PROMOTING CULTURAL REPRESENTATION AND BELONGINGNESS IN AN ENGLISH CURRICULUM IN CAÑAR, ECUADOR

An Interactive Qualifying Project Proposal:
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Emma Bass
Russell Kam
Taina Quiñones
Aunika Yasui

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Cuenca, Ecuador Project Center

Proposal Submitted to:
Professor Robert Kinicki
Professor Courtney Kurlanska
Professor Gary Pollice

This report represents work of one or more WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review.

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1.0 Introduction

With approximately 1.5 billion speakers, English is frequently used in communication and is the most common global language (Nishanthi, 2018; Ethnologue, 2022). Most scientific research, websites, and books are in English (Nishanthi, 2018). The ability to speak and understand English is essential for the global economy—especially the hospitality and tourism industries. In Ecuador, approximately five percent of their Gross Domestic Production (GDP) is from the tourism industry (González Lara, 2022). In 2019, approximately 408,880 Ecuadorians worked in the tourism industry (González Lara, 2022). Due to its global dominance, many countries and organizations emphasize the need for English in their education systems (Nishanthi, 2018).

A typical English curriculum caters to traditional American classroom settings; however, this does not represent the demographics of non-native-speaking communities, like in Cañar, Ecuador. Therefore, issues arise when teaching English to non-native speakers in school. When education systems focus on dominant languages such as Spanish and English, indigenous languages become sidelined. (*Atlas of the World's Languages in Danger - UNESCO Digital Library*, n.d.). As a result, the 13 indigenous languages in Ecuador are endangered (*Atlas of the World's Languages in Danger - UNESCO Digital Library*, n.d.).

Commented [YA1]: PV

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Programa Inclusivo Multicultural Originario Kañari, or PRIMOK, is an organization that strives to promote English education in Cañar, Ecuador. With seven core board members and several volunteer teachers, PRIMOK provides English instruction to over 100 students of indigenous and mestizo (racial and cultural mixture) heritage. These students range from 6 years of age to 17. With such a wide age range of students, PRIMOK breaks its education system into levels—each with a specific learning objective. The project aims to improve the inclusivity and representation of Cañari (or "Kañari") culture in the PRIMOK curriculum to promote a better learning environment for students. To achieve this goal, the team must determine levels of inclusion and representation in the current PRIMOK curriculum, identify and evaluate potential

resources that promote representation and inclusion, and evaluate the accuracy of the representation of the possible new resources. To prepare for the project, research about the effects of inclusion, representation, and belongingness, as well as about the Cañari culture, guided the team when determining their methods of execution of the project objectives.

2.0 Literature Review

Language is one of the essential methods of communication. Throughout history, language has evolved and developed into one of the main ways that humans connect verbally, emotionally, and culturally. Shared language is critical to collaboration and an ongoing process requiring intention and time (Thomas & McDonagh, 2013). When teaching language, it is crucial for students to feel included and represented–especially when the instructor is of a different cultural background from them. This chapter will cover the importance of inclusion, representation, and belongingness, different teaching methods that emphasize these concepts in language learning, the history of Ecuador, and the role of the English language in Ecuador.

2.1 The Importance of Promoting Inclusivity in the Classroom

Inclusion, representation, and belongingness all play critical roles in the learner-centered curriculum, the SIOP Model, and multicultural education (King, 2003; Echevarria et al., 2011). Inclusivity and representation directly contribute to the sense of belonging in the classroom (Anderosn, 2004). Inclusion is adapting the classroom setting to be accepting of all students, regardless of their cultural background, abilities, and prior education experience (*Inclusive Classroom Climate*, n.d.). Representation shapes how students view themselves in the world and how they view their futures (Representation Matters, n.d.). Being accepted and valued by peers and instructors defines a sense of belonging in the classroom which improves classroom culture and student academic achievement (Anderson, 2004; Goodenow, 1993). Implementing these three concepts creates an environment in which students can form deeper connections with their peers and positively impacts student engagement across any utilized teaching method (Schachner, 2016).

2.2 Multilingualism and English as a Second Language Teaching Methods

Multilingualism is a skill that allows communication with more people and positively impacts cognitive functions. Frequently switching between languages increases cognitive flexibility and results in higher scores on cognitive flexibility and processing functions tests (Maluch, J. T., et al., 2015). Bilingualism also positively impacts metalinguistic awareness—or the ability to process or think abstractly about language (Cenoz, 2003). This ability allows the learner to connect common themes and structures between languages. Fluency in two languages is beneficial for developing vocabulary in a new language since the learner has a "larger linguistic reservoir" to pull from (Maluch, J. T., et al., 2015). A study in the Basque Country in Spain proved that bilingual students had significant advantages in learning a third language (Maluch, J. T., et al., 2015). For these reasons, bilingualism and dual language programs have increased in popularity globally.

English Language Learners (ELL) is the broad term for any student over five years of age learning English (Developing ELL Programs: Glossary, 2020). English as a Second Language (ESL) is a program with a unique curriculum focused on ELL students' English. It is not a requirement that ESL instructors be bilingual since instruction in the classroom is in English. However, it is critical they can support students despite the potential language barrier (Developing ELL Programs: Glossary, 2020). Bilingual or dual language education provides students with two-way language immersion. This method mixes native English-speaking students with ELL students to prevent the harmful effects of segregated classrooms.

