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PROYECTO DE INVESTIGACIÓN:

**“CELEBRATING DIVERSITY: DECONSTRUCTING AND
RECONSTRUCTING CURRICULUM FOR INCLUSION AND
MULTICULTURALISM IN THE UTEQ TEACHER TRAINING PROGRAM”**

AUTORA:

ANDREA VICTORIA BELTRÁN MARÍN

DIRECTOR DE PROYECTO DE INVESTIGACIÓN:

LIC. ALINA MARTÍNEZ HERNÁNDEZ, PhD.

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C.I: 1761149713



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PROYECTO DE INVESTIGACIÓN

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“Celebrating Diversity: Deconstructing and Reconstructing Curriculum for Inclusion and Multiculturalism in the UTEQ Teacher Training Program”

Presentado al Consejo Directivo de Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés

Aprobado por:



PRESIDENTA DEL TRIBUNAL

Lic. Lady Denisse Sánchez Palma, MSc



MIEMBRO DEL TRIBUNAL

Lic. Rosa Cecibel Varas Giler, MSc.

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Lic. Luis Alfredo Camacho Castillo, MSc.

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DEDICATORIA

Este trabajo está dedicado, a mis padres, Carmen Victoria Marín y William Mao Beltrán, quienes han sido mi pilar fundamental y la fuerza que me ha impulsado en cada etapa de mi vida. Gracias por su amor incondicional, por su constante apoyo y por enseñarme con su ejemplo el valor del esfuerzo y la perseverancia. Sin ustedes, nada de esto habría sido posible.

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RESUMEN

La diversidad y la inclusión son aspectos fundamentales en la formación docente, ya que permiten la preparación de educadores capaces de responder a las necesidades de entornos multiculturales. Esta investigación tuvo como objetivo proponer una estrategia transversal para la modificación curricular en el programa de formación docente de la UTEQ, integrando principios de inclusión y multiculturalismo en todas las asignaturas. Para ello, se adoptó un enfoque metodológico mixto con un diseño secuencial exploratorio. Se aplicaron encuestas a 48 estudiantes y se realizaron entrevistas a 7 profesores, utilizando análisis descriptivo y temático para interpretar los datos. Los resultados indicaron que, si bien el currículo aborda la diversidad, su integración no es consistente en todas las materias. Los estudiantes valoran altamente la importancia de comprender la diversidad para su desarrollo profesional, pero expresaron la necesidad de incluir más contenidos relacionados con la multiculturalidad. Por su parte, los docentes señalaron la falta de recursos y estrategias claras para incorporar estos enfoques de manera efectiva en sus clases. Como conclusión, se identificó la necesidad de reformular el currículo docente a través de una estrategia basada en la teoría de la deconstrucción y reconstrucción curricular, garantizando una educación más inclusiva y representativa de diversas realidades culturales.

Palabras clave: currículo inclusivo, diversidad cultural, educación multicultural, formación docente, inclusión educativa.

ABSTRACT

Diversity and inclusion are fundamental aspects of teacher training, as they prepare educators to respond to the needs of multicultural environments. This research aimed to propose a cross-curricular strategy for curriculum modification in the UTEQ Teacher Training Program, integrating principles of inclusion and multiculturalism into all subjects. A mixed-methods approach with an exploratory sequential design was adopted. Surveys were conducted with 48 students, and interviews were conducted with 7 professors, using descriptive and thematic analysis to interpret the data. The results indicated that while the curriculum addresses diversity, its integration is not consistent across all subjects. Students highly value the importance of understanding diversity for their professional development but expressed a need for more multicultural content. On the other hand, professors highlighted the lack of resources and clear strategies to effectively incorporate these approaches into their teaching. In conclusion, the need to reformulate the teacher training curriculum was identified through a strategy based on deconstruction and reconstruction theory, ensuring a more inclusive education that represents diverse cultural realities.

Keywords: cultural diversity, inclusive curriculum, inclusive education, multicultural education, teacher training.

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Abstract: (hasta 300 palabras)	<p>This study proposes a cross-curricular strategy to modify the UTEQ Teacher Training Program, incorporating inclusion and multiculturalism principles. Using a mixed-methods exploratory sequential design, surveys were administered to 48 students and interviews conducted with 7 teachers. Findings show inconsistent integration of diverse topics across courses. The study concludes that the curriculum must be reformulated through a deconstruction-reconstruction approach to promote inclusive and culturally responsive education.</p>		
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1. INTRODUCTION

Education is essential in today's more interconnected world because it equips people to deal with various social, cultural, and linguistic contexts. There has never been a greater need for inclusive and culturally sensitive education as countries grow more diverse. As the main agents of learning, teachers need to possess the information, abilities, and dispositions needed to create an atmosphere where diversity is recognized, appreciated, and included in the curriculum. This is especially crucial in teacher preparation programs, where aspiring teachers build their pedagogical foundations and methods for instructing in diverse classrooms.

Multicultural education has grown in popularity as a crucial tactic for meeting students' diverse backgrounds, viewpoints, and educational requirements. This teaching method aims to ensure that learners from various linguistic, cultural, and ethnic backgrounds feel represented and included in the learning process. Research shows that including multicultural education in teacher preparation programs improves instructors' capacity to establish inclusive learning environments, which eventually improves student engagement and academic achievement (Banks, 2019).

Nevertheless, many teacher preparation programs around the world, including those in Ecuador continue to face difficulties in successfully integrating multicultural and inclusive education ideas. The value of inclusiveness and cultural diversity in education is emphasized in national legislation, although implementation varies. The goal of the Teacher Training Program at Universidad Técnica Estatal de Quevedo (UTEQ) is to equip teachers to serve as mediators in a variety of classroom environments. The existing curriculum does, however, have some significant shortcomings in terms of incorporating inclusive and multicultural education. Future teachers frequently leave school without the skills needed to manage the challenges of culturally diverse classrooms, which hinders their capacity to successfully create inclusive learning environments.

By examining the current curriculum of the UTEQ Teacher Training Program and suggesting a cross-curricular approach that incorporates multicultural education ideas, this study

aims to close these gaps. The project intends to critically analyze current curriculum structures and propose changes that support equality, diversity, and inclusion in teacher preparation by utilizing the theoretical framework of deconstruction and reconstruction. This strategy is in line with current educational theories that support curriculum adaptation throughout time to reflect changing cultural and socioeconomic dynamics (Dewey, 1938; Nieto, 2018).

This research will determine the advantages and disadvantages of the current curriculum concerning multicultural education by concentrating on the viewpoints of instructors and students in the UTEQ Teacher Training Program. Using a mixed-methods approach, the study will collect detailed information on how diversity is currently addressed and viewed in teacher preparation through surveys and interviews. The results will guide the creation of a cross-curricular strategy for incorporating multiculturalism into all subject areas, guaranteeing that aspiring teachers are better equipped to assist varied learning communities.

1.1 Statement of the problem

The UTEQ Teacher Training Program's curriculum states that it is designed to prepare educators to be conflict mediators and promote coexistence. However, the current curriculum fails to adequately equip future teachers with the skills and knowledge needed to manage diverse and multicultural classroom environments. This lack of preparation leads to several significant shortcomings.

Firstly, without proper training in multicultural education, future teachers may lack the cultural competency necessary to understand and respect the diverse backgrounds of their students. This deficiency can result in misunderstandings, biases, and unintentional discrimination, negatively impacting the learning experience and outcomes for students from minority and marginalized groups.

Secondly, the curriculum lacks a strong multicultural framework, leaving teachers unprepared to incorporate culturally responsive teaching practices. Culturally responsive teaching involves recognizing the importance of including students' cultural references in all aspects of learning. "This approach has been shown to enhance student engagement, motivation, and academic success, particularly for students from diverse backgrounds" (Gay, 2018).

