Survival Strategies: LCTLs in Context

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Abstract

This paper explores an example of successful curriculum development and methodology for the study of the Quechua language at the university level. This recipe for success falls in line with recommendations made by the MLA Ad Hoc Committee on Foreign Languages, as expressed in their May 2007 report, "Foreign Languages and Higher Education: New Structures for a Changed World", and may be applied to the case of other LCTLs. This paper argues that, while the MLA's report was intended for a general audience of foreign language educators, its recommendations are especially vital to the study of the less commonly taught languages. Among the many recommendations included in the report, two in particular stand out as being most essential to the survival of the LCTLs. These are an increase in interdisciplinary courses and inter-departmental alliances as well as a greater integration of cultural study in foreign language teaching.

Introduction

In response to the sobering reality of 9/11 and our nation's newly-perceived language deficit, the MLA Executive Council convened an Ad Hoc Committee on Foreign Languages in 2004, chaired by Dr. Mary Louise Pratt, who had served as the MLA's president in 2003. The goal of the committee was to examine the nation's language crisis and consider its impact on the post-secondary teaching of foreign languages. In May of 2007, a report was produced, based on the committee's and the Executive Council's discussions, titled "Foreign Languages and Higher Education: New Structures for a Changed World". Here, this report will be cited as "MLA 2007".

In the present work, it is argued that although foreign language educators in general are the intended audience for the 2007 report, many of the report's included recommendations are, in fact, even more critical to the survival of the LCTLs. One such recommendation is that, in order to revitalize language programs in general, there must be an increase in the number of interdisciplinary, team-taught courses and alliances with other academic units. The report states, "…such interdisciplinary team-taught courses would encourage learning communities, forge alliances among departments, and counter the isolation and marginalization that language and literature departments often experience on American campuses" (MLA, 2007, p. 240). When it comes to the problems of isolation and marginalization, the LCTLs find themselves in an extremely vulnerable position in comparison with the more commonly taught languages.

Also, in order to strengthen the position and relevance of foreign language study in higher education in general, the MLA report suggests that it will be necessary to introduce a greater integration of cultural study into the teaching of foreign languages. "As recent world events have demonstrated, deep cultural knowledge and linguistic competence are equally necessary if one wishes to understand people and their

communities" (MLA, 2007, p. 236). It is especially necessary for teachers of the LCTLs to incorporate aspects of culture into their teaching in order for their LCTL programs to survive. Since it is often the case that students of the LCTLs have had no or very little prior exposure to the target culture, and also as access to cultural resources for the LCTLs has often been non-existent or extremely limited for LCTL educators, those who teach the LCTLs face the daunting and necessary challenge of providing cultural context for the language skills that they teach.

In this paper, the author describes two university level courses, one of which she team-taught, in the fall semester of 2005, and the other of which she taught alone, in the spring semester of 2007, that both incorporate the study of the Quechua language. In this way, this work is a form of practitioner research, similar to that conducted by other teacher-researchers, such as Fecho (2004). Specifically, in the present work, the author points to the interdisciplinary nature of both courses as well as their integration of Quechua cultural aspects as the main reasons for their success. As evidence of the importance of these two course aspects and course success in general, the author cites students' comments and quantitative data from student evaluation forms that were administered to the students of both courses during the last weeks of both semesters.

Crossing Disciplinary Boundaries

As stated in the introduction above, teaching a LCTL in the context of an interdisciplinary team-taught course may serve to foster communication with other academic departments, thereby combating the all-too-common problems of isolation and marginalization. Especially when they are isolated and marginalized, LCTLs may be seen by both administrators and fellow colleagues of other departments as an irrelevant and unnecessary expense. Often, low enrollment figures in LCTL classes provide those with such a negative view the ammunition they need to eliminate LCTLs all together from a university's offerings.

Cognizant of the fact that LCTLs often lose the struggle over limited university resources, Bernhardt suggests that rather than "less commonly taught languages", LCTLs should be termed the "less commonly financed languages" (2007, p. 20). Bernhardt continues, "In reality, thriving on American campuses means responsiveness to other fields and serving academic programs across the university so that students are prepared to conduct research and fieldwork in international locations" (2007, p. 21).