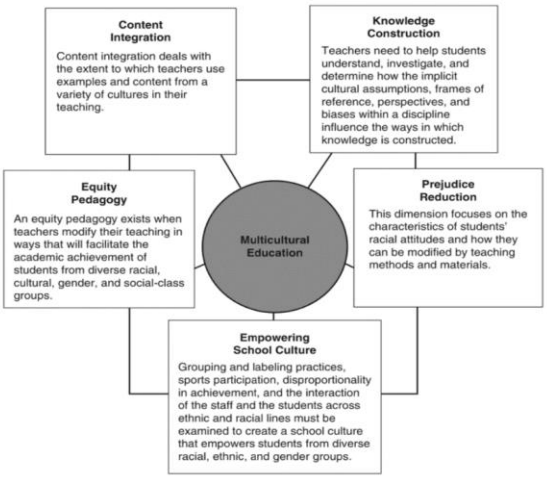
2.2.1 Multicultural Education

Multicultural education promotes inclusion in the classroom (Banks, 1993; Banks & Banks, 2019). The success of multicultural education depends on several aspects, including content integration, knowledge construction, equity pedagogy, empowering school culture, and prejudice (Banks, 1993). Since multicultural education utilizes the culture of the students in the curriculum, teachers must understand that culture to develop inclusive lesson plans (Banks & Banks, 2019).

Tourism-based (transmission approach) is one approach teachers use to develop a basic cultural understanding (Banks, 1993). However, this is not the most effective method as it leads to cultural essentialism—the development of harmful cultural stereotypes and generalizations (Banks & Banks, 2019). The teacher's ability to understand the culture of the students is crucial since negative interactions between students and teachers have a more significant adverse effect on students that are culturally different from their teachers (Grant & Sleeter, 2011).

Figure 2-1

The components of multicultural education.



Note: Image taken from Multicultural Education: Historical Development, Dimensions, and Practice. Review of Research in Education (Banks, 1993).

One of the core components of multicultural education is content integration—or the ability of classroom content to reflect the culture of the students of the class (Banks, 1993; Banks & Banks, 2019). Content integration weaves cultural aspects into the preexisting curriculum to improve inclusion and representation in the classroom (Banks, 1993). This includes incorporating culture into supplemental materials and classroom activities, as seen in the learner-centered curriculum and the SIOP model discussed in later sections of this chapter. Communicating cultural values to

young children is a part of every society (Rettig, 1995). Teaching multiculturalism in the classroom is crucial because it fosters an environment to understand cultural differences. Positive interactions between students and instructors promote higher academic achievement (Allen et al., 2013). In contexts where multiple languages are spoken, children must learn these differences early on in their educational journey (Goldberg et al., 2022).

2.2.2 Learner-Centered Curriculum

The learner-centered curriculum, or student-centered curriculum, follows the theory of social constructivism (Brouwer et al., 2019). Social constructivism is the need for social collaboration in learning (Brouwer et al., 2019). Like traditional curricula, the learner-centered curriculum has three stages: planning, implementation, and evaluation. However, the difference between these two styles is the collaborative effort between students and instructors to determine the relevant content and how it is taught (Nunan, 1988). The learner-centered curriculum begins with collecting information about the students to set class objectives and goals. Information collected could include age, educational background, and current proficiency level. This collaboration between students and instructors helps improve both creativity and motivation in students (Cullen et al., 2012). Communicative language, emphasized in a learner-centered curriculum, focuses on teaching functional language by utilizing in-class activities to develop language skills used in day-to-day situations (Nunan, 2012).

The learner-centered curriculum utilizes supplemental materials (Nunan, 1988). 73% of teachers produce their own materials (Nunan, 1988). To validate supplemental materials, they must relate to the cultural background and needs of the students (Nunan, 1988). Books and worksheets are traditional examples of supplemental materials used in classrooms; however, alternative types of materials can also promote interaction and student engagement in class.

2.2.3 Alternatives to Traditional English Lessons

Despite the positive impacts of multilingualism, additional language acquisition can have subconscious drawbacks (Manu'atu, 2001). English is deeply rooted with colonial practices which can cause negative emotions with English language acquisition (López-Gopar, 2014, p. 3). Younger students are particularly susceptible to this language bias (Manu'atu, 2001). Students in urban America are the primary audience for many English-teaching resources; however, not all English learning students fit within this cultural background. The disconnect acts as a barrier in these students' education (Manu'atu, 2001). For students to overcome this barrier and become actively involved in their education, the school must have "inclusive programs that consider historical, social, economic, and political contexts" (Manu'atu et al., 2001, pp. 41-42). If instructors are not careful, they may glorify the English language and diminish the value of the students' native language (López-Gopar, 2014).

The Critical Ethnographic Action Research (CEAR) approach combats the depreciation of native languages and subconscious racism (López-Gopar, 2014). As seen in both multicultural education and learner-centered curriculum, integrating indigenous or local cultures makes course content more relevant to students and encourages representation and belonging in the classroom. "Students invest their identity in these texts ... that then hold a mirror up to students in which their identities are reflected back in a positive light" (López-Gopar, 2014, p. 3).

2.2.4 The SIOP Model

The Sheltered Instruction Observation Protocol (SIOP) Model is a lesson planning and delivery system developed in the 1990s to increase students' academic language proficiency and student achievement in ESL, dual language, and bilingual classrooms (Echevarria et al., 2008; Echevarria et al., 2011). This method of language instruction weaves English instruction with another subject area. SIOP lessons emphasize student engagement and interaction between both the students and the instructor as well as between students. Students are explicitly taught

functional language skills. When developing lesson plans, SIOP instructors consider students' needs, cultural backgrounds, and learning styles.