Without this preparation, teachers may rely on outdated or ineffective methods that do not resonate with all students, widening the achievement gap.

Additionally, the curriculum does not emphasize conflict mediation skills, leaving future educators unprepared to handle the inevitable conflicts that arise in diverse classrooms. Effective conflict mediation is crucial for maintaining a positive and inclusive classroom environment, fostering mutual respect and understanding. Teachers without these skills may struggle to create a conducive atmosphere for learning for all students.

Moreover, the curriculum does not address the need for teachers to promote coexistence adequately. In today's globalized world, students must learn to coexist peacefully with people from different cultural, religious, and ethnic backgrounds. Teachers play a vital role in imparting these values, but they can only do so effectively if they are well-prepared and culturally competent.

In summary, the current UTEQ Teacher Training Program curriculum does not sufficiently prepare future educators for the realities of increasingly multicultural and diverse classrooms. This significant gap in teacher preparation hinders their effectiveness, impacting students' educational outcomes and broader society. Addressing this gap is crucial to ensure educators are equipped with the necessary skills and knowledge to foster inclusive, equitable, and effective learning environments for all students.

1.2 Justification

This research is significant because it addresses the urgent need to modify the curriculum to include comprehensive intercultural training. By integrating deconstruction theory, which allows us to critically analyze and reframe traditional educational paradigms, we can create a more inclusive and effective training program.

In today's increasingly multicultural classrooms, the ability of educators to effectively manage and celebrate diverse cultures and backgrounds is critical. The UTEQ Teacher Training Program currently lacks sufficient emphasis on preparing future educators for this challenge.

1.3 Objectives

1.3.1 General Objective

To propose a cross-curricular strategy integrating all subjects into the inclusion and multiculturalism education in the UTEQ English Teacher Training program.

1.3.2 Specific Objectives

- ❖ Review relevant literature on deconstruction theory and multicultural education
- ❖ Identify teachers' and students' perceptions regarding current curriculum gaps.
- ❖ Identify the stages, subjects, and contents relevant for the strategy.
- ❖ Apply deconstruction theory to reshaping content into a culturally responsive program.

2. THEORETICAL FRAMEWORK

2.1 Conceptual Framework

Understanding the main concepts in this study, culturally responsive teaching, inclusion, multiculturalism, and curricular deconstruction and reconstruction is made easier by the conceptual framework. It acts as a road map that directs the investigation by highlighting the meanings and connections between key ideas.

The methodical incorporation of various cultural viewpoints, identities, and knowledge systems into instructional strategies is known as multiculturalism in education. Multicultural education, according to Banks (2019), is a concept and reform movement aimed at enhancing educational equity and inclusiveness. Content integration, knowledge construction, equity pedagogy, reducing bias, and creating an empowering school atmosphere are all included. This educational strategy not only promotes equity but also acts as a tool to strengthen social cohesiveness in a worldwide society. In multilingual and multiethnic situations like Ecuador, multiculturalism fosters mutual respect and understanding amongst pupils from different origins.

Furthermore, multicultural education influences national identity formation, community connections, and institutional activities outside of the classroom. It opposes ethnocentric presumptions and promotes pluralistic and contextual learning models over Eurocentric knowledge hierarchies that are centrally located. This epistemic change is required to promote critical democratic involvement and global citizenship, as stated by Kincheloe and Steinberg (2019). When developing teachers who will be committed with meeting the educational requirements of indigenous and Afro-Ecuadorian populations—whose voices have historically been ignored within formal education systems—these concepts become especially important.

In the modern educational setting, inclusion means removing obstacles that limit all students, particularly those from underrepresented backgrounds, from participating and succeeding (Ainscow, 2020). Flexible curricula, customized instruction, and diverse school cultures are characteristics of inclusive education. To provide fair access to educational opportunities, Booth and Ainscow (2020) define it as a process of detecting and reducing

exclusionary practices. This involves developing educational opportunities that consider a variety of learner characteristics, including cognitive, social, cultural, linguistic, and physical. It also requires a systemic change that includes infrastructure, professional development, policy, and assessment procedures.

The idea of inclusivity is dynamic. It changes because of global mobility, changing social standards, and technological advancements that affect the way education is received and experienced. According to Florian and Beaton (2018), a cultural shift in teachers' perspectives is also necessary for inclusive education, highlighting diversity as a pedagogical benefit rather than an issue that needs to be controlled. Therefore, the UTEQ Teacher Training Program needs to provide teachers with the skills they need to exercise pedagogical flexibility in multicultural settings and foster inclusive mindsets.

Derrida's (1967) work served as the foundation for deconstruction, which enables a critical examination of conventional knowledge systems and educational frameworks. It exposes ingrained prejudices, questions prevailing narratives, and advances alternative epistemologies. Deconstruction in education makes it easier to reevaluate the curriculum's content and raise issues about whose knowledge is valued and whose opinions are ignored. Rethinking the effects of colonialism that still influence curriculum choices in emerging nations like Ecuador requires this accurate interrogation.

Deconstruction is a generative process that reveals opportunities for creativity and regeneration rather than just a means of critique. This is a process of challenging curriculum standards and putting up alternative frameworks that prioritize underrepresented perspectives, according to McLaren (2019). Deconstruction can be used as a tool in the UTEQ context to reveal the hidden curriculum, or the unspoken standards, expectations, and attitudes that maintain unfair practices.

Reconstruction is the process of redesigning instructional strategies and materials to better conform to social justice and equality ideals. According to Dewey (1938), a curriculum that emphasizes democratic and experiential learning should change with society. Rebuilding the curriculum incorporates a variety of viewpoints, promotes critical thinking, and equips students to handle today's social issues. This means that pre-service teachers should acquire the

skills necessary to critically interact with curriculum, modify content for a range of student demographics, and co-create knowledge with students.

Consequently, reconstruction is a moral as well as a technological effort. To jointly develop curricula that are forward-thinking and culturally grounded, stakeholders, educators, students, communities, and legislators must work together. To provide students with fair access to high-quality educational opportunities and foster social cohesion in pluralistic communities, the revised curriculum should be inclusive in both content and practice.

These ideas come together to produce the central idea of the study question. To prepare teachers to act as change agents in a variety of learning situations, the conceptual framework emphasizes the necessity of a transformative teacher education curriculum that incorporates inclusion and multiculturalism into all subject areas.

2.2 Theoretical Framework

This study's theoretical foundations are based on several concepts that support a multicultural and inclusive approach to curriculum design. These include constructivism, sociocultural theory, critical pedagogy, deconstruction theory, and culturally responsive instruction. The complex nature of diversity in educational environments can be understood and addressed through the different perspectives provided by each theoretical approach.

Derrida's (1967) theory of deconstruction offers a critical perspective for analyzing pedagogy and educational content. Teachers can expose hidden cultural hierarchies and oppose exclusionary practices by deconstructing conventional curriculum structures. According to McLaren (2019), alternative and marginalized narratives can be incorporated into established curriculum by deconstructing them, which frequently reinforce dominant beliefs. When examining how national curricula, especially in Latin American contexts, continue to reinforce colonial frameworks, this theoretical tool is invaluable.

Critical pedagogy, as developed by Paulo Freire and later expanded by McLaren (2019), considers teaching to be a political act. It gives students the confidence to challenge established hierarchies and promote social change. This teaching strategy is in line with Banks' (2019) multicultural education, which aims to advance social justice and incorporate various cultural

viewpoints. By encouraging teachers to develop critical consciousness and take reflective action, critical pedagogy offers a basis for revolutionary practice.

