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ECUADOR

CON LA COLABORACION DE LA
AGENCIA PARA EL DESARROLLO
INTERNACIONAL EN EL ECUADOR

"My Language and the One Taught in School - Are They the Same?"

Papers on Developing Bilingual Education in Ecuador

Final Report

in fulfilment of

USAID Contract No. 518-382-T

PREFACE

Rather than developing a single report on the contractual activities and results during these two months, a number of coherent but independent reports have been produced. These reports are presented in this document in the following rather arbitrary order:

A. Recommendations from Basic Cultural Presuppositions

B. Discussion of Phases of Bilingual Education Program

C. Function of Entities Related to the Bilingual Education Office

D. Materials Preparation: Scope and Timing

E. Recording Facilities

F. Addendum

G. Socio-Linguistic Survey Questionnaires

For maximum benefit, these have been translated into Spanish and should be distributed wherever it can be expected that some benefit (orientation leading to sympathetic understanding and support, recognition of new areas of activity, etc.) can result without undue hindrance. This may include everyone in the chain of command plus others who need the orientation.

I wish to take this opportunity to express congratulations, grateful thanks, and personal satisfaction. Congratulations are certainly in order to the MOE and USAID for the primary contract with its provisions for stimulating Ministry coordination and further instigation of Bilingual Education. In particular, congratulations go to Dr. Ligdano Cháves, Director of the Technical Division of the MOE, for decisive action taken in establishing the Bilingual Education Office (BEO). Grateful thanks are expressed to Dr. Charles Reed, in USAID, for instruction and encouragement during this work period. Appreciation is also in order for the special expertise in survey techniques so graciously shared by Dr. William E. (Ted) Haney of the Far East Broadcasting Corporation. Without his aid, the socio-linguistic survey would probably have had limited, if any, validity. It has been a source of personal satisfaction to associate with the various personnel that have been involved in this project and the report: Lic. Hermes Arguello, Lic. Augusto Benalcázar, Prof. Abelardo Núñez, of the BEO; Lic. Walter del Aguila of the Summer Institute of Liguistics, Lic. Ruth Moya, teacher with CEMA and the Central University; Dr. Ligdano Cháves and Lic. Homero Ayala, functionaries in the MOE; Dr. Charles Reed and Jon Gant of USAID; and the secretaries in the USAID office who worked so hard and yet patiently on the final typing of the reports.

Each one made a unique and appreciated contribution to a store of pleasant and stimulating memories.

Glen D. Turner
Quito, November 4, 1974

RECOMMENDATIONS

from

Basic Cultural Presuppositions

Aside from the assumptions upon which any instructional modus operandi is constructed, I wish to clarify certain of what might be called culturally oriented philosophical presuppositions which have guided in the recommendations which follow in this report. The point here is not to argue the case for any of them, but simply to give those who read the report a perspective from which to argue the relevance or irrelevance of any of the recommendations. It should be noted that all eight recommendations interlock to present a single yet complex perspective on Bilingual Education.

1. Social Barriers. Indigenes have many things in common, most of them negative in relation to the dominent culture. They speak little or no Spanish; they are discriminated against in friendships, business, legal matters, and social matters; they lack the recognition of their own personal and cultural worth and look to the dominant culture as a distant, hardly attainable state of fulfillment (except for certain features of Colorado cultural outlook); they have a non-Latin cognition of reality; they are non-Latin in their system of values and motivational drives; and they have relatively little

contact with those forms of the dominant culture which would prepare them for formal education.

It is recommended that in recognition of the great divergence of indigenous groups from the dominant culture, a separate system of education, adapted to the indigenous reality in Ecuador, be made official by the Ministry of Education, legalized and functioning in accord with the recommendations presented by the First National Bilingual Education Seminar in Ecuador, October, 1973.

This implies continuation of the presently constituted Office of Bilingual Education, 1) bolstered by local experts in linguistics and anthropology who can work full or part time; 2) with funds necessary to carry out a continually expanding program; and 3) with sufficient autonomy at local and national levels to make the program effective in behalf of the indigenous groups.

It further implies that materials and curriculum will be specialized, adapted where possible to the situation in each indigenous community; that education may be formal, non-formal, or both; that the norms for the Spanish population, whether urban or rural, are largely inapplicable to the indigenous groups; that the most successful means of

establishing profitable contact between the indigenous cultures and the dominant Latin culture is through building the indigenous cul - tures to where they can operate from an attitude of appreciative understanding of both cultures, their own and the Latin.

2. The Language Barrier. Basic education is centered a - round developing the basic tools of language use. However, a problem arises when the established education process is geared to a language unfamiliar to the school child. Putting such a child through that process is not unlike presenting the average American with an expensive typewriter with Hebrew characters. The point is that a specialized application of educational principles is needed for each separate language if the monolingual speaker of that language is to receive value from the teaching.

Experience clearly indicates that through a specialized first-language (vernacular) education program coordinated with a simultaneous program for transition to Spanish basic education, the language barrier can be overcome in three to five years depending on the preschool background of the individual. This is essentially the configuration of the Bilingual Education Program as carried on to the present in Ecuador, both in the lowlands and in the highlands.

The recommendation is that Bilingual Education through third grade be the absolute minimum educational opportunity offered in a specialized curriculum to monolingual or semibilingual indigenous groups by the way of formal education.

3. The Culture Barrier. This is a less obvious but potentially far more serious problem than the language barrier. The solution is also of necessity more complicated and less completely satisfying. The problem stems from the conjoining of several factors: 1) formal education is among the most powerful agents of change known; 2) no education system can avoid presenting some sort of cultural perspective; 3) the cultural perspectives of the dominant culture (and therefore of its education system) are radically different from those of the indigenous cultures. Thus the language barrier is but one symptom (the more visible aspect of the whole cultural iceberg) of a deep cleavage between the dominant group and the indigenous groups. The application of such tremendous pressure for radical change in cultural perspective as presented by the standard school curriculum will in the long run bring about demoralization and cultural collapse in the indigenous cultures unless some means is found to ameliorate its effect.

The recommendation is that to avoid such "cultural aggression" as is inherent in too foreign a curriculum, the approach to Bilingual Education be not only bilingual but bicultural, building up the individual's recognition and appreciation of both his own and the La'in culture so that all interaction with the dominant culture can be approachedfrom a position of recognized intricate personal and cultural worth, both his own and that of his "white"neighbor.

4. Speed of Change. All cultures are changing all the time. Change simply as change may be welcome or unfortunate. But time is essential for change to be beneficial. The ability of cultures to adapt to change varies, even as it varies among individuals within the culture. Nevertheless, when the speed of change outstrips adaptation in a culture demoralization results.

The recommendation is that bilingual-bicultural education be continued at least through the primary grades, and as long thereafter as necessary to keep the education process relevant and non-alienating.

5. Detribalization. When an individual is uprooted from his native cultural soil and forced to adapt to a radically different cultural base he loses much of the capacity to readapt to the original soil from

which he was extracted. Sudden recruitment into the army, joining the labor force in the dominant culture for an extended period, or leaving the indigenous environment for several years of intermediate schooling, are all violent methods of uprooting which almost invariably leave the individual detribalized. The seriousness of the situation is that the detribalized individual rarely manages to make the full shift to the dominant culture to the point that he is truly accepted by it and feels completely at home in it. Furthermore, he can no longer return to his home culture and be satisfied to live according to its values and behavior patterns. He lives in a sort of limbo as a parasite on the outer fringes of the larger cities.

Little can be done about army recruitment procedures or about the free choice of an individual even to choose a detrimental but legally acceptable way of life. However, with regard to the bilingual school teachers, who will be leading in the education of their own people, detribalization should be avoided as much as is possible.

It is recommended that for prospective bilingual school teachers, both in the immediate Teacher Training Courses and eventually even in the B. E. Normal Schools, the time outside the tribal environment be a maximum of three years during the study of the Diversified Cycle, and

that in such cases tribal ties be continually strengthened during that period. Where the B. E. Normal School is fully within the indigenous environment of the trainee no such problem would be apt to exist during any part of the educative process.* (See note at end of this section).

6. Incorporation: assimilation vs. amalgamation. Many of the countries that object to "colonialism" are practicing a similar type of unconscious domination. It is the natural result of insisting that "incorporation" of indigenous populations means training the indigenes to adapt to the dominant culture to the disruption or loss of their own. Such insistence generally stems from a lack of understanding and consequently of appreciation for the indigenous cultures. It is equally a result of the lack of recognition that cultural diversity, when rightly taken advantage of can be a source of new and invaluable input into the dominant culture. Hybrid vigor seems to be characteristic of culture as well as of physical characteristics. For the greatest profit to both cultures (considering each indigenous culture at a time) integration must be a two-way street, each willing to receive as well as to give.

The recommendation is that every effort be made by the educational authorities at all levels to set the stage in the dominant culture (by

whatever means seem profitable) for understanding and acceptance of indigenous cultures in their areas.

