

Technical Criteria in the Development of Teaching Materials for the Teaching of Quechua as a Second Language

¹Rosalinn Cancino Verde, ²Jeovana Benito Condori, ³Carmela López Capillo

¹Universidad Nacional Federico Villarreal, Lima, Perú

Email: rcancino@unfv.edu.pe

ORCID: <https://orcid.org/0000-0003-0249-5345>

²Universidad Nacional Federico Villarreal, Lima, Perú

Email: jbenito@unfv.edu.pe

ORCID: <https://orcid.org/0000-0003-4404-1931>

³Universidad Nacional Federico Villarreal, Lima, Perú

Email: clopezc@unfv.edu.pe

ORCID: <https://orcid.org/0000-0002-5414-1699>

HOW TO CITE:

Rosalinn Cancino Verde,
Jeovana Benito Condori, Carmela
López Capillo (2026). Technical
Criteria in the Development of
Teaching Materials for the
Teaching of Quechua as a
Second Language.
International Journal of Special
Education, 41(15s), 311-326

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the
terms and conditions
of the Creative Commons Attribution
(CC BY)
license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

The objective of the research was to analyze the technical criteria that guide the construction of materials for teaching Quechua as an L2 in national and international teaching centers with the purpose of developing a proposal that articulates them and incorporates new criteria to guarantee the development of materials. relevant and quality didactic materials for use in native language teaching centers. From the review of various sources and the evaluation of the results of the experience obtained with the application of ad hoc material, the result was a proposal that considers methodological, psychopedagogical, interculturality and structural criteria. These have as transversal axes: the functionality of the language, the treatment of culture and the generation of affectivity in interaction. This to effectively contribute to the achievement of the teaching-learning objectives of the target language.

Keywords: Language, quechua, criteria, teaching, materials, interculturality.

Introduction

The Quechua language is the indigenous language with the largest number of speakers in Peru and South America; However, an analysis of the intergenerational transmission of this language reveals a steady decline in speakers in younger generations. This situation is most visible in the district of Metropolitan Lima, an area where the

largest number of Quechua-speaking migrants in Peru live (13.9% of the 3,375,682 of the national total according to the National Institute of Statistics and Informatics - INEI, 2017); and, likewise, an area that constitutes the sphere of influence of the Universidad Nacional Mayor de San Marcos-UNMSM, the Universidad Nacional Federico Villarreal-UNFV and the Pontificia

Universidad Católica del Perú-PUC, responsible for training linguists to serve the Quechua-speaking population of the medium. The National University of San Agustín-UNSA has influence in Arequipa and the southern part of the country.

Within this context, one of the reasons for the non-transmission of native languages is the little prestige they currently have in the different administrative, academic and social contexts. The scarcity of professionals and technicians who speak indigenous languages in the aforementioned areas is one of the indicators of the little sociocultural value attributed to them inside and outside their original contexts of use; therefore, the implementation of teaching and lifelong learning in vocational training centers, such as the Federico Villarreal National University, not only aims to have a sufficient quantity and quality of graduates who provide relevant and timely care to indigenous users who require attention in the services provided by the different instances of the government sectors and private entities, in accordance with the fundamental rights recognized by the *Universal Declaration of Human Rights* (UN, 1948), the *Universal Declaration of Linguistic Rights* (Special Commission, 1996), the *American Convention on Human Rights* (1969), *Convention No. 169 of the International Labor Organization* (ILO, 1989), and the *Universal Declaration of Human Rights*.

The teaching of the Quechua language is a current reality in the specialties of Linguistics, Anthropology and Archaeology of the Faculty of Humanities of the Federico Villarreal National University; likewise, in some specialties of the Faculty of Medical Technology and Medicine. The current curricula of all these careers establish the programming and development of courses in this language as a second language. This is in accordance with the mandates of the *University Law*, the *2015 Statute of the Federico Villarreal National University* and the articles of the *General Regulations of the UNFV and its modifications* (2020). Likewise, this academic entity has made important progress in relation to the establishment of evaluation criteria for the placement of native and non-native speakers at

the basic, intermediate or advanced levels of proficiency of the main Quechua varieties; finally, the development of materials for the teaching of this language has begun; precisely, to progress in this task and to have texts of various genres, oral and written, printed and/or digital; as well as didactic games and pure entertainment, for the successful formal transmission of the Quechua language, it is necessary to articulate information accumulated so far in the study centers of the national and international context about the linguistic, socio-political, pedagogical and other criteria that govern the development of support materials for the teaching of second languages. This academic need motivated the implementation of this research study with the purpose of finding answers to the following questions:

1. What are the common technical criteria that, according to the existing literature, guide the construction of materials for the teaching of Quechua as a second language in the different national and international educational centers?
2. What technical criteria should be incorporated and/or modified in the proposals applied by the institutions referred to in 1 in the development of teaching materials for Quechua as a second language to guarantee the relevance of the contents, the appropriate structuring and the functionality of the teaching materials?