The reconstructionism of Dewey (1938) promotes an experience-based, flexible education that adapts to shifting social norms. His work emphasizes how crucial it is to promote democratic ideas and connect learning to real-world situations. Rebuilding the curriculum in the context of teacher preparation entails incorporating multicultural and inclusive topics throughout the course. Dewey's focus on community involvement and the learner experience aligns with constructivist frameworks, which emphasize active engagement in the creation of knowledge.

Learning is socially mediated and culturally contextualized, according to Vygotsky's (1978) sociocultural theory. Interactions co-create knowledge, and learning is most successful when it incorporates students' cultural backgrounds. This is supported by Piaget's constructivist theory, which holds that students actively interact with their surroundings to acquire information (Piaget & Vygotsky, 1978). These ideas guide instructional strategies that respect the cultural resources that students bring to the classroom and promote dialogue and group projects.

Culturally responsive teaching (Gay, 2018) supports the integration of students' cultural identities into the learning process. This approach enhances relevance, engagement, and academic success. It involves recognizing students' prior knowledge and experiences and using them as assets in instruction. Teachers who adopt this approach are better equipped to navigate cultural differences, build inclusive classroom communities, and tailor instruction to diverse learner needs.

Recent research by Cushner (2021) suggests that teacher education should include culturally responsive pedagogies. These scholars contend that prospective educators must be ready to understand cultural diversity, debunk myths, and employ equitable teaching methods. This calls for considering the sociolinguistic diversity of Ecuador's indigenous and Afro-descendant populations and integrating their perspectives into educational materials.

The study's strategy for curriculum transformation is informed by these theoretical stances taken together. They support an educational approach that is dynamic, inclusive, and

sensitive to students' cultural differences. They also support the moral need to promote justice and equity in education, which emphasizes the need to update the UTEQ Teacher Training Program to take these values into account.

2.3 Legal Framework

National and international requirements that support inclusive and multicultural education form the foundation of the legislative framework that supports this study.

The right to an inclusive and multicultural education is protected at the national level by the Republic of Ecuador's 2008 Constitution. Education is framed in Article 26 as a social inclusion tool and a fundamental human right. The national education system is required by Article 347 to support multilingual education and respect cultural diversity. A normative basis for curricular reform that integrates the principles of equity, inclusivity, and intercultural knowledge is established by these laws.

In Ecuador's educational system, the values of diversity and inclusion have been established in the Organic Law of Intercultural Education (LOEI, 2011). It stipulates that educational institutions integrate bilingual and multicultural approaches, especially in teacher preparation programs. The law offers a legal foundation for the creation of inclusive curricula and highlights the necessity of culturally sensitive teachers. LOEI encourages the incorporation of ancestral knowledge systems into formal education and requires that local languages be used in schools that serve indigenous communities.

Ecuador has signed several international human rights agreements and educational frameworks that promote inclusive education. All people should have access to inclusive, egalitarian, high-quality education and opportunities for lifelong learning, according to the United Nations Sustainable Development Goal 4 (UN, 2015). Furthermore, the significance of integrating heterogeneous students into mainstream education is emphasized by the Salamanca Statement (1994) and UNESCO's Convention against Discrimination in Education. These frameworks call on governments to eliminate the mental and structural obstacles that prevent students from fully engaging in school.

The importance of education in fostering social integration and cultural identity is emphasized by the Inter-American Convention on Human Rights and its Additional Protocol on Economic, Social, and Cultural Rights. Ecuador's commitment to these global principles demonstrates the importance and validity of diversity-embracing curriculum revisions. These legal documents impose the obligation on nations to preserve and advance linguistic and cultural variety and proclaim that cultural rights are inextricably linked to the right to education.

The Andean Community Educational Framework encourages cooperation in multilingual and intercultural education throughout Latin America on a regional level. By promoting the creation of curriculum that represent the language and customs of indigenous peoples, this framework supports national policy. Transnational initiatives and teacher exchanges that promote mutual learning and cooperation across Andean countries are examples of the region's dedication to interculturality.

All things considered, the legal framework supports the state's obligation to guarantee inclusive and culturally appropriate education. It offers a strong framework for the UTEQ Teacher Training Program's reform, directing the curriculum's integration of inclusive and multicultural concepts. Legal requirements are not just responsibilities but also opportunities for change, offering the framework for moral and educational advancement.

The philosophical, theoretical, and legal foundations of the investigation have been explained in this chapter. The main concepts of inclusion, deconstruction, multiculturalism, and curricular reconstruction are made clear by the conceptual framework. Diverse educational theories that promote inclusive and culturally sensitive instruction are integrated within the theoretical framework. The legal framework emphasizes the moral and legal necessity of curriculum reform by establishing these ideas in national and international mandates. These frameworks work together to guide the study's strategy for converting the UTEQ Teacher Training Program into an equity and diversity model, highlighting the importance and necessity of incorporating inclusive and multicultural values into future teachers' training.

3. METHODOLOGY

3.1 Location

The study was conducted at the Universidad Técnica Estatal de Quevedo (UTEQ), specifically within the Teacher Training Program. This institution provides the academic environment necessary for analyzing how multiculturalism and inclusion are integrated into the curriculum. The research focused on students and faculty members within the program to assess their perspectives on curriculum modifications aimed at enhancing diversity and inclusion.

3.2 Type of Research

This study follows a mixed-methods research approach, incorporating both qualitative and quantitative methods. The study aligns with a critical paradigm combined with postmodernism, which allows for an in-depth exploration of power dynamics, cultural biases, and the promotion of social justice in education. The qualitative approach was used to analyze faculty perceptions through interviews, while the quantitative approach was employed to assess student opinions via surveys. This combination provides a comprehensive understanding of the effectiveness of multicultural and inclusive education in the UTEQ Teacher Training Program.

The research was designed as an Exploratory Sequential Mixed-Method Study, consisting of two distinct phases:

- **Quantitative Phase:** A structured survey was administered to 48 students to gather broad statistical insights.
- **Qualitative Phase:** 7 participants were purposefully chosen for semi-structured interviews, providing in-depth perspectives to complement the survey data.

3.3 Research Methods

The research employed descriptive and interpretative methods to analyze the data collected. The descriptive method was used to summarize students' survey responses numerically, while the interpretative method helped in analyzing interview data, allowing for a deeper understanding of faculty perceptions and the implications of multicultural education in teacher training.

3.4 Sources of Data Collection

Data for this study was collected from both primary and secondary sources:

- **Primary Sources:** Surveys conducted with 48 students and interviews with 7 purposefully selected professors.
- **Secondary Sources:** Literature reviews, academic journals, and institutional reports related to multicultural and inclusive education.

3.5 Research Design

The research followed a non-experimental, cross-sectional design. The study did not manipulate any variables but instead sought to observe and analyze existing perceptions regarding diversity in the curriculum. The cross-sectional nature of the study allowed for data collection at a single point in time, providing a snapshot of how multicultural and inclusive education is perceived within the Teacher Training Program.

3.6 Research Instruments

Two primary instruments were used for data collection:

1. **Surveys:** Structured surveys with closed-ended questions, using a Likert scale, were administered to 48 students to measure their perceptions of diversity and inclusion in the curriculum. The questions focused on key aspects such as the extent to which multiculturalism is addressed, its importance for professional development, and students' confidence in applying diversity concepts.

2. **Interviews:** Semi-structured interviews were conducted with 7 purposefully selected professors to gather qualitative insights on how multicultural and inclusive education is integrated into their teaching practices. Open-ended questions allowed professors to elaborate on their experiences, challenges, and recommendations for curriculum improvement.

3.7 Data Treatment

The collected data underwent a rigorous treatment process:

- **Quantitative Data:** The survey responses were analyzed using statistical methods, including descriptive analysis, where the mean was calculated to interpret students' perceptions, calculating means and frequency distributions to interpret students' perceptions.