7. Positive Conscientization. There is a philosophy that appears to define "conscientization" as becoming angry and demanding. The usual result of a successful conscientization program of that sort is confrontation, disillusionment, irrational and usually destructive retaliation, and finally reprisal and repression. The final state is worse than the first. There is, however, the possibility of positive conscientization and psychic growth from within any culture. The development of a positive attitude, first toward oneself and then toward whoever else is "different" (including the dominant culture), will permit growth and useful contact without confrontation wherever possible. Where confrontation is necessary, it can be intelligently tailored to reality; it is unlikely to produce disillusionment since there is less likelihood of original illusion.

It is recommended that conscientization be primarily from a monolingual standpoint, developing appreciation for the individual's personal and cultural heritage, and that cross-cultural conscientization be realistic but positive, constructing a bridge, not an iron or bamboo curtain or a Berlin wall.

8. A Price to Pay. It must be realized that all experience, all change, comes at a price. It is often difficult to know ahead of time what the price is and whether what is gained is worth it. Nevertheless, a rule of thumb which operates consistently throughout any specialized program such as Bilingual Education is that the greater the divergence between the real and the ideal, the higher the price paid for attempting to establish the ideal. It is therefore recommended that caution be exercised in all evaluation, change, or further planning and expansion, gauging the ideal against the social and personal cost involved.

RESUME

Gathering all the preceding recommendations into a single whole, it is here recommended that to the degree that present or future social realities permit:

1. A separate system of education, adapted to the indigenous reality in Ecuador, be made official by the Ministry, legalized and functioning in accord with the recommendations presented by the First National Bilingual Education Seminar in Ecuador, October, 1973;

2. Bilingual Education through third grade be the absolute

minimum educational opportunity offered in a specialized curriculum to monolingual or semi-bilingual indigenous groups by way of formal education;

3. The approach to Bilingual Education be not only bilingual but bicultural, building up the individual's recognition and appreciation of both his own and the Latin culture so that all interaction with the dominant culture can be approached from a position of recognized intrinsic personal and cultural worth, both his own and that of his "white" neighbor;

4. Bilingual-bicultural education be continued at least through the primary grades, and as long thereafter as necessary to keep the education process relevant and non-alienating;

5. For prospective bilingual school teachers, both in the immediate Teacher Training Courses and eventually even in the B. E. Normal Schools;* the time outside the tribal environment be a maximum of three years during the study of the Diversified Cycle, and that in such cases tribal ties be continually strengthened during that period; (See note next page).

6. Every effort be made by the educational authorities at all

levels to set the stage in the dominant culture (by whatever means seem profitable) for understanding and acceptance of indigenous cultures in their areas; and

7. Conscientization be primarily from a monocultural standpoint, developing appreciation for the individual's personal and cultural heritage, and that cross-cultural conscientization be realistic but positive, constructing a bridge, not a barrier.

NOTE: This problem will increase as the training period is extended to grades 13 and 14 in the new Institutos Normales.

Discussion of Phases of Bilingual Education Program

1. Liaison. Began officially with the establishment of the Bilingual Education Office, October 9, 1974, and orientation by Walter Del Aguila of the Instituto Lingüístico de Verano (ILV) and the author. Furthered through two visits to the Teacher Training Course (TTC) in Otavalo sponsored by the Instituto Interandino de Desarrollo (IID). Will continue as long as contracts are maintained with these and other entities.

2. Investigation. Survey begun with contract with Lic. Ruth Moya (Central University) for 2 1/2 months, preparing a sociological survey, training of present Ministry personnel, directing the survey and presenting the results. This is to form the basis for continuation of the same survey to further geopraphic areas in the future. Questions have also been supplied for addition to the anticipated health survey in Azuay, Cañar, and Loja. Field surveys will be continued as long as feedback is necessary to determine the effectiveness of the Bilingual Education Program

Linguistic research begun by Dr. Donald Burns (ILV) in early 1974, studying the vocabulary, structure, etc. of different highland dialects of Quichua.

3. Legalization. The highest priority job needing to be done at the moment. Most Bilingual Education (BE) activities are now extralegal in some sense. The seriousness of purpose of the Ministry with regard to Bilingual Education will be most clearly manifested in its response to this program and to finances. First priority is for establishment legally and in writing of the status quo of the schools. Next setting up contractual relationships with all entities involved in Bilingual Education, where these are lacking. New entities will be tied in to the BE Office through such contracts.

4. Public Relations. If effective, this program may do more to make Bilingual Education Office (BEO) permanent and effective than any other single effort by the office. It must be aggressive without threatening anyone's job or position. Timing, degree of pressure, selected audience, and means (choice of audio-visual devices) are the chief ingredients. Success within the Office, between offices, and in the field will depend to a considerable extent on well-done public relations (PR).

5. Finances. This will begin with preparation and presentation of the proposed budget for 1976. Eventually all finances for BE projects will presumably be channeled through this Office.

6. Transfer of functions. This will begin with those activities which are legally Ministry functions: hiring and firing, opening and closing of schools, and the like. Insofar as day-to-day administrative oversight is left to the present organizations, to that extent the Min.-try will be free to continue other necessary programs. Transfer will be complete when the programs are finally turned over to the Provincial Education Administrations.

7. Minor Revision of Existing Curriculum Materials. Considering the lack of orientation of present personnel and the considerable effort and training represented in the present program no evaluation at this time should be conducted to consider major revision of existing materials. Such could well dampen or kill the total project before the Office gets under way and waste time. An evaluation should be completed shortly so that significant basic changes could be put into effect immediately in the preparation of the remaining materials.

8. Materials. Grade 1 materials for all groups should be ready for testing by the next Teacher Training Course (TTC). The immediate aim is for all materials to be published through Grade 3 within 5 years. With sufficient funds and the help of ILV and other linguists, that goal

can be reached. (See Materials Preparation section of report) It is hoped that in its final form BE will continue thru at least sixth grade. (See 14 below and Recommendation No. 4 at end of report).

9, MOE Personnel. In order to begin training the personnel needed to bring the office force up to strength for the remaining programs, the necessary administrative activities for the naming of candidates to be trained must be initiated well ahead of time. These people should be chosen to fit into the various slots in the organigram. With a full complement of 18 to 20 capable men and women, the BEO will be in a position to speed up the whole process of supplying effective education to the indigenous groups. The training will be mostly in-service. Thus, they will receive much of their formal classroom training along with others as indicated in sections 10, 11 and 12 which follow.

10., Normalistas for Grades 4 to 6. These, along with the personnel mentioned in 9, 11 and 12, will receive their basic preparation in a special training seminar. This four-week training program will be primarily orientation to and appreciation for indigenous cultures and acquaintance with the Bilingual Education program, its aims, its

materials, its methods, and its faults. It is hoped that this program will make the teachers more effective in adapting their teaching and filing any gaps. It should also make them less destructive of the students' cultural foundation. Again, the recommendation is that these teachers will eventually be supplanted by indigenous normalistas, trained to continue bilingual-bicultural education through the sixth grade (see Recommendation No. 4). These original teachers will be the most likely candidates for inspectors and supervisors and for related jobs at the provincial and ministerial levels.

11. Teacher Training Course Faculty. This first course should orient those who teach in the Teacher Training Course to be able to adapt their subjects to the needs and capabilities of the teacher candidates. The primary problem will be finding likely professors who are free to attend the course and to teach later in the TTC. These will be likely candidates for making up the original faculty of Bilingual Education normal schools. In the long perspective, plans should be made to establish a department in at least one of the universities in which Bilingual Education majors can prepare for all jobs connected with the total program and especially that of teaching in a Bilingual Education normal school.

12. Supervisors and Inspectors. The training of these will also be primarily in-service, at least initially. But they should be able to attend the same course indicated for the immediately preceding three groups. Candidates for these jobs will eventually come from the ranks, first the white normalistas for grades four to six, then from the bilingual school teachers themselves.

13. Expand geographically. Every effort should be made to have the first grade highland Quichua materials ready for trial use by July, 1975. The TTC would begin for them the end of July (concurrently with the lowland TTC, now directed and partly run by Ministry representatives). This expansion phase eventually includes preparation of teacher candidates among the Aucas, Cofans, and Colorados as well, along with opening schools in each of these tribes. This phase will likely continue longer than any other, perhaps until 1995 or later depending on how much money is available to expand the school system rapidly.

14. Expand Scope. This begins almost a year after phase 13. It is timed to feed into the TTC's starting, the end of July, 1976. Eventually this phase will include adult literacy and education, non-formal education, education in community development, expanded vocational programs, and

the like. Though cooperation with other pertinent ministries (Health, Agriculture, etc.) is imperative, it is unlikely that the other offices would have the degree of culture orientation that the Bilingual Education Office would be able to give to all such programs.

15. Technical Personnel. It is unlikely that the Ministry will ever be in a position to train fully technical personnel. Nevertheless, at this time it should be able to focus on making the arrangements with the local universities in particular for establishing the necessary courses or departments which will turn out the trained graduates who can produce effectively in such technical areas as : investigation, evaluation, preparation of materials, curriculum, training, and applied education in the Bilingual Education System. Furthermore, the Ministry should be looking for grants, fellowships, and scholarships for foreign study.

