

**THE INTEGRATION OF ANCESTRAL KNOWLEDGE IN ENGLISH LANGUAGE
TEACHING THROUGH VIRTUAL LEARNING PLATFORM
LA INTEGRACIÓN DE LOS SABERES ANCESTRALES EN LA ENSEÑANZA DEL
IDIOMA INGLÉS A TRAVÉS DE PLATAFORMAS VIRTUALES DE
APRENDIZAJE**

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Resumen

La integración de los saberes ancestrales en la enseñanza del idioma inglés a través de plataformas virtuales de aprendizaje constituye una propuesta pedagógica orientada a fortalecer la identidad cultural, la interculturalidad y el desarrollo de competencias comunicativas en una lengua extranjera. El presente artículo analiza la manera en que los conocimientos, prácticas, relatos y tradiciones comunitarias pueden incorporarse en entornos virtuales para favorecer un aprendizaje significativo del inglés. La investigación se desarrolla siguiendo un enfoque cualitativo, documental y analítico a partir de la mirada que nos ofrecen las fuentes académicas actuales relacionadas con temas como educación intercultural, plataformas virtuales, enseñanza del inglés, por ejemplo, e introducir, incluso, saberes ancestrales. En los resultados se observa que la introducción de temas culturales propios permite contextualizar el aprendizaje de la lengua extranjera, percibiendo cómo se puede motivar la participación del alumnado y reconocer la diversidad cultural. De la misma manera, se

destaca que las plataformas virtuales permiten incorporar recursos interactivos para desarrollar actividades de lectura, escritura, comprensión, y expresión oral mediante relatos, glosarios bilingües, vídeos, foros, infografías y proyectos colaborativos. Sin embargo, también se detectan aspectos éticos, tecnológicos y curriculares, principalmente vinculados con la protección de los saberes sensibles, la brecha digital y el desarrollo de una planificación docente adecuada. Se concluye que enseñar inglés desde los saberes ancestrales mediante plataformas virtuales permite construir experiencias educativas más inclusivas, contextualizadas e interculturales, donde el idioma extranjero se convierte en un medio para comunicar la cultura propia y no en un elemento de desvinculación identitaria.

Palabras clave: Saberes ancestrales, Enseñanza del inglés, Plataformas virtuales, Interculturalidad, Aprendizaje significativo.

Abstract

The pedagogical proposal of integrating ancestral knowledge into English language

teaching via virtual learning platforms aims to enhance cultural identity, interculturality and communicative competence in a foreign language. This article examines the incorporation of community-based knowledge, practices, stories and traditions into virtual spaces in order to create meaningful English language experiences. The study utilized qualitative, documentary and analytical approaches through the examination of current academic literature pertaining to intercultural education, virtual platforms, the English language classroom and ancient knowledge. It has been concluded via research that incorporating content relating to the local culture within your community into lessons will assist students with understanding how they are learning a foreign language through increasing student engagement within their lessons and increasing students' appreciation of the diversity found in different cultures. Also included as part of the findings were methods for using digital technologies (virtual platforms) for practicing reading, writing, listening and speaking skills, via interactive materials such as storytelling, bilingual dictionaries, video, forums, infographics and collaboratively created projects (e.g. ePortfolios). On the other hand, we have identified ethical, technological, and curricular obstacles; among them protecting the cultural heritage of our people; addressing the issue of access to technologies; and ensuring we have a quality curriculum with relevant instructional strategies. It is concluded that teaching English through ancestral knowledge and virtual platforms makes it possible to build more inclusive, contextualized, and intercultural educational experiences, where the foreign language becomes a means of communicating one's own culture rather than a factor of identity disconnection.

Keywords: Ancestral knowledge, English language teaching, Virtual platforms, Interculturality, Meaningful learning.

Sumario

Integrar conhecimentos ancestrais no ensino de Língua Inglesa, através de plataformas virtuais de aprendizagem, é uma proposta pedagógica

que visa fortalecer a identidade cultural, a interculturalidade e desenvolver as habilidades comunicativas em uma língua estrangeira. Neste artigo, analisamos de que modo conhecimentos, práticas, relatos e tradições comunitárias podem ser integrados em ambientes virtuais para promover uma aprendizagem significativa da língua inglesa. A pesquisa é pautada por uma abordagem qualitativa, documental e analítica, com a revisão de materiais acadêmicos contemporâneos, nessa área de educação intercultural, plataformas virtuais, ensino de inglês e saberes ancestrais. Os resultados demonstram que a inclusão de conteúdos culturais próprios proporciona contextualização da aprendizagem linguística, a qual amplia a participação em sala pelo aluno e legitima a diversidade cultural. Constatou-se também que as plataformas virtuais disponibilizam recursos interativos para o trabalho nas atividades de leitura, escrita, escuta e fala, como, relatos, glossários bilíngues, vídeos, fóruns, infográficos e trabalho colaborativo. Os desafios são de ordem ética, técnica e curricular, fundamentalmente, isto é, no que tange à proteção dos saberes sensíveis, à inclusão digital e à necessidade de um planejamento pedagógico condizente. Conclui-se que ensinar o inglês em função dos saberes ancestrais, nas plataformas virtuais, faz possível a construção de experiências educativas mais inclusivas, contextualizadas e interculturais, onde a língua estrangeira começa a ser um meio de comunicar a própria cultura, e não um fator de desvinculação identitária.

