Abstract

Marquès (1996) has stated that educational software cannot be evaluated as good or bad. Instead, its use depends on concrete situations. This study aimed at offering workshops to teach Süchiki Walekerü software in four Wayuu schools in order to create reading and writing strategies for Wayuunaiki language. The methodology used was action-research based on ethnographic approach. Results were unsatisfactory: most teachers did not apply the educational software to their students. However, those few teachers who used the software said this tool has enough elements to improve Wayuunaiki language and suggested to include play games such as math games.

Keywords

educational software, Wayuunaiki language learning, ethnographic approach.