- **Qualitative Data:** The interviews were transcribed and analyzed using thematic coding to identify recurring patterns and insights related to the integration of multicultural and inclusive education.

- The following table presents a summarized qualitative analysis of interviews conducted with 7 professors regarding the inclusion of multiculturalism and diversity in their courses. The table categorizes the most relevant themes discussed during the interviews, highlighting the most frequently mentioned phrases and words. Additionally, it provides a formulation of meanings based on the responses, showcasing the perspectives of professors on the advantages, challenges, and impact of multicultural education in the UTEQ teacher training program. This analysis offers valuable insights into how multicultural and inclusive education is perceived and implemented, as well as the areas that require further development and support.

Category	Representative Phrases	Formulation of Meanings
Understanding of Inclusion and Multiculturalism	Inclusion, diversity, representation, cultural awareness.	Inclusion means addressing cultural differences and making students aware of diversity. While some courses do not explicitly incorporate these aspects, there is recognition of their importance.
Advantages of Multicultural Perspectives	Empathy, respect, broad worldview, diverse interactions.	Exposure to diverse viewpoints fosters open-mindedness and global awareness. However, structured strategies for implementation are still a challenge in some courses.
Enhancing Course Content with Cultural Examples	Customs, traditions, cultural behaviors, real-world context.	Integrating real-world cultural contexts enhances student comprehension and engagement. Professors highlighted the need for more structured resources to facilitate this.
Impact of Cultural Inclusion on Student Understanding	Language, global use, culture, communication.	Students gain a deeper understanding of how culture shapes communication and identity. Courses that incorporate these aspects see improved student engagement.
Challenges in Implementing Multiculturalism	Student resistance, misunderstandings, respect, curiosity.	Teachers need strategies to facilitate discussions and ensure students respect diverse viewpoints. Institutional support is needed to help integrate these perspectives effectively.
Integration of Multiculturalism in Course Content	Case studies, media, diverse teaching materials.	Ensuring an inclusive environment helps students from all backgrounds feel represented. The use of real-

		world cultural content enhances learning outcomes.
Effective Teaching Strategies for Multicultural Perspectives	Simulations, real-world examples, cultural immersion.	Engaging students through cultural comparisons enhances their understanding. Tools such as podcasts, international news, and interactive discussions prove effective.
Student Feedback on Diversity	Engagement, connection, cultural reality, inclusion.	Multicultural inclusion positively influences student motivation and participation. It fosters a stronger sense of belonging in the learning environment.
Challenges in Teaching Multiculturalism	Adapting materials, resources, global relevance.	Teachers need to balance traditional course content with culturally responsive adaptations. Institutional guidance is essential for seamless implementation.
Impact of Multiculturalism on Student Engagement	Participation, representation, belonging, motivation.	Multicultural inclusion enhances motivation and fosters a sense of belonging. Inclusive teaching practices contribute to improved student performance and engagement.

Figure 1: Interview Analysis

- **Data Triangulation:** To enhance the validity and reliability of the findings, the study cross-compared survey results with interview responses, identifying common themes and divergences.

3.8 Human and Material Resources

- **Human Resources:** The research involved participation from students, professors, and academic personnel at UTEQ. The researcher conducted the surveys and interviews, while faculty members provided their perspectives on the curriculum.

- **Material Resources:** The study required access to academic databases, recording equipment for interviews, statistical software for data analysis, and institutional documentation related to the teacher training curriculum.

4. RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

This study incorporates both quantitative and qualitative data to evaluate the integration of multiculturalism and diversity within the UTEQ Teacher Training Program. The data was collected through surveys with 48 students and interviews with 7 professors, providing a comprehensive analysis of students' perceptions and faculty insights regarding the presence of diversity in the curriculum.

The quantitative data is represented through figures, illustrating student responses to key questions about their experience with multicultural content, confidence in applying diversity-related concepts, and expectations for a more inclusive curriculum. Qualitative data, obtained from professors interviews, offers deeper insights into challenges, strategies, and pedagogical approaches related to inclusive education.

The first survey question examined how well students believe the curriculum addresses multiculturalism and diversity. The mean response was 3.70 (on a scale of 1 to 5), suggesting that diversity is moderately included but not consistently integrated across courses. Most students answered “Sometimes” (21 students) or “Almost Always” (18 students), while only a small group (7 students) stated that diversity is “Always” included, and 2 students believed it is “Almost Never” addressed.

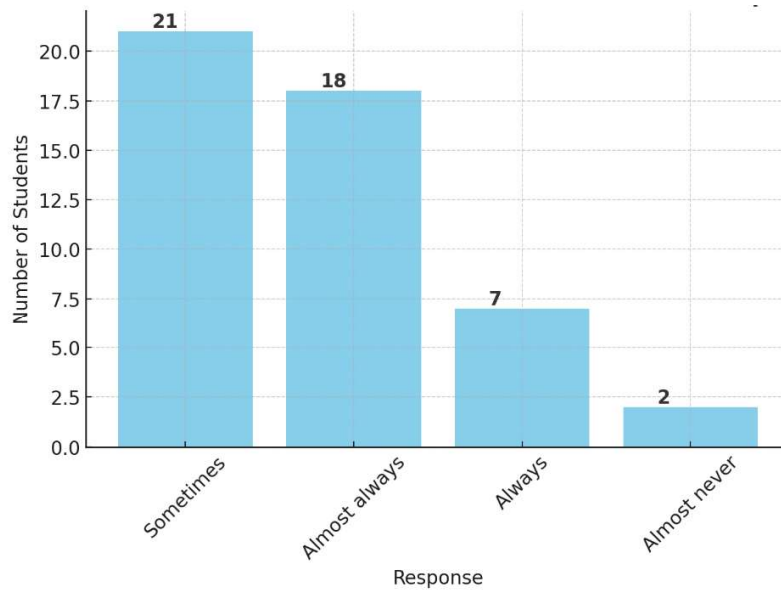


Figure 2: To what extent does the curriculum address diversity?

In the second question, students overwhelmingly agree that multicultural competence is crucial for their professional careers. The mean response was 4.75, the highest-rated survey item, demonstrating that future teachers recognize the significance of understanding diversity in their work. 37 students rated it as “Very Important”, while 10 rated it as “Important”, and only 1 student expressed a neutral opinion.

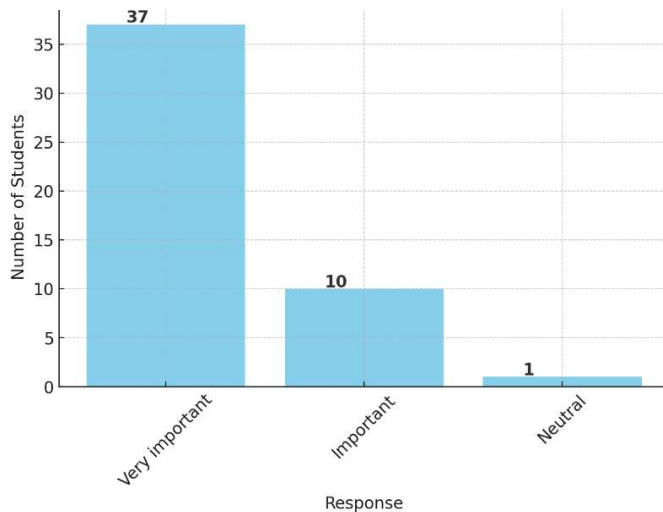


Figure 3: How important is understanding diversity for your professional future?

