

Centro Tinku
Intensive Summer Quechua
Virtual Program
June 21-August 6, 2021



Now in its 18th year, the Centro Tinku Intensive Quechua Program offers a unique way of learning Quechua, the main indigenous language of Peru, to students and scholars interested in Andean cultures.

Directed to students in Anthropology, History, Linguistics, Archaeology, Public Health, Environmental Studies, and other relevant disciplines, the program consists of **seven weeks** of intensive, highly individualized virtual classroom work and workshops at elementary, intermediate, and advanced levels. Our experienced instructors are native Quechua speakers trained in education and language instruction.

Our institution [Centro Tinku](#), is an educational and cultural center funded in 2003, and dedicated to cultural and academic exchanges, and the elaboration and execution of Study Abroad courses and Faculty-led programs in collaboration with US and European higher education institutions. Cusco (Peru), was once the capital of the Inca Empire, and birthplace to one of the most successful ancient American cultures.

Quechua is the language of the Incas, which was used as a vehicle of communication at the time of the expansion of their empire, and *lengua franca* during the colonial period. Today, in the Andean region more than 4 million people still speak Quechua as their first language, from Southern Colombia in the North to Bolivia, Argentina and Chile in the South. This course will center on the modern Quechua of the Southern Peruvian Andes, as it is spoken today in Cusco, the heartland of the Incas.

We believe that the knowledge of Quechua is essential for the training of researchers in the Humanities and the Social Sciences, planning to do research in the Andes.

During the summer program, through a series of media, students will be invited to participate to cultural activities related to language and cultural acquisition, including interaction with Quechua speakers, learning of traditional songs, virtual visits to indigenous communities, and participation in rituals corresponding to the Andean calendar of fiestas. This cultural immersion, coupled with a total of 140 in-class contact hours, effectively guarantees a path to linguistic fluency over the various levels offered.

It is expected that upon completion of the program, students can continue studying Quechua in the academic year through our in-house Quechua online program and/or enroll in our presential and virtual Intensive Quechua program in the following years

Program dates: June 21-August 6, 2021

Program schedule: https://lsa.umich.edu/content/dam/lacs-assets/lacs-documents/quechua_schedule.pdf

Application material can be found here (via University of Michigan): <https://ii.umich.edu/lacs/students/language-programs/quechua.html>

Or directly by writing to jeanjacquesdecoaster@gmail.com

Centro Tinku also offers 50% scholarships on tuition costs to Latin American students not eligible for other funding.

Contact: decoaster@centrotinku.com or jeanjacquesdecoaster@gmail.com



1. Justification

The current situation worldwide, consequence of the spread of COVID19 and the measures taken by the US and Peruvian governments, make it difficult to plan in-country academic activities that involve international travel. The majority of US Universities --as well

as Peruvian institutions—have replaced regular classes with virtual ones. And many US institutions have put restrictions on travel outside the country

Faced with the uncertainty of this global context, we have determined to continue offering our successful Intensive Quechua summer program from which many colleagues and students have benefitted over the years. We are quite aware of the unusual situation that complicates planning of any kind in the foreseeable future. In view of that, our decision, starting in 2020 was to offer the same course online, in real time, with the same number of contact hours (140). We were able to successfully provide 2 levels of Intensive Quechua during the summer of 2020 to a total of 21 students.

We are happy to inform you that for the second year, we have decided to maintain our Intensive Quechua Program as a virtual course in this coming summer 2021.

2. Antecedents:

2. a Study Abroad Programs at Centro Tinku

Centro Tinku is a cultural center, recognized by the Peruvian Ministry of Culture. The activities of Centro Tinku help finance the operation of an NGO, Asociación Kuraka, (www.kuraka.org), and its research institute, ILAI. There are also cooperation agreements with the Escuela de Bellas Artes and the Museo Inka in Cusco. In 2008, Centro Tinku has entered in an Educational Cooperation Agreement with the local university San Antonio Abad del Cusco (UNSAAC).