1.2. Background

The Ministry of Education of Peru - MINEDU (2016), as the regulatory body for the implementation of current language policies, sets out the linguistic, socio-political and pedagogical criteria for the development of teaching materials in indigenous languages. It exercises the directing and supervisory function having as a legal framework national regulations such as: The *Political Constitution of Peru* (Articles 2, 17 and 48), *General Education Law No. 28044*, *Law that Regulates the Use, Preservation, Development, Recovery, Promotion and Dissemination of the Native Languages of Peru No. 29735*, which address recommendations established in international policy documents

emanating from the *Universal Declaration of Human Rights of 1948*. In this context, it carries out the processes of standardization of the alphabets of native languages spoken in the country.

Vargas de Avella (2003) argues that educational materials as innovative resources are within a pedagogical dimension, in which the conceptual, technical-pedagogical criterion, elaboration and design for the construction of teaching materials must be considered.

Ussa, Velandia and Waked (2012) They propose theoretical, design, piloting and publication criteria for the development of educational materials and have as a frame of reference certain linguistic, pedagogical, sociolinguistic and pragmatic theories.

1.3. Justification and importance

The development of the research made it possible to find the series of basic and general technical criteria to be considered in the development of didactic materials necessary for the teaching of Quechua as L2 in the country's educational institutions, especially in universities. This is based on the compilation, analysis and selection of proposals for linguistic policy norms and the linguistic, pedagogical and cultural ones that training centers and ministries of education in various countries formulate and apply in the conception and construction of teaching materials; above all, from the experimental application of prototypes of materials of various types and types, developed by the research team, in collaboration with members of other institutes of higher education and based on criteria proposed by the aforementioned university and government institutions and also their own, in the teaching of students of the Federico Villarreal National University.

The theoretical proposal formulated from the experience carried out in the context of the research may be disseminated in different formats, and in competitions inside and outside our institution, so that they can be applied in the development of didactic materials for the teaching of native languages; likewise, the prototypes of the designed materials may be reproduced by the University Publishing House

for the purpose of their use in the development of subjects in which Quechua is taught as L2, according to the curricula of the different specialties of the UNFV and other academic entities.

Finally, the theoretical proposal resulting from the research may also serve as a framework of reference to develop complementary courses on the design of teaching materials for students interested in obtaining the progressive certification as an Assistant in the Preparation of Materials in Quechua, as established by the curriculum of the Linguistics Specialty.

1.4. Theoretical framework

1.4.1. Theoretical bases and language teaching methodologies

To propose teaching materials for indigenous languages such as L2; Among them, the Quechua language, as well as the criteria that will govern the elaboration of these, it is necessary to know the reflections that the pedagogical literature offers on language learning.

In this sense, Dewey (1967) conceives of learning as a baggage of information that is constructed by the subject who learns—learning by doing—and by the interrelation with his peers of different cognitive levels; since the mutual influence between them leads to learning.

Ausubel (1983) points out that human learning leads to a change in the meaning of experience; In this sense, meaningful learning is produced by the interaction between the most important knowledge of the cognitive structure and new information.

Therefore, in this research work, to refer to *learning*, we take the contributions of the cognitivist, humanistic and socio-constructivist paradigms; insofar as we conceive the learner as a being capable of feeling, thinking and socializing. Cognitive *theory* represented by Ausubel (1983), Gagné (1985), Piaget (1980) among others points out that for learning to take place, individuals represent the world in which they live and these representations are organized in conceptual, methodological and attitudinal structures; the same ones that in a context of

dialogic communication interact significantly with each other and in a holistic way. Likewise, Ausubel, Gagné, Piaget, and Vigotsky (1999) from the *socio-constructivist* paradigm coin that the subject who learns is a "social" being. Therefore, these are the learning paradigms that guide this research.

1.4.2. Learning a language

Krashen (1983) speaks of two different processes in the field: acquisition and learning. Acquisition takes place during a series of communicative acts in informal situations – a subconscious process identical to the process used by children to

acquire their mother tongue; while formal language learning is subject to correction and revision of linguistic production and does not occur in a natural context of communication.

1.4.3. Second language teaching methodologies

The historical trajectory of language teaching, which includes second and foreign languages, has been subject to progressive methodological changes that have taken place over time. The changes referred to have been defined by the different *linguistic and psychological currents* that have stood out at the time.

Table 1. Evolution of the methodology in teaching second or foreign languages

Evolution of the methodology in teaching second or foreign languages		
Behaviorist paradigm	Natural method	Direct method
		Berlitz Method
	Structuralist approaches	Auditory method
		Audiolingual method
		Situational language teaching
Cognitivist-socioconstructivist paradigm	Humanistic approaches	Suggestopedia
		Community Learning
		Total physical response
		Silent method
	Communicative language teaching	The non-functional programme
		Communicative approach
		Task-based approach
		Natural Approach
		Lexical approach
		Cross-cultural approaches

Fuente: Larsen-Freeman (2008)

Table 1 summarises that throughout the history of the teaching of foreign languages or second

languages, there have been many and varied theories that have tried to explain learning

processes. In some cases, these have been generalized and have not considered the particular contexts and situations of the learners. However, they represent the scientific basis that allows us to understand the learning processes that usually occur in students, considering their cognitive variations.

1.4.4. Learning a language according to the Communicative Approach

According to the Secondary Education Curriculum Program (2016) presented by MINEDU, language learning aims for students to develop communicative skills by participating in communicative exchanges with other people; in addition, that they understand their sociocultural reality and build their ideas on it and represent the world where they live in a real or simulated way. In this sense, in order to meet the objectives set, it proposes as a theoretical and methodological framework that guides the teaching-learning process of L1, L2 and foreign languages to the communicative approach.