Another key aspect of the study examined whether students felt the curriculum equipped them for teaching in a globalized world. The mean response was 4.33, indicating that while many students feel somewhat prepared, there is still room for improvement. 23 students agreed that the curriculum prepared them, while 21 students strongly agreed. However, a small percentage (3 students were neutral, and 1 disagreed) felt the curriculum did not fully prepare them for global teaching.

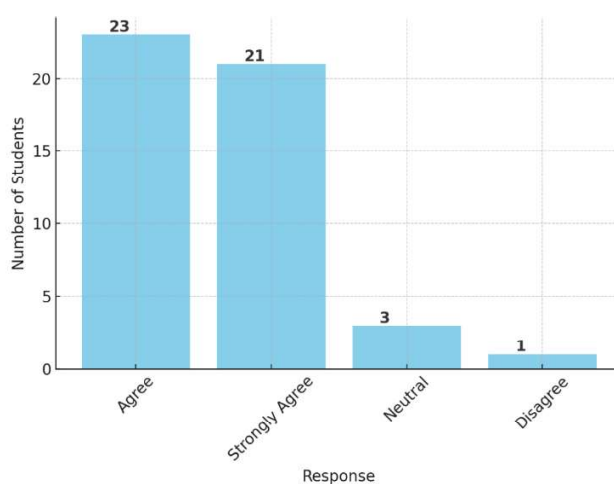


Figure 4: Does diversity in the curriculum prepare students for a globalized world?

When asked to evaluate the current emphasis on cultural and linguistic diversity in their courses, students provided mixed responses. The mean score was 3.79, indicating that some level of diversity is present, but it is not strongly emphasized. 28 students rated it as “Good”, while 12 remained neutral, and 6 students considered it “Excellent”. However, 2 students rated it as “Poor”, showing that some do not perceive significant inclusion of cultural and linguistic diversity in the curriculum.

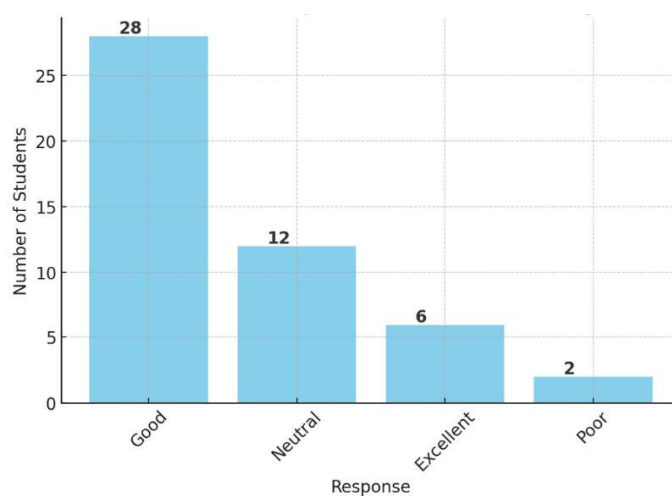


Figure 5: Evaluation of the current emphasis on cultural and linguistic diversity

The demand for greater inclusion of multicultural content was high, with a mean score of 4.29. The majority of students responded “Strongly Agree” (22 students) and “Agree” (19 students), while 6 remained neutral and only 1 student disagreed. This result highlights a strong student interest in expanding diversity-related content.

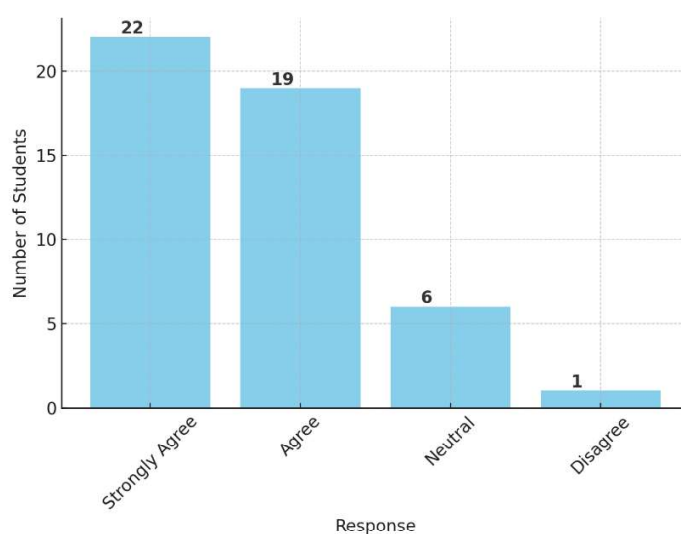


Figure 6: Should the curriculum include more diversity-related topics?

Students were also asked how confident they feel about applying diversity-related concepts in their future teaching practices. The mean score was 3.71, indicating a moderate level of confidence but not complete readiness. The most common response was “Confident” (25 students), followed by “Very Confident” (11 students), while 10 students reported being somewhat confident and 2 students expressed only slight confidence.

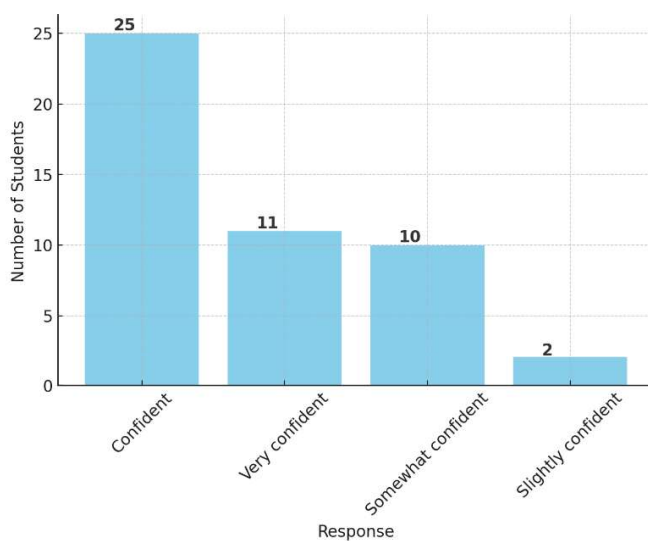


Figure 7: How confident are you in applying diverse concepts in teaching?

The final survey question explored how frequently multicultural topics are discussed in class. The mean score was 3.72, indicating that diversity is discussed periodically but not consistently. 20 students responded “Usually”, while 13 chose “Sometimes”, and 10 stated that diversity is “Always” discussed. However, 5 students reported that these discussions rarely happen, highlighting inconsistencies in faculty approaches to multicultural education.

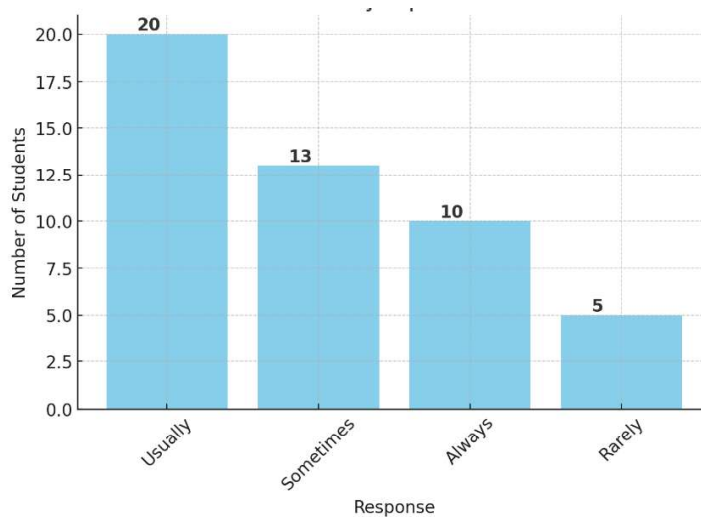


Figure 8: How often are diversity topics discussed in class?