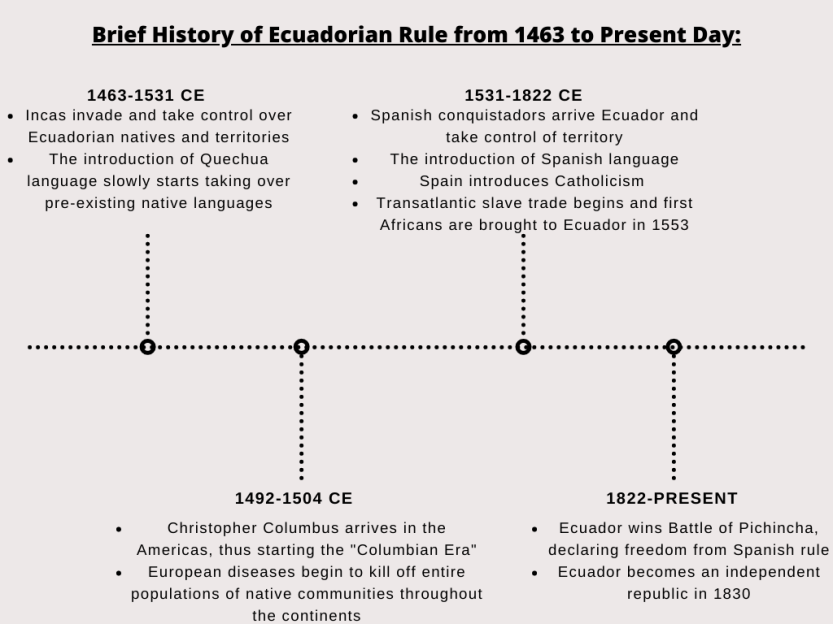
One of the critical features of instruction with the SIOP Model is ensuring English is comprehensible which is achieved through visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support (Echevarria et al., 2008). Instructors make specific connections between content and students' experiences and prior knowledge to help grow the students' vocabulary base. SIOP lessons provide a variety of methods besides standardized testing for students to demonstrate their understanding, including group projects, oral reports, written reports, and pictorial, hands-on, or performance-based assessments (Echevarria et al., 2008). Like a learner-centered curriculum, the SIOP model emphasizes the need for student engagement (Paris & Combs, 2006). Another critical element of SIOP lessons is supplemental materials that support academic text. These materials include reading text, graphs, illustrations, and computer-based resources. The purpose of these supplemental materials is to assist learning through other means besides a textbook (Echevarria et al., 2008).

2.3 Understanding the History of Ecuadorian Culture and Language

Before the arrival of the Incas in 1463, Ecuador housed over thirty indigenous languages (King, 2007). Figure 2-2 below shows Ecuadorian rule's history, from the Inca invasion until today, and how Ecuador's original languages morphed and assimilated into its now thirteen official languages. The Incas reigned over Ecuador from 1463 until 1531, when the Spanish arrived, and the introducion of the Spanish languages began. As the Incas moved and expanded their territories further west and south in South America, the language of Quechua, modernly referred to as Kichwa, became the dominant language of Ecuador and its people.

Figure 2-2

Brief History Timeline of Ecuadorian Rule from 1463 CE to Present Day



Note: Data derived from (Goldberg et al., 2007; Johnson, 2007; and King, 2013).

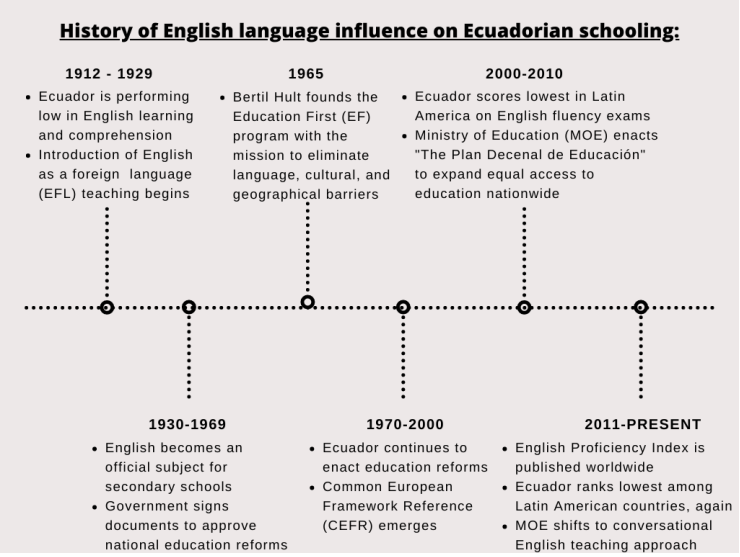
Indigenous groups such as the Cañari struggled to keep their languages alive through decades of occupation and ruling by invaders. Eventually, the Cañari language entered a period of survival as the Incas took over the land. Evidence of the language remains in both the colloquial Kichwa and Spanish spoken in modern-day Cañar (Howard et al., 2010). Other languages also survived through Kichwa, represented through the nine language varieties spoken in Ecuador "...such as Imbabura, Calderón, Salasaca, and others" (Goldberg et al., 2022). The arrival of Columbus in 1492, and later the Spanish in 1531, brought an onslaught of diseases, killing entire populations of indigenous peoples, along with their languages (Newson, 1995). As a result of the deaths of the natives and their languages, the preservation of culture and language shifted.

2.3.1 Introduction of English to Ecuador

In 1912, Ecuadorian school systems introduced English as a foreign language (EFL) to its curricula (Macías & Villafuerte, 2020), and the first few trial years solely taught English in higher education. However, Macías & Villafuerte comment, "the main problem detected for EFL instruction during this period was the lack of qualified teachers." (2020, pp. 79). As the century progressed, English teaching in schools moved from an elective course to a government-issued mandate nationwide in schools K-12. Figure 2-3 below demonstrates the influence of the English language on Ecuadorian schooling throughout the twentieth century.