In the same vein, Larsen-Freeman (2008) points out that the communicative approach is relevant for language teaching insofar as it proposes a shared interdependence between language and communication.

1.4.5. Teaching materials for second language teaching

Many researchers associate the term language teaching materials with the use of textbooks because their experiences are fundamentally based on the use of resources of this type. However, Tomlinson (2011) points out that language learning teaching materials are made up of videos, DVDs, emails, YouTube, dictionaries, grammar books, reading books, among others. These materials must increase the knowledge and/or experience of the language in students; that is, they have to facilitate the learning of a language.

For McGrath (2016), teaching materials could include real objects such as a chair, a shoe or a fruit and representations such as a drawing, a photograph of a house or person; as well as non-verbal materials, which would allow establishing

direct associations between words and objects, and clarifying meanings in order to stimulate students in the production of spoken and written language.

1.4.6. Technical criteria for the development of language teaching materials

As the researchers mentioned in (1.4.5) point out, language teaching materials are diverse in nature. In addition, they are intended to provide information to students about the target language and culture. Below are the theoretical proposals of different scholars for the elaboration of teaching materials.

Tomlinson (2011) points out that materials development is a field that studies the principles and procedures of designing, implementing, and evaluating language teaching materials. Therefore, it proposes the following criteria:

- The materials must have an impact on students.
- The materials must guarantee the student's comfort in terms of content, illustrations, design, among others.
- The materials must have their own voice in terms of informal discourse, reflect the active voice rather than the passive voice, real anecdotes, and inclusive language in which hierarchies, issues related to political conflicts are avoided.
- The materials must present a diversity of content where topics of a multicultural and multicultural nature are considered.

For his part, Blanco (2010) proposes that for the development of language teaching materials, various aspects should be considered, such as:

- Methodological approaches
- The perspective on language learning and/or teaching
- The functionality of the material
- The suitability of the material to the target audience (age, origin, language level, among others).

- Structure and design (modern, inclusive, multicultural, presentation, reflection, directed practice, semi-directed practice, free communication activity, among others)

1.4.6.1. Characteristics of teaching materials in second language teaching

Language teaching materials must have certain characteristics that allow them to generate a positive impact on students in order to facilitate the learning of the second language.

Tomlinson (2011) proposes that language teaching materials should have the following characteristics:

- Paragraphs with wide line spacing and illustrations that relate to the learner's own culture so that he or she feels more comfortable and relaxed in the L2 learning process.
- Facilitate the self-investment of time for their learning; Teaching materials should also expose learners to the authentic use of the target language in terms of style, mode, medium and purpose in order to capture their interest and attention also towards learning the linguistic aspects.
- Encourage the manifestation of affective and emotional attitudes that stimulate the activities of the right and left hemispheres of the brain.

1.5. Objectives:

The objectives that guided the development of this research were the following:

1.5.1. General objective:

To analyze the technical criteria that guide the construction of materials for the teaching of Quechua as L2 in the different national and international educational centers; likewise, propose the incorporation of other criteria to guarantee the relevance of the contents, the adequate structuring and the functionality of the aforementioned teaching materials.

Specific objectives:

1. Identify the main technical criteria

that govern the construction of materials for the teaching of Quechua as L2 in the different national and international educational centers.

2. To propose the technical criteria that should complement and enrich the proposals established by academic and governmental entities for the design of teaching materials in Quechua as L2 in such a way as to guarantee the relevance of the contents, the appropriate structuring and the functionality of the teaching materials referred to.

II. Method

2.1. Universe and study sample

The universe of the research was made up of students from the eighteen faculties of the Federico Villarreal National University; on the other hand, the representative sample was made up of students from the faculties of Humanities, Medicine, Education and Medical Technology.

2.2. Unit of Analysis

The research focused on the analysis of the common technical criteria that govern the construction of materials for the teaching of Quechua as L2 in the different national and international educational centers; likewise, in the evaluation of the criteria that the group of researchers applied to develop the didactic materials that they tested in the university classrooms.

2.3. Techniques

The analysis material was collected through the application of the *documentary analysis technique* to obtain information regarding the criteria used in the elaboration of Quechua teaching materials such as L2; likewise, the aforementioned technique allowed questioning the results of the experimental application of the prototype of teaching material of the native language in the workshops developed by the research team in the university classrooms. An important technique whose application made it possible to know the opinion of the apprentices in relation to the qualities of the materials was the survey through the application of a questionnaire.