4.2 Discussion

The findings of this study indicate that while diversity is moderately addressed in the curriculum of the UTEQ Teacher Training Program, there remains significant room for improvement. The survey results show that students perceive diversity-related content as important for their future careers (Mean = 4.75) and believe it prepares them for a globalized world (Mean = 4.33). However, they also express a desire for more diversity-related topics to be included (Mean = 4.29), suggesting that the current curriculum does not sufficiently emphasize multiculturalism and inclusion.

These findings align with existing research on teacher education and diversity. Studies emphasize the need for curriculum reconstruction to better integrate multicultural education and prepare future teachers for diverse classrooms. Ross & Chan (2023) highlight that developing multicultural teacher knowledge requires drawing from teacher and student experiences to inform curriculum design, underscoring the importance of experiential learning in teacher training. Similarly, Delk (2019) found that pre-service teachers often feel underprepared to work with culturally diverse students due to a lack of effective multicultural training in credentialing programs.

While students report moderate confidence in applying diversity-related concepts (Mean = 3.71), this suggests that they may not receive adequate practical experience in integrating these principles into their teaching. Pavlova (2020) argues that effective multicultural education requires not only theoretical knowledge but also hands-on strategies for navigating diverse classrooms. Likewise, Imouri (2021) reports that integrating multicultural education courses into teacher training positively impacts pedagogical attitudes and encourages inclusive teaching practices.

Another critical aspect of the findings is the frequency of diversity discussions in class (Mean = 3.72). While these discussions occur moderately often, they are not consistent across all courses. Research suggests that systematic and continuous engagement with diversity-related content is crucial for building cultural competence among future educators.

Given these insights, it is imperative for the UTEQ Teacher Training Program to actively deconstruct and reconstruct its curriculum. The emphasis should be on embedding multicultural and inclusive education principles across courses rather than confining them to standard-alone modules. This can be achieved by integrating experiential learning opportunities, reflective practices, and case studies that expose students to real-world diversity scenarios. Furthermore, faculty professional development should be prioritized to ensure educators are equipped to facilitate these discussions effectively.

The qualitative analysis of interview data reveals that teachers and students generally view inclusion as the recognition and integration of diverse backgrounds, beliefs, and experiences. This aligns with Ross & Chan (2023), who emphasize the importance of acknowledging personal experiences in shaping multicultural teacher knowledge. Many participants stressed that ensuring all students feel represented in the curriculum fosters an equitable and respectful learning environment, supporting findings by Imouri (2021), who argues that incorporating multicultural perspectives into teacher training significantly enhances inclusivity in the classroom.

The inclusion of multicultural perspectives in teaching was widely seen as a way to encourage empathy, respect, and critical thinking among students. Exposure to diverse viewpoints enhances students' understanding of global perspectives and promotes open-mindedness, a point supported by Delk (2019), who found that pre-service teachers trained in multicultural education were better prepared to address cultural differences in the classroom. However, some teachers in this study highlighted the challenges of achieving meaningful integration due to a lack of structured support, reinforcing the argument by Pavlova (2020) that successful multicultural education requires both theoretical and practical strategies.

Teachers also acknowledged that incorporating cultural norms, traditions, and behaviors into course content can make lessons more engaging and relatable. This supports findings by Kozubovska et al. (2020), who suggest that integrating cultural contexts into

teaching practices helps bridge the gap between theory and real-world application. Many educators in this study emphasized the use of real-world examples, case studies, and media exposure (e.g., podcasts, cultural texts) to enhance students' engagement. Similarly, Ferrarini (2023) highlights the benefits of experiential learning and community-based education in fostering multicultural awareness.

Despite the benefits, several challenges to implement multicultural education emerged from the interviews. One key issue was student resistance to unfamiliar cultural norms, which can lead to discomfort or misunderstandings. This is consistent with findings by Shapira & Amzalag (2024), who note that structured intercultural exchanges can help students navigate cultural differences more effectively. Additionally, teachers identified curriculum constraints, a lack of resources, and biases in existing course materials as barriers to effectively embedding multicultural perspectives. These findings echo Pavlova (2020), who suggests that comprehensive institutional support is necessary to sustain meaningful multicultural curriculum reform.

In summary, the qualitative findings reinforce the importance of integrating multicultural education more holistically into the UTEQ Teacher Training Program. By addressing both pedagogical and institutional challenges, the program can better equip future educators to foster inclusive learning environments that celebrate diversity and cultural understanding.

5. STRATEGY: INTEGRATING CULTURAL PERSPECTIVES INTO THE ENGLISH TEACHER TRAINING CURRICULUM

Based on the findings from the survey responses and faculty interviews, it is evident that while multiculturalism and inclusion are recognized within the UTEQ Teacher Training Program, their integration remains inconsistent and largely theoretical. Students acknowledge the importance of diversity for their professional development and feel that multicultural content enhances their preparation for a globalized world.

To fill these gaps, this proposal presents an interdisciplinary strategy that aims to integrate seamlessly multicultural and inclusive education in all subjects. Rooted in the theory of deconstruction, this approach allows for a critical examination and restructuring of the curriculum to ensure that inclusion and diversity are not complementary elements but fundamental pillars of teacher training. The strategy emphasizes incorporating multicultural themes and diverse perspectives, allowing future educators to interact with content from a variety of authors and global viewpoints. By incorporating these principles into the different subjects, pre-service teachers will develop a wider and more inclusive understanding of educational concepts, equipping them with the necessary skills to navigate and promote diversity in their professional practice.

5.1 Objective

To implement a vertical, cross-curricular approach that integrates cultural perspectives into all subjects of the Teacher Training Program, making it more inclusive.

The strategy will be applied progressively throughout semesters, ensuring that each subject, regardless of its direct connection to cultural studies, contributes meaningfully to the intercultural competence of future educators. Even courses that may seem less related to cultural formation will be restructured to incorporate cultural dimensions, enriching students' perspectives and pedagogical approaches.

Each course within the program will be reviewed to identify how its content can support the overarching goal of multicultural and inclusive education. This will involve identifying subject-specific contributions to cultural awareness and intercultural competence, redesigning course content to include cultural perspectives relevant to teaching diverse student populations,

and ensuring alignment with a transversal intercultural strategy, making cultural integration a core element of teacher preparation.

By implementing this strategy, the Teacher Training Program will strengthen its commitment to diversity, inclusion, and multicultural education, preparing future educators to navigate and enrich diverse learning environments effectively.

5.2 Foundations

This strategy is built on the foundational principles of Deconstruction, Multiculturalism, Constructivism, and Connectivism. The deconstruction approach encourages a critical analysis of traditional curricula to ensure that multicultural and inclusive education are embedded across all subjects. Constructivism supports active learning and critical thinking, while connectivism fosters the integration of global perspectives through digital resources and interdisciplinary collaboration.

5.3 Stages

The curricular stage of this strategy ensures that intercultural and inclusive orientations are integrated within each subject's content. Rather than treating diversity as a standalone topic, it is woven into existing courses, enriching students' understanding of multicultural perspectives through contextualized learning materials, diverse authors, and culturally responsive pedagogical methods.

5.4 Components

5.4.1 Interdisciplinary Integration

Each subject will include themes and readings that reflect multicultural and diverse perspectives, ensuring that students engage with pedagogical theories from Latin America and other global contexts.

5.4.2 Active Learning Approaches

The strategy incorporates interactive methodologies, including:

- Collaborative groups work to encourage diverse viewpoints.
- Gamification techniques to make learning engaging and meaningful.

- Indigenous language studies to promote linguistic diversity.
- Case studies from different parts of the world to develop global awareness.

5.4.3 Faculty Development and Curriculum Restructuring

- Training sessions for faculty members to equip them with tools for inclusive teaching.
- Curriculum adjustments to ensure multicultural topics are fully integrated into lesson planning and assessment.
- Encouraging student-led discussions to foster critical reflection on global perspectives.