16. Monolingual Primary Courses. This stems from the Recommendation No. 5 calling for preparation of the dominant culture for understanding and acceptance of the indigenous cultures of the Nation, particularly those in the vicinity. It will likely include some language learning as well as cultural interaction, history, art and artifacts, customs and beliefs.

17. Monolingual Normal School Courses. The purpose of this is identical with that of the previous course but with a view to building cooperation among the teaching fraternity and perhaps even wooing some teacher candidates into the Bilingual Education profession. The course content will be similar to that taught in the training of MOE personnel, fourth to sixth grade teachers, etc. as outlined in phases 9 to 12.

18 & 19. Provincial Level Personnel. This will have to be a long and specialized training program. Long before June of 1977 all opportunities for liaison with the provincial personnel should have been made use of. At that time, full focus should be placed on training of personnel and transfer of functions. Transfer of administration will have to be paced in relation to the ability and training of the local administrator and to the cooperation (or lack of it) that he receives from those over him in the Provincial Education Administration. This will be the crucial test of the effectiveness of the PR program in the Ministry. In any case, this phase is one of the weak links in the chain of successive phases in the total Bilingual Education Program. Much expertise and hard, effective labor can be wasted if the administrative transfer to the provinces is not also accompanied by understanding,

acceptance, and eagerness to push the program on the provincial level. Thus, it is expected to take at least 2 to 3 years for the transfer to take place in all the provinces. It will be up to the provincial administrations to enlarge the programs to the capacity of the system. But the BEO in Quito will still need to continue investigation, evaluation, revision of materials,sharing with and encouraging provincial administrations, upgrading personnel all along the line, adapting programs to the changing indigenous realities and to the changing educational philosophy and mode of operation of the Ministry as a whole. By 1980 to 1985, given full cooperation and apt personnel, the total program should be functioning normally. From that time on, it will be simply filling out to capacity in order to provide maximum, effective educational opportunity for all indigenous communities, perhaps before the turn of the century.

The timing of the above phases depends entirely on full cooperation by the Ministry and autonomy of the BEO to plan, execute, evaluate, and refine the program. The present commendable trend of decentralization should be continued. However, it should be recognized that the BE program will not likely become fully functioning and available to all indigenous without much centralized planning, research and training. This then would have to be followed by a gradual decentralization.

20. Major Evaluation. By the time the BEO is relieved of local administrative duties entirely they should be free to begin a total evaluation of the program in cooperation with the provincial administrative offices. There should also be those in the BEO and among those under contract with it who can proceed with a major evaluation of the total system of Bilingual Education, making specific recommendations both for changes to be made and naming the entities who should be involved in making the changes. Depending on how drastic the changes are and the availability of personnel and funds, this phase may take from six months to several years. Evaluation as such, however, will be a continuing program, adapting the Bilingual Education System to the changing realities within the indigenous themselves.

Function of Entities

Related to the Bilngual Education Office

The accompanying chart is purposely idealistic. Some of the entities included are moribund, and/or technically unprepared to do the work. It is hoped, however, that given restricted contracts they may build up their activity and eventually be of even greater service to the Ministry of Education, to the indigenous cause, and to the country as a whole. All such interactions are expected to be mutually beneficial to those organizations and to the Ministry Office. Furthermore, the broader the connections maintained by the Bilingual Education Office the less likely some single philosophical viewpoint will dominate the Ministry's approach to bilingual-bicultural education.

In one sense, all the relationships on the chart are to be thought of as "temporary". In the end the primary responsibility for all phases and functions of Bilingual Education will rest on the Ministry of Education Bilingual Education office in Quito and on the Provincial Education Administrations. Nevertheless, those relationships marked "P" generally promise the most profitable areas of continuing interaction which would be of mutual benefit. They have the effect of

broadening the input resources into the Bilingual Education Office, keeping it from stagnating.

The choice of "P" as against "C" in any given instance is somewhat arbitrary. It is basically determined by the character of both the service itself and the entity involved. Foreign and individual entities are considered temporary. Likewise, pilot projects and funding sources are considered short term arrangements. On the other hand, public relations and training of personnel are the most permanent of services which can be shared with other entities outside the Bilingual Education Office itself. Between these extremes are relationships in which either the dignity or the capacity of the organization is such that a more permanent interrelationship is desireable.

KEY

C = A formal or informal contract, with the scope and duration limited.

P = Semi-permanent, legalized arrangement.

P/C = Either or both

Investigation = All field investigations, surveys, censuses, etc. whether linguistic, cultural, economic, community development, or the like.

Assessment = Internal evaluation of the operation, curriculum, materials, content, impact, efficiency, etc.

Preparation of Materials = All or any part of the total process through final publication.

Training = Pre-service, in-service, even non-service training (such as seminars for the general public), including preparation of intermediate supervisory and inspection personnel.

Pilot Projects = Experimental projects in any of the four areas of operation: Teacher Training, Bilingual Schools, Adult Education, Vocational Courses.

Local Supervision = Day-to-day execution of the pre-established programs; immediate oversight of local programs.

Funding = Source of funds for a broad spectrum of possible services, especially those involving particular expertise.

Propaganda = Any attempt to gain sympathetic understanding for the program, whether aimed at other Ministry personnel, other government personnel, the scientific community, provincial leaders, or the public in general. It may also include public relations in the indigenous communities.

A. MOE

SENARED - Servicio Nacional de Recursos Didácticos, the MOE audio-visual section. Their services would be primarily in art and crafting: Cuisenaire rods, illustrations, flash cards, etc.

Text Developing Section - Their primary service would be in assessing the use of the materials produced under the training program of the U. of New Mexico. They could also help in producing and assessing the special Teacher's Manuals for Bilingual School teachers. Many of the principles they follow in preparing Spanish texts are also adaptable to vernacular text preparation as well.

Bilingual Normal Schools - These, of course, will eventually be the primary teacher training facilities for the Bilingual Education System. As the faculty builds up experience, it will be one important source of feedback to the Bilingual Education Office with regard to whether the texts and teacher's manuals are properly adapted to the capacities of the teachers. It would

be well for each Bilingual Education normal school to be connected with one or more Bilingual schools for practice teaching, testing materials, observing curriculum, etc. It should be noted, however, that it will be some time yet before the Bilingual Education normal schools will be in a position to operate in this way.

Monolingual (Spanish) Normal Schools - The relationships here will be indirect but could be important. With the inclusion of the Special Bilingual Education Courses to be prepared in phase 17 the rest of the teaching profession will be aware of and more likely sympathetic to the whole purpose of the Bilingual Education program. The faculty who teaches these courses could be a source for both internal (within the school) and external P. R. programs. It may be that some teacher candidate in the monolingual system would find the Bilingual Education system attractive and could eventually work into the administration of it at either a provincial or a national level.

Provincial Education Administrations - Obviously the sooner these administrative groups can be worked into the Bilingual Education program through limited contracts, the better able

they will be eventually to administer the programs without introducing culturally disturbing changes. In the end, administration will be entirely in the hands of these offices. The more rounded the picture they have of the philosophy, methods, and goals of the Bilingual Education System, the more they will be able to support the program before receiving administration and the more efficiently they will administer and expand it afterwards.

B. OTHER MINISTRIES

All of these will be involved in particular educational programs, each aiding in the field of its specialty. This will involve both formal vocational courses and formal and informal or even "non-formal" programs for adults in the community development area. It should be stressed that any arrangements made with these ministries should be evaluated in terms of the cultural impact on the community. Of course, arrangements and contracts will likely be with certain dependencies of the particular ministry, such as INIAP (Instituto Nacional de Investigación Agropecuaria) in the Ministry of Agriculture. (INIAP, by the way, has already expressed a desire to aid in such courses.)

C. NATIONAL AUTONOMOUS OR SEMI-AUTONOMOUS ENTITIES

Universities - Catholic University and Central University both include on their faculty certain trained linguists. I am aware of only one formally trained cultural anthropologist. Nevertheless, the BEO is going to need the backing and cooperation of the universities if it is to succeed in making the MOE and the provincial administrations accept their obligation to a bilingual-bicultural approach to the indigenous problem. Primarily from a linguistic standpoint, and we trust eventually from a cultural standpoint, the universities are the logical entities to be involved in nearly all the phase of activities of Bilingual Education. The greater the (non-political) involvement, the more successfully will the projects be carried out. Every effort must be made to keep the Universities (again non-politically) involved in investigation, training, and favorable propaganda. For the immediate future, investigation and Spanish materials preparation would appear to be the most likely short term, specific contracts.

Long range, the principal related activity of the universities will be in training of personnel for service at all levels, local,

provincial, ministerial, and as faculty in normal schools and in the universities themselves. Where feasible, the other universities should be brought into relationship with the Bilingual Education program. This is especially true of the University of Cuenca, inasmuch as it is in an area where practical work can be done among the local Quichua-speaking people. Again, it must be stressed that whatever is done through the universities must be contracted for in such a way as to maintain these activities as free as possible from the political turmoils which would sidetrack or otherwise make ineffectual the bilingual-bicultural efforts they are trying to carry out.