Over a decade ago, those in attendance at the LCTL summit meeting of 1996, organized by the Less Commonly Taught Languages Project, a part of the National Language Resource Center at the University of Minnesota, also discussed some possible benefits of serving and responding to other fields: "Interdisciplinary focus … will also encourage visibility and result in increased professionalism" (Stenson et. al., 1998, p. 14). In addition, at the summit, "Team teaching, in order to encourage sharing of ideas and expertise, was suggested as a model for expanding teacher development among TAs, instructors, department coordinators, and professors" (Stenson et. al., 1998, p. 15). Finally, summit attendees suggested, "To fight against insularity and isolation in any department, faculty could be required (or at least encouraged) to be involved in inter-departmental teaching and interdisciplinary research" (Stenson et. al., 1998, p. 25).

Indeed, the MLA 2007 report, intended for foreign language educators in general, seems to echo the thinking of these 1996 LCTL summit attendees.

1. Quechua across boundaries

The case study examined here describes the teaching of the Quechua language in two separate interdisciplinary contexts. Quechua, once spoken by the citizens of the Incan Empire throughout Peru, Ecuador, Bolivia, northern Chile, northern Argentina, southern Colombia, and western Brazil, is still spoken today by an estimated over 10 million descendants of the Incan Empire (Silver & Miller, 1997, p. 7).

As mentioned above, the author has designed two successful interdisciplinary courses that incorporate the study of the Quechua language. Both courses were offered through the Thomas N. Bantivoglio Honors Concentration at Rowan University. During the Fall 2005 semester, the first of the two courses, titled, "Linguistics and Cultures of Native South America", was team-taught by the author, from the Department of Foreign Languages and Literatures and her colleague in the Geography/Anthropology Department, Dr. María Rosado. The three principal objectives for this course were for students (1) to gain a basic command of the Quechua language, (2) to learn about the cultural diversity of South America's native peoples via the use of anthropological concepts and the exploration of linguistics, sociolinguistics, and archaeology, and (3) to attain the first two objectives through the means of the English, Spanish and Quechua languages.

This Fall 2005 team-taught course afforded both the students and the team-teachers a highly-stimulating intellectual environment. The author is an expert in the Quechua language and Hispanic sociolinguistics while her colleague is a specialist in South American anthropology and archaeology. As specialists in separate but related fields, the author and her co-teacher shared in-class time and brought different perspectives to the study of indigenous South Americans. Highlighting and exploring these differing points of view, along with those of the students, allowed for the creation of a dynamic learning environment. Also, as both the author and her colleague had carried out original fieldwork and research in South America, the sharing of first-hand experiences with the students added to the vibrant nature of this team-taught course.

During the Spring 2007 semester, the author taught the second of the two interdisciplinary courses alone, titled, "Modern Descendants of the Incas: Quechua Language, Culture and History". The four principal objectives for this second course were for students (1) to gain a basic command of the Quechua language, (2) to understand the many ways in which the Quechua and Spanish languages have influenced each other, (3) to learn about the cultural background and history of those who speak Quechua natively, and (4) to attain the first three objectives through the means of the English, Spanish and Quechua languages.

A fundamental difference between the two courses was that the Spring 2007 course had one indigenous language community as its focus, namely Quechua speakers, while the Fall 2005 team-taught course had all of the indigenous language communities of South America as possible class foci. Also, while the team-taught class encouraged students to draw connections among topics of South American indigenous linguistics (the author's field of specialty) and anthropology and archaeology (the author's colleague's fields of specialty), the Spring 2007 course challenged students to understand the

relationships among Quechua language, culture, and history, thereby allowing them an opportunity for more in-depth study of the Quechua language community.

Although the author taught the Spring 2007 course alone, the experience was no less stimulating and dynamic. In this course, as with the Fall 2005 course, students were continually challenged to develop critical thinking skills as they were guided in their understanding of compatible fields: Quechua language, culture and history. The author allotted portions of class time to the study of each of these components.

Both interdisciplinary courses described here are examples of responsiveness to other fields and service to academic programs across the university. Firstly, as both courses were offered through the Honors Program, they served the population of students working toward fulfillment of the requirements for the Honors Concentration. In addition to attracting Honors Concentration students, the Fall 2005 team-taught course also attracted Spanish majors, Spanish minors, and Anthropology minors. In the case of the Spring 2007 course, besides Honors Program students, the course appealed to Spanish and History majors and minors. Also, following the Spring 2007 semester, the author's efforts to have both courses accepted for credit toward the Rowan University's International Studies Concentration also met with success.