5.4.4 Actors

❖ Professors and Curriculum Designers

Responsible for embedding multicultural perspectives into course content.

❖ Students

Active participants in multicultural dialogues and project-based learning.

❖ Institutional Leaders

Provide resources and policy support to sustain the curriculum shift.

5.5 Curricular dimension

Semester	Subject	Theme	Cultural Content	Skills to Develop
I	Filosofía de la Educación	Educational Philosophies	Paulo Freire (Brazil) – Critical pedagogy and education as a tool for liberation; John Dewey (USA) – Progressive education and learning by doing; José Martí (Cuba) – Education for social change	Critical thinking on different educational models and their cultural impact

I	Pedagogía General	Latin American Perspectives on Pedagogy	Simón Rodríguez (Venezuela) – Education as a tool for societal transformation; Domingo Faustino Sarmiento (Argentina) – Educational reform and teacher training; Lev Vygotsky (Russia) – Sociocultural learning theory	Understanding how education adapts to cultural and social contexts
I	English I	Language and Identity in Latin America	Gabriel García Márquez (Colombia) – Language as an identity marker in literature; Chimamanda Ngozi Adichie (Nigeria) – The danger of a single story and linguistic perception	Analyzing how language shapes identity and social experiences
II	Didáctica General	Multicultural Didactics and Inclusive Education	María Montessori (Italy) – Child-centered teaching; Jean Piaget (Switzerland) – Constructivism and cognitive learning; Rosa María Torres (Ecuador) – Literacy and alternative education methods	Designing flexible and inclusive teaching methods
II	Psicología Educativa	Sociocultural Perspectives on Learning	Lev Vygotsky (Russia) – Zone of Proximal Development (ZPD) and social learning; Howard Gardner (USA) – Multiple	Recognizing the role of cultural and cognitive diversity in learning

			intelligences; Ana Teberosky (Argentina) – Literacy development in children	
II	English II	The Role of Indigenous Languages in English Learning	Noam Chomsky (USA) – Universal Grammar and language acquisition; Luis Enrique López (Peru) – Bilingual intercultural education in Latin America	Understanding how bilingualism affects language learning
III	Introduction to Linguistics	Linguistic Diversity and Multilingual Societies	Orlando Alba (Dominican Republic) – Spanish language variation in Latin America; Ferdinand de Saussure (Switzerland) – Structural linguistics	Recognizing linguistic variations and their influence on identity
III	English III	Oral Traditions and Storytelling in Language Learning	Eduardo Galeano (Uruguay) – The role of oral history in Latin America; Rigoberta Menchú (Guatemala) – Indigenous narratives and their impact on cultural identity	Using oral storytelling to teach language and culture
IV	Methods and Approaches in LT	Culturally Responsive Teaching in Second Language Learning	Stephen Krashen (USA) – Second language acquisition theories; Kumaravadivelu (India) – Postmethod pedagogy and critical awareness in teaching	Adapting language teaching methods to different cultural contexts

IV	Professional Deontology and Ethics	Ethics in Inclusive and Multicultural Education	Martha Nussbaum (USA) – The capabilities approach in education; Pablo Gentili (Argentina) – Equity and justice in education policy	Developing an ethical framework for inclusive education
IV	English IV	Literature as a Reflection of Cultural Identity	Isabel Allende (Chile) – Magical realism and female identity; James Baldwin (USA) – Race, language, and power; Chinua Achebe (Nigeria) – Postcolonial literature and language politics	Examining literature as a tool for exploring cultural diversity
V	Educational Research	Qualitative Research in Multicultural Education	Patricia Gándara (Mexico/USA) – Educational access for marginalized groups; Michael Apple (USA) – Ideology and power in education research	Conducting research that considers diverse social and cultural backgrounds
V	Educational Technology in ELT	Digital Inclusion and Accessibility in Education	Sugata Mitra (India) – The Hole in the Wall experiment on self-directed learning; César Coll (Spain) – The role of ICT in modern pedagogy	Using technology to bridge gaps in education
V	TEFL I Oracy Skills	Multilingualism and Pronunciation in Latin America	David Crystal (UK) – The impact of global English; Maria Bernal (Colombia) – Phonetic variations in Latin American English learners	Understanding pronunciation in different linguistic contexts
V	English V	Language, Power, and	Frantz Fanon (Martinique) –	Exploring the relationship

		Identity in Global Contexts	Language and colonialism; Edward Said (Palestine) – Orientalism and cultural identity	between language, colonialism, and power
VI	Action Research in ELT	Culturally Sustaining Pedagogy in Language Teaching	Django Paris (USA) – Culturally sustaining pedagogy; Sonia Nieto (Puerto Rico/USA) – Multicultural education in schools	Developing inclusive teaching through action research
VI	Curriculum Design	Designing Inclusive Curricula for Multicultural Classrooms	Grant Wiggins & Jay McTighe (USA) – Understanding by Design; Sylvia Schmelkes (Mexico) – Intercultural education policies in Latin America	Creating curricula that reflect cultural and linguistic diversity
VI	TEFL II Literacy Skills	Literacy Challenges in Latin American Bilingual Communities	Emilia Ferreiro (Argentina) – Constructivist approach to literacy; Ken Goodman (USA) – Whole language learning	Teaching literacy in multilingual and indigenous contexts
VI	English VI	Representation of Latin America in Global Media	Stuart Hall (Jamaica/UK) – Representation and identity in media; Jesús Martín-Barbero (Spain/Colombia) – Media and cultural transformation	Developing media literacy and critical thinking
VII	Semantics and Pragmatics	Language and Cultural Interpretation	Deborah Tannen (USA) – Sociolinguistics and conversation	Understanding how culture shapes

			analysis; Lakoff & Johnson (USA) – Metaphors and cultural cognition	language meaning
VII	TEFL III TYL	Early Language Learning in Indigenous and Rural Communities	Liliana Tolchinsky (Argentina/Spain) – Early literacy development; David Wood (Canada) – Scaffolding in language learning	Developing effective strategies for young learners from diverse backgrounds
VIII	Discourse Analysis	The Role of Political and Social Discourse in Latin America	Antonio Gramsci (Italy) – Cultural hegemony in discourse; Teun van Dijk (Netherlands) – Critical discourse analysis	Analyzing political and social discourse from a multicultural perspective
VIII	Assessment	Culturally Responsive Assessment in Education	Carol D. Lee (USA) – Equity in assessment; Pedro Rangel (Mexico) – Fair evaluation practices in diverse classrooms	Designing inclusive and culturally responsive assessments

Figure 9: Curriculum Transversal Strategy

5.6 Extracurricular dimension

Through the promotion of intercultural interaction, community collaborations, and experiential learning, the extracurricular component of the suggested plan aims to promote multicultural and inclusive concepts outside of the official curriculum. Because it questions established limits of educational practice and frames cultural learning as a lived, communal experience, this dimension is essential to operationalizing the notion of curricular deconstruction and reconstruction.

Extracurricular activities provide communities, educators, and students with transformative opportunities to participate in action-oriented, reflective, and participatory practices that promote intercultural ideals. Pre-service teachers need these experiences to develop critical consciousness, empathy, and global citizenship in addition to formal education.

5.6.1 Strategic Activities

Four connected pillars intercultural immersion, critical reflection, community relationships, and transmedia engagement will direct the strategy's extracurricular implementation.