2.4. Instruments

First, bibliographic, abstract and mixed *files were designed* to record existing data in the literature on the criteria for the development of materials for the teaching of Quechua as L2. Second, the research team developed *table formats for the comparison* of the criteria proposed by the authors. The linguistic and pedagogical data, results of the experimental application of the didactic materials in the target population were collected and evaluated using *rubrics*.

a) Procedures

The research was carried out in the following stages:

1. In the **first stage**, the cabinet method was used for the design of the data collection instruments following the guidelines proposed by the APA 7 standards.
2. In a **second stage**, the cabinet method allowed the identification and selection of the literature related to the topic; likewise, the documentary analysis technique was used to understand and question the criteria applied in the elaboration of teaching materials in native languages, second languages (L2) and foreign languages (LE).
3. In a **third stage**, the list of criteria recommended by the authors of the analyzed literature was developed. This served as a reference basis for the formulation of the proposal subscribed to by the authors of this research. This document also includes the results of the application of a diagnostic sheet designed to know the interests and needs of the students in relation to the Quechua language as a learning subject.
4. In a **fourth stage**, a provisional prototype of teaching material in Quechua corresponding to the basic proficiency level A1 was developed. This was applied to a group of students from the target sample with the aim of verifying the reliability, viability and functionality of the prototype material.
5. In a **fifth stage**, the proposed materials were applied, as well as the pertinent adjustments.

6. Finally, in the **sixth stage**, the team of researchers proceeded to take stock and discuss the results, as well as the writing of the final report.

III. Results

The research aimed to know the technical criteria that guide the development of materials for the teaching of Quechua as a second language in the different national and international educational centers; likewise, to propose complementary criteria to guarantee the relevance of the contents, the appropriate structuring and their functionality. In this sense, the results achieved with the development of the research are the following:

3.1. Outcome 1

The main technical criteria governing the development of materials for the teaching of Quechua as a second language in the various national and international educational establishments are as follows:

In Peru, the entity that regulates the development of education in the country is the Ministry of Education. In this sense, it is the body that dictates policies and regulates activities aimed at providing education to peoples who speak indigenous languages. Therefore, it establishes the criteria that must be applied in the preparation of teaching materials, as well as in the use of these in the classrooms of the different modalities and levels of the educational system. In relation to the construction of native language teaching materials, this governing body issued, in 2019, Vice-Ministerial Resolution No. 053-2019-MINEDU in which it establishes guidelines for the design of quality and relevant educational materials so that they serve as support in the pedagogical processes to be carried out in Regular Basic Education and in Bilingual Intercultural Education. Observed according to the classification of educational materials proposed by Tomlison, the guidelines and criteria proposed by the MINEDU for the development of educational materials, as resources of various kinds that seek to guarantee the quality of the teaching-learning process, are the following:

Guidelines for the classification of educational materials:

- a) **Printed materials.** The following belong to this category: *workbooks* that are characterized by being single-use and containing exercises and other activities; the *school text* is organized into chapters and units, contains theoretical information, worksheets and work exercises; the *book* is a material that provides information on various topics to promote reading and research; the *curricular tool* that it is a planning and evaluation guide for the employment of teachers; and, finally, *materials to support the educational process* which address issues related to disaster prevention, among others. Resources of the latter type are aimed at all members of the educational community.
- b) **Concrete or manipulated.** They are materials of different nature made in wooden blocks, mathematical cubes, stools, among others. Its objective is to facilitate the teaching-learning process by manipulating them.
- c) **Digital materials**, designed with pedagogical intention, are made up of digital devices such as tablets, computers, among others, these must have an operating system that allows access to information on the internet to be manipulated according to the needs of students; and, digital services such as educational platforms. Digital educational materials are classified into:
- **Textual**, it uses diagrams, graphs, tables.
 - **Sound**, made up of podcasts, audiobooks.
 - **Audiovisual**, material of a mixed nature, as it integrates textual, sound and visual formats.
 - **Multimedia**, provides sequenced information that integrates textual, sound, visual and audiovisual formats.
- d) **Digital tools**, applications or software that allow the production, interaction and organization of digital content; those of an educational nature allow the creation and

management of digital content and those of management of digital environments facilitate the monitoring and control of the activities carried out by students.

Criteria for the quality of educational materials according to MINEDU:

- a) **Alignment with the National Curriculum.** The educational material must be in tune with the approaches and competencies established in the current National Curriculum according to the needs of the users.
- b) **Treatment of content.** The educational material must facilitate the construction, transfer and application of knowledge, skills and attitudes for the development of competencies in the National Curriculum.
- c) **Relevance to users and context.** The material must guarantee the integral development of students, as well as their skills; it must also facilitate the incorporation of local knowledge that responds to the needs and demands of students.
- d) **Editing quality.** The design and development of the material must guarantee the fulfillment of the pedagogical function established by MINEDU and the quality standards.
- e) **Physical quality.** This to guarantee the optimization of use and the durability of the educational material.

Now, the specific production of educational materials for the teaching of indigenous languages is related to the recognition of the official alphabet of each language and to the publication of a set of guides for writing and for the coining of terms that represent different realities and concepts to be transmitted in different areas and curricular subjects. The first document approving an official alphabet in the country was issued in 1985. This is Ministerial Resolution No. 1218-85, precisely the one that approves the graphic representations of the sounds that correspond to Quechua and Aymara.

