

# MY SABBATICAL REPORT



*Renée Andrade, Ph.D.*  
*Foreign Languages Dept.*

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## ACTIVITY REPORT OF SABBATICAL LEAVE

During the two semesters of my sabbatical leave, I kept a detailed journal of all activities proposed in my application. The following is a chronological account of the personal and academic activities on which my *Workbook/Laboratory Manual*, my *Mt. SAC Manual of Practical Spanish* and my traveling report is based upon:

- On May 28<sup>th</sup>, 1998, I had a meeting with Mr. Peter Parra, Chair of the Sabbatical Committee, to clarify the parameters of the manuals. At this time, we also determined that the manuals would be provided as supplementary material to the students at no cost.
- On August 12<sup>th</sup>, the audio-cassettes and digital tapes were timely completed, so that they could be used by the students at the language laboratory for the Fall and Spring semesters.
- At the beginning of the Fall Semester of 1998, I began working on the final version of the scripts for the tape program. During this time, I also worked on the *Mt. SAC Manual of Practical Spanish*.
- From Mid-August until October 20<sup>th</sup>, 1998, I completed the first five chapters of the laboratory and practical manuals or the equivalent materials to be used in the Spanish I level courses. During the spring of 1998, at the time that the recording was done, most of the materials for the script have previously been created. The focus this time was to organize, revise and re-type all the materials to go along with the recording (refer to *Supplementary Materials/Audio Materials* pp.7-104)

- The audio scripts for the tapes, as well as the exercises, dialogues and many supplementary materials created and tested during the fourteen years of teaching at Mt. SAC were also organized, revised, up-dated and edited into the present *Mt. SAC Manual of Practical Spanish*. (U'refer to pp.1-135)
- After finishing the first five chapters of Spanish I, I continued with the next four chapters for Spanish 2. I followed the same procedures as for the first five chapters. The materials for Spanish 2 were finished by the end of November.
- While working to complete on schedule the nine chapters of both manuals, I took classes in Windows 98, Microsoft, Power Point and Excel given by an adult community education program in Irvine. These newly acquired skills proved quite useful in helping me to put together the Laboratory and Practical Manuals.
- During the month of November 1998, I also attended a Mt. SAC Quality Learning Seminar that gave me very valuable insights for the enhancement of my teaching supplementary materials.
- Also, during that month, I obtained travel brochures from my travel agent that helped me plan and prepare my trip to South America. By early December, I was able to schedule and make reservations for my trip, which was to begin by mid-March of 1999 and take me to Argentina, Colombia, Ecuador and Perú. The planning of the trip required not only making flight reservations and arranging for accommodations, but also making contacts and scheduling appointments with the various persons at the universities that I planned to visit in those countries. I also had to coordinate my travel schedule with the availability of writers I wished to see, as well as make my visit coincide with literary and university events in those countries. The coordination of the above activities required many phone calls, e-mails,



letters, permissions and confirmations. It was a time consuming process, which I would never have been able to accomplish had I continued with my regular teaching obligations.

- During the month of December 1998, I proofread and edited all nine chapters of both manuals and put graphics. Before the end of the year the *Supplementary Materials for the Language Laboratory and Mt. SAC Practical Spanish Manual* were ready for printing.
- In January 1999, I completed the rest of the chapters for Spanish 3 following the same procedures done for the first nine chapters. (Refer to *Supplementary Materials/ Manual Práctico* pp.1-135)
- During the same month, I requested the Guidelines for Preparing the Sabbatical Leave Reports and obtained permission to consult and review samples of sabbatical reports submitted for approval during the prior academic year by other Mt. SAC colleagues. I chose two of the reports that I felt were similar to my intended sabbatical projects. I met with the two professors who authored these reports as models for my own report. I chose the "*Study-Travel Sabbatical Leave*" done by Sherry Schmidt because it was similar to my travel report. I also selected the "*Electricity Visualized Castle Project*" completed by Thomas W. Smith as a good model for both of my manuals. I discussed with them their experiences and I obtained their permission to use their reports as models for my own report.
- The first two weeks of March, I spent time finalizing all the necessary arrangements for my scheduled departure on March 19, 1999.
- Regrettably, on March 10, 1999, I was informed that the Peruvian airline Aero-Perú had gone into bankruptcy and substituted this trip with a visit to the famous Iguas Falls in the Argentina and Brazil and extended my stay in Argentina. The necessary changes were

submitted, and approved by the Sabbatical Committee Chair. (Refer to Sabbatical letters, pg. XV).