Palavras-chave: Conhecimento ancestral, Ensino da língua inglesa, Plataformas virtuais, Interculturalidade, Aprendizagem significativa.

Introduction

New methods for teaching English as a second language have changed how we teach and learn this language drastically; with advances in technology being one factor contributing to this change (via new virtual platforms), but also through digitization (i.e., making educational

materials available online). The second factor contributing to these changes has been the need for more "contextualized" or real-world ways of teaching English as a second language. A third factor influencing these changes has been the growing use of ancestral knowledge as a way to connect English learning with Indigenous cultural expression, memory, and practices/institutions.

This connection will allow learners to find meaning in learning English as a second language from both global content and from their community's local culture/narrative, reinforcing their sense of belonging to both their community and to the whole of society. This perspective is consistent with culturally responsive pedagogy, which recognizes students' cultural backgrounds as meaningful resources for language learning and for strengthening learner agency in online environments (Khoo y Huo, 2022). Ancestral knowledge is an important aspect of Ecuador's cultural heritage and educational framework in Latin America. Additionally, teaching through ancestral knowledge creates a forum for multicultural understanding, appreciation of diversity, and the development of valuable learning experiences for students.

According to recent studies regarding intercultural higher education in Ecuador, there exists a strong sense of social value associated with living traditions as part of Ecuadorian cultural heritage; however, the incorporation (or institutionalization) of ancestral knowledge into the curriculum and educational management system presents a number of challenges. In this sense, the integration of Indigenous and ancestral knowledge requires curricular sensitivity, institutional commitment, and a pedagogical approach that avoids reducing culture to isolated or decorative content (Da

Silva, 2024). The same time, new forms of technology have created new opportunities for accessing, interacting with, and creating content for teaching English as a foreign language through digital platforms. Current research conducted in Ecuador illustrates how online platforms and new methodologies have transformed traditional practices.

These are associated with teaching and learning English by fostering new avenues for interaction, evaluating student success, and using digital resources. However, the use of educational technology must move beyond a purely instrumental approach and be geared toward culturally relevant pedagogical proposals. This position coincides with UNESCO's approach, which emphasizes that educational technology should be used according to evidence, equity, inclusion, teacher preparation, and the real needs of learners (UNESCO, 2023). From this perspective, this article analyzes the integration of ancestral knowledge into English language teaching through virtual learning platforms. It proposes an academic reflection on the value of interculturality, the design of contextualized digital content, the role of the teacher, community participation, and the methodological challenges of this approach. The research is based on a review of recent academic sources, prioritizing studies published between 2022 and 2025.

Ancestral knowledge can be understood as the knowledge, practices, values, narratives, techniques, and ways of interpreting the world transmitted from generation to generation within Indigenous, Afro-descendant, Montubio, and rural communities. This knowledge is expressed in traditional medicine, agriculture, oral traditions, spirituality, the relationship with nature, gastronomy, music, community

organization, and Indigenous languages. In terms of the educational setting, the inclusion of this perspective enables educators to step away from a 'one size fits all' approach to teaching and to embrace an educational approach that values cultural differences. Intercultural education not only involves the incorporation of cultural content into the curriculum; it is also a pedagogical approach that acknowledges that different knowledge systems exist. As such, intercultural education provides a framework for establishing dialogue between scientific, community, and technological ways of knowing (Manan, 2022).

Recent research on intercultural bilingual education has shown that this type of education is intended to acknowledge and support the linguistic and cultural diversity of Indigenous peoples, but that due to institutional, curricular and training constraints implementation of this type of education is limited. As such, the integration of Indigenous knowledge into the teaching of English requires careful planning so that cultural elements are not used in a way that is superficial and in a manner that maintains respectful relationships with the Indigenous language and culture communities. Therefore, ancestral knowledge should be incorporated through participatory, respectful and context-based practices that recognize communities as active knowledge producers rather than passive cultural references (Meighan, 2024).