Figure 2-3

A twentieth-century timeline of the English language influence on Ecuadorian schooling



Note: Data derived from (Baldauf & Kaplan, 2007; De Angelis, 2022; and Macías & Villafuerte, 2020).

Despite implementing the EFL teaching programs nationwide, Ecuador performed poorly in English fluency and comprehension exams (De Angelis, 2022). Experts agree that the lack of quality

teacher training and access to native English speakers largely contributed to the low score outcomes. At the beginning of the twentieth century and with the emergence of the English Proficiency Index, the Ecuadorian Ministry of Education (MoE) switched its approach to English teaching.

2.3.2 The English Proficiency Index and how it has Influenced Ecuadorian Curricula

Bertil Hult founded the Education First (EF) program in 1965 with the mission to eliminate language, cultural, and geographical barriers (Cabardo et al., 2014). Since then, the organization has expanded to address the growing global use of the English language. Four hundred sixty schools and offices worldwide that utilize the educational tools provided by the EF program. One of the tools developed by Education First is The English Proficiency Index (EPI). Countries use this tool to test and rank their English usage skills.

The EF EPI emerged in 2011 as an attempt to rank 111 participating countries worldwide on their English language skills (De Angelis, 2022). In its infancy, the EF EPI ranked Ecuador 37th out of 44 participating countries. As the 2010s progressed, Ecuador consistently produced some of the lowest scores, and according to 2017, 2018, and 2019 editions of the English Proficiency Index rating, Ecuador ranked amongst the lowest twenty countries. The Ecuadorian education system has ranked lowest among all Latin American countries regarding their English proficiency (De Angelis, 2022), consistently ranking in the 80s-90s range out of 111 participating countries. The Ecuadorian MOE switched their approach to English teaching in the classroom, first requiring English language teaching as part of the curriculum for grades K-12 in both public and private schooling. Second, the MOE shifted from solely teaching English grammar to also teaching conversational English skills. So far, this method has improved the country's rankings from the 93rd percentile to the 74th in just three years (EF EPI, 2022). Along with the constant updates from the MOE, programs emerged throughout Ecuador to help teach K-12 students and combat the notoriously low EPI scores.

Local organizations, such as PRIMOK, emerged to raise the EF EPI and provide English education to students in rural communities. PRIMOK is an organization consisting of seven core members and a variety of volunteers with the mission of promoting English education in Cañar, Ecuador. PRIMOK hosts English classes led by volunteer teachers who travel from all over the world to teach classes for short periods of time. Over 100 students participate in the PRIMOK program, most of which are primarily of indigenous or mestizo heritage. The students range from 6 years of age to 17. Each classroom consists of twelve students and two teachers, and the small class sizes make lessons more personal. The PRIMOK curriculum breaks down learning outcomes into different levels with specific goals. Each level grows in complexity: the first level focuses on teaching adjectives and verbs, the second level focuses on using comparative superlatives in a sentence, and the third level focuses on having conversations. PRIMOK focuses their education on conversational English since community-based tourism and gastronomy play a large role in the economy. While working with PRIMOK, the team will work to improve inclusion and representation of the Cañari culture in the PRIMOK curriculum. Now that the team has a deeper understanding of inclusion, representation, and belongingness within the classroom and the Cañari culture, they will determine strategies to collect data and find new potential resources.

3.0 Methods

Promoting inclusivity improves the classroom's sense of belonging and learning environment (Thornton & Flinders, 2004). This project aims to work with PRIMOK to create a more inclusive and representative curriculum for their students. The team has broken the project goal into three objectives to make this goal more attainable.

Objective 1: Determine levels of inclusion and representation found at PRIMOK.

Objective 2: Identify and evaluate potential new resources to promote inclusion and representation in the classroom.

Objective 3: Determine the accuracy of the representation of potential new resources.

3.1 Objective 1: Determine levels of inclusion and representation found at PRIMOK.

Understanding how representation and inclusion are in the current classroom practices and supplemental materials is critical. The team will develop a holistic understanding of the learning environment and current practices at PRIMOK through content analysis, observation, and interviews.

3.1.1 Inclusion and Representation Audit

The team has access to PRIMOK's existing resources and will analyze the online content to learn about PRIMOK's current English teaching materials and note trends in both Ecuadorian and Cañari culture and inclusion. This online reservoir of resources includes lesson plans, vocabulary worksheets, PRIMOK books, and assessments. The team will first skim the content to review the overall approach to language learning PRIMOK uses. Then, after consulting with PRIMOK, the team will determine which resources are most important to analyze in-depth, allowing the team to focus their efforts during the process. The team will split into two groups to perform the content analysis, allowing for different perspectives of the material. This process would specifically look for common trends throughout PRIMOK's curriculum, such as counting the number of times that the lesson mentions Ecuador, utilizing Eurocentric names or cultural references, and Kichwa cultural references. It is also essential to look at the inclusivity of images in the materials. This data will be recorded in an Excel spreadsheet that lists the name of the material and marks the categories in which inclusion and representation are present. This will give the team a baseline for how the curriculum depicts inclusivity and cultural representation. Coding and counting the types of representation found in the PRIMOK materials allows for both quantitative and qualitative data. This analysis could help determine instances in the current plans where adjustments could help improve the representation of the culture of the students, such as changing names in stories to more common Ecuadorian names.

