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SPAN 102: Kichwa: Language, Culture and Gastronomy of the Ecuadorian Amazon

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Final written project for Spanish 102 course, Fall 2022

Kichwa: Language, Culture and Gastronomy of the Ecuadorian Amazon

My goal in applying to the International and Global Studies Program (IGS) Grant is to create an immersive and community-based learning opportunity for Spanish 102 students by integrating a Language and Culture event and written project into the syllabus. Students will attend, reflect and report back on the experience, while applying and connecting knowledge and language skills acquired in the course. This fall semester, as the Coordinator of the Language Resource Center, I organized “Kichwa: Language, Culture and Gastronomy of the Ecuadorian Amazon” (appendix 1) as part of the “Lesser Taught Languages” series, which promotes appreciation of languages and cultural diversity. While this content is relevant for all on campus, it was not embedded into specific language classes. However, the proposed programming would align with the final course unit on Ecuador and the theme of food of Spanish 102 course. After the successful event this past month, I plan to revise the experience next fall in combination with the development of a new written class project, which will also promote appreciation and understanding about lived experiences, language, and culture in the course students. Approximately 100 students will take part in this project next fall semester.

This proposed project is a multi-step process (Event, Class discussion, Writing the final project) that will provide students with a multidisciplinary and global experience. The event is an immersive experience that includes three parts: 1. Presentation about the Kichwa language: history, how does it relate to the Quechua, who speak it, the Kichwa communities of the Napo region of Ecuadorian Amazon, characteristics of the language, a mini language lesson and communicative practice. 2. Kichwa culture and gastronomy: this includes an interview-based conversation with the owner of “Maytu” restaurant in Quito-Ecuador, who serves staple dishes of the Kichwa diet, it includes a tour to their bio-design, and the handicrafts and products that they promote. 3. Tasting a traditional drink and other flavors from the Kichwas of the Amazon. The two presenters will join campus through a Zoom videocall and give live presentations, one of them from the Amazon region, and the other from the city of Quito. This combination provides a wider view of the diversity of the Ecuadorian regions, and the contrast of urban and more rural-remote areas of the country. Furthermore, students will engage in practicing a minority language of a country where its dominant language is Spanish. Students can ask questions and have an authentic contact to the Spanish-Kichwa speaking world. The event will be mainly in English, with the opportunity to practice Spanish and Kichwa languages throughout.

I have also begun designing the final writing project (appendix 2) closely connected to the content and overall goals of the Spanish 102 course, of the class content of the unit: Ecuador and food, and of the International and Global Studies Program. As mentioned above students will be exposed and able to practice oral and written communication in an authentic context in Spanish. The project will encourage identifying some of the cultural values of the Hispanic world, as well as the underlying similarities and differences between those cultures and their own. It will additionally influence students to analyze language and culture diversity in a territory, and the connection and impact of the history and colonization. Kichwa being a language of pre-Inca conquest, standardized and imposed as lingua franca during the Incan empire, and Spanish as the main language of Ecuador resulting from Spanish colonization. Throughout the writing process and during class discussion, some topics of analysis include understanding how language is

intimately connected to culture, cultural practices, and perspectives, in addition to the students' own curiosities and reflections. Furthermore, understanding standard vs everyday speech, an occasion to demystify the idea of dialects as non-correct forms of language. The Kichwa teacher explains how the language spoken at home differs from the unified Kichwa spoken at schools, and how this impacts the learner who experiences both varieties.