The use of ancestral knowledge is an important source of authentic material for English teachers when developing the skills needed to communicate in the English language. Students can use English to describe local medicinal plants, tell stories about local legends, develop intercultural glossaries, create presentations about traditional recipes, compare the festivals of their communities, or develop bilingual

infographics on ancestral practices. This will show that using English as a foreign language is not simply about reproducing information from other sources but finding ways to express their own culture in the English language. Through virtual learning, teachers and learners can create a variety of learning experiences using different types of content (text-based and non-text-based), activities (e.g., group work, group projects, etc.), assessments (books), multimedial sources (TV & film), and spaces for communication (e.g., e-mails, websites, chat rooms).

In addition to the availability of effective teaching tools, ELT utilizes a wide range of tools to develop listening, speaking, reading and writing. Examples include video, forums for discussion, quizzes, videoconferencing, audio, simulations or role-playing, games or simulations, and collaborating with other students. Scholars have recently begun to investigate how digital platforms impact English language teaching. They note that English teachers have expanded their teaching resources, improved the interaction between student and teacher, and given them a wider variety of ways to teach and learn English because of the many digital resources available to them today.

Many teachers have used different tools, such as Zoom, Google Meet, Moodle, Microsoft Teams, Kahoot, and Educaplay, as supplemental resources when teaching English in post-COVID settings. Recent studies on online foreign language teaching highlight that virtual instruction requires teachers to assume multiple roles, including designer, motivator, communicator, assessor and facilitator (Hu, 2024). The use of a digital platform in English language instruction does not mean that it is effective solely because of access to the

hardware. Many, if not most, of these platforms do not provide the type of instruction to support improved English language learning. Effectiveness is further determined by the content's relevance, how the teacher mediates the instructional process and whether or how students are involved in the instructional process. UNESCO states that the use of technology for education must be assessed by how it is used (context), how it is used, who has access to use the technology, how equitable the technology is, and how relevant the technology is for learners.

They also believe that we must not make the assumption that technological advancements will automatically improve student learning (UNESCO, 2023). A real-world application of a digitally based platform for learning English through the teaching of ancestral knowledge should have contextualized learning resources, communicative activities, and places for communal construction as part of their design. Simply posting information about an ancestral culture in the form of text and/or video is not sufficient. Learning should not occur unless students are actively engaged in finding, creating, collaborating, discussing, and presenting their English language learning based upon their cultural heritage.

When the digital English content is developed, the tasks will involve culturally related issues, based on the culturally appropriate topic chosen, as well as creating linguistic activities based on that topic. Students can acquire vocabulary, grammatical forms, and skills to communicate using their cultural environment in their activities. A virtual module on traditional foods may be focused on vocabulary using foods from ancestral recipes; the past simple (verbal tense) is taught through community stories; the present simple through

agricultural techniques; the use of comparative forms to compare the differences between ancestral and modern medicine; and descriptive writing can be demonstrated by providing a description of a sacred site, a popular festival, or an artisan craft.

Digital initiatives for Indigenous languages show that technology can contribute to preserving, revitalizing, and promoting native languages and cultures, provided there is community participation and respect for cultural rights. UNESCO and Global Voices have highlighted that digital tools can support the preservation and promotion of Indigenous and minority languages. Digital initiatives for Indigenous languages have shown that technology can support preservation, revitalization and visibility when it is developed with community participation and ethical responsibility (Llanes-Ortiz & Huiza Capo, 2023).

In English language teaching, this means that the foreign language can be used as a communicative bridge to make local knowledge visible to wider audiences. In addition to acquiring proficiency in English, students will also have the opportunity to express their culture through English. This focus on developing cultural self-esteem, intercultural competence, and creating their own range of discourse in a second language enhances all these areas. Additionally, by providing opportunities for students to integrate their ancestral knowledge into digital content, teachers can develop more diverse English language related resources than those that currently exist by removing decontextualized examples and replacing them with true situational contexts that relate to students' everyday lives. Examples of true situational contexts would be developing activities around

community celebrations, traditional farming techniques, herbal medicines, crafts, ancestral foods, or oral histories that take place within the community rather than developing activities about foreign cities, food or celebrations unrelated to local areas.

Developing activities in this manner will provide students with an understanding that English can be used outside of the context of communicating with others from around the world but rather can be used to express and share the cultural richness of where they live. In foreign language education, digital native storytelling has been found to strengthen learners' awareness of their own culture while improving language proficiency and cultural expression (Liang et al., 2024). Equally important, digital content based on traditional knowledge encourages active and collaborative learning. In doing so, students can independently explore their own heritage through sharing family stories or interviewing older members of the community using a video camera, gathering community language, and creating video-based presentations about traditional customs.