3.1.2 Observation

While in Cañar, the team will observe PRIMOK classrooms to see the student experience at PRIMOK. Observation is also valuable and essential for confirming collected data and plays a critical role in understanding the social assets in a classroom setting (Beebe, 2014; Allen et al., 2013). In order to collect adequate data, the team plans to travel to Cañar several times during the project duration. Refer to the Gantt chart in Appendix F for additional details. Specifically, the team will conduct "fly on the wall" observations. The instructors will be the population of focus, as this method simply observes normal class function. During the observation, the team will focus on how inclusion and representation are present in the classroom. The team developed an observation guide (see Appendix D) to take notes on different ways inclusion and representation might exist in a classroom setting. The observation guide includes interactions between students and teachers, supplemental use of Spanish and Kichwa in the classroom, and the pronunciation or shortening of student names.

An observation must occur in at least one classroom of each skill level to see the similarities and differences between levels; however, the initial visit to PRIMOK will not include an observation as that might cause tension during the observation. Two team members will be present for the observation as it allows for differing interpretations while allowing the team to observe multiple classrooms simultaneously. The observation, paired with the content analysis of PRIMOK resources, will allow the team to supplement the information obtained during the analysis of PRIMOK materials and develop a deeper understanding of inclusion and representation practices at PRIMOK. The data collected from the observation guides will be coded to find common themes and analyzed using grounded theory analysis, and a statistical analysis will be produced.

3.1.3 Volunteer Teacher Interviews

The third method is semi-structured interviews with volunteer teachers at the school. PRIMOK's faculty is still very small so it is feasible to interview all the teachers and get a more

representative sample. The semi-structured interview technique is important since some specific questions and themes are in place to guide the conversation, but it also allows the interviewee to talk about subjects that are related but may not be a direct answer to the question (Berg, 2012). Semi-structured interviews are like conversations with an overarching theme or purpose (Rossman & Rallis, 2017). The team will gain a broader perspective on the current curriculum by speaking with the volunteer teachers. The current teachers can speak on the effectiveness of their current strategies and their deficiencies. The teacher interviews will focus on teaching styles and the teacher's understanding of the Kichwa language and culture in Cañar. The full set of questions is in Appendix B. These interviews will take place in person, most likely at the PRIMOK school, but could also be conducted over Zoom or in Cuenca if necessary. The team will obtain oral consent prior to the interview. Oral consent scripts are in Appendix B. With consent from the interviewee, the team will record the interviews for later analysis, as well as take notes during the interview. If the interviewee prefers not to be recorded, the team will proceed with only note taking.

3.2 Objective 2: Identify and evaluate potential new resources to promote inclusion and representation in the classroom.

The second objective is to find suitable materials for PRIMOK to adapt to their curriculum, with a heavy emphasis on inclusion and representation within the classroom. First, the team will create a spreadsheet with criteria that makes a resource culturally representative and inclusive. Representation of Cañari culture, Latino culture in rural settings, and indigenous populations will stand as a baseline for the criteria. In interviews, the team will gather information about Cañari and Ecuadorian culture. Next, the team will search for resources which could include books, short stories, and folklore. They will work with experts at museums in Cuenca and Cañar, the University of Cuenca, and the Ministry of Education to develop a specific criterion for culturally sensitive activities and materials before selecting their recommended materials.

3.2.1 Cultural Expert Interviews

The team will request interviews from the Ecuadorian Ministry of Education, the University of Cuenca, and the local Pumapungo museum, which specializes in documenting the nearby indigenous culture and protecting indigenous artifacts. These interviews can occur in Cañar, Cuenca, or on Zoom as needed. The team will additionally interview the University of Cuenca's faculty, such as librarians and education specialists to request book recommendations for school-age children. These interviews will be semi-structured as the team hopes to gather as much information from these experts about culture in the most organic way possible. While the team will explicitly ask for supplemental material recommendations, all extra information is welcome.

These interviews will be 30 minutes to an hour to respect the schedules and time of the interviewees. When the interviews are completed, the team will transcribe and code them to find common themes and ideas. This information will influence the criteria used to select new culturally appropriate materials since these experts have a better understanding of the Cañari and Ecuadorian culture.

3.3 Objective 3: Determine the accuracy of representation in potential new resources.

The third objective, determining the accuracy of the representation of potential new resources, is essential to develop a sense of belonging in the classroom for PRIMOK students. To confirm the validity of cultural representation of the new materials, the team will seek feedback from PRIMOK's faculty and PRIMOK students. The team will use object response to gauge the interests of the children and get feedback from PRIMOK administrators to determine the cultural accuracy of the new materials. PRIMOK's leadership is a relatively small board of less than ten people, so the team will ask each of the board members for their feedback. To increase the sample size, the team will seek their cooperation in snowball sampling by asking each board member if that have additional community members who would like their input on these materials.

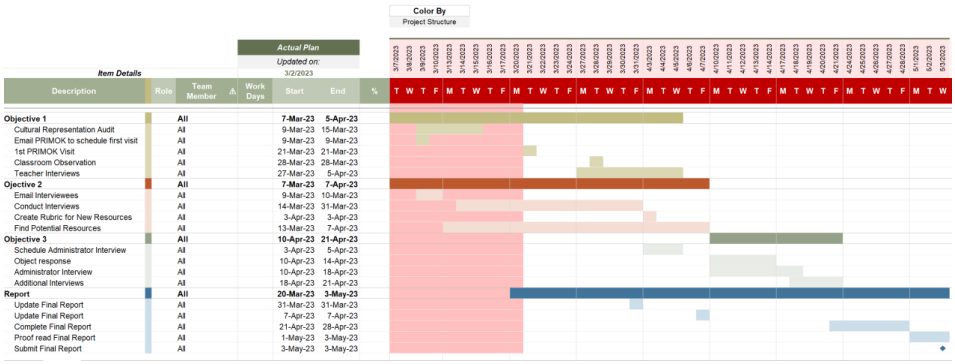
3.3.1 Object Response

Object response constitutes using a physical object to elicit a response from the subject (Beebe, 2014). The team will use this method to evaluate if the selected resources are more reflective of the culture of the PRIMOK students. The team will provide two different supplemental materials to the students: one nonrepresentative and one selected as more reflective. The team will ask the students a series of short questions, listed in Appendix E, to develop a better understanding of how effective the representation of these new materials is. These questions may include asking about the students' feelings and if they felt represented. The team will take note of the students' responses, code the data to find common themes and conduct a statistical analysis of the results.