Data obtained from a "Student Opinion of Course Content" form[1], administered by one of the author's colleagues to the ten students enrolled in the Fall 2005 class on December 20, 2005 in an anonymous fashion, demonstrate the students' understanding of the importance of the interdisciplinary nature of the class. Among other questions, these students were asked, "Do you believe that the Quechua language should be taught at Rowan? Why or why not?". In response to this question, two different students commented:

> Student 1: "Yes, I feel that with the number of Anthropology majors, language majors, students with Latin American backgrounds, and students studying abroad Quechua would be a great class to teach at Rowan."
>
> Student 2: "Why not? As I said before, it broadens any Foreign Language, Education, Anthropology majors."

By presenting Quechua language study within an interdisciplinary context, rather than experiencing isolation and marginalization, the author experienced integration with the larger university community. As to be expected, this greater degree of integration was accompanied by higher enrollment figures than would have been possible to obtain, had the courses not been interdisciplinary[2]. Furthermore, as a result of being responsive to and including other academic fields, the study of the Quechua language was able to take on greater relevance for the students than it would have, had it been offered in isolation.

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[1] The "Student Opinion of Course Content" form, which was created by the author with the Fall 2005 course in mind, was not administered to the students of the Spring 2007 semester class.

[2] Evidence for this claim lay in the fact that a variety of students from both classes informed the author that the reason they were able to take the class was because it allowed them to earn credits in fulfillment of the requirements for their History major, Anthropology minor, etc.

Integrating Culture

As mentioned in the introduction above, in addition to a call for increased interdisciplinary offerings, the recent MLA report recommends an increased incorporation of cultural elements into foreign language instruction. This recommendation supports the findings of earlier investigations pertaining to the LCTLs, such as Walker and McGinnis' work, in which the authors claim, "The overwhelming motivation for Americans to learn LCTLs is the intention to interact with the cultures of these languages" (1995, p. 1). Also, according to the findings of the LCTL summit meeting of 1996, "…learning about culture has been identified as a key motivating factor for students…" (Stenson et. al., 1998, p. 7). The author of this work argues that greater attention to cultural context is even more essential in the LCTL classroom than in the case of the more commonly taught languages.

Contrary to the case of the more commonly taught languages (MCTLs), students of the LCTLs often come to the study of the target language with little or no prior exposure to the target culture. Also, the cultures associated with the LCTLs are often very different from many of the students' own cultures. For these reasons, the LCTL teacher carries a greater burden than does the MCTL teacher to create "…a classroom culture that permits learners to socialize progressively according to C2 (target culture) standards" (Walker & McGinnis, 1995, p. 14). Indeed, the LCTL teacher carries more responsibility than does the MCTL teacher to inform the students' impoverished language attitudes and lack of cultural knowledge.

Another reason why it is especially vital for LCTL teachers to incorporate cultural aspects into their language teaching is that, in general, instructional resources are scarce in the case of the LCTLs. On the other hand, teachers and students of the MCTLs are often provided with a wealth of culturally-rich instructional materials that are often integrated with the class textbook, such as supplemental cultural readings, music CDs, and videos. As such resources are often simply unavailable in the case of the LCTLs, the LCTL instructor faces the challenge of creating a wide variety of cultural contexts in the classroom. Without access to aspects of the target culture, students of the LCTLs would be unable to develop full communicative competence in the target language. Walker and McGinnis affirm, "…truly effective LCTL learning and teaching must be culture-based" (1995, p. 1).

1. Quechua language and culture

In the case of the two interdisciplinary Honors courses described here, in which Quechua language study formed an important part, the author made a concerted effort to integrate a variety of Andean cultural aspects. Including indigenous Andean cultural elements provided the students of these two courses with opportunities to "experience" Andean culture personally, through cultural activities both inside and outside of the classroom. This exposure to elements of Andean culture allowed for the students' attainment of higher levels of motivation and communicative competence.