Instituto Indigenista Ecuatoriano - This organization owes its existence solely to the Pátzcuaro accord of the representative governments (including Ecuador) in which most of the hemisphere governments agreed to set up and fund local organizations corresponding to the international Instituto Indigenista Interamericano headquartered in Pátzcuaro, Mexico. The purpose of each of the local organizations is to champion the cause of the indigene in its own country. The IIE (Inst. Ind. Ec.) is at present dormant, though it should be the prime mover toward

solutions of indigenous problems, A contractual arrangement for carrying out a local social survey in some limited highland area might begin the revitalization which could eventually result in their helping in nearly every possible service area.

La Casa de la Cultura Ecuatoriana - This organization is certainly both prestigious and fairly active. Its orientation, however, is almost exclusively to culture in the limited sense of that which represents the refined tasted of the elite. Though lip service is paid to indigenous cultures, they are viewed more as quaint museum pieces than as viable, intricate systems of human relationships, equally valid with the Latin culture. The proper sharing of projects between the BEO and the Casa de la Cultura could do much to change that outlook. Cooperation would be most likely in investigations and public lectures as part of P. R. and public education.

Instituto Nacional de Antropología e Historia - At present this seems to be essentially an organization used as a sponsor for special research projects. The most likely point of interaction at the moment is in investigation.

D. FOREIGN ENTITIES

Peace Corps - For nearly four years the Peace Corps has sponsored the preparation of materials and the establishment of Bilingual Schools in the Highlands under the organizational administration of the Instituto Interandino de Desarrollo. Three schools have been started in the Otavalo area and one in the Saraguro area. This experience has given this group the background necessary to be able to participate effectively in most areas of service with the BEO.

It should be kept in mind that Peace Corps could also be an excellent source for specialists (note under E, below) such as builders, engineers (for schools and certain community services), agriculturalists, economists and the like (to help in community development programs), BE specialists (for evaluation and training), etc.

Instituto Lingüístico de Verano - So far the most active scientific organization to work among the lowland indigenes, ILV has been doing linguistic research since 1954, and has carried out a BE program since 1963. Only in the last year has it begun to do full linguistic research in the highlands of Ecuador. The local

organization has received considerable help from its counterpart in Peru which has developed an extended BE program since its initiation in 1953. The experience and professional training of the Ecuador ILV members make them the primary though temporary, entity with which the BEO would be likely to carry out many of its projects.

Programa Interamericano de Lingüística y Enseñanza de Idiomas

Together with the ALFAL (Asociación de Lingüístas y Filósofos de América Latina) PILEI brings together the outstanding linguists of Latin America and linguists of the United States and Canada who are involved in activites of Research and Applied Linguistics in the hemisphere. Originally initiated through the organization of Dr. Don Sola of Cornell University and through the financing of Foundations like Rockefeller and Ford, this program has done more to stimulate interest and direction in the field of linguistics than any other academic program, in Latin America especially. The program has included biennial symposiums in several capitals of the hemisphere, linguistic institutes for the training of linguists held in Uruguay, Brasil, Mexico,and Puerto Rico,including a generous scholarship provision.

Recently reorganized and refinanced, PILEI has approached linguists in several countries of the hemisphere for stimulating exchange in the mobilizing of technical resource personnel and involvement and financing of projects for the promotion of linguistics, and the application of linguistics in the fields of education and sociology.

United States Agency for International Development (USAID) and United Nations Educational, Cultural and Scientific Organization (UNESCO) would presumably help mostly through funding of projects and specialized services. Especially in the early years there will be need of expertise in preparing, carrying out, and evaluating investigations. The immediate need for materials preparation is also crucial at this point before expansion takes place in a text book vacuum. The third area of need is in preparation of personnel. Until the program can be established to the point where the universities and specialized B. E. normal schools are pouring prepared personnel into the system at all levels, there will be a serious shortage of technical personnel--even a shortage of candidates for such training. What is needed immediately is funding, directly by these organizations or indirectly through

other foundations, for scholarships for specialized BE training of certain key personnel who can then bring their studies to use either directly through the BEO or in establishing a training program in one or both of the local universities. This area of aid is probably the most prolonged both in the process and in its results.

E. FOREIGN AND/OR NATIONAL ENTITIES

Religious Orders - Some of these, such as the Salesian Order, have apparently been given both the training and the encouragement to apply cultural insights in their work with Indigenous groups. These efforts should be coordinated into the national effort by the BEO, but they should be encouraged to continue through specified arrangements with the MOE contracted through the BEO. Their contribution can be in nearly any phase of service.

Individual Specialists - These may be local or foreign graduate students, Peace Corps volunteers, visiting part-time experts and the like. Two general characteristics should be the rule in arrangements with these entities: 1) Other things being generally equal, preference should be given to nationals in

order to build up the local supply of experienced personnel, and 2) where the specialist is not a national, part of the arrangement should normally include, where possible, the general training of a national specialist.

Students - Particularly from the universities and upper levels of the normal schools there should be many students who can help in some phase of investigation. This can be particularly effective when woven into a regular course in the school. It seems at present unlikely that students will be able to help in any other phase of service to any appreciable degree.

POTENTIAL RELATIONSHIPS with BILINGUAL EDUCATION OFFICE

ENTITIES \ SERVICES	A Investiga.	B Evaluat'n	C Mat. Prep.	D Training	E Pilot Projects	F Local Superv.	G Funding	H Pub. Rel.
A. MOE								
SENARED			C					
Text Production		C	C					
Bil.Normal Sch.		C		P	C	C		P
Mono.Normal Sch.				P/C				P
Prov. Ed. Admin.	C	C	C	P/C	C	P		P
B. Other Ministries								
Health				P/C	C	C		
Defense	C							
Agriculture	C	C		P/C	C	C		
C. National Autonomous								
Universities	P/C	P/C	P/C	P/C	C			P
Inst.Indig.Ec.	P/C	P/C	C	P/C	C	P/C		P
Casa de la Cult.	P/C	C	C	C	C			P
In.Nac.Antro.e H.	P/C	C						P
D. Foreign Entities								
Peace Corps	C	C	C	C	C	C		
In.Ling.de Ver.	C	C	C	C	C	C		
PILEI	C	C	C	C	C		C	
USAID	C	C	C	C	C		C	
UNESCO	C	C	C	C	C		C	
E. For./Nac. Entities								
Relig.Orders	C	C	C	C	C	C		
Individual Specialists	C	C	C	C				
Students	C							

C - Limited Contract

P - Permanent arrangement

P/C - Either or both

ADDENDUM

A complete time line was begun attempting to interrelate all of the phases of the total bilingual education program. However, when assured that the entire program would have to proceed through regular Ministerial channels rather than being given autonomy of action, it became evident that there was no basis on which a realistic time line could be even remotely predicted. In order to accomplish all phases of the program included here, within a few years the BEO will need both a reasonable degree of autonomy and substantial support (legal, moral, financial) from within the MOE. Without this aid it would probably take two or three times as long. Furthermore, any logical interrelationship between phases would seem to be largely outweighed by pressures of one sort or another in the offices through which any recommendation would have to be processed. Therefore, no concise time frame is included. Rather it is advised that many small time schedules be prepared for various sub-activities and that there be frequent evaluations and resulting of goals in line with changing realities and new insights.

However, the following page lists significant phases of the program in the suggested order, but with extremely tentative timings.

MATERIALS PREPARATION

Scope and Timing

Due to the fact that certain groups of Ecuadorean Indians have had more direct and continuous contact with the dominant culture they tend to be more prepared for rapid formal education. For these the minimum transition time into the national Spanish curriculum can be kept to three years. During this time they can cover bilingually the material required for the first three grades of the fiscal curriculum and are ready, linguistically at least, to go into the regular fiscal schools in the fourth grade.

Among others, however, it has worked out best to take at least four years to cover the same ground. With a year of Preparatory and three years covering the rest of the material through third grade, these groups are also ready linguistically for entering the fourth grade in the fiscal schools.

Shared by both these groups, with a certain amount of local adaptation, the Spanish-as-a-Second-Language program has very special characteristics requiring that it be given separate treatment here.

THREE YEAR CURRICULUM

	Equivalent Grades for Primary Education		
	I	II	III
Vernacular Reading	Vernacular Primer Syllable Drill Manual (Transitional Primer)	Bilingual Reader 2 Bilingual Reader 3	Spanish Readers (bilingual)
Writing and Grammar	Writing Manual - Vern. 1	Writing Manual - Spanish/ Vernacular 2 Vernacular Grammar Manual	Vernacular 3 - Composition Vernacular/Spanish Gr. Manual
Arithmetic	Modern Math - Manual 1	Modern Math - Manual 2	Modern Math - Manual 3
Physical & Social Science	*	*	New Mexico Text (bilingual)
Spanish Learning	Oral Spanish Spanish - 10 unit audio-lingual manual 50 charts 10 cassettes for drills	Pronunciation Drills 5 cassettes Use of Spanish in bilingual materials	** Pronunciation Drills 5 cassettes Use of Spanish in bilingual materials
Spanish Reading	Transitional Primer	Bilingual reader 1. Bilingual reader 2 (New Mexico Text)	Bilingual reader 3 (New Mexico Text)

* While the Quichua student is carrying the heavy load of a second language learning, physical and social science are minor studies referred to only in the content of the vernacular and Spanish reading materials.