To complete this method, the team will send a permission slip out to parents to inform them of their child's voluntary participation in this activity. The identity of students will remain anonymous from any notes taken or data collected.

Figure 3-1

Gantt chart depicting the tentative schedule once in Ecuador.



Note: Finalized dates have not been chosen for visits to Cañar. The dates listed in the Gantt chart are tentative and will be confirmed once in Ecuador.

4.0 Conclusion

In this project, the team will work with PRIMOK to create a more inclusive and representative learning environment for PRIMOK students. The research and proposed methodology allow the team to provide recommendations for more inclusive and representative supplemental materials that will positively impact the students of PRIMOK by promoting a sense of belonging for students.

5.0 References

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Appendix A: Creolization and Formation of Modern Ecuadorian Identity

The process by which several languages combine over a short amount of time to allow for communication between people who do not share a common language is known as "creolization" (White, 2020). Creolization not only relates to language but also encompasses the fusion of cultures. Along with the introduction of new languages throughout its history, Ecuador was also introduced to cultures from around the globe. Before the Spanish arrived, Ecuador was home to many rich, indigenous cultures that followed their cultural practices and rituals (Howard et al., 2010). As Christopher Columbus and his forces moved in, they introduced populations, such as African and other European nations, foreign to the Americas. The largest foreign population brought to the Americas was the Africans. As years passed and native populations began to decline, one of the only forms of survival was mixing races to preserve languages and cultural variances (Johnson, 2007). New national identities emerged as a direct result of this centuries-long era.

Many national identities formed as Ecuador and its people learned to navigate their ever-changing lives and customs. Terms such as *mestizaje* (racial and cultural mixture) and *blanqueamiento* (an orientation towards whiteness) emerged to provide methods for self-identification.

In the 2010 Ecuadorian census, there were five major recognized ethnic groups: Afro-Ecuadorian, Indigenous, Blanco, Mestizo, and Montubio. However, the use of the five terms left room for error and inaccuracies when attempting to obtain an accurate representation of the diversity within Ecuador. This error is noted through the separation of Mestizos and Montubios. Mestizos are described as "...descendants of Europeans and Indigenous Americans," whereas Montubios are "...thought to descend from Indigenous groups who…admixed [sic] with Spanish settlers" (Nagar *et al.,* 2021). Though Spain is part of Europe, Mestizos and Montubios are considered separate categories according to the Ecuadorian census. The similarities between the groups derive from three distinct continental ancestral groups. Though the similarities on paper

have overlapping descriptions, Ecuadorians view nationality as proximity to specific regions of Ecuador rather than ancestral descent (Nagar *et al.*, 2021).

One of the adapted perspectives of the Ecuadorian populations was that proximity to Whiteness was pure, as the U.S. Library of Congress outlines that "[Ecuadorian] whites placed considerable emphasis on their purported purity of blood…" (Hanratty, 1989). This mentality led researchers to recognize that "...the relationship between racial inequality and education [in Latin America] is lacking" (Johnson, 2007).

Appendix B: Interview Resources – PRIMOK Volunteer Teachers

B.1 Interview Guide - English

We are a team from Worcester Polytechnic Institute (WPI) in Worcester, Massachusetts, and we are working with Programa Inclusivo Multicultural Originario Kañari (PRIMOK) to improve the cultural representation in PRIMOK English classes. Currently, we are conducting interviews to gain a better understanding of your perceptions regarding PRIMOK English classes.

Your participation in this interview is completely voluntary, and you may withdraw at any time. Your answers will remain anonymous unless you would like to be credited. There will not be names or identifying information in any of the project reports or publications without your permission. PRIMOK will only use this information to improve their classes. The interviews will be recorded unless otherwise requested.

This interview will take about 30 minutes to an hour of your time.

If interested, a copy of our results can be provided through an internet link at the end of this project. Your participation is greatly appreciated. Thank you!

gr-canar-teaching-d23@wpi.edu

Sample Questions

1. Why did you become a PRIMOK teacher?
2. How long have you been teaching at PRIMOK?
3. How much do you know about the Cañari culture?
    1. Did you have any training/orientation?
4. How do you promote inclusivity and representation in your class?
5. Do you think the curriculum used in class is representative of the Cañari culture?
    1. Why/why not?

2. What areas need improvement?

B.2 Interview Guide – Spanish

Somos un equipo de Worcester Polytechnic Institute (WPI) en Worcester, Massachusetts, y estamos trabajando con el Programa Inclusivo Multicultural Originario Kañari (PRIMOK) para mejorar la representación cultural en las clases de inglés de PRIMOK. Actualmente, estamos llevando a cabo entrevistas para obtener una mejor comprensión de sus percepciones con respecto a las clases de inglés de PRIMOK.

Su participación en esta entrevista es completamente voluntaria, y puede retirarse en cualquier momento. Sus respuestas seguirán siendo anónimas a menos que desee ser acreditado. No habrá nombres o información de identificación en ninguno de los informes o publicaciones del proyecto sin su permiso. PRIMOK sólo utilizará esta información para mejorar sus clases. Las entrevistas serán grabadas a menos que se solicite lo contrario.