Among the culturally-oriented activities held outside of the classroom was a visit to campus by an Ecuadorian music ensemble, named "Andes Manta". The author invited this group of four brothers to campus during the Fall 2005 semester in order to perform a

"Lecture Demonstration" as well as a "Concert of Andean Music". In order to make the visit of Andes Manta a success, among other tasks, the author secured funding and sponsorship from various campus offices, departments, and student groups, created a flyer and concert program, and organized a lunch reception for the musicians, the campus sponsors, and the students of the course. Since this activity was sponsored by offices and groups all over campus, and also as it was open to the entire university community, it brought needed attention to the course as well as the study of the Quechua language. Through the group's campus visit, the author's students were exposed to traditional music, traditional instruments, traditional clothing worn by the performers, and lyrics in Quichua, the Ecuadorian variety of Quechua.

During both the Fall 2005 and Spring 2007 semesters, the author organized another successful culturally-oriented activity held outside of class, namely, a fieldtrip to a local alpaca farm. Camelids, such as llamas and alpacas, were and still are integral to indigenous Andean culture. During the reign of the Incan Empire as well as today, these animals are used for the transportation of goods, their meat, their wool, and ceremonial sacrifices.

Student comments from two separate student evaluation forms administered anonymously to the Fall 2005 class indicate their appreciation of the specific cultural elements described above as well as others. Firstly, as quoted from the comments obtained from the administration of the Rowan University, Foreign Languages and Literatures Department "Student Input Form" on December 1, 2005, one student wrote, "Dr. Feke[3] did a lot to go out of her way to make the class more interesting, i.e. the alpaca farm, and the 'Andes Manta' demonstration at Pfleeger Hall". Also, in response to the following question on the "Student Opinion of Course Content" form administered on December 20, 2005, one student recognized the importance of the integration of the cultural aspects into the course content:

> Question: "Did you find the Quechua language teaching methods to be appropriate and effective? Why or why not?"
>
> Student 1: "Yes, I really enjoyed the supplemental materials more than the textbook (tapes, video recordings and the class trip, concert). They were interactive methods that gave me hands-on experience with Quechua. I wouldn't have enjoyed it without those things."

During the Spring 2007 semester, the author both strengthened her alliances across the university and exposed her students to elements of Andean culture at the same time through the class' participation in other activities outside of the author's own classroom, including (1) a combined class session in an Anthropology colleague's "Indians of North America" classroom[4], (2) a university-wide presentation on the "Native American Flute", and (3) a guest lecture on "Stone Tools" presented in another Anthropology colleague's "Introduction to Archaeology" classroom[5]. During the

[3] "Feke" is the author's maiden name.
[4] This colleague from the Geography/Anthropology Department at Rowan University was not the colleague with whom the author team-taught the Fall 2005 course described in this work.
[5] This is yet another, third colleague from Rowan University's Geography/Anthropology Department.

combined class session, the author's students as well as her colleague's students participated in a joint lecture and discussion on topics that affect indigenous people of both North and South America, including language and culture endangerment, discrimination, and the importance of the acquisition and maintenance of natural resources. Participation in the university-wide presentation on the "Native American Flute", sponsored in part by Rowan University's College of Fine and Performing Arts, provided the students with an opportunity to experience Native American music. The Andean flute, or *quena*, similar to that played during the presentation, features prominently in traditional Andean music. Finally, the author's students were able to gain a great deal of insight into the creation of high-quality Inca stonework through their participation in a guest lecture on "Stone Tools", presented in the Anthropology colleague's "Introduction to Archaeology" classroom.

Moreover, inside of the classroom, during the Spring 2007 semester, the author strengthened her inter-departmental alliances through the inviting of guest speakers to her class to present various cultural topics. For example, Dr. María Rosado, with whom the author team-taught the Fall 2005 course, visited to provide a guest lecture on the practice of artificial cranial deformation and its cultural significance for the Incas. Another guest lecturer, who had been a member of the Peace Corps, discussed the intricacies of indigenous Ecuadorian clothing styles and their related meanings.

Also during the Spring 2007 semester, the author made a concerted effort to incorporate other cultural elements into her classroom, as she taught her students to tie *qhipu* knots, play the *zampoña*, sing in Quechua, and dance the *wayno*. As Quechua was not traditionally a written language, in order to communicate at a distance, citizens of the Incan Empire used *qhipu*, knotted pieces of rope. Small *zampoñas*, or pan-pipes, and *zampoña* sheet music were provided to the students so that they could learn to play (or at least to make some sounds). The *zampoña* is used extensively in traditional Andean music. Besides gaining cultural information, through the singing of songs in Quechua, students had an opportunity to expand their vocabularies and examine various Quechua grammatical constructions present in the song lyrics. Finally, dancing the *wayno*, a traditional indigenous Andean dance, fostered a sense of community in the classroom as the class learned first-hand about this important and very common cultural practice. To this day, it is very common for Quechua speakers to dance the *wayno* at all types of celebrations.

