

Teaching Voices: Community Stories as an Intercultural Bridge to Strengthen Literacy in Indigenous Students

Author: Manuel Arturo Blanco Armas
Email: manuelarturoblancoarmas694@gmail.com
ORCID Code: <https://orcid.org/0009-0004-7889-1293>
Cindy Oskarina Guillén Morales
Email: guillen.oska27@gmail.com
ORCID Code: <https://orcid.org/0009-0001-5047-4744>
Main Research Line: Culture, Identity, and
Independence. Thematic Axis: Culture and Knowledge

**How to cite this article: Manuel Arturo Blanco Armas and Cindy Oskarina Guillén Morales,
“Voices that Teach: Community Narratives as an Intercultural Bridge to Strengthen Literacy in
Indigenous Students” (2025), (1,13)**

Received: 05/09/2025 Revised: 09/09/2025 Accepted: 15/09/2025

ABSTRACT

This bibliographical study explores how Indigenous community stories act as intercultural bridges to improve literacy among Indigenous students. Based on oral and written narratives from ethnic groups such as the Mapuche, Emberá, Kamëntsa, and Nasa, it analyzes their role in cultural preservation and educational integration, bridging linguistic gaps, and promoting coexistence in diverse environments. The general objective was to investigate the potential of community stories as intercultural pedagogical tools to strengthen reading and writing skills in indigenous students, synthesizing theoretical and practical contributions from academic literature. The methodology used a bibliographic documentary approach, consisting of the systematic collection and analysis of secondary sources such as articles, theses, and books. Following Arias (2006) and Baena (1985), a search was conducted in databases such as Redalyc and university repositories, followed by a thematic analysis to categorize constructs, strategies, and impacts, without generating primary data. Results: A comparison of authors reveals convergences in strategies: Sánchez Correa et al. (2007) and Perdomo Gasca et al. (2024) highlight improvements in reading motivation and comprehension through pedagogical phases; Arroyo-Ortega and Robayo-Noreña (2022) address digital barriers in higher education; Lemus Rosero (2024) emphasizes community collaborations for primary education. All report identity strengthening and prejudice reduction. Discussion: The findings align with liberatory pedagogies, questioning hegemonic approaches and suggesting digital integrations. Limitations include local biases, recommending quantitative studies for scalability. Conclusions: Community stories transform literacy into an inclusive process, promoting cultural equity. Educational policies that incorporate these approaches for diverse societies are urged.

Descriptors: Voices, teach, stories, community, intercultural bridge, literacy, indigenous students

Biographical Summary: Lic. Manuel Arturo Blanco Armas. Graduate in Comprehensive Education (UPEL-IMPM). Practicing teacher. Address: Paraguay Street, house No. 103: Lic. Cindy Oskarina Guillén Morales. Graduate in Early Childhood Education (UNESR). Practicing teacher at the EBA “Leonardo Agrinzones” Address