo et al., 2023).

Teacher training is another crucial aspect of effective implementation of these resources. Educators need specific competencies to adequately manage diversity in the classroom, including skills in bilingual teaching and strategies for managing intercultural dynamics. Teacher training programmes should include modules on cultural and linguistic sensitivity, as well as pedagogical techniques adapted to intercultural bilingual education (Rivera et al., 2020).

Evaluation of pedagogical resources also plays a key role. It must be done on an ongoing basis to ensure that materials are not only effective in terms of learning outcomes, but are also perceived as valid and respectful by

communities. Evaluation systems must be designed in collaboration with educators and community representatives to reflect a truly intercultural perspective (Véliz, 2020).

The intercultural approach must also extend to teaching methodology. It is not enough to have adequate materials if teaching strategies are not consistent with the principles of intercultural education. This means adopting pedagogical approaches that promote equitable interaction between learners from different cultural and linguistic backgrounds, fostering an inclusive and participatory learning environment (Vernimmen, 2019).

On the other hand, pedagogical resources must be accessible to all learners. This includes ensuring that minority language materials are not only available, but also of high quality. The quality of resources can significantly influence the perception of language and culture in educational settings, raising or lowering their status within and outside the community (Manzanero, 2023).

Funding is a constant challenge in intercultural bilingual education. Ensuring adequate resources for creating and sustaining high-quality pedagogical materials requires a financial commitment from the state and other organisations. Without adequate investment, efforts to implement intercultural bilingual education may be severely limited, affecting the quality and reach of programmes (Chumaña, 2022).

In conclusion, intercultural bilingual education is a field that requires a comprehensive and considered approach to the selection and use of pedagogical resources. These resources must be designed with a deep respect and understanding of the cultures and languages they seek to serve, ensuring that education is truly inclusive and effective. Only through continuous and collaborative engagement between all stakeholders, from curriculum designers to educators to communities, can these programmes be guaranteed to succeed in today's educational landscape (Apolo et al., 2021).

## **CONCLUSIONS**

The use of pedagogical resources in intercultural bilingual education is essential for the creation of learning environments that not only respect but also celebrate cultural and linguistic diversity. The effectiveness of these resources depends on their ability to be culturally relevant and linguistically accessible, thus enabling learners from different backgrounds to feel valued and understood. To achieve this, it is crucial that materials are designed with the active participation of the target communities, ensuring that they reflect their values, histories and languages. Furthermore, educators play a key role in this process, as they must be adequately trained to use these resources in a way that fosters genuine intercultural dialogue.

On the other hand, the successful implementation of these resources requires a continued commitment and support from education policies that provide the necessary financial, technical and human resources. This includes investment in teacher training, the creation of high-quality teaching materials and the development of methodologies that promote effective interaction between students from different cultures. By fostering an educational environment that prioritises mutual respect and learning, intercultural bilingual education can serve as a powerful model for educating global citizens who not only co-exist, but collaborate to build a more inclusive and caring society.

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