Since its creation in 2003, one of the central activities of Centro Tinku has been the organization and execution of Faculty-led programs in partnership with a number of US institutions. Over the years, we have developed the competence and the infrastructure to run Study Abroad and Summer Study programs ranging in duration from 2 weeks to one full semester, and including a wide scope of academic offerings – language and literature, culture and history, heritage and archaeology, health science, etc. In addition to the academic offering, Centro Tinku would typically ensure room and board in homestay, study trips and activities related to the program.

Here is a list of associated institutions which collaborated with us over the years:

U.S. Current Partners		Other institutions	
Borough of Manhattan Community College, Boston College, Connecticut College,	St Mary's College of Maryland, Scranton University, Tufts University, Hobart and William Smith College,	UCLA, University of Michigan, University of Missouri, University of New England, University of	University of Keio (Japan), Universidad de San Francisco (Ecuador), Bancroft's School (UK)

Dartmouth College, Drury University, Georgia Tech, Goucher College, Gustavus Augustus, Harvard College,	Michigan State University, Old Dominion University, Rutgers University,	Portland, University of Tampa, University of Utah, University of Washington, Yale University	
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2. b.: Intensive Quechua Summer Program

Since 2004, our most important academic activity has been to host the University of Michigan’s Intensive Quechua Summer Program in Cusco. Through this partnership, we have been able to offer instruction to upward of 200 students. The great majority of those students were recipients of FLAS Fellowships, granted by UM or other Title VI institutions.

We have also welcomed Latin American students who did not qualify for a FLAS fellowship and were able to offer them a 50% discount on tuition fees.

The structure of our Intensive Quechua Program corresponds to the requirements of USED and FLAS, and considers between 2 and 3 levels of 140 contact hours each, taught by qualified teachers, and including reinforcement workshops, and other activities related to language instruction. Whenever possible have been able to do follow-up and general advising on the individual projects in the student’s discipline

Course description:

The course aims at developing language skills with an appropriate methodology, based on written material prepared exclusively for our students, accompanied by graphics and audiovisual resources, as a way to connect them to the reality of Andean Quechua speakers. This is achieved through the acquisition of a basic knowledge of grammar and simple vocabulary, allowing for an entry-level communication with Quechua speakers, an easy approach to Andean culture and an understanding of their daily lives.

Objectives:

At the end of the course, and within the limit of the parameters of the separate levels each student will be expected to :

Be able to use language the language directly to express their communicative needs in the gathering of information in different contexts.

Have a basic knowledge of the characteristics and peculiarities of standard Quechua.

The teaching **methodology** used by Centro Tinku is based on a communication approach, which aims to ensure that the student is able to use the language effectively in different daily contexts. To this end, we use techniques that create in students the "need" to communicate in the foreign language.

The teacher's role is to promote a solid core command of all aspects of language, which are required in the acquisition of the four basic language skills: speaking, writing, listening and reading comprehension.

Her primary objective is to ensure that the student is able to use the foreign language as a communication tool. Classes are dynamic, and involve various learning activities such as games, discussions and role-plays, the use audio-visual techniques and a variety of materials.

The student **participation** is measured by:

- Permanent oral practice in communication situations, through short dialogues.
- Structuring of sentences and messages using the grammatical skills acquired in class.
- Improving pronunciation and memory skills by practicing songs and riddles from the Andean region.
- Using media in expanding their vocabulary.
- Reflection on Andean cultural activities as generative themes of knowledge.

Required class time take place during the morning sessions and tutoring and forums, as well as planned cultural activities . In the afternoon we offer practice and consolidation workshops led by one of our Quechua faculty. The workshop will rotate between the various levels (beginners/intermediate/advanced), to allow a specific need-based work with the workshop instructor. Participation in the workshop is highly valued, since this is the place where knowledge learned during morning classes is put into practice, and where questions regarding aspects of the student's linguistic difficulties may be resolved.