Esta entrevista tomará entre media hora y una hora de su tiempo.

Si está interesado, se puede proporcionar una copia de nuestros resultados a través de un enlace de Internet al final de este proyecto. Su participación es muy apreciada. ¡Gracias!

gr-canar-teaching-d23@wpi.edu

Preguntas de Ejemplo

1. ¿Por qué te convertiste en profesor en PRIMOK?
2. ¿Cuánto tiempo llevas enseñando en PRIMOK?
3. ¿Cuánto sabes sobre la cultura Cañari?
4. ¿Cuánto sabes sobre la cultura Cañari?
    a. ¿Tuviste alguna formación o orientación?
5. ¿Cómo promueve la inclusión y la representación en su clase?

6. ¿Crees que los currículos utilizados en clase son representativos de la cultura Cañari?
    a. ¿Por qué o por qué no?
    b. ¿Qué áreas necesitan mejoras?

Appendix C: Interview Resources – Experts

C.1 Interview Guide - English

We are a team from Worcester Polytechnic Institute (WPI) in Worcester, Massachusetts, and we are working with Programa Inclusivo Multicultural Originario Kañari (PRIMOK) to improve the cultural representation in PRIMOK English classes. Currently, we are conducting interviews to gather information about Canari and Ecuadorian culture.

Your participation in this interview is completely voluntary, and you may withdraw at any time. Your answers will remain anonymous unless you would like to be credited. There will not be names or identifying information in any of the project reports or publications without your permission. PRIMOK will only use this information to improve their classes. The interviews will be recorded unless otherwise requested.

This interview will take an hour of your time.

If interested, a copy of our results can be provided through an internet link at the end of this project. Your participation is greatly appreciated. Thank you!

gr-canar-teaching-d23@wpi.edu

Example Questions

1. What made you become an expert in this area?
    1. What is your cultural background?
2. Do you think cultural representation is necessary in English language materials?
    1. Why/why not?
    2. What culture needs to be represented? Cañari? Ecuadorian? Latino?
3. Do you know specific stories/books/music/etc that are culturally representative?
    1. What aspects of these materials make it culturally representative?

Commented [BE3]: what is this question trying to say

Commented [YA4R3]: Does that help?

Commented [YA5R3]: I got a little carried away adding more in

C.2 Interview Guide - Spanish

Somos un equipo de Worcester Polytechnic Institute (WPI) en Worcester, Massachusetts, y estamos trabajando con el Programa Inclusivo Multicultural Originario Kañari (PRIMOK) para mejorar la representación cultural en las clases de inglés de PRIMOK. Actualmente, estamos realizando entrevistas para recopilar información sobre la cultura Cañari y ecuatoriana.

Su participación en esta entrevista es completamente voluntaria, y puede retirarse en cualquier momento. Sus respuestas seguirán siendo anónimas a menos que desee ser acreditado. No habrá nombres o información de identificación en ninguno de los informes o publicaciones del proyecto sin su permiso. PRIMOK sólo utilizará esta información para mejorar sus clases. Las entrevistas serán grabadas a menos que se solicite lo contrario.

Esta entrevista tomará una hora de su tiempo.

Si está interesado, se puede proporcionar una copia de nuestros resultados a través de un enlace de Internet al final de este proyecto. Su participación es muy apreciada. ¡Gracias!

gr-canar-teaching-d23@wpi.edu

Preguntas de Ejemplo

1. ¿Qué te hizo convertirte en un experto en esta área?
    a. ¿Cuál es su trasfondo cultural?
2. ¿Crees que la representación cultural es necesaria en los materiales de inglés?
    a. ¿Por qué o por qué no?
    b. ¿Qué cultura necesita ser representada? ¿cañari? ¿ecuatoriano? ¿latino?
3. ¿Conoces historias / libros / música / etc. específicos que sean culturalmente representativos?

Appendix D: Observation Supplemental Materials

D.1 Consent Form - English

We are a team from Worcester Polytechnic Institute (WPI) in Worcester, Massachusetts, and we are working with Programa Inclusivo Multicultural Originario Kañari (PRIMOK) to improve inclusivity and representation in the PRIMOK curriculum. Currently, we are conducting classroom observations to gain a better understanding of your perceptions regarding PRIMOK English classes.

Your participation in this observation is completely voluntary, and you may withdraw at any time. Information will remain anonymous unless you would like to be credited. There will not be names or identifying information in any of the project reports or publications without your permission. PRIMOK will only use this information to improve its classes.

If interested, a copy of our results can be provided through an internet link at the end of this project. Your participation is greatly appreciated. Thank you!

D.2 Consent Form - Spanish

Somos un equipo de Worcester Polytechnic Institute (WPI) en Worcester, Massachusetts, y estamos trabajando con el Programa Inclusivo Multicultural Originario Kañari (PRIMOK) para mejorar el inclusión y representación en el plan de estudios de PRIMOK. Actualmente, estamos realizando observaciones en las clases para obtener una mejor comprensión de sus percepciones con respecto a las clases de inglés de PRIMOK.

Su participación en esta observación es completamente voluntaria, y puede retirarse en cualquier momento. Información seguirán siendo anónimas a menos que desee ser acreditado. No habrá nombres o información de identificación en ninguno de los informes o publicaciones del proyecto sin su permiso. PRIMOK sólo utilizará esta información para mejorar sus clases.