** In the third level, Spanish language learning is focused on reading of content in bilingual reader(s).

These three programs are dealt with separately in the following pages:

Three year Curriculum..... 2 and 3

Four-year Curriculum 12

Spanish as a Second Language ... 19

THREE YEAR CURRICULUM

READING

Grade 1. In the three year curriculum basic reading skill is developed through the combined use of a primer and syllable drill manual in the vernacular. Essentially the primer is a means of introducing, in relation to items of interest in the everyday life of the student, all possible combinations of letters in the various syllable positions. This is combined with an enormous amount of practice reading material. Practice is given in reading isolated words and, to a much greater extent, simple stories. Coordinated with the primer at one page per lesson, the syllable drill manual gives abundant practice in using the letters and syllables learned in the primer in making new combinations

of words and syllables. Practice exercises in the primer are in two steps: 1) abstracting from the word focused on in the lesson down to the new letter which is being taught by means of that word, and 2) building up from that letter back to the syllable and word level. In the syllable drill manual those items taught in the corresponding lesson in the primer are expanded through three further steps: 3) letters taught are put in context in such a way that (a) the item remains constant and the vowel that combines with it to form a syllable is varied, and (b) the vowel remains constant and the letters taught to this point are varied; 4) the syllables learned are then used to build up hitherto unknown new words; 5) the items learned are used in morpheme drill: (a) keeping the stem constant and varying the suffix, and (b) keeping the suffix constant and varying the stem.

Following the completion of the initial primer, those letters which are used exclusively in the Spanish alphabet are taught in a transitional primer. Spanish loans are used freely in teaching these new letters. By the time the student has completed this transitional primer he should be able to read with comprehension anything in Spanish which he has learned in the Spanish-as-a-Second-Language program.

Grade 2. Two or three readers, all bilingual, give practice in reading both in the idiom and in Spanish. Two of these are produced originally in the idiom and translated into Spanish; one of these is the Ministry text for Grade 2 translated into the idio . The content in these primers covers the social and physical science information required by the national curriculum for second grade.

Grade 3. The Spanish readers prepared by the MOE Textbook Department for the third grade are translated for use as bilingual readers. As with all bilingual texts, the vernacular material will be covered first and studied for content, then the Spanish material can be studied with a view to expanding Spanish vocabulary and oral fluency.

WRITING

Grade 1. Writing Manual I consists of initial copy models building up skills in producing letters. The lessons in the Manual are tied to the reading materials so that the student is not writing anything which he has not already learned to read. The writing exercises eventually include letters, words, phrases, and sentences.

Grade 2. Writing Manual II gives some further copying of models, primarily of those new letters found exclusively in Spanish. It also includes dictation and simple compostion in the vernacular.

Grade 3. Writing Manual III includes dictation in Spanish and more complicated composition in the vernacular. Further practice is given through written answers in Spanish to questions in the bilingual readers.

The Spanish-as-a-Second-Language materials are discussed in a separate section below.

ARITHMETIC

Grade 1. Arithmetic Manual I teaches, through the use of the Cuisennaire rods, the concepts and processes in basic arithmetic involving numbers up through 99. Exercises are given as well, in writing numerals. It should be pointed out that no written formulas are taught as such in Grade 1. Addition, subtraction, multiplication, and division are applied to single and two digit numbers exclusively through the manipulation of the Cuisennaire rods.

Grade 2. The processes learned in Manual I are reduced to formulae. The student is then given extensive practice in written calculations.

Grade 3. Arithmetic Manual III introduces the concepts of decimals, fractions, squares and cubes by means of Cuisennaire rods. Also taught through the Manual are measurements in space and time, the concept of geometric figures, and the mathematical approach to problem solving. The concepts learned up to this point are applied to situations pertinent to the student's daily life through the use of language problems.

GRAMMAR

Grade 2. In grade 2, certain simple concepts of vernacular grammar are introduced. The grammatical points to be taught are chosen on the basis of: 1) their being basic to an understanding and appreciation by the student of the system underlying his mother tongue, and 2) their usefulness as a preparation for learning the grammatical concepts of Spanish in Grade 3 as required by the national curriculum for Grades 2 and 3.

Grade 3. Further concepts of the vernacular grammar are introduced on the same basis of choice as in the second grade manual. All

the Spanish grammatical concepts required in the national curriculum for Grades 2 and 3 are taught in relation to their similarity to and difference from the grammar of the vernacular.

CURRICULUM MATERIALS DEVELOPMENT

SCHEDULE THREE YEAR CURRICULUM 1974-1979

Fiscal Year	FY/75		FY/76		FY/77		FY/78		FY/79	
Calendar Year	CY74	CY75		CY76		CY77		CY78		CY79
Months	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun
Design Materials*	Grade One		Grade Two		Grade Three					
Try out Materials			Grade One		Grade Two		Grade Three			
Revise Materials				Grade One		Grade Two		Grade Three		
Final Publication					** Grade One		Grade Two		Grade Three	

* (and produce two-year supply on mimeograph or multilith papermats)

** Could get by until July 1976 without offset presses if need be. If available earlier will be used at once for lowland materials and for trial editions also.

FIVE YEAR BILINGUAL EDUCATION PLAN

Highland Quichua Areas

(Education Material Research, Design & Publication)

(Teacher selection and Training)

(Ed. Officials; Community Orientation)

(Opening Schools)

AREA OF ACTIVITY	1974 - 75	1975 - 76	1976 - 77	1977 - 78	1978 - 79
Material Design	Grade I	Grade II	Grade III	—	—
Testing of Mat.	—	Grade I	Grade II	Grade III	—
Revising of Materials		Grade I	Grade II	Grade III	
Publication of Materials	Grade I (first)	Grade II (first)	Grade I (final) Grade III (first)	Grade II (final)	Grade III (final)
Teacher Training Courses		Level I Aug.- Sept. Chimborazo & Imbabura	Level II I/ Chimb. Level I - Tung.	Level III - Chim. Level II - Tung. Level I - Loja	Refresher and Evaluation
Com. & Educ. Officials Orientation		Aug.- Sept. Chimborazo Imbabura	Aug.-Sept. Tungurahua Cotopaxi Pichincha	Loja Cañar	—
Opening Schools		Grade I Chimborazo 25 Imbabura (Oct) 10	Pichincha 1 Tungurahua 5 Cotopaxi 5	Loja 5 Cañar 5	—
Selection of Candidates	Chimborazo Imbabura	Pichincha Tungurahua Cotopaxi		Cañar & Loja	—

FOUR YEAR CURRICULUM

	Preparatory	Grade 1	Grade 2	Grade 3
Vernacular Reading	Vernacular Primers 1, 2, 3, 4	5, 6, 7	8, 9	10, 11
Writing and Grammar	Vernacular Writing Manual 1	Vernacular Writing Manual 2, 3 Spanish Manual 1	Manual 4, 5	Manual 6
Arithmetic	Arithmetic 1, 2, 3	4, 5, 6	7, 8, 9	National curriculum
Physical & Social Science	*	*	Social Science 1, 2 (bilingual)	National curriculum
Spanish Learning	Oral Spanish Spanish - 10 unit audio-lingual manual 50 charts 10 cassettes for drills	Pronunciation Drills 5 cassettes Use of Spanish in bilingual materials	** Pronunciation Drills 5 cassettes Use of Spanish in bilingual materials	National curriculum (New Mexico text)
Spanish Reading	Transitional Primer	Bilingual reader 1 Bilingual reader 2 (New Mexico text)	Bilingual reader 3 (New Mexico Text)	National curriculum

* While the student is carrying the heavy load of a second language learning, physical and social science are minor studies referred to only in the content of the vernacular and Spanish reading materials.

** In the third level, Spanish language learning is focused on reading of content in the bilingual reader(s).

FOUR YEAR CURRICULUM

READING

Preparatory grade. Reading skill is taught in the vernacular through the use of primers which, in order to give the student a sense of accomplishment, are presented in three separate books. The minimum of drills in the primers themselves is supplemented by the use of flashcards, flannelgraph, and blackboard, By the end of primer three the complete alphabet as used in all of the basic syllables has been introduced. Although a student's skill in recognition of more complex syllables is expanded in Reader 4, the primary shift is to longer, more involved stories, and through them an attempt to increase speed while maintaining proper intonation.

Note that near the end of the Preparatory grade a transitional primer helps the student expand his reading skill to include Spanish reading materials.

Grades 1 - 3. Readers 5 through 11 complete the introduction of syllables and functors but are almost exclusively continuous reading material, generally with questions which help the student to focus on

the content and which help the teacher to see whether or not the student is understanding what he has read.

The content of these readers covers the information required by the national curriculum for each grade. They also include legends, animal stories, travelogues, accounts of typical incidents in real life, instructions commonly given by parents to their children, folktales and other similar items of interest from the student's own culture. The Ministry reader for Grade 3 is used with explanations in the vernacular as further introduction to Spanish Ecuadorean culture and for continued gain in Spanish reading skill.