Evaluation criteria:

- Participation 20%
- Homework 20%
- Partial Evaluation 30 % • Final Evaluation 30%

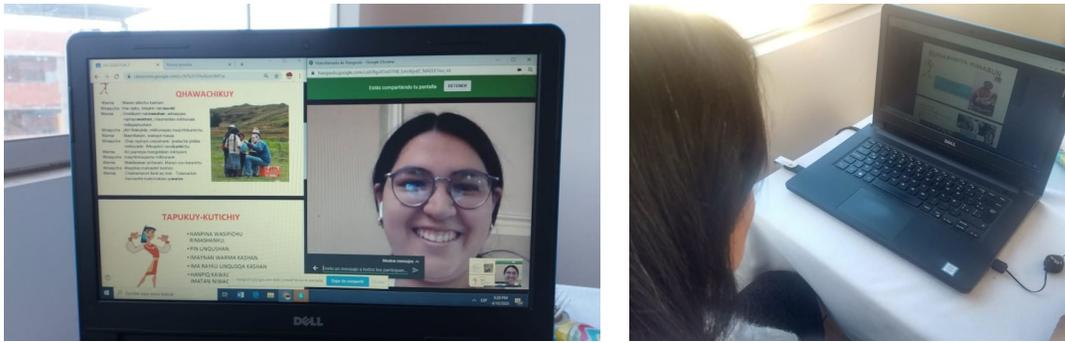
A FLAS entry evaluation will be used for our placement test. A FLAS final evaluation will be applied to all students.

The following **requirements** will be taken into account

- Pre-intermediate level Spanish (bridge-language).
- Permanent and active participation in class.
- Satisfactory completion of assigned activities.

2. c. Online semester long Quechua Course

Since 2017, we have offered online semester-long Quechua language classes to US universities and independent students. The course, taught by Centro Tinku Quechua Coordinator Regina Tupac Yupanqui, is an internet platform-based, distance learning program in Quechua co-organized between the University of New Mexico, Florida International University and Centro Tinku in Cusco (Peru). It connects in real time students from the US institutions, and their instructor in Cusco.



The course – consisting of 46 sessions per each level-- serves to fulfill language requirements for the various partnered universities and can also articulate sequentially with Centro Tinku's Intensive Summer Program (run since 2004 in collaboration with U. Michigan)

3. Our Presental/Virtual Intensive IQ 2020 Program

3. 1. Originality of the hybrid program

Whereas many institutions in the US and elsewhere (Peru) have made the decision to “go virtual” and replace all presental activities with online ones, we at Centro Tinku have opted to maintain both options and run them parallelly in real time. We based this choice on the 2 factors. One is the incertitude in which we are of the possible evolution of the COVID19 situation between now (early April) and the beginning of our IQ Program (late June). And the other is the fact that some individuals living in Peru might be interested in the presental version of the Program, should the restrictions imposed by social distancing be lifted.

We are therefore prepared to run an hybrid program available both in situ and on-line if the conditions permit. We also consider that this “hybrid” formula might create an interesting dynamic that could benefit all the participants

3. 2. Technical parameters (virtual program)

Online students must have access to

- a wide band WiFi connection
- a computer, laptop, tablet ...
- knowledge of word and email
- webcam
- Zoom installed
- Earphone and Mike (preferably external USB port)

Centro Tinku is equipped with:

- dedicated space
- a wide band WiFi connection
- computers
- video camera
- external microphone
- wall mounted 60-inch flat screen

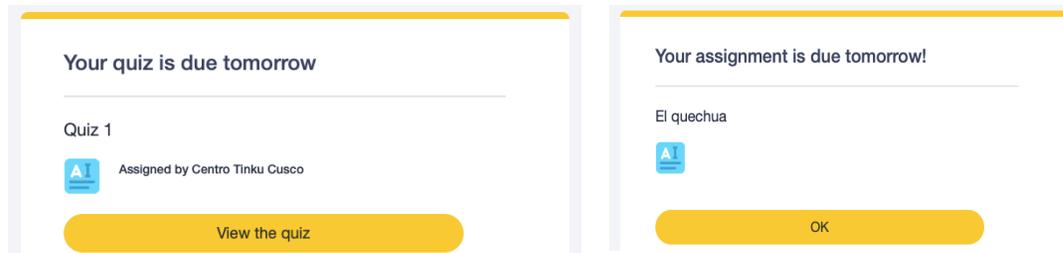
The program will rely on several platforms: Wisboo, Zoom, Padlet and LearningApps
Each one of those will be used according to specific functions and advantages
Wisboo will be the overall platform frame and the "port of entry" for the course