Si está interesado, se puede proporcionar una copia de nuestros resultados a través de un enlace de Internet al final de este proyecto. Su participación es muy apreciada. ¡Gracias!

gr-canar-teaching-d23@wpi.edu

D.3 Observation Guide

Name of Observers:	**PRIMOK Class Level Being Observed:**
Date:	**Location**
Start Time:	**End Time:**

Focus of Observation:	
List of Cultural References:	*References made towards Ecuadorian culture, Canar, or Kichwa. Note other cultural references as well to determine if the classroom curriculum has a more Eurocentric focus.*
Notes on Student Name Pronunciation:	*Names can have cultural significance. Note mispronunciations, nicknames, or accent of the teacher when saying a student's name.*
Use of Spanish/Kichwa in Classroom (Teacher):	*How much instruction is given in English? If there is confusion,*

	does the teacher utilize Spanish for clarification? Note the time spent in English during the class period.
Use of Spanish/Kichwa by Students:	*How much student interaction is there in Spanish/Kichwa? Are there more student-student or student-teacher interactions in these languages? Does the teacher support the use of other languages?*
Student/Teacher Interactions:	*Are interactions between instructors and students generally positive?* *Are interactions primarily in English? Spanish? Is there any use of Kichwa?*

Appendix E: Object Response Resources

E.1 Consent Forms

We are a team from Worcester Polytechnic Institute (WPI) in Worcester, Massachusetts, and we are working with Programa Inclusivo Multicultural Originario Kañari (PRIMOK) to improve inclusivity and representation in the PRIMOK curriculum. Currently, we are conducting an object response activity to gain a better understanding of your perceptions regarding PRIMOK English classes.

Your participation in this object response activity is completely voluntary, and you may withdraw at any time. Information will remain anonymous unless you would like to be credited. There will not be names or identifying information in any of the project reports or publications without your permission. PRIMOK will only use this information to improve its classes.

If interested, a copy of our results can be provided through an internet link at the end of this project. Your participation is greatly appreciated. Thank you!

E.2 Consent Form - Spanish

Somos un equipo de Worcester Polytechnic Institute (WPI) en Worcester, Massachusetts, y estamos trabajando con el Programa Inclusivo Multicultural Originario Kañari (PRIMOK) para mejorar el inclusión y representación en el plan de estudios de PRIMOK. Actualmente, estamos realizando una actividad de respuesta de objetos para obtener una mejor comprensión de sus percepciones con respecto a las clases de inglés de PRIMOK.

Su participación en esta actividad de respuesta de objetos es completamente voluntaria, y puede retirarse en cualquier momento. Información seguirán siendo anónimas a menos que desee ser acreditado. No habrá nombres o información de identificación en ninguno de los informes o publicaciones del proyecto sin su permiso. PRIMOK sólo utilizará esta información para mejorar sus clases.

Si está interesado, se puede proporcionar una copia de nuestros resultados a través de un enlace de Internet al final de este proyecto. Su participación es muy apreciada. ¡Gracias!

Sample Questions

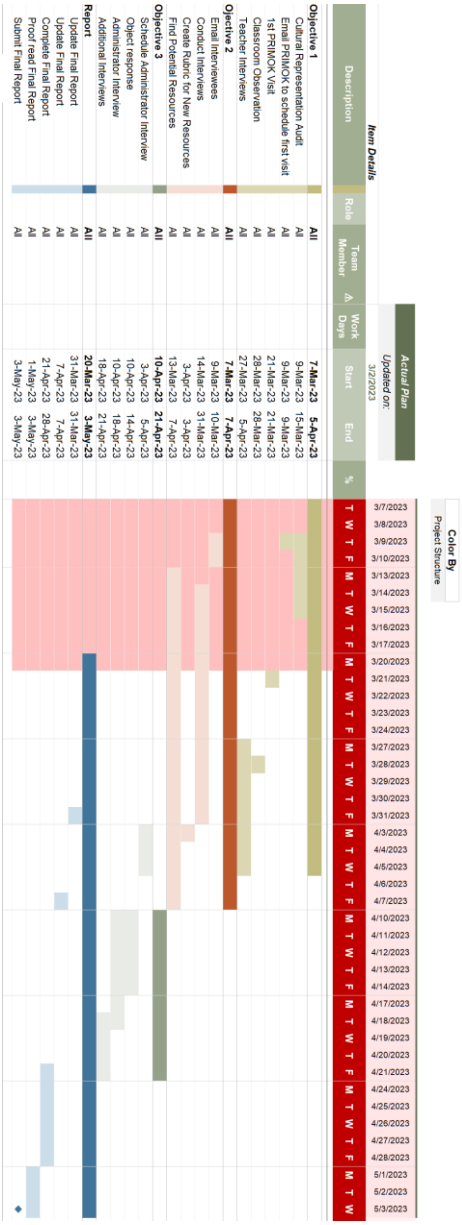
1. Which story/book/material did you like better?
    1. Why?
    2. Did you feel like this story was more like your experiences?

Preguntas de Ejemplo

1. ¿Qué cuenta/libro/material te gustó más?
    1. ¿Por qué?
    2. ¿Sentiste que esta historia/libro/material se parecía más a tus experiencias o vida?

Appendix F: Gantt Chart

Commented [REK6]: Why when you have Figure 3-1?


Item Details
Actual Plan
Updated on:
3/2/2023
Color By
Project Structure
Description
Role
Team Member
Work Days
Start
End
%
Objective 1
Cultural Representation Audit
Email PRIMOK to schedule first visit
1st PRIMOK Visit
Classroom Observation
Teacher Interviewers
Objective 2
Email Interviewees
Conduct Interviews
Create Rubric for New Resources
Find Potential Resources
Objective 3
Schedule Administrator Interview
Object response
Administrator Interview
Additional Interviews
Report
Update Final Report
Update Final Report
Complete Final Report
Proof read Final Report
Submit Final Report
All
7-Mar-23
5-Apr-23
9-Mar-23
15-Mar-23
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