WRITING AND GRAMMAR

Preparatory grade. Manual I begins with the copying of models of letters, words, phrases and short sentences. All the writing material is coordinated with the reading so that a student never is required to write what he has not already learned to read.

Grade 1. Manuals II and III introduce the copying of models for Spanish. Model copying is continued in the vernacular primarily as initial review. Dictation and simple composition in

the vernacular are then added, again in coordination with the material learned in the reading books.

Grade 2. Manuals IV and V begin dictation in Spanish and present more complicated dictation and composition in the vernacular. Vernacular grammar lessons begin the presentation of the same types of material as indicated above for the Three Year Curriculum. Later on, further grammatical concepts in the vernacular prepare the student for the introduction of the simplest grammatical concepts of Spanish as required in the national curriculum. (see Spanish-as-a-Second-Language (SASL) Program below.)

Grade 3. The development of skill in Spanish dictation and note taking comes about primarily during the hours of Spanish study in arithmetic, social science, natural science, etc. Manual VI encourages free composition in the vernacular with stress placed on conscious recognition of the vernacular patterns of thought and expression. Some of the more complicated grammatical patterns of the vernacular language are presented.

ARITHMETIC

Preparatory grade. By means of the use of articles commonly found in the classroom and the community, concepts of similarity and contrast, relationships of size and quantity, are introduced. Extensive work with cuisennaire rods introduce the student to the basic concepts of numbers, number names and the basic arithmetical processes of addition, substraction, multiplication, and division. Arithmetic books 1 through 3 introduce the writing of the numbers from 0 to 10 and formulate addition and subtraction of those numbers whose sum or difference is ten or less.

Grade 1. Arithmetic books 4 through 6 expand the writing of numerals through 100 and extend addition to include the sum of three single-digit numbers. The concept of tens is taught from Cuisennaire rods and applied thoroughly in the pertinent lessons. Addition and subtraction of two-digit numbers without carrying is also included. Multiplication is introduced for numbers up to six. Simple fractions, reading of time, money equivalents, days of the week, measurements of length and the concept of the dozen are also taught. Application is made of these principles

to students' life situations through language problems. Upon completion of arithmetic book six the student has largely completed the national curriculum required for arithmetic through Grade 1. All new material is introduced through the vernacular using the Cuisennaire rods where these are applicable. The Ministry text is taught selectively to give an introduction to certain concepts of modern math.

Grade 2. Arithmetic books 7 through 9 present, in bilingual form where necessary, the material required for arithmetic in the national curriculum for Grade 2. As in the previous grades, new content in each lessson is learned in the vernacular and then reviewed in Spanish in order to expand the student's Spanish vocabulary and give him fluency in describing situations in everyday life having to do with mathematics. The New Mexico text is taught selectively to give still further introduction to modern math concepts.

Grade 3. The New Mexico textbooks are used with vernacular discussion where this is needed.

SOCIAL SCIENCE

Grade 2. Bilingual texts introduce the content for social science required by the national curriculum for grades 1 and 2. An introduction to Spanish Ecuadorean courtesy and customs is included.

Grade 3. The fiscal school texts are used with explanations in the vernacular where necessary.

STAGES OF MATERIALS PREPARATION

	AUCA	CAYAPA	COFAN	COLO-RADO	SHUAR	JUNGLE QUI-CHUA	SECOYA	SPAN-ISH	UNI-FIED
Vernacular Primer 1	P M	M	R	X	X	R	Re		
Prep. 2	P	M	X	R	R	R	Re		
3	P	M	X	X	R	X	X		
4	P	X	X	I	R	X	X		
Grade 1 5	P	X	M	I	R	X	X		
6	P	I	M	P	R	X	X		
7	P	P	P	P	I	X	X		
Grade 2 8	P	P	P	P	P	X	X		
9	P	P	P	P	P	X	X		
Grade 3 10 & 11	P	P	P	P	P	P	P		
Reading Flashcards	P	R	R	P	R	X	X		
Vernacular Writing Guide 1	P	M	R	P	X	X	X		
2	P	M	X	P	X	X	X		
3	P	M	X	P	R	X	X		
Arithmetic Books 1 - 4	UNIFIED WORDLESS MATERIAL								X
Prep.& Grade 1 5	P	X	P	P	X	X	X	X	
6	P	X	P	P	X	X	I	X	
7	P	I	P	P	I	I	I	X	
Grade 2 8	P	I	P	P	I	I	P	X	
9	P	I	P	P	I	I	P	I	
Arithmetic Wkbks. 1 - 4	UNIFIED WORDLESS MATERIAL								X
5 - 9	P	P	P	P	P	P	P	P	
Cuisennaire Guide	P	P	P	P	P	P	P	P	
Arithmetic Flashcards	UNIFIED WORDLESS MATERIAL								X
Vernacular Grammar 1	P	X	M	M	R	X	I		
2	P	X	M	M	R	X	I		
Soc. & Nat. Science 1	P	X	P	P	X	X	X	X	
2	P	P	P	P	P	P	P	P	
Oral Spanish Audio-Lingual Guides 1-4								P	
Transitional Primer	P	P	P	P	P	P	P	P	
Span./Vernacular Reader	P	P	P	P	P	P	P	P	
Spanish Reader 3A								P	
3B								P	
Spanish Reader 4A								P	
4B								P	
Charts								P	
Spanish Writing 1								P	
2								P	
3								P	
Extra Reader a	R		X	X					
b	R		X						
c	R		I						
d	R		I						

I - Initial processing
R - Revision, in process or needed
M - Mimeograph (trial)
P - Processed
X - Completed
Re - Rerun

MATERIALS DEVELOPMENT STATUS
for the FOUR YEAR CURRICULUM and the
SPANISH-AS-A-SECOND-LANGUAGE (SASL) PROGRAM

Publication State	Lowland Language	SASL	Uni-fied	Grand Total	Approxi-mate %
a. Not started; projected for future	89	11	-	100	45%
b. Initial processing underway	20	1	-	21	10%
c. Farther along:					
1. in trial stage	(10)				
2. ready to revise	(18)				
3. completed	(57)	(5)	(9)		
Subtotal	85	5	9	99	45%
TOTAL	194	17	9	220	100%

Note: First priority goes to a and b, except in the cases where revision is required by factors (e.g. change of orthography) which make the present editions unusable.

STAGES OF PREPARATION BY GRADES

(Vernacular Only)

	AUCA			CAYAPA			COFAN			COLORADO			SHUAR			JUNGLE QUICHUA			SECOYA			TOTALS			GRAND TOTALS
	P	I	C	P	I	C	P	I	C	P	I	C	P	I	C	P	I	C	P	I	C	P	I	C	
PREPARATORY																									
Vernacular Reading (fl.cards #1)	5				4	1		2	3		3	2		4	1		2	3			5	5	15	15	
Vernacular Writing	1				1			1		1					1			1			1	2	2	3	
Arith.-Cuis.Guide	1			1			1			1			1			1			1			7			
Spanish-Trans. Primer	1			1			1			1			1			1			1			7			
TOTALS	8	-	-	2	5	1	2	3	3	3	3	2	2	4	2	2	2	4	2	-	6	21	17	18	56
Total incomplete		8			7			5			6			6			4			2			38		
GRADE I																									
Vernacular Reading	3			1	1	1	1	2		2	1			3				3			3	7	7	7	
Writing #2; Grammar #1	2				1	1		1	1	1	1			1	1			2		1	1	3	5	6	
Arith. V/S & Workbooks	4			2		2	4			4			2		2	2		2	2	1	1	20	1	7	
Span/Vern. Trans.	1			1			1			1			1			1			1			7			
TOTALS	10	-	-	4	2	4	6	3	1	8	2	-	3	4	3	3	-	7	3	2	5	37	13	20	70
Total incomplete		10			6			9			10			7			3			5			50		
GRADE II																									
Vernacular Reading	2			2			2			2			2					2			2	10	-	4	
Writing #3; Grammar #2	2				1	1		1	1		1	1		2				2		1	1	2	6	6	
Arith. V/S & Workbooks	6			3	3		6			6			3	3		3	3		5	1		32	10	-	
Soc. & Nat. Science	2			1		1	2			2			1		1	1		1	1		1	10	-	4	
TOTALS	12	-	-	6	4	2	10	1	1	10	1	1	6	5	1	4	3	5	6	2	4	54	16	14	84
Total incomplete		12			10			11			11			11			7			8			70		
GRADE III																									
Vernacular Reading	2			2			2			2			2			2			2			14			
Writing #4; Grammar #3	2			2			2			2			2			2			2			14			
TOTALS	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-	28	-	-	28
GRAND TOTALS	34	-	-	16	11	7	22	7	5	25	6	3	15	13	6	13	5	16	15	4	15	140	46	52	238
Grand Totals Incomplete		34			27			29			31			28			18			19			186		