Subsequently, by mandate of the Political Constitution of 1993 and the provisions of Law No. 29735, MINEDU assumed the responsibility of regulating the educational use of native languages that are characterized by being of oral tradition. The situation generated the need for the normalization and unification of the alphabets of the native languages, an activity in which the speakers of the languages and a technical team made up of linguists, educators, among others, participated. To achieve the purposes, he proposed linguistic, socio-political and pedagogical guidelines as guiding criteria for the development of the standardization of the alphabets. It is interpreted that the above will facilitate the development of pedagogical materials for teaching in native languages so that they are pedagogical supports for the teacher during the work in the classroom and promote the achievement of learning in students; as long as they have been prepared with cultural and linguistic relevance. In turn, it is intended that these work tools guarantee that indigenous students of a given community know and value their own culture, as well as those of others. However, it should be noted that the three criteria established by MINEDU have been specifically proposed in order to guide the standardization and unification of the alphabets of indigenous languages, but not to guide the development of teaching materials in indigenous languages.

With regard to the participation of Peruvian universities in the production of materials for the teaching of indigenous languages, the following is available. Some of these teach indigenous languages; especially, the Quechua language as a second; however, the production of educational material is scarce; therefore, the criteria for its elaboration are also scarce. There is only one article produced by the Federico Villarreal National University that recommends criteria for the care of the contents, structure and functionality of materials aimed at the revitalization of indigenous languages in general. Now, the Language Center of the Pontifical Catholic University of Peru has its own materials for teaching Quechua as a second language. From

the analysis of the materials, it can be inferred that they have been developed taking into account, fundamentally, the methodological proposal of the communicative approach, which aims to promote interlearning centered on the learner, as well as the consideration of the sociocultural environments of the latter, with the purpose of guaranteeing the practical and functional use of Quechua. It is also observed that it considers the levels of communicative competence proposed by the Common European Framework of Reference for Languages (CEFR) to organize the units and contents of the Quechua teaching materials into their levels: A1, A2, B1, B2.

In the international arena, Colombia, like other Latin American countries, is characterized by its linguistic and cultural diversity. Within this framework, the Colombian State has implemented language policies that guarantee the protection and strengthening of the linguistic diversity of the country's indigenous peoples. To meet its objectives, it has built a regulatory framework such as the Law of Native Languages (Law 1381 of 2010). In this context, the Ministry of Education of this country has developed teaching materials in indigenous languages with the participation of the departmental Secretariats of Education and ethno-educators of the various indigenous peoples and with the collaboration of indigenous organizations and international cooperation. The criteria that the participants would have followed is not known; The observations are therefore derived from the assessment of the available materials. Teaching materials lack an appropriate methodological approach. This is due to the fact that the country does not have bilingual intercultural curricula to guide the education of the indigenous community and, consequently, the development of teaching materials for indigenous languages that promote the interest and immersion of the student in their language and culture. What is considered bilingual education is oriented towards the teaching of foreign languages.

The United Nations Children's Fund (UNICEF, 2009), within the framework of the Regional Program for Intercultural Bilingual Education for the Amazon (EIBAMAZ), based on the review

of the Bilingual and Intercultural Education (EIB) materials produced by Peru, Bolivia and Ecuador, recommends a continuous process of evaluation and validation of educational materials in indigenous languages and in Spanish as L2. In the consideration of this multilateral entity, the three countries must have adequate criteria and instruments for evaluation and validation, as well as a technical team trained in the area.

For its part, UNICEF suggests the creation of a virtual documentation center with digitized materials in various formats typical of computer media; it also points out that it is necessary to promote the development of national curricula that are diversifiable with their own content and close to the regional, local and institutional reality of the native peoples. For this reason, it also points out that it is of utmost urgency to systematize methodological strategies that make it possible to take advantage of the various educational possibilities provided by the rural environment with the participation of students in the construction of their learning with the purpose of enriching their cognitive and communicative capacities. With regard to the production of bilingual intercultural educational material in Bolivia, Ecuador and Peru, he points out that greater importance should be given to the contents of the materials with topics related to the **social and natural** life of the native peoples, but without neglecting the knowledge of other cultures alien to them. It also points out that, from the **communicative approach**, the

materials are of different nature and fulfill different functions. It also considers it important to promote the production of bibliographic material in native languages in literature, science, technology, history, health, social organization, among others, taking as a frame of reference the criteria indicated above. Finally, it maintains that EIB teachers in the aforementioned countries urgently need to have materials that comply with the established guidelines so that they have appropriate methodological resources under their repertoire to systematize and adequately organize their activities related to the teaching-learning process.

3.2. Outcome 2

The following technical criteria are proposed that should complement and enrich the proposals established by the academic and governmental entities mentioned in result 1:

In response to the recommendations made by Tomlinson (2011), Blanco (2010), Duque de la Torre and Barrenechea (2001) and UNICEF (2013), as well as the suggestions established by MINEDU, López, Barraza and Cancino (2021) and the Language Center of the PUCP, regarding criteria to be followed in the development of teaching materials in second languages, it is proposed to consider the methodological criteria, psychopedagogical, interculturality, and structure, as transversal/main axes in the development of the teaching materials of the Quechua language as detailed in Table 2:

Table 2 Criteria for the development of materials

Criteria	Indicators for the development of teaching materials
Methodological criterion (Fundamentals of language teaching-learning)	Communicative situations (dialogic interlearning).
	Real and social use of language for meaningful learning.
	Consideration of the various learning styles.
	Inductive-contextualized grammar (holistic integration of skills).
Psychopedagogical criteria	Consideration of the learner's <i>affective behaviour</i> (motivation, needs, interests, feelings).