While participating in these types of projects, students will use English language skills such as describing, narrating, comparing, and arguing to strengthen connections between home, school, and the wider community. During this process, the virtual medium serves as a place where knowledge comes together via social interaction; thus, students are not only learning from others but also producing and sharing valuable material. Finally, the role of this integration also includes assisting in the preservation of cultural memory across digital spaces. Because many traditional knowledges have been passed down orally, incorporating these traditional knowledges into a virtual

platform may assist in preserving, organizing, and disseminating this traditional knowledge for educational purposes. However, this process must be carried out with ethical responsibility, avoiding the misappropriation or exposure of knowledge considered sensitive by communities. Therefore, teachers must guide students on respecting sources, recognizing knowledge bearers, and the importance of requesting permission when using community narratives, images, audio recordings, or testimonies.

The teacher plays a central role in integrating ancestral knowledge within virtual platforms. The role isn't limited to digital resource selection, but also designing culturally appropriate pedagogical experiences, guiding student involvement, and promoting a respect for knowledge from the community. Teachers play an important role in the process of acting as intercultural mediators. They recognize that all students come to them with prior knowledge connected to their family, community, and territory; based on that prior knowledge the teacher is able to create English language activities that connect students lived experiences to the language and its content.

For instance, an interview with a community elder can be used as a listening and writing activity; an oral story can be turned into a short written narrative, and a local farming practice can be shared with the class through an oral presentation by students. E-learning research with Indigenous communities shows the need to contextualize virtual learning using the local context and realities and co-create educational proposals using a participatory approach. Virtual learning experiences with Indigenous communities must be created based on the cultural context, have the participation of the community, and be relevant to the education

system. E-learning experiences with Indigenous communities should be contextualized, participatory and grounded in local realities, so that virtual learning does not reproduce external or extractive educational models (Levitan et al., 2025).

As such, it is critical that teachers do not engage in extractive practices, which include treating the knowledge of Indigenous people passively as “decoration” in their lessons. Rather, teachers should create a culture of respect for the sources of knowledge used by the community, ensure they have permission to use the stories or images of the knowledge carriers, and give recognition to those who carry the knowledge. On a virtual platform, this can be achieved through reflective forums, collaborative repositories, testimonial videos, bilingual glossaries, and integrative projects. Virtual teaching strategies should allow students to use English in meaningful communicative situations. To achieve this, active methodologies such as project-based learning, collaborative learning, flipped classroom, gamification, digital storytelling, and virtual portfolios can be applied.

One intercultural storytelling strategy allows students to gather stories, myths, legends, or family histories and adapt them to English. Intercultural storytelling promotes greater reading comprehension, narrative writing, pronunciation ability, and oral expression. Further development options for this activity include making short films, creating podcasts, developing interactive presentations, or creating discussion forums. Digital storytelling can also contribute to vocabulary development, motivation and the representation of cultural identity in English as a foreign language learning processes (Kristiawan et al., 2022). Creating bilingual intercultural glossaries is

another effective strategy. Bilingual glossaries assist students in recording words in both Spanish (students' native language) and English. The creation of a bilingual glossary enhances linguistic awareness and supports the comparison of cultural meanings for which there is no direct translation.

Studies of technology applied to indigenous languages indicate that when developing digital tools, attention should be paid to the complexity of language, the limited amount of available data, and developing a culturally sensitive approach. Gamification can be further utilized with digital games, quizzes, and creative challenges based on cultural-themed vocabulary. Recent studies using Kahoot in a virtual environment as an English as a second language (ESL) teaching tool demonstrate that it provides motivation and helps develop proficiency in the target language when coupled with an appropriate pedagogical framework.

The above strategies transform the use of virtual platforms from simple repositories of assignments to dynamic environments that encourage students to research, create, and share cultural products through an English language lens. Integrating ancestral knowledge into online English language teaching presents significant challenges. The first is ethical. Not all ancestral knowledge can be freely disseminated on digital platforms, especially when it involves spiritual, medicinal, or ceremonial practices, or knowledge protected by the community. Therefore, it is necessary to respect cultural boundaries, request authorization, and avoid the Misappropriation of Knowledge. The second challenge for digital education relates to technology. Many communities continue to experience gaps regarding connection, device access and digital literacy. According to UNESCO, when

implementing digital education provide polices and consideration must be given the issues related to inequalities in digital technology access and how technology is actually being used throughout Latin America. Therefore, the online model must be flexible, accessible, mobile device compatible, contain asynchronous activities available with low-data-consumption resources (UNESCO, 2023).