P - proposed
I - in progress } incomplete
C - completed

MATERIALS DEVELOPMENT SCHEDULE

Four-year Program

ACTIVITY	Year 1	Year 2	Year 3	Year 4	Year 5	EXPLANATION
	2 4 6 8 10 12	2 4 6 8 10 12	2 4 6 8 10 12	2 4 6 8 10 12	2 4 6 8 10 12	
Materials Preparation	Preparatorio 38bks.(5 1/2)	Grade 1 50 books (7)	Grade 2 70 books (10)	Grade 3 28 bks.(4)		at 2 mo./book/language no. in ( ) ≡ average per language
Testing	Preparatorio	Grade 1	Grade 2	Grade 3		at 1 year/grade (6 mo. for Grade 3)
Revision	Prepara-torio	Grade 1	Grade 2	Grade 3		10 mo.min. (5 mo. for Grade 3) and 4 mo.past test (1mo.-Gr.3)
Publication	Preparatorio	Grade 1	Grade 2	Grade 3		Start each grade 2 - 4 mo. after revision began
Number of Simultaneous Jobs	1 1 1 2 2 2	3 3 4 4 4 3	3 4 4 3 3 3	3 3 4 4 4 4	3 4 4/3 3 2/1 1	

N.B.: Testing and galley checking (publication) are sporadic jobs

SPANISH PROGRAM MATERIAL DEVELOPMENT

The contents and methodology of the Spanish program will be those of Spanish-as-second-language teaching. The audio-lingual approach, combined with visual aids will be used in the initial stages. Reading and writing will only be introduced after the students have mastered the basic techniques for such skills in the vernacular language. These materials and techniques will be developed for a bilingual education period consisting basically of three levels. Certain local adaptations may be made for the purpose of providing a better Spanish foundation (oral comprehension and reproduction) to students who because of isolated community living do not have much opportunity for adequate linguistic and socio-cultural contact with Spanish speaking groups.

DESCRIPTION OF MATERIALS

A. Level 1:

1. An audio-lingual manual, 150 pp., 10 units based on dialogues, pronunciation, and grammar drills.
2. A 50-chart visual manual, 5 charts per unit, illustrating the audio-lingual manual lessons.

3. A 10-cassette set, 30 min. each, one cassette per unit in audio-lingual manual lessons.
4. Transition reading manual, teaching Spanish graphemes not existing in the vernacular languages, and introducing reading and writing of words containing such graphemes.

B. Level 2:

1. A bilingual reading manual. The Spanish section will be an acceptable, colloquial back-translation of materials contained in vernacular section of bilingual readers 7, 8, and 9. Drills for Spanish pronunciation and grammar, as well as oral and written exercises based on the drills will be provided. Each reading selection will be illustrated to provide the basis for informal, free dialogue in class.
2. A 5-cassette set, 30 minutes each cassette, modeling reading of Spanish section in bilingual reader.

C. Level 3:

1. A 5-cassette set, 30 minutes each cassette, modeling reading of Spanish section in bilingual reader.
2. A bilingual reader. The Spanish section will be the New Mexico reader for Grade 3 or its equivalent with necessary

adaptations. From each reading selection the following will be extracted:

a. Questions for oral and written response.

b. Vocabulary with equivalence in the vernacular language and definitions in Spanish.

3. A grammar and composition manual. Parts of speech and their function in the sentence, as well as other grammatical concepts (gender, number, etc). will be taught using terminology from Spanish texts for advanced grades, but with necessary simplification. In the composition section students will learn to write letters and commercial documents, etc.

PERSONNEL

One member of the Summer Institute of Lingusitics in Ecuador, or an Ecuadorean with the background and training necessary, will be assigned to the development of the Spanish Program Materials, on a full-time basis. The following will be the responsibilities of such person:

1. Overall research and planning for the program.
2. Coordination of the contributions to the Spanish Materials Program by the various members of the Summer Institute

of Linguistics and the Instituto Interandino de Desarrollo, especially in regard to relationships of vernacular language texts with those of the Spanish program.

3. Planning and preparation of text materials, as well as evaluation, revision and preparation of texts for final publication.
4. Orientation and/or training and supervision of personnel participating in the preparation of all Spanish materials, such as illustrator, language assistant, equipment operator, etc.

The language assistant will be an Ecuadorean person who need not have special training in Spanish-as-a Second Language (SASL) but who will receive in-service training to provide the following help:

1. Feedback on local, regional and national Ecuadorean Spanish dialects.
2. Operation of equipment for on-the-field Spanish language sampling.
3. Obtaining and processing of basic data for text materials.
4. Field assistance in teaching and/or evaluation of text materials.

It may be that a well-trained Ecuadorean linguist could do both the coordinator's and the assistant's jobs.

The illustrator will do the work by contract. He/she will be responsible for the socio-cultural harmony between the text and the geographic area where it will be taught, as represented in the charts.

EQUIPMENT

In addition to the basic equipment for language sampling and research, which the Spanish Material Program will use from the overall project equipment, the following will be necessary:

A. Recording Studio, for the recording of master tapes and their reproduction on cassettes.

B. Language Laboratory, for teacher instruction on Spanish as second Language methodology.

C. For classroom instruction in the bilingual schools:

1. 135 cassette playback units
2. 1,800 C-30 cassettes

The details and cost of this equipment are given in the "Recording Facilities" section of this report.

SCHEDULE

PHASE 1 (8 months)	1. Dialect Spanish sampling and basic outline for Level 1 materials. 2. Preparation and first printing of audio-lingual manual Level 1. 3. Production and printing of visual manual, (illustrating the audio-lingual manual). 4. Recording of audio-lingual lessons and duplication on cassettes. 5. Orientation of Language Assistant and Illustrator
PHASE 2 (12 months)	1. Evaluation and revision of audio-lingual manual for Level 1. 2. Publication of audio-lingual manual for Level 1. 3. Recording of audio-lingual lessons. 4. Preparation of Transitional Reader, Level 1.
PHASE 3 (12 months)	1. Preparation of Spanish section bilingual reader, Level 2.; 2. Preparation of Spanish teaching manuals for bilingual reading books. 3. Evaluation and revision of transitional reader, Level 1.

PHASE 4 (12 months)	1. Preparation of bilingual reader for Level 3. 2. Preparation of grammar and compostion manual for Level 3. 3. Evaluation and revision of bilingual readers and manual for Spanish teaching, Level 2. 4. Final publication of transitional reader, Level 1.
PHASE 5 (12 months)	1. Publication in final form of readers and Spanish Teaching manual for Level 2. 2. Evaluation of bilingual reader and grammar- composition manual for Level 3. 3. Publication in final form of bilingual reader and grammar- composition manual for Level 3.

RECORDING FACILITIES

Relatively inexpensive electronic equipment and facilities can be used immediately to improve considerably the quality of teaching in three principal areas: audio-lingual preparation of teacher-candidates especially in the use of Spanish, use of recorded materials in the schools as a pattern for correct Spanish pronunciation, and use of recordings as a reading adjunct providing a pattern for fluency and inflection in reading both in Spanish and vernacular materials--a skill possessed to an acceptable degree by few of present BE teachers or teacher candidates. Once the equipment is in operation, it will also serve for other audio-connected teaching aids.

Needed for establishing aural teaching aids are:

A. Recording Studio, for the recording of master tapes and their reproduction on cassettes.

B. Language Laboratory, for teacher instruction.

C. Individual School Equipment for classroom instruction in the 135 Bilingual Schools planned in this phase of implementation of the program.

The equipment needed and cost (as of early 1974) is the following:

Recording Studio:

1.	1 tape recorder, Ampex AG-600-B	$ 795.00
2.	2 input transformers ($25.00 each)	50.00
3.	1 turntable, Model QRK	150.00
4.	1 tone arm, M232	33.00
5.	1 cartridge, Sure M-44-7	19.95
6.	1 pre-amplifier, M-64	34.00
7.	1 mixer console, Sure 67	162.00
8.	2 microphones, Sure FM-61 ($90.00 each)	180.00
9.	1 floorstand, Bandatlas FM-20	14.00
10.	1 table stand, S-37-A	5.40
11.	1 High speed tape-to-cassette dubber, Infonics super RC2/Telex 300 RC	3,000.00
12.	100 tapes, mylar 1.5 mils, 1200', ($3.00 each)	300.00
	(These will be shared with the Language Laboratory)	
	SUB TOTAL	$4,733.35

Language Laboratory:

13.	1 tape recorder, Ampex AG-600-B	$ 795.00
14.	8 Solofone indirect vol. control Sure SA-1 ($50.00 each)	400.00

15. 16 headphone ($20.00 each)	$ 320.00
16. Tapes (see item 12)	
SUB TOTAL	$1,515.00

School Equipment:

17. 135 Norelco No. 1100 cassette players, ($35.00 each)	4,725.00
18. 3,100 C-30 Cassettes ($0.80 each)	2,480.00
	$ 7,205.00
Total recording equipment cost	$13,453.35
Sound proofing and furnishing of Recording Studio, 8'x 12'	582.00
Construction for Language Laboratory in the jungle, 16'x 24'.	2,500.00
GRAND TOTAL	$16,535.35

Under the present program, it would seem reasonable for the recording studio to be set up in Quito, available to whoever works with the MOE personnel on these materials. Sound-insulation should be sufficient to make a clear original. Insulation board ceiling and heavy drapes on the walls may be sufficient.