In the final unit of the course, the cultural focus is Ecuador in terms of products, practices, and perspectives. During the writing experience students will analyze the food and products of the Ecuadorian Amazon, traditional drinks linked to daily routines and rituals, food such as *chontacuros* beetle larvae harvested from *chonta* palm, which are a rich source of protein and a sustainable diet. An example of a Kichwa perspective connected to language is how in the Kichwa language a phrase to reply "nice to meet you" does not exist. Understanding the characteristics of the Kichwa language will encourage students to make connections to features of other languages such as: agglutination, a characteristic shared with German; the lack of gender to nouns and adjectives, and very few verb conjugation changes, shared with English but very different to Spanish. These examples promote in students a broad view and understanding of our diverse and yet connected languages and cultures. On this written final project, students will apply the knowledge acquired during this unit, such as reporting with impersonal "se" construction, when not referring to a specific person performing the action. Additionally, the uses of past tenses when describing the different experiences and information gathered during the event. Students will have to creatively include the structure of a command in an informal setting, where they can encourage others to take on actions based on their reflections and experience. The writing steps for this project will allow students to revise their initial writing and gradually complete their ideas and report supported by their class peers and professor. Additionally, it will encourage an experience of collaborative learning, while using judiciously online dictionaries and translators as learning tools. The misuse of these growing translating technologies is a critical concern in second language learning, but latest research provides initial understanding on how working collaboratively with students, we can get a better sense on how they use these resources. This allows professors to monitor and advise students on how to improve their writing practices while using translating tools for a more fruitful experience of writing and communicating in a second language.

In the final writing project, students will be assessed holistically. Being present in class and participating in the several steps of the writing process will be considered as 25% of their grade. The other 75% of the grade will be assessed using the attached rubric (appendix 3). Students are encouraged to give special attention to the content, to connecting and communicating their ideas, while also giving attention to key grammatical features.

I strongly believe that the design of this multidisciplinary project supported by the IGS Grant will provide students with a global experience, knowledge of the history and evolution of a minority language, and a closer view to how the Amazon rainforest of Ecuador is a territory that has been for centuries the source of food, medicine, and knowledge for the Kichwa communities. Additionally, it will provide a lens to the challenges of conservation and economic development. In short, this grant will provide support for completing the written project and designing concrete additional class activities for all sections of Span 102 in conjunction with the Ecuadorian Amazon presentation.

INTERCULTURAL CORNER

LESSER TAUGHT LANGUAGES

Kichwa: Language, Gastronomy & Culture of the Ecuadorian Amazon

Friday October 29th, 4pm - ART 218



The immersive experience will include a live presentation from Ecuador, a traditional Kichwa drink and small bites.

Sponsored by WLLC & The Language Resource Center

APPENDIX 2

DRAFT of possible project for Fall 2022

Span 102 Chapter 10: Final Written Project

“Kichwa: Language, Culture and Gastronomy of the Ecuadorian Amazon”

Goals:

- I can talk about Ecuador in terms of products, practices, and perspectives (c 10 goal 6)
- I can state impersonal information “se” (c 10 goal 2)
- I can write about ingredients, recipes and meals (c 10 goal 1)
- I can write about the past (goals from chapters 7-10)
- I can give instructions in informal settings (c 10 goal 4)

Context and Content:

You have been contacted by the IWU newspaper “The Argus” to write a report (350 words minimum) of the event “Kichwa: Language, Culture and Gastronomy of the Ecuadorian Amazon”. Attend the event (date:), take notes, immerse in the experience, and share with your IWU peers.

***Before attending the event**, read a little bit about the Kichwa language in Ecuador and the Ecuadorian Amazon region.

Some questions to guide your writing:

You may respond to all of the questions or some as necessary. Decide on the best order to present your information and ideas.

- Where is Ecuador located? Where do Kichwa communities live?
- What is the difference between Quechua and Kichwa? Are both the same language?
- Is Kichwa a minority language in Ecuador? What is the most spoken language?
- What challenges face the Indigenous communities of the Amazon region in terms of conservation, economic development, and sustainable development?
- What are some characteristics of the Kichwa language? Provide some examples of the words and phrases that you have learnt
- Why is Kichwa gastronomy considered ancient?
- How is the Kichwa diet? Mention some typical dishes
- What are some Kichwa traditions related to food and drinks?
- What is the meaning of the word *Maytu*?
- What is this cultural project called “Maytu” about?
- What reflections can you share with your IWU community about language, culture, environment, and diversity? Do you think it is important to raise awareness of the languages, cultures, and natural ecosystems of the Ecuadorian Amazon? Why?

Writing Process:

- 1) (Date:) In class start a google document. Jot down ideas in English and Spanish with your reflections of the experience. Start writing some complete phrases. You can use

dictionaries and online translators as support. As a class you will share examples on the best practices to use these tools judiciously.