Student comments obtained from the student evaluation forms administered to the students of both courses provide further evidence of the students' recognition of the positive impact that the integration of cultural elements had on their learning and enjoyment of both courses. Within the context of the "Student Opinion of Course Content" form administered on December 20, 2005, students were asked, "What are your recommendations/suggestions regarding teaching the Quechua language at Rowan?". One student responded to this question, stating, "Definitely use supplemental materials with the textbook. Music samples and tapes really helped and encouraged dialogue in Quechua." Seven of the ten students enrolled in the Spring 2007 course responded to the administration of the Rowan University, Foreign Languages and Literatures Department "Student Input Form" on April 19, 2007[6]. One of these seven students commented, "Dr.

[6] The other three students enrolled in the Spring 2007 course were absent on the day that the evaluation forms were administered.

Manley always tried to make each lesson interactive and interesting, bringing in a lot of things from her personal collection to share with us." Finally, other student comments obtained through the use of the "Student Opinion of Course Content" form, administered on December 20, 2005, indicate both the students' interest in learning about Andean indigenous culture as well as their understanding of the fact that the Quechua language and Andean indigenous culture are connected:

> Question: "Do you believe that studying the Quechua language was beneficial to you?
>
> Student 1: "It helped me learn about a culture that I had never known about."
>
> Student 2: "Yes! Very Much! It's a lot more interesting and motivating to learn about the culture through their language."
>
> Student 3: "I really enjoyed studying the language. It gave great insight into South American culture."
>
> Student 4: "Yes, it helped me to understand the culture better…"

In general, as supported by the students' own comments, the author found that the incorporation of cultural elements served to provide the students with a greater motivation to learn the Quechua language, as they fostered positive attitudes toward the Quechua culture. Rather than simply learning Quechua vocabulary words, morphology and syntax in a vacuum, through a focus on culture, these students were able to gain a sense of who Quechua speakers were in the past and who they continue to be. As language both constrains and is constrained by culture, learning about indigenous Andean culture through cultural activities both outside and inside of the classroom brought the students closer to the attainment of communicative competence in Quechua.

Defining Success

Thus far, the author has pointed to the interdisciplinary nature of both courses described here as well as their integration of Quechua cultural aspects as the main reasons for their success. As in previous sections, evidence of "success" in both courses is provided here through the means of data obtained from a variety of student evaluation (or input) forms that were administered to the students of both courses. According to the author and the students themselves, as expressed through their comments and quantitative responses to the questions on the various student evaluation forms, the principal objectives outlined for both classes, described previously, were met with success. Most importantly, the vast majority of students of both courses did indeed gain a basic command of the Quechua language and learn about Andean indigenous culture at the same time.

Regarding their Quechua language proficiency, within the context of the "Student Opinion of Course Content" form administered to the students of the Fall 2005 course on December 20, 2005, students responded to the following question:

Question: "Are you satisfied with the outcome of your Quechua language proficiency, given the time constraints of the course?"

Student 1: "Very much, I really wish there were more courses so I could continue learning it."

Student 2: "Absolutely, I think I can participate in a very basic conversation, something I didn't expect because we covered sooooo much material in the course."

Student 3: "Yes, I think that we learned a good amount of Quechua..."

Student 4: "Yes, I feel like I learned and retained a lot of the language in a relatively short period of time."

Similarly, in response to the Rowan University Foreign Languages and Literatures Department "Student Input Form", administered to the Spring 2007 class on April 19, 2007, one student commented, "She (the author) made this class lots of fun and even though it was a lot of work, I am amazed at how much I learned in one semester." Another wrote, "I learned a lot and I loved the way she (the author) taught it." In general, the mark of success in any course is the students' learning. Many, including the author of the present work, would argue that a course cannot be successful unless student learning takes place. As evidence of the Quechua language proficiency obtained by the Spring 2007 students, a listing of the vocabulary domains and grammatical structures that the students were required to study in preparation for their Quechua language final exam is included in Appendix A. Also, an example of a Spring 2007 student-written Quechua dialogue, produced during the Quechua language final exam, without the aid of any written notes or books, is presented in Appendix B.