(Contributions of psychology in teaching-learning)	<i>Behavioural behaviour</i> (attitudes, values).
Interculturality criterion (Relationship between cultures)	Local, regional, national culture.
	Foreign cultures.
Structure criterion (Relationship of the parts as a whole)	Gradation of content and sequentiality.
	Letter design and illustrations.
	Intercultural sensitivity in content and images (characters, genders, age, values).
	Interrelationship between the units of the material.

a) Methodological criterion

The proposal of this criterion seeks to prioritize that Quechua teaching materials promote diverse communicative situations that allow students to practice the language in real speaking contexts through the use of inductive grammar and lexicon. To do this, it is necessary that the contents, images, characters, linguistic register, among other aspects, reflect the interests and needs, the different learning styles of the students. Materials with these characteristics will activate their previous and cultural knowledge; and, consequently, they will promote active and functional learning of the target language.

b) Psychopedagogical criteria

The consideration of this criterion emphasizes and guarantees that the content of the materials responds to the interests, needs, characteristics, sociocultural patterns, attitudes and values of the students. The use of resources with these qualities motivates in them a positive attitude towards learning the Quechua language and towards all the cultural manifestations of their communities. For this reason, the voice of Quechua teaching materials, understood as informal discourse, the active voice rather than the passive voice, real anecdotes, inclusive language, among others, promote in the student a comfortable, relaxed and close attitude with their realities. This fact encourages the use of Quechua in a natural and

dialogic way, thus facilitating the immersion of the learner in the Andean culture and its different sociocultural contexts.

c) Interculturality criterion:

The purpose of this criterion is that those responsible for developing teaching materials for Quechua as L2 consider topics related to the worldview, tradition, folklore, art, gastronomy, biodiversity, traditional games and other knowledge, both of the Quechua peoples and those of other peoples, as a primary aspect of the contents, so that the materials provide contextualized information about the target language.

d) Structure criterion

The proposal of this criterion makes sense since it emphasizes aspects related to the gradation of content and sequentiality, the design of letters and illustrations, intercultural sensitivity in content and images, and the interrelationship between all the units of the teaching material. In relation to the gradation of content and sequentiality, the technical-pedagogical team in charge of the preparation of materials must consider the number of units that the material will have; as well as the activities and practical exercises that each unit will contain depending on the target users; In addition, it is proposed that the teaching material be organized from least to most complex in terms of linguistic, grammatical

and cultural knowledge.

Regarding the design of letters and illustrations, as well as the intercultural sensitivity of the contents and the interrelationship between all the units of the material, they must respond to the characteristics, needs and interests of the students in terms of images, colors, characters, fonts, size, among other aspects, in order to guarantee attention and motivation to learn the Quechua language by making active use of the learning material, since considerations promote in the student the challenge of further developing their cognitive skills holistically.

IV. Discussion

4.1. Regarding result 1

The research has made it possible to identify and analyze the main technical criteria that guide the development of materials for the teaching of Quechua as a second language in the different national and international educational centers. This question about the development of teaching materials in indigenous languages as a second language is important given that we are part of a culturally and linguistically diverse country; a reality that is manifested in the university's student population that comes from different cultures; and is often in conflict within a majority Spanish-speaking society.

The identification of the main criteria that guide the development of teaching materials for indigenous languages as a second language has been possible thanks to the proposals of theorists such as Tomlison and Blanco, who recommend that aspects such as multiculturalism and the functionality of teaching materials should be considered; for their part, national institutions such as MINEDU propose criteria related to the quality of educational materials which must be in tune with the National Curriculum, the treatment of the contents, the relevance according to the needs of the users and the contexts, the quality of editing and the physical quality; Likewise, the different international centers for the teaching of indigenous languages consider the methodological and structural criteria. Based on the criteria set out in the reviewed literature, the

research team proposes four criteria for the development of teaching materials in native languages as a second language, these are methodological, psychopedagogical, intercultural, and structure.

In relation to the proposals of Tomlison, Blanco and MINEDU, the intercultural aspect is not considered as a criterion in its strict sense but in a general way as part of the criterion of structure and design; likewise, the psychopedagogical criterion is not considered by the MINEDU either, however, in Tomlison's proposal the psychopedagogical is an aspect to be considered; while the methodological and structural criteria coincide with those proposed by the aforementioned authors.

4.2. Regarding result 2

Regarding the technical criteria to be considered for the development of teaching materials in the Quechua language as a second language, our research proposes four criteria:

a) Methodological criterion, promotes diverse communicative situations that allow students to practice the language in real speaking contexts through the use of contextualized grammar and lexicon taking into account their learning styles

b) Psychopedagogical criterion, which responds to the interests, needs, motivation, characteristics, attitudes and sociocultural patterns of the students.

c) Interculturality criterion, which considers as a fundamental aspect issues related to tradition, worldview, folklore, art, gastronomy of the students' local culture, as well as other cultures.

d) Structural criterion, guarantees that the learning materials contemplate the gradation of content and sequentiality, design of letters and illustrations, intercultural sensitivity in the contents and images and the interrelationship between all the units of the educational material in order to guarantee attention and motivation to learn the Quechua language by making active use of the learning material.

Table 3 summarizes the criteria proposed by Tomlinson (2011), Blanco 2010 and MINEDU

(2019), which allow us to appreciate the differences with the criteria proposed by the research team for the development of teaching

materials in native languages as a second language.