QUECHUA INTENSIVO (INICIAL)

CONTINUAR CON EL CURSO →		
0/0	CAPÍTULO 1	0 0 0
0/0	CAPÍTULO 2	0 0 0
0/0	CAPÍTULO 3	0 0 0
0/0	CAPÍTULO 4	0 0 0
0/0	CAPÍTULO 5	0 0 0
0/0	CAPÍTULO 6	0 0 0
0/0	CAPÍTULO 7	0 0 0

Wisboo will also serve for evaluation, related activities and to create an online library for the course



We will use LearningApps to do memory exercises and vocabulary reinforcement drills

Vocabulario del transporte público en Lima (El Tulipán Spanish School) 2010-09-19 (2017-01-17)

paradero semáforo cinturón

metropolitano

Tarea
Relaciona cada imagen con un nombre
OK

tren eléctrico

mbi

cobrador corredor cobrador

<https://learningapps.org/watch?v=p6zr37bb217>

Padlet will allow us to create videos and interactive games

Jean-Jacques Decoster • 1m

My smart timeline
Made with a taste for adventure

Imata ruwashan?

Maypi kay llacta ?

Title
Chay warmi, maymanta kan?

And finally zoom will be the participative tool for the class time interaction



The different platforms will interconnect for each part of the course.

For instance:

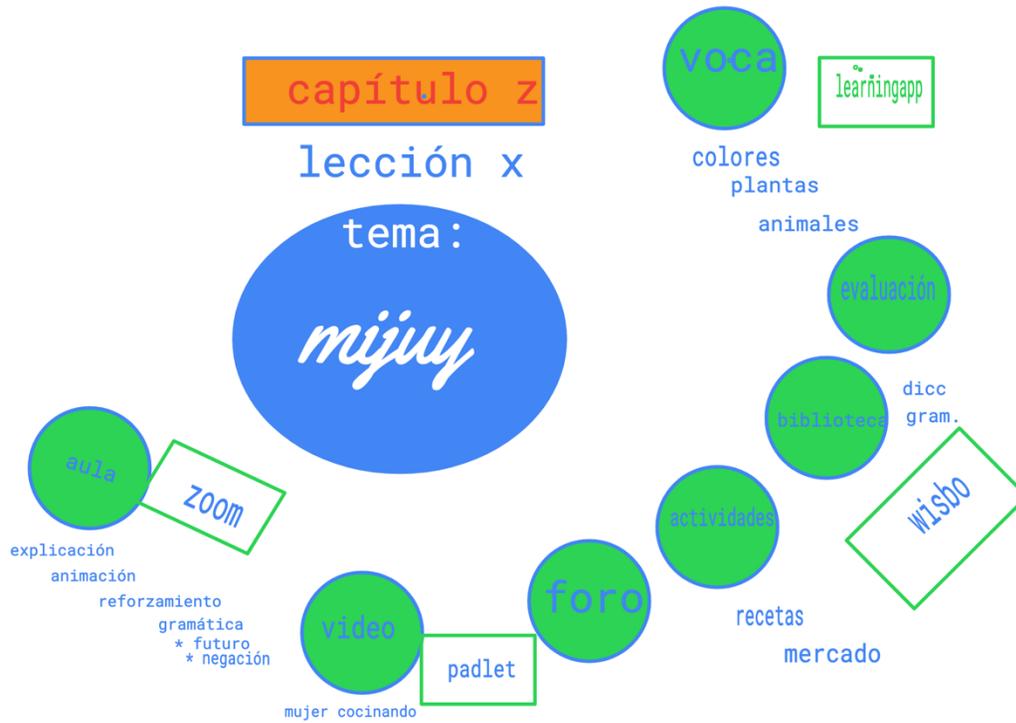


fig: articulation of the various elements of the class:
Tools and corresponding platforms

More information regarding the detailed class-schedule will be provided further along.