In addition to providing written comments on the student evaluation forms, the students of both courses were asked to respond to a variety of quantitative questions included on the "Student Instructional Report II" (SIR II), which is a product of the nonprofit, Educational Testing Service (ETS). All ten students enrolled in the Fall 2005 class completed the SIR II on December 1, 2005. Likewise, seven of the ten students enrolled in the Spring 2007 class completed the SIR II on April 19, 2007. The quantitative data gathered from both classes provide further evidence of course success.

Presented in Table 1 below are the statistics for both classes, relating to questions 29, 30 and 31 of "Course Outcomes", section "F" of the SIR II. These questions pertain to the students' own perceptions of their learning, their progress toward achieving course objectives, and their level of interest in the subject area, respectively. For each of these three questions, the students were asked to choose a response from one to five, comparing the author's class to most other courses in their experience. In Table 1, the data is presented in terms of percentages of the students who responded. For the Fall 2005 class, for which ten students responded, the percentages in each row total 100%. However, for the Spring 2007 class, for which seven students responded, the percentages in each row total 101%, due to rounding to the nearest whole percentage point. The data presented

for question 29 indicate that 70% of the students in the Fall 2005 class felt that their learning increased "much more" or "more" in the author's class than most other courses in their experience. In the case of the Spring 2007 class, 76% of the students felt the same way. Regarding question 30, 60% of the Fall 2005 class and 63% of the Spring 2007 class felt that they made "much more" or "more" progress toward achieving course objectives as compared with most other courses. Finally, question 31 reveals that 70% of the Fall 2005 class and 88% of the Spring 2007 class found their interest in the subject area to increase "much more" or "more" than in most other courses.

Table 1. Course outcomes (SIR II)

Questions	Semester	Much more than most courses (5)	More than most courses (4)	About the same as others (3)	Less than most courses (2)	Much less than most courses (1)	Mean
29. My learning increased in this course	Fall 2005	30%	40%	30%	0%	0%	4.0/5.0
	Spring 2007	38%	38%	25%	0%	0%	4.1/5.0
30. I made progress toward achieving course objectives	Fall 2005	40%	20%	30%	10%	0%	3.9/5.0
	Spring 2007	13%	50%	25%	13%	0%	3.6/5.0
31. My interest in the subject area has increased	Fall 2005	60%	10%	30%	0%	0%	4.3/5.0
	Spring 2007	38%	50%	13%	0%	0%	4.3/5.0

As further evidence of success, additional statistics for both classes are presented in Table 2 below, relating to question 40 of "Overall Evaluation", section "I" of the SIR II. In response to this question, students rated the quality of course instruction as it contributed to their learning. More specifically, students were asked to choose a response from one to five, rating the quality of the author's instruction on a scale of effectiveness.

Table 2. Overall evaluation (SIR II)

Question	Semester	Very Effective (5)	Effective (4)	Moderately Effective (3)	Somewhat Effective (2)	Ineffective (1)	Mean
40. Rate the quality of instruction in this course as it contributed to your learning.	Fall 2005	60%	40%	0%	0%	0%	4.6/5.0
	Spring 2007	75%	13%	13%	0%	0%	4.6/5.0

As in Table 1, once again in Table 2, the data is presented in terms of percentages of the students who responded. The data gathered for this question reveal that 100% of the Fall 2005 class and 88% of the Spring 2007 class felt the quality of instruction to be either "very effective" or "effective" as it contributed to their learning. However, the overall mean for this question for both classes is the same, namely 4.6/5.0[7].

Conclusion

[7] The SIR II reports for both classes indicate that the comparative mean for four-year institutions for question 40 was 3.97/5.0 in Fall 2005 and 3.99/5.0 in Spring 2007.

Throughout this work, the author has argued that, while the MLA's 2007 report was intended for a general audience of foreign language educators, its recommendations are especially vital to the study of the less commonly taught languages. The report's call for an increase in interdisciplinary courses and inter-departmental alliances as well as its suggestion that there be a greater integration of cultural study in foreign language teaching are especially important to the survival of the LCTLs. Indeed, both of these recommendations involve providing students with some context for their linguistic knowledge, whether that context is provided through an interdisciplinary focus or a focus on culture. Just as LCTL teachers should avoid isolation and seek inter-departmental alliances in order to strengthen their programs and engender higher enrollments, neither is it pedagogically sound to teach language in isolation, apart from its cultural context.