Table 3 Technical criteria for the development of educational materials

Tomlinson (2011)	White (2010)	MINEDU (2019)
The materials must have an impact on students.	The materials must consider methodological approaches.	The teaching material must be aligned with the National Curriculum.
The materials must guarantee the student's comfort in terms of content, illustrations, design, among others.	The perspective on language learning and/or teaching must be taken into account.	Consider the treatment of the contents of educational materials.
Materials should have their own voice in terms of informal discourse, reflect the active voice rather than the passive voice, real anecdotes, and inclusive language that avoids hierarchies and issues related to political conflicts.	The functionality of the material	Consider relevance to users and context.
The materials must present a diversity of content where topics of a multicultural and multicultural nature are considered.	The suitability of the material to the target audience (age, origin, language level, among others)	Take into account the quality of editing.
	Structure and design (modern, inclusive, multicultural, presentation, reflection, directed practice, among others)	Consider the physical quality of the material

Respect for the methodological and structural criteria proposed by the research team, although they coincide with those proposed by MINEDU, Tomlinson and Blanco, the latter are characterized by the fact that their purpose is to activate the previous and cultural knowledge of the students

in order to promote the active and functional learning of the target language.

The proposals of Tomlinson, Blanco and MINEDU in relation to the diversity of content and the multicultural and multicultural character of teaching materials are aspects that are part of other criteria, such as the criterion for the

treatment of content indicated by MINEDU or the structure and design proposed by Blanco. It should also be noted that MINEDU specifically proposes criteria related to the quality of the materials, which are broken down into five criteria, as shown in the table; For its part, the research team proposes the intercultural and psychopedagogical aspects as criteria that should be considered for the development of teaching materials for native languages as second languages.

On the other hand, the criteria proposed by the research team are supported by the evaluation of

the guidelines followed in the development of prototypes of teaching materials for Quechua as a second language, which include the recommendations of the specialists of the MINEDU and FORMABIAP EIB program. Their suggestions coincide with the criteria proposed by the aforementioned authors for the development of educational materials. Likewise, the criteria proposed are based on empirical data obtained from the application of the material prototypes in workshops developed with students from the Faculty of Humanities and the Faculty of Dentistry of the Federico Villarreal National University. The results obtained were:

Table 4 Results of the prototype application

Positive aspects of the prototype material	Aspects to improve	Recommendations
The translations given in the instructions of the material led to a better understanding of the activities.	It was noted that the format and design needed to be improved.	The students suggest that the work material should present practical motivational activities such as Kahoot, pupiletras, songs to complete and sing among others.
The inclusion of grammar and lexicon notes helps them to know the particular characteristics of Quechua.		

Precisely, the observations made by the students in the workshops have made it possible to improve the materials considering the needs of the students and the functionality of the material for teaching and learning the target language.

Finally, in addition to postulating that the application of the criteria indicated above is necessary, the research team proposes to prioritize the transversality of the cultural axis in the development of teaching materials. This is because the student population of Peruvian universities, such as the Federico Villarreal National University, are a reflection of the country's linguistic and cultural diversity. Overall, it aims to complement and enrich the recommendations established for the design of teaching materials for Quechua as a second language to guarantee the relevance of the

contents, their functionality and their adequate structuring.

V. Conclusions

In relation to specific objective 1, based on the revised literature and the scope of researchers and national and international institutions in language teaching, it was identified that the common technical criteria that guide the development of teaching materials are the methodological criteria and the structure and design that include recommendations on the treatment of the various contents, consideration of the culture, interests and characteristics of the target users.

In relation to specific objective 2, it is concluded that, for the development of teaching materials in indigenous languages, it is necessary to consider methodological, psychopedagogical,

interculturality and structural criteria; having in all of them as a transversal axis the functional-social use of the language, the affective and cultural

aspect in order to promote the significant learning of the target language.