The third challenge for digital education relates to curriculum. The incorporation of ancestral knowledge must not be treated as an independent subject but rather as a cross cutting topic integrated with the curriculum using clearly defined linguistic objectives. In order to accomplish this teachers must be able to plan all subject matter, skills, activities and assessment in a coherent manner. Additionally, there needs to be teacher training in interculturalism, instructional design and the pedagogical use of virtual platforms. Lastly the challenge remains to avoid a folkloric approach to education. Culture should not be reduced to festivals, costumes, or typical foods. Ancestral knowledge includes complex systems of knowledge about health, nature, community, spirituality, memory, and identity. Therefore, its inclusion in English language teaching must be done with depth, respect, and participation.

Methods and resources

This study adopts a qualitative, documentary, descriptive, and analytical approach. It is based on a review of recent scientific literature on ancestral knowledge, intercultural education, teaching English as a foreign language, and virtual learning platforms. The type of research being conducted includes a review of documentary-bibliographic sources, including scientific publications, international reports, academic literature, and institutional materials related to the topic. In addition, this study is

descriptive in nature as it describes how ancestral knowledge could be integrated into the teaching of English as a second language using virtual platforms. An analytical-synthetic approach is used to break down the research into categories: ancestral knowledge; the teaching of ESL; virtual platforms; intercultural issues; teaching methods; and ethical dilemmas. Subsequently, the findings are integrated to construct an interpretive proposal.

To ensure the relevance and currency of the literature review, specific criteria were established for selecting the bibliographic sources used in the study. Publications from 2022 to 2025 related to English language teaching, intercultural education, ancestral knowledge, and the use of virtual learning platforms were prioritized. These criteria enabled the organization of the information search, the selection of recent studies, and the assurance that the theoretical contributions directly addressed the article's objective. Table 1 below presents the criteria considered for selecting the analyzed sources.

Table 1. *Criteria for Selecting Documentary Sources.*

Criteria	Description
Timeliness	Recent publications between 2022 and 2025
Relevance	Studies on English, virtual platforms, intercultural, or ancestral knowledge
Reliability	Scientific articles, UNESCO reports, and academic journals
Context	Preference for Latin American and Ecuadorian studies
Aplicability	Useful sources for designing virtual educational proposals

Source: Own elaboration.

These criteria enabled the organization of the information search, the selection of recent studies, and the assurance that the theoretical contributions directly addressed the article's objective. Table 1 below presents the criteria considered for selecting the analyzed sources.

In addition to the source selection criteria, a comparative matrix was developed to organize the main foreign authors and institutional sources that support the theoretical foundation of this study. This matrix allows the identification of the principal contributions related to educational technology, intercultural

education, Indigenous and ancestral knowledge, digital storytelling, and English language teaching. These contributions provide a clearer understanding of how the reviewed literature supports the integration of ancestral knowledge into English language teaching through virtual learning platforms (see Table 2).

Table 2. Comparative Matrix of Foreign Authors and Theoretical Contributions.

Author(s)	Main contribution	Theoretical or pedagogical approach	Relationship with the article
UNESCO (2023)	Educational technology must be evaluated according to access, equity, inclusion, quality and teacher preparation.	Critical and inclusive use of educational technology	Supports the idea that virtual platforms must not be used only as technical tools, but as pedagogical environments.
Llanes-Ortiz and Huiza Capo (2023)	Digital tools can contribute to the preservation, revitalization and promotion of Indigenous languages.	Digital preservation of Indigenous languages	Strengthens the argument that ancestral knowledge can be represented and protected through digital environments.
da Silva (2024)	Indigenous knowledge integration requires curricular sensitivity and contextualized educational practices.	Integration of Indigenous knowledge in education	Supports the inclusion of ancestral knowledge as part of intercultural and contextualized English teaching.
Manan (2022)	English education can incorporate Indigenous knowledge to challenge dominant cultural models.	Decolonial and intercultural English language education	Helps justify the use of English as a means to express local culture, not only foreign cultural content.
Hu (2024)	Online foreign language teaching requires teachers to act as designers, motivators, communicators, assessors and facilitators.	Teacher agency in online foreign language teaching	Supports the role of the teacher as mediator in virtual and intercultural learning environments.
Levitan et al. (2025)	E-learning experiences with Indigenous communities must be contextualized, participatory and culturally relevant.	Contextualized e-learning with Indigenous communities	Supports the need for community participation and ethical design in virtual learning proposals.
Khoo and Huo (2022)	Culturally responsive pedagogy in online learning promotes learner agency, identity construction and engagement.	Culturally responsive pedagogy	Supports the relationship between cultural identity, participation and English language learning.
Liang, Said and Wei (2024)	Digital native storytelling improves foreign language learners' awareness of their own culture.	Digital storytelling and intercultural communicative competence	Supports the use of stories, legends and cultural narratives in English learning activities.
Kristiawan, Ferdiansyah and Picard (2022)	Digital storytelling promotes vocabulary development, motivation and cultural identity representation in EFL learners.	Digital storytelling in EFL	Supports the use of videos, podcasts and digital stories as resources for teaching English from ancestral knowledge.
Koole (2024)	Educational technology should be decolonized to avoid reproducing dominant cultural and epistemic structures.	Decolonial educational technology	Supports the ethical warning against using ancestral knowledge in superficial or extractive ways.
Meighan (2024)	Indigenous language revitalization through technology should be community-led and grounded in traditional ecological knowledge.	TEK-nology and Indigenous language revitalization	Supports the importance of community participation and respect for knowledge bearers.
Pinhanez et al. (2024)	Artificial intelligence and digital technologies can support Indigenous language documentation if ethical and community-based processes are followed.	AI, documentation and Indigenous language vitality	Supports future research on responsible technologies for ancestral and Indigenous knowledge.
Mothe (2024)	Large language models offer possibilities and risks for endangered and low-resource languages.	Critical approach to language technologies	Supports the discussion about digital preservation, cultural simplification and ethical risks.
Chen and Abdul-Mageed (2022)	Indigenous language technologies face challenges due to limited data and linguistic diversity.	Low-resource language technology	Supports the technological challenges related to Indigenous languages and digital tools.