In support of these recommendations for LCTL survival, the author has described two university level courses, one of which she team-taught and the other of which she taught alone, that both incorporate the study of the Quechua language. With regard to these two courses, the author points to their interdisciplinary nature as well as their integration of Quechua cultural aspects as the main reasons for their success. Support for the author's claims and evidence of the success of both courses comes from students' comments and quantitative data obtained through the use of a variety of student evaluation forms administered to both classes.

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Appendix A

1. "Quechua Final Exam Study Guide"

Students of the Spring 2007 class were provided with the following "Quechua Final Exam Study Guide". The page numbers refer to those of the class text, Salas Cruz & Zevallos Apaza (1997).

Study:

a. Vocabulary domains:
   i. The beginning of each section (pgs. 15-16, 23, 28, 41-42, 49, 56)
   ii. Family (p.11)
   iii. Numbers (p.51 & notes from class lectures)
   iv. Food (hand-out)
   v. Question words (p.42)
   vi. Body parts (hand-out)
   vii. Animals (hand-out)

b. Grammar:
   i. Subject pronouns (*noqa*, *qan*, etc.)
   ii. Present tense endings (*-ni*, *-nki*, etc.) (p.50)
   iii. Present Progressive (*-sha*) (p.19)
   iv. Suffixes (*-lla*, *-mi*/*-n*, *-chu*, *-rí*, *-pas*/*-pis*, *-kama*, *-y*, *-yá*, *-ña*, *-pi*, *-manta*)
   v. Suffixes that accompany the question words on p.43 (*-ta*, *-q*, *-paq*, *-man*, *-manta*, *-wan*, *-rayku*, *-pi*)
   vi. Possessive suffixes (*-q*/*-pa*) & (*-y*, *-yki*, etc.) (pgs. 44 & 59)
   vii. Past tense (*-ra*/*-rqa*) (p.57)

Appendix B

1. Student example dialogue

Students of the Spring 2007 class were required to create a written dialogue in Quechua on page five of their Quechua Final Exam. They were instructed to write at least one sentence for each conversation partner's turn (at least 10 sentences total). Presented below is an example of one of the dialogues produced by the students. The asterisk indicates the student's mistake; the author's corrected form appears in parentheses. The translation into English is the author's.

Mama Juliana: Allin p'unchay, taytáy.
Ms. Juliana: Good day, sir.

Tayta Fermín: Allin p'unchay, llaqta-runay. Imaynallan kashanki.
Mr. Fermín: Good day, neighbor (lit. my fellow city-dweller). How are you?

Mama Juliana: Allinmi kashani. Maypin qanpa panayki.
Ms. Juliana: I'm doing well. Where's your sister?

Tayta Fermín: Urqupin llank'ashan. Ima rayku.* (Imarayku.)
Mr. Fermín: She's working on the hill. Why?

Mama Juliana: Chhukchantan munani kuchuyta.* (kuchuyta munani.)
Ms. Juliana: I want to cut her hair.

Tayta Fermín: Ichaqa. Chhaynaqa qayna killa llaqtaman rirqanki.
Mr. Fermín: However. So last month you went to the city.

Mama Juliana: Arí, Gabinawan. Gabina noqa ima yachashayku castellanota Qusqupi.
Ms. Juliana: Yes, with Gabina. Gabina and I are studying Spanish in Cuzco.

Tayta Fermín: Ima rayku.* (Imarayku.) Manan munankichu urqukunatan.
Mr. Fermín: Why? You don't like the hills?

Mama Juliana: Arí, urqukunatan munani. Ichaqa Inka Kolata ima munani. Llaqtatan munani. Risaq. Pacharinkama.* (Paqarinkama)
Ms. Juliana: Yes, I like the hills. However, I like Inka Kola too. I like the city. I will go. See you tomorrow (lit. until tomorrow).

Tayta Fermín: Pacharinkamayá!* (Paqarinkamayá!)
Mr. Fermín: Okay, see you tomorrow!