Until the highland program is expanded, the Language laboratory would logically be set up at the site of the present Teacher Training Courses in the jungle. Because of the high humidity, however, it is recommended that a small, air-conditioned classroom be prepared to house the laboratory. Estimated cost of such a construction is $2,000 for a partially insulated, fully humidity-proofed area 16 x 24 feet. The airconditioning unit plus transportation should add another $500.00. Since the placement of the laboratory determines whether or not such a construction is required, this $2,500 is not included above in the basic language laboratory equipment cost.

With regard to timing of purchase of the equipment, the Recording Studio should be operable by the time the Spanish language lessons for Grade 1 are first published in tentative form. This could be calculated at about four months after Spanish audio-lingual materials preparation commences. For the sake of long-term efficiency all equipment for the recording studio should be ordered and installed simultaneously.

Likewise, though establishing the Language Laboratory may follow the Recording Studio, all equipment for it should be purchased and arranged simultaneously. For greatest usefulness, the laboratory

should be operable by the time of the Teacher Training Course immediately preceding the use of the new Spanish audio-lingual materials in the schools.

School Equipment should be purchased in time to train the teacher-candidates in the use of the equipment during the Teacher Training Course. Whether or not the total number of player units and cassettes is ordered at once will depend on funds available and on whether such quantity orders will significantly reduce the unit cost.

ADDENDUM

The materials in preparation for bilingual schooling, though both bilingual and bicultural, are tied into the national curriculum with regard to information content and general thrust. We recognize this as both a strength and a weakness. On the one hand, it is essential that the indigenous students be exposed to the basic subjects and concepts that comprise a common core for all Ecuadoreans. Only then can they have the chance to be both secure and competitive. On the other hand, Ecuadorean educators recognize that the existing national curriculum needs modification and flexibility in meeting specific needs of the campesinos. Careful research and considerable experimentation should (and hopefully will) be done in the near future to produce curriculum improvements in this regard.

There are of course, divergent points of view, dependent on political philosophy, regarding the best ways to provide help to indigenous people in raising their opportunities and expectancies for a better life. Some will even disagree violently with this approach to materials preparation. Charges of "colonialism" of various

sorts, of "imperialism", and of other negative and emotionally packed terminological varieties have been occasionally against this approach. It is within neither the purpose nor the scope of this report to present a treatise in depth on the issue. We simply point out here the factors that have influenced the present decision.

First of all, we recognize that the "ideal" educational system is that which is tailored to the needs and capabilities of each child and which operates within a society which can make full use of the educated individual's quirks (that is, his "deviations from the norm" within the society) to the greatest advantage. This would presumably give the individual optimum freedom plus optimum fulfilment. It would likewise give the society the optimum means of using its human resources toward ultimate development. The attempts to establish this ideal by force have so far cost an incredible sum both in human life and in repression of divergent ideas, and, therefore, with a corresponding lack of absolute success.

This is part of what is referred to in the Recommendations given elsewhere in this series of reports: "the greater the divergence between the real and the ideal, the higher the price paid for attempting to establish

the ideal". At this point, perhaps, the factor of time should be injected explicitly. It takes more fuel and increases deterioration of the engine to accelerate evenly from 0 to 60 miles an hour in 10 seconds than it does in 20. The cost of attaining an ideal can usually be reduced by adding time. At any given "slice of time" a given divergency between the real and the ideal being striven for can be maintained within an accpetable cost factor. But as the real changes so may the ideal being striven for, maintaining the same divergence and cost. We grant that there are a number of variables in the above "formula": variables of measurement of the real, the ideal, the divergency, and the cost. Differences of weighting (measurement) will result in differences in the recommendations for action. In the opinion of this particular researcher, the cost of setting up for the bilingual schools a curriculum which is unrelated to the national curriculum is too great for the degree of success it may attain in preparing a particular student for life as he will likely face it as an educated adult.

In the second place, it is the experience of the author that those who advocate development completely unrelated to that of the dominant culture (or, more often, in defiance of the dominant culture) would

end up not with the pluralistic society they speak about but rather a multiplicity of societies--often in mortal competition. To overcome this, they recommend actions which will bring all societies into line on a particular political or philosophical outlook. This results in an anomaly: those who appear to be most concerned about "imperialism" in the relationship between dominant cultures and indigenous cultures are also the ones most prepared--given the opportunity--to set up a despotic control over the dominant cultures, and incidentally, over the indigenous cultures as well. It is, by contrast, the aim of the recommendations in these reports to set up a truly pluralistic society within Ecuador, where each subgroup appreciates the contribution of the others and receives fulfilment in its own contribution to the whole. Thus also, the aim of Bilingual Education should be to build bridges, not erect barriers between the sectors of the society.

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SOCIO-LINGUISTIC SURVEY QUESTIONNAIRES

for use in conjunction with the health survey

in Cañar, Azuay , Loja

These questionnaires are intended to be filled out largely by simply putting a circle around each CORRECT answer. For some questions there may be more than one answer. Identifying features of community or individual, plus a few of the questions themselves, require a brief fill-in answer.

Where breakdowns in any answer are not available the total is still useful.

Questionnaire B is simply an expanded form of Questionnaire A. The added questions will give considerably more useful data for basic Bilingual Education planning for the areas covered by this survey.

QUESTIONNAIRE A

(minimum form)

FOR EACH COMMUNITY

Name_____

Location: Province _____, Cantón _____,

Parroquia _____, Map Ident. No. _____.

Access: good road, poor road, path. Estim. total population _____.

1. Is there a primary school serving the community? (yes no)

   More than one? (2, 3, more than 3)

2. What is the highest grade taught? (1, 2, 3, 4, 5, 6)

3. Is Quichua used in teaching in the school? (much, little, none)

FOR INDIVIDUALS

Name _____ Community _____

Approximate age (under 10, 10 to 20, 20s, 30s, 40s, over 50)

1. How well do you speak Spanish? (well, more or less, *little, *none)

2. How well do you speak Quichua? (well, more or less, *little, *none)

*If the answer to either 1 or 2 is "little" or "none", skip question 3.

3. What language do you speak with your wife ?(S Q)

   What language do you speak with your children ? (S Q)

   relatives? (S Q)

   friends? (S Q)

4. Can you read (in any language) ? (yes no)

write? (yes no)

5. To what grade have you studied in school? (none, 1, 2, 3, 4, 5, 6, more than 6)

QUESTIONNAIRE B

(basic form)

FOR EACH COMMUNITY

Name _____

Location: Provincia _____, Cantón_____.

Parroquia _____, Map Iden. No. _____.

Access: good road, poor road, path. Est. Total Population _____.

1. Is there a primary shool serving the community? (yes no)

   More than one ? (2, 3, more than 3)

2. What is the highest grade taught (1, 2, 3, 4, 5, 6)

3. How many students are there in the school? (male_____ female_____

   total _____)

4. How well does the teacher speak Quichua? (well, some, none)

5. What proportion of the students speak Quichua in their homes?

   (all, most, few, none)

6. Is Quichua used in teaching in the first ciclo? (much, little, none)

   second ciclo? (much, little, none)

   third ciclo? (much, little, none)

7. Do the students speak Quichua in the school playground?

   (usually, occasionally, never)

QUESTIONNAIRE B (cont.)

FOR INDIVIDUALS

Name _____, Community _____

Approximate age (under 10, 10 to 20, 20s, 30s, 40s, over 50)

1. How well do you speak Spanish? (well, more or less, *little, *none)

2. How well do you speak Quichua? (well, more or less, *little, *none)

*If the answer to either 1 or 2 is "little" or "none", pass on to question No. 5

3. While at work, what language do you speak with those over you ?(S Q)

with those under you ? (S Q)

with your fellow workers ? (S Q)

4. What language do you speak with your wife? (S Q)

children? (S Q)

relatives? (S Q)

friends? (S Q)

5. Can you read (in any language)? (yes no)

write? (yes no)

6. To what grade have you studied in school? (none, 1, 2, 3, 4, 5, 6, more than 6)

7. Which language is more useful to you within the community ? (S Q)

to you outside the community ? (S Q)

For parents of Quichua-speaking primary-age school children only:

8. How many children of primary school age do you have?

(boys _____, girls_____, total _____, *none)

*If "none", the questionnaire is finished.

9. How many are in school ? (boys _____, girls_____, total_____

none_____)

10. Do you like the school your children go to? (yes no)

11. What do you not like about the school? _____

_____

12. Do you like your son (daughter, if no son) to speak Quichua?

(yes no)

13. Do you want your son (daughter, if no son) to learn to read and write Quichua? (yes no)

14. Do you think your daughter(s) should be in school? (yes no)

Till what age/grade? (answer to either or both acceptable)

Age: (7, 8, 9, 10, 11, 12, over 12 years)

Grade: (1st, 2nd. 3rd. 4th, 5th, 6th)