2) Review the goals again and recheck that you are including them along your narrative

3) (Date:) First draft peer review in class

***Being present and participating in these 3 steps of the writing process will be 25% of your grade.**

4) (Date:) Final version due. 75% of your grade.

Attention:

- Highlight sections where you have consulted an online translator for more than two consecutive words
- Please NO copying and pasting! Remember that your google document keeps the history of your writing process. You are in an elementary language class; therefore, it is normal and expected that the constructions of your phrases are relatively simple.
- Use the document “transition phrases” as support.
- Although it is not necessary, if you do research and cite external sources, be sure to include them after the report in a “Works cited” section.

Format:

- 1) Use the google doc that you create in class for the entire writing process.
- 2) Include your name and assignment on one line at the top left of the document, (i.e. Name, Final Written Project).
- 3) Use Arial, 11-point font, 1.5 spacing, 1” margins
- 4) Create a title
- 5) Use correct spelling, accent marks/tildes, divide into paragraphs as you consider necessary, 0 pt paragraph spacing.

APPENDIX 3

Evaluation Criteria for Final Formal Writing

Content	points
• addresses all aspects of the prompt; provides good support for and development of all ideas with range of detail; substantive; treatment is sophisticated, strong intellectual engagement	40 39 38 37
• prompt addressed adequately; ideas not fully developed or supported with detail, though main ideas are clear; less substance; treatment is appropriate; approaches topic with a spirit of exploration	36 35 34 32
• prompt not fully addressed; ideas not supported well; main ideas lack detailed development; little substance; treatment is somewhat simplified	30 28 26 24
• doesn't adequately address prompt; little to no support or development of ideas; non-substantive	22 20 18 16
Organization	
• well-framed and organized (with clear introduction, conclusion); coherent, cohesive; smooth transitions from one idea to the next	20 19 18
• adequate, but loose organization with introduction and conclusion (though they may be limited or one of the two may be missing); somewhat coherent, somewhat cohesive (good use of connective words)	17 16 15 14
• lacks good organization (no evidence of introduction, conclusion); ideas may be disconnected, confusing; lacks coherence, repetitive; lacks consistent use of cohesive elements	13 12 11 10
• confusing, disconnected organization; lacks coherence, so much so that writing is difficult to follow	9 8 7
Vocabulary/Word Usage/Mechanics	
• extensive variety of words; effective and appropriate word choice; few errors in spelling, punctuation, capitalization, and use of accents; accurately follows format guidelines of assignment; original title	20 19 18
• occasional errors of word choice (few examples of "false" cognates), but none that obscure meaning; occasional errors in spelling, punctuation, capitalization, and use of accents, but meaning is not obscured; formatting is almost perfect	17 16 15 14
• more consistent errors with word choice (frequent evidence of translation and "false" cognates) that may obscure meaning; frequent errors in spelling, punctuation, capitalization, and use of accents that at times confuses or obscures meaning; formatting still has some problems	13 12 11 10
• very limited range of words; consistent and frequent errors with word choice (ample evidence of translation) and meaning frequently obscured; dominated by errors in spelling, punctuation, capitalization, and use of accents; missing basic format or title	9 8 7
Language Use/Grammar	
• great variety of grammatical forms that are mostly accurate (se impersonal, past tenses, informal commands); clear sentence structure; evidence of "Spanish-like" construction; few agreement errors overall, none that obscure meaning	20 19 18
• some variety of grammatical forms though not always accurate (se impersonal, past tenses, informal commands); mostly clear sentence structure; little evidence of "Spanish-like" construction; no clear translations from English; few errors with agreement, none that obscure meaning	17 16 15 14
• less variety of grammatical forms none that obscure meaning (se impersonal, past tenses, informal commands); mostly unclear sentence structure; evidence of "English-like" construction; consistent errors, but few of which may obscure meaning	13 12 11 10

<ul style="list-style-type: none"> • very little variety of grammatical forms (se impersonal, past tenses, informal commands); unclear sentence structure that contains consistent errors; evidence of translation from English; frequent and consistent errors that may obscure meaning 	9 8 7
Criteria adapted from <i>Center for Advanced Research on Language Acquisition</i> www.carla.umn.edu/assessment	Total points
	<hr/> 100