Note. Prepared by the authors based on the documentary review of foreign academic and institutional sources related to ancestral knowledge, English language teaching, interculturality and virtual learning platforms.

Source: Own elaboration.

Based on the theoretical contributions presented in Table 2, it is also necessary to identify the pedagogical resources that may support the practical application of this proposal in virtual

learning environments. These resources can facilitate interaction, collaborative production, cultural representation, and the development of communicative skills in English. Therefore, the

following table presents suggested virtual tools and their possible application in English

language teaching from an intercultural and ancestral knowledge perspective.

Table 3. Suggested Pedagogical Resources.

Virtual Resource	Application in English language teaching
Moodle o Google Classroom	Organization of modules, assignments, forums, and assessments
Zoom o Google Meet	Oral presentations, interviews, and group discussions
Kahoot / Educaplay	Cultural and intercultural vocabulary games
Padlet / Jamboard	Collaborative wall of ancestral knowledge
Canva	Bilingual info graphics on traditional practices
Podcasts o videos cortos	Narration of legends, interviews, and community stories
Glosarios digitales	Record of terms in English, Indigenous language, and English
Note. Prepared by the authors as a pedagogical proposal based on the documentary review and the theoretical contributions analyzed in Tables 1 and 2.	

Source: Own elaboration.

The resources presented in Table 3 show that virtual platforms can support the integration of ancestral knowledge into English language teaching through interactive, collaborative, and culturally contextualized activities. However, their effectiveness depends on the teacher's pedagogical mediation, the relevance of the selected content, and the ethical use of community knowledge. Therefore, these resources should not be understood as isolated technological tools, but as didactic means that can strengthen linguistic learning, intercultural awareness, and student participation in virtual environments. Document analysis reveals that integrating ancestral knowledge into English language teaching through virtual platforms can generate significant pedagogical contributions in three dimensions: linguistic, intercultural, and technological.

Results and discussion

Ancestral knowledge, in the linguistic dimension, provides access to working through vocabulary, grammatical structure, reading comprehension, writing production and oral forms of the language through content related to the experience of the student. Such a use of language will allow for meaningful learning as it is used for communication of one's own reality. In the intercultural dimension, the proposal will enhance one's identity, cultural

appreciation and foster the conversation between local and global knowledge through inter-relationship. The reviewed studies on intercultural education in Ecuador demonstrate a positive valuation of ancestral knowledge, although greater curricular institutionalization is still needed. Virtual platforms serve as a technology-based resource to organize, distribute, and create cultural artefacts from an English language perspective. Considerations for using technology include connectivity, accessibility, and relevance to teaching and learning.

Learning cannot occur through the use of technology alone; it is dependent on planning, support, and assessment developed by the teacher. Based on the dimension analyzed, results indicate how English language instruction, ancestral knowledge, and the use of virtual platforms intersect. This finding is consistent with studies on online foreign language teaching, which emphasize that teacher mediation, instructional design and formative assessment are essential for sustaining learning in digital environments (Hu, 2024). These results demonstrate that the proposal not only contributes to the development of linguistic skills but also to strengthening cultural identity, student participation, and pedagogical mediation in

digital environments. The table below summarizes the major findings you obtained when carrying out an analysis of the documents you reviewed. It lists how each of these dimensions relates to its pedagogical implications. Using the dimensions found in the documentary review, one can create a summary of the main findings of the analysis as they relate to; language, culture, technology,

ethics and curriculum. This will assist with understanding how; it all relates together into a pedagogical approach toward integrating; Traditional Knowledge, Teaching of English, and Virtual Learning. In this sense, Table 4 presents a summary of the most relevant results and their corresponding pedagogical implications.