A. Experiences of Intercultural Immersion

- ❖ By exposing students to a variety of cultural contexts, these programs hope to challenge prejudices and extend their perspective. Activities could consist of:
 - ❖ Programs for Cultural Exchange: Students visit indigenous or Afro-Ecuadorian communities and take part in programs on language, art, and storytelling.
 - ❖ Intercultural Dialogues: Gatherings where community members and students talk about issues like gender roles, language rights, racism, and cultural resistance.
 - ❖ Living Culture Projects: Joint recording of rituals, music, food, and oral traditions that results in exhibits or digital archives that are curated by the community.

B. Spaces for Critical Reflection

- ❖ A key component of deconstruction is reflection. The continuous examination of students' presumptions and changing identities as teachers will be encouraged by these organized opportunities:
 - ❖ Monthly debate circles led by theoretical works (e.g., Freire, Fanon, Hall) allow students to critically analyze their experiences at Café Pedagógico Intercultural.
 - ❖ Reflective Journaling: Students are expected to participate in online reflective blogs where they share their cross-cultural perspectives, challenges, and educational consequences.
 - ❖ Peer mentorship programs that link students from different backgrounds to exchange cultural narratives and teaching experiences are known as intercultural mentoring programs.

6. CONCLUSIONS

The findings of this research highlight the need to strengthen inclusion and multiculturalism in the UTEQ Teacher Training Program. Although diversity is moderately present in the curriculum, its integration is inconsistent across all subjects, limiting its effectiveness. Students recognize the importance of multicultural education for their professional development and preparation for a globalized world. However, the current curriculum does not sufficiently emphasize these principles, requiring a cross-curricular strategy to ensure their comprehensive incorporation into teacher training.

The qualitative analysis revealed that teachers and students perceive inclusion as essential for equitable education, yet challenges remain in its implementation. Many educators acknowledge the need for structured methodologies to effectively integrate multicultural content, as well as institutional support to facilitate the process. The lack of systematic discussions on diversity further hinders the development of intercultural competencies, emphasizing the need for a more cohesive and reflective approach to curriculum design.

The application of deconstruction theory to the curriculum allows for the identification of gaps in the integration of inclusion and multiculturalism. A structured reconstruction process must focus on embedding these principles into all subjects, ensuring that teacher candidates develop the necessary skills to address diversity in their future classrooms. The design of a cross-curricular strategy should include experiential learning opportunities, critical reflection, and real-world applications to enhance teachers' understanding and adaptability to diverse educational settings.

Finally, the study underscores the importance of providing continuous professional development for educators to improve their ability to implement inclusive and multicultural practices. Teachers must be equipped with the necessary resources and methodologies to overcome barriers such as resistance to cultural change, limited institutional support, and curriculum constraints. A holistic approach to curriculum modification will contribute to preparing teachers who are more culturally responsive, adaptable, and effective in fostering inclusive learning environments.

7. RECOMMENDATIONS

- In the UTEQ Teacher Training Program, it is advised that multicultural and inclusive education elements be methodically included into every semester and subject. This strategy will guarantee that diversity is viewed as a cross-cutting issue woven throughout the curriculum rather than as a discrete subject. Cultural allusions, regional and international viewpoints, and inclusive teaching strategies that equip aspiring teachers to handle and embrace diversity in the classroom should all be incorporated into multicultural curriculum.

- Continuous assessment and introspection should be a part of the cross-curricular strategy's execution. Establishing systems for routinely assessing the success of intercultural integration and implementing based on data enhancements is crucial. This might include conducting recurring curriculum reviews, evaluating teaching outcomes, and gathering input from instructors and students. The strategy's sustainability and alignment with changing educational and societal requirements will be supported by such ongoing evaluation.

- It is recommended to encourage active learning practices in order to improve the actual application of multicultural information. These consist of community-based learning initiatives, role-playing, simulations, and case studies. These approaches promote empathy, critical thinking, and cultural knowledge by giving students meaningful experiences in a variety of cultural contexts. By integrating active learning, future educators can implement inclusive concepts in authentic educational settings, bridging the gap between theory and practice.

- To ensure that the program's name accurately reflects its goals, scope, and pedagogical offerings, it is recommended that future research examine the coherence between the program's title, Pedagogy of National and Foreign Languages, and its actual academic content. While the name suggests instruction in both national and foreign languages, the current curriculum only focuses on English. By applying curriculum deconstruction in this context, it may be possible to identify any gaps or inconsistencies and support the redesign of the program.

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9. APPENDICES

Appendix A

- **Questions for surveys Students**

To understand students' perspectives on the current curriculum and the inclusion of multiculturalism and diversity in its content.

1. On a scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree To what extent do you think the current curriculum addresses multiculturalism and diversity?
2. How important do you think it is for your future as a professional to understand multiculturalism and diversity?
3. To what extent do you feel that the inclusion of multiculturalism and diversity in the curriculum prepares you to work in a globalized world?
4. How would you evaluate the current emphasis on cultural and linguistic diversity in the courses you have taken?
5. Do you believe more courses in the curriculum should incorporate multicultural and diversity-related topics?
6. How confident do you feel about applying concepts related to multiculturalism and diversity in your future teaching practices?

Appendix A: Questions survey students

Appendix B

Questions interviews

- **Teachers Courses Without Multiculturalism and Diversity**
 1. What do you think are the main advantages of including multicultural and diverse perspectives in your course?
 2. In your opinion, what topics in your course could be enriched with examples from different cultural contexts?
 3. How do you think the inclusion of diverse cultural perspectives could influence your students' understanding of the subject?
 4. Can you think of specific case studies, texts, or examples that you could incorporate into your course to make it more inclusive of multiculturalism and diversity?
 5. What difficulties do you anticipate in adapting your course to include diverse cultural perspectives? How might you address them?

Appendix B: Questions interview teachers 1

Appendix C

Teachers Courses That Already Include Multiculturalism and Diversity

1. Can you currently integrate multiculturalism and diversity into your course content, and can you provide some examples?
2. What teaching strategies do you find most effective in helping students engage with multicultural and diverse perspectives in your subject matter?
3. What feedback have you received from students about including multicultural and related diversity issues in your subject matter?
4. What challenges have you faced in teaching multicultural and multicultural-associated issues, and how have you addressed them?
5. In your experience, how does the inclusion of multiculturalism and diversity impact student learning and engagement?

Appendix C: Questions interview teachers 2

Appendix D

Estimado/a estudiante de 6to y 7mo semestre,

Mi nombre es Andrea Victoria Beltran Marin, estudiante de 8vo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Este correo tiene como finalidad invitarte a participar en mi proyecto de investigación titulado: "Celebrating Diversity: Deconstructing and Reconstructing Curriculum for Inclusion and Multiculturalism in the UTEQ Teacher Training Program".

El objetivo de este estudio es analizar el currículo actual de la carrera y proponer estrategias transversales para incluir contenidos relacionados con la diversidad y multiculturalidad en todas las asignaturas. Tu participación consiste en responder una breve encuesta que busca recoger tus opiniones y perspectivas como estudiante sobre el currículo actual y los posibles cambios propuestos.

¿Por qué tu participación es importante?

Tu punto de vista es clave para entender cómo podemos mejorar la formación de futuros docentes en contextos diversos y multiculturales. La información que compartas nos permitirá diseñar propuestas más efectivas y relevantes para nuestra carrera.

Confidencialidad y voluntariedad

Tu participación es completamente voluntaria y confidencial.

No existe ningún costo ni riesgo asociado con tu participación.





La información recolectada será anónima y utilizada únicamente para este proyecto de investigación.

Si tienes preguntas o inquietudes, no dudes en contactarme:

Activar Windows

Appendix D: Informed consent letter

Appendix E

	Mr. Gallo 1/17/25	06:06
	Mr. Mauricio 1/17/25	03:00
	Miss Lady 2 1/16/25	06:56
	Miss Lady 1/16/25	01:43

Appendix E: Audios of the interviews