Bibliographic References

- Ausubel, D. (1983) Learning Theory. CEIF fascicles, 1-10
https://conductitlan.org.mx/07_psicologiaeducativa/Materiales/E_Teoria_del_Aprendizaje_significativo.pdf
- Blanco, A. (2010) Criteria for the analysis, assessment and development of teaching materials for Spanish as a foreign language/second language for children and young people. RESLA 23 (2010), 71-91.
[file:///C:/Users/mario/Downloads/Dialnet-CriteriosParaElAnalisisLaValoracionYLaElaboracionD-3898630%20\(1\).pdf](file:///C:/Users/mario/Downloads/Dialnet-CriteriosParaElAnalisisLaValoracionYLaElaboracionD-3898630%20(1).pdf)
- Universal Declaration of Linguistic Rights (1996). Read in:*
http://www.inali.gob.mx/pdf/Dec_Universal_Derechos_Linguisticos.pdf
- Dewey, J. (1967). Experience and Education. Buenos Aires: Losada.
- Duque de la Torre, A., and Barrenechea, G. H. (2001) The creation of materials for the teaching of foreign languages on the internet. ASELE. Acts XXI. 458- 465.
[file:///C:/Users/mario/Downloads/DialnetLaCreacionDeMaterialesParaLaEnsenanzaDeLenguasExtr-2553445%20\(1\).pdf](file:///C:/Users/mario/Downloads/DialnetLaCreacionDeMaterialesParaLaEnsenanzaDeLenguasExtr-2553445%20(1).pdf)
- Statute of the Federico Villarreal National University 2015. Read in:
www.unfv.edu.pe/site/images/Documentos/.../2017/.../VRAC-ilovepdf-compressed.pdf.
- Gagné, R. (1985). The conditions of learning. Aguilar. Madrid.
- National Institute of Statistics and Informatics – INEI (2017). 2017 National Censuses: XII of Population, VII of Housing and III of Indigenous Communities. <https://censo2017.inei.gob.pe/resultados-definitivos-de-los-censos-nacionales-2017/>
- Krashen, S.D. (1983). Principles and Practices in Second Language Acquisition, Oxford, Pergamo.
- McGrath, I. (2016) Materials Evaluation and Design for Language Teaching. First edition published by Edinburgh University Press. https://edinburghuniversitypress.com/media/resources/9780748694822_Introduction.pdf
- MINEDU (2016). Secondary Education Curricular Program. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.minedu.gob.pe/curriculo/pdf/programa-curricular-educacion-secundaria.pdf
- MINEDU (2019). Vice-Ministerial Resolution No. 053-2019-Minedu.
<https://www.gob.pe/institucion/minedu/normas-legales/392473-330-2019-minedu>
- United Nations (1948). Universal Declaration of Human Rights.*
https://www.un.org/es/documents/udhr/UDHR_booklet_SP_web.pdf
- Larsen-Freeman, D. (2008) Techniques and Principles in Language Teaching. Oxford University Press.
[https://books.google.com.pe/books?hl=es&lr=&id=iJ3Y_wkkwa8C&oi=fnd&pg=PR7&dq=Larsen-Freeman,+D.+\(2008\)+Techniques+and+Principles+in+Language+Teaching.Oxford&ots=FF6Z7VaH8E&sig=z-uuuKHd8ByFYgHqH8RWYnzatr0#v=onepage&q&f=false](https://books.google.com.pe/books?hl=es&lr=&id=iJ3Y_wkkwa8C&oi=fnd&pg=PR7&dq=Larsen-Freeman,+D.+(2008)+Techniques+and+Principles+in+Language+Teaching.Oxford&ots=FF6Z7VaH8E&sig=z-uuuKHd8ByFYgHqH8RWYnzatr0#v=onepage&q&f=false)
- University Law No. 23733. Read in: <https://www.sunedu.gob.pe/nueva-ley-universitaria-30220-2014/>
- General Education Law No. 28044. Read in: http://www.minedu.gob.pe/p/ley_general_de_educacion_28044.pdf
- Law No. 29735, Law that regulates the use, preservation, development, recovery, promotion and dissemination of the native languages of Peru, El Peruano, Lima, Tuesday, July 5, 2011.
http://www.minedu.gob.pe/files/358_201109201112.pdf
- UN (2007). *United Nations Declaration on the Rights of Indigenous Peoples*. Read on September 08, 2017. in: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_es.pdf
- Organization of American States (1969). American Convention on Human Rights.*

https://www.argentina.gob.ar/sites/default/files/derechoshumanos_publicaciones_col_ecciondebolsillo_10_convencion_americana_ddhh.pdf

ILO (1989). *Convention* No. 169. Read in: http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@normes/documents/publication/wcms_100910.pdf

Piaget, J. (1980). *Psychology and pedagogy*. Barcelona: Ariel.

Tomlinson, B. (2011) *Materials Development in Language Teaching*. Cambridge university press. [https://ztcprep.com/library/tesol/Materials Development in Language Teaching/Materials Development in Language Teaching \(www.ztcprep.com\).pdf](https://ztcprep.com/library/tesol/Materials Development in Language Teaching/Materials Development in Language Teaching (www.ztcprep.com).pdf)

General Regulations of the UNFV and its modifications (2020). http://web2.unfv.edu.pe/sitio/transparencia_universitaria/documentos_gestion_reglamentos_reglamentos_universidad/reglamento_general/documento_reglamento_gener

UNICEF (2009) *State of the Art: The Production of Educational Material for Intercultural Bilingual Education in Bolivia, Ecuador and Peru*. United Nations Children's Fund. <https://centroderecursos.cultura.pe/sites/default/files/rb/pdf/Estado%20del%20arte%20La%20Produccion%20de%20Material%20Educativo%20para%20la%20EIB.pdf>

Ussa, M.C., Velandia, D.E., and Waked, M. (2012) Criteria for the elaboration of books in the teaching of Spanish as a foreign language. *Education and science*. 15, 231-248. <file:///C:/Users/usuario/Downloads/Dialnet-CriteriosParaLaElaboracionDeLibrosEnLaEnsenanzaDel-7981971.pdf>

Vargas de Avella (2003) *Educational Materials. Processes and results: Andrés Bello Agreement*. <https://books.google.com.co/books?id=KG3l5RaTwO4C&printsec=frontcover#v=onepage&q&f=false>

Vygotsky, L. S. (1999). *Thought and Language: Theory of the Cultural Development of Psychic Functions* (1st Ed., 1st Reprint.). Buenos Aires: Fausto.