Table 4. Summary of results.

Dimension analyzed	Main result	Pedagogical implication
Linguistics	Ancestral knowledge offers authentic content for practicing English	It allows you to work on speaking, writing, reading, and listening using local themes.
Interculture	Cultural identity and respect for diversity are strengthened.	Using English as a vehicle to communicate your own culture
Tecnological	Expanding access to resources and activities through virtual platforms.	Requiring an instructional design & teacher support infrastructure.
Ethics	Risks surrounding misappropriation or superficial use of knowledge	Consent, respect, and community participation are needed.
Curriculum	Coordinating integration with language objectives	Designing as an ongoing theme versus separate events..
Note. Prepared by the authors based on the documentary analysis of the relationship between ancestral knowledge, English language teaching, virtual platforms, and intercultural education		

Source: Own elaboration.

One primary conclusion is that when students integrate their traditional heritage with learning through virtual means, they are more likely to become engaged and active learners. As students conduct research focusing on their family's cultural traditions, collect family narratives, interview people in their community, and create digital products in English, they transform from passive receivers of knowledge into active producers of knowledge. This form of learning promotes autonomy, participation, and situated experiences in which the linguistic content is connected to lived experiences within their social and cultural contexts. In this way, the use of ancestral knowledge in virtual English learning environments strengthens not only communicative competence, but also the students' connection with their cultural identity and community memory. In addition to actively engaging students in the learning process, the use of virtual technologies creates a more diverse and richer collection of learning

artefacts. When students provide evidence of their progress in acquiring English language skills through a variety of methods (e.g., forums, videos, podcasts, infographics, digital glossaries and interactive presentations), there is not only a measure of how well they are using vocabulary and constructing grammatically correct sentences but also how clearly, respectfully and appropriately they are conveying cultural information to others. As a result, the assessment process will be more formative than summative, more intercultural in nature, and more contextual in nature. Ultimately, this analysis indicates that this proposal has potential to improve the connection between education, technology and culture. If virtual technologies are used with sound pedagogical and ethical principles, they can serve as sites for the preservation, exchange and reinterpretation of traditional cultural knowledge. In this sense, the results suggest that English language teaching can move

beyond a purely instrumental view of the language and be geared toward a more holistic approach, where learning a foreign language also involves recognizing, valuing, and projecting one's own cultural identity.

The findings allow us to affirm that the teaching of English can be significantly enriched when it is linked to ancestral knowledge through virtual platforms. This integration breaks with the idea that learning English implies moving away from the local culture. Instead, it allows students to use the foreign language to name, describe, and project their cultural identity. Furthermore, the discussion allows us to recognize that the incorporation of ancestral knowledge in the teaching of English should not be understood as a simple thematic adaptation, but as a transformation of the pedagogical approach.

When the student works on content linked to his culture, his community and his collective memory, language learning takes on a deeper meaning. In this context, English is no longer perceived solely as a foreign language associated with external realities and becomes a tool to communicate experiences, knowledge and own values (Pinhanez et al., 2024; Mothe, 2024). This strengthens the relationship between linguistic learning and cultural identity. In this sense, teaching English from local cultural knowledge allows students to negotiate global communication without weakening their connection to their own cultural memory and community identity (Setiawan, 2025). Likewise, it is important to point out that virtual platforms can promote the visibility of ancestral knowledge, as long as they are used from a critical and pedagogical perspective. Digital environments make it possible to preserve, organize and share stories, images, audios, videos and bilingual

productions created by students. However, this possibility also requires responsibility in the management of cultural information. Not all community knowledge should be publicly exposed, so the teacher must guide the ethical use of the content, promoting respect for the sources, the bearers of knowledge and the communities of origin. The ethical use of digital resources should therefore be guided by principles of protection, recognition, community participation and respect for Indigenous voices in digital spaces (Llanes y Huiza, 2023).

The negotiations illustrate that The Proposal contributes to the re-conceptualisation of the significance of English Language Teaching in intercultural contexts. The majority of foreign language teaching resources have historically placed a high degree of emphasis on scenarios, characters, and cultural practices that are extraneous to the lived experiences of their students. The integration of ancestral knowledge from one's own geographical, cultural, and social context to create a more situationally and culturally appropriate way to teach also maintains that while learning a global language is significant; it extends its purpose as a mode for interacting with other cultures, while still retaining one's own culture.

The negotiations further illustrate that Virtual Platforms should not only be viewed as technological tools but should also be considered as pedagogical and cultural environments. There should be a clear educational purpose and consistent planning involved in their use. The evidence of Virtual Platforms used in English Language Teaching suggests that interaction, motivation and other elements are positively influenced by teacher mediation and well-designed purposeful activities. Ethical considerations should be

integrated into the process of teaching English, especially in terms of including Indigenous cultural knowledge in the curriculum. This includes not only transferring content from the local Indigenous community onto digital platforms, but also recognizing the spiritual, historical and collective dimensions of the knowledge included within the community. To this end, digital initiatives that utilize and promote this knowledge must include community participation and involvement.

Finally, the article concludes that presenting English language instruction through this lens can also contribute to the continued development of a more inclusive, contextualized and intercultural approach to English language instruction in the broader context of First Nation and Indigenous people. Instead of working solely with examples unrelated to the student's context, teachers can design activities where local culture serves as the starting point for developing communicative competence in English.

Conclusions

The integration of ancestral knowledge in the teaching of English through virtual platforms constitutes a pertinent pedagogical proposal to strengthen meaningful learning, cultural identity and communicative competence of students. Ancestral knowledge offers authentic content to develop linguistic skills in English, especially when worked through stories, interviews, glossaries, infographics, videos, collaborative projects and digital storytelling activities. Virtual platforms allow these contents to be organized and disseminated, but their effectiveness depends on the instructional design, teaching mediation, technological accessibility and the cultural relevance of the activities. The role of the teacher is fundamental as an intercultural mediator, since

they must articulate the linguistic objectives of English with respect for community knowledge, avoiding superficial, folklorizing or extractivist practices. The proposal requires ethical and curricular planning that considers community participation, consent for the use of cultural knowledge and the protection of sensitive knowledge. In summary, teaching English from ancestral knowledge through virtual platforms allows us to train students capable of communicating in a foreign language without disconnecting from their history, territory and cultural identity.

Furthermore, the integration of ancestral knowledge in the teaching of English shows that the learning of a foreign language can be developed from a more human, contextualized and culturally significant perspective. This proposal allows students not only to acquire vocabulary, grammatical structures or communication skills, but also to recognize the value of their history, their traditions and the knowledge transmitted by their communities. In this way, English becomes a tool to express cultural identity and project it in broader educational settings. Likewise, it is concluded that virtual platforms represent a strategic resource to organize, socialize and evaluate intercultural learning experiences. Its use allows the integration of multimedia resources, collaborative activities, bilingual glossaries, forums, videos, digital stories and infographics that encourage the active participation of students. However, its implementation must be accompanied by adequate teaching planning, ethical criteria and accessibility strategies that consider the real technological conditions of students and their communities.

Finally, this proposal opens new possibilities for future research aimed at the design, application and evaluation of didactic

experiences that integrate ancestral knowledge, English teaching and virtual environments. It would be pertinent to develop field studies that analyze the impact of these strategies on motivation, linguistic performance, intercultural competence and the appreciation of cultural identity. This would allow us to strengthen the construction of more inclusive, situated and coherent pedagogical models with the demands of intercultural education in the digital age.

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Declaraciones éticas y editoriales del artículo

Contribución de los autores (Taxonomía CRediT)

María Teresa Albán Defilippi: conceptualización de la investigación, diseño metodológico, desarrollo del proceso investigativo, análisis formal de los datos, redacción del borrador original del manuscrito, revisión crítica del contenido científico y supervisión general del estudio.

Silvia Beatriz García Estupiñán: curación y organización de los datos, participación en la recolección de información, validación de los resultados obtenidos y elaboración de representaciones gráficas y visualización de los datos.

Karla Estefanía Crespo Guttler: conceptualización de la investigación, diseño metodológico, desarrollo del proceso investigativo, análisis formal de los datos, redacción del borrador original del manuscrito, revisión crítica del contenido científico y supervisión general del estudio.

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Los autores declaran que no existe conflicto de intereses en relación con la investigación presentada, la autoría del manuscrito ni la publicación del presente artículo.

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La presente investigación no recibió financiamiento específico de agencias públicas, comerciales o de organizaciones sin fines de lucro. En caso de existir financiamiento institucional o externo, este deberá ser declarado explícitamente por los autores en esta sección.

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El editor responsable certifica que el proceso editorial del presente artículo se desarrolló conforme a los principios de integridad científica, transparencia y buenas prácticas editoriales. El manuscrito fue sometido a un proceso de evaluación mediante revisión por pares doble ciego, garantizando la confidencialidad de la identidad de los autores y revisores durante todo el proceso de dictamen académico. Asimismo, el editor declara que el artículo cumple con los criterios científicos, metodológicos y éticos establecidos por la revista.

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