- From August of 1998 until Mid March of 1999 I worked continuously in completing my *Supplementary Materials for Language Laboratory and the Mt. SAC Manual of Practical Spanish*.
- During the six weeks of my journey through South America, I kept a journal of my daily activities, experiences and emotions, as well as I kept records of the places I visited and the people I met and interviewed. While flying from one destination to another, I would summarize my experience on paper of the country I was leaving behind. These notes were extremely valuable in helping me put together the sabbatical travel report. (Refer to *Itinerary* pp.43-47).
- My journal also included a compilation of modern Spanish words and lexicon related to the latest technological words collected as I traveled to the various countries.
- During my travel to the three South American countries, which included six different cities, I had the opportunity to speak with young people who used a more contemporary language. I also learned new words and expressions from reading local newspapers and watching their television. My conversations with local people gave a chance to become better acquainted with their every day language, their culture, and the political and socio-economic issues affecting them. These exchanges became a great source of linguistic material, which were duly captured in my journal. (Refer to *Appendix IV*)
- One of the great benefits of the trip to Argentina, Ecuador, and Colombia, was to be able to observe first hand the realities of daily life. I also gained new insights and better appreciation of the contemporary Latin American life that I would never have been able to obtain

otherwise (refer to *A Brief View of Argentina, Ecuador and Colombia pp.1-28 and Appendix V, Bibliography*)

- During my six weeks in South America, I visited nine universities and had the opportunity to observe, on seven different occasions, the interaction of students and professors, as classes were in session. By talking to students, faculty, and administrators, I was able to gain a better understanding of their educational system at the universities and make a better assessment of how they compare with ours at Mt. SAC (please refer to *Latin American Universities pp. 28-37 and to General Similarities and Differences pp.37-40*)
- A fortuitous contact with Juanita Ardila (a Colombian journalist) gave the opportunity to attend the 12<sup>th</sup> Book Fair in Bogotá as a "special guest" of the Association of Journalists and Writers of Colombia. For two days, I had the unique privilege of being exposed to the latest in Latin American Literature and Spanish Language trends. The book fair also gave me the chance to meet and to interview several well-established writers, as well as to attend various literary conferences (refer to *Cultural and Academic Activities* pg. 41)
- Thanks to my former professor Dr. Héctor Orjuela, I was able to spend three enriching days at the renowned language institute of Bogotá, Instituto Caro y Cuervo. During this time, I interacted with staff personnel, librarians, professors and many well-known linguists of Latin America. This was one the highlights of my trip since it provided me with very useful linguistic resources all in one place (please refer to *Cultural and Academic Activities* pg.42)
- With the exception of Macchu Picchu, I was able to visit all of the sites that I had indicated on the application. While visiting these sites, I bought and obtained materials and information on these unique places, such as videos, maps, posters, brochures and books, all

of which I will share with the students in my classes. I also brought back a photographic record of the sites I visited; of my activities; and of the people I met during my journey (please refer to *Appendix II*)

- In accordance with the application, at the beginning of May 1999, after my return, I began the time consuming and difficult task of organizing all of my notes, materials, observations, research and first-hand experiences and then I proceeded to write and put together my report.

In conclusion, I feel very strongly that the sabbatical gave me the opportunity not only to go back to my roots after a fourteen year hiatus, but, equally important, it put me in touch with current linguistic and socio-economic trends in the Latin American world. This experience has given me a sense of renewal and enhanced vitality in my career as a language instructor and my students should reap the benefits as I share with them my newly acquired knowledge and insights of the contemporary Latin American scene, particularly from a linguistic perspective.



## ACKNOWLEDGMENTS

I would like to express my sincere gratitude to the Board of Trustees of Mt. San Antonio Community College district for granting my sabbatical leave for the 1998-1999 school year.

I would also like to thank the members of the Sabbatical Leave Committee and in particular Mr. Peter Parra and Ms. Marilyn Walker for their constant support, assistance and guidance.

Thanks to my professional contacts in Argentina, Ecuador and Colombia it was possible for me to visit several universities, observe classes, talk to administrators and students and compare and contrast between their systems and ours at Mt. SAC. It also enabled me to attend The 12<sup>th</sup> Book Fair in Bogotá, interview and talk to some of the most famous writers of contemporary Latin American Literature. Thanks, to Dr. Héctor Orjuela, I was able to spend several days doing research at the Instituto Caro y Cuervo (The Academy for the conservation of the language in Colombia).

Finally and most of all, I wish to thank my husband, Eduardo, not only for his intellectual, moral and financial support, but also for his limitless patience. Without his constant encouragement, I would not have been able to achieve the goals that I set for myself during the sabbatical.

MT. SAN ANTONIO COLLEGE

MT. SAN ANTONIO COLLEGE  
Salary and Leaves Committee

DEC 01 1997

APPLICATION FOR SABBATICAL LEAVE

OFFICE OF HUMAN RESOURCES

Name of Applicant Renée Andrade

Address 13822 Typee Way, Irvine, Calif. 92620

Employed at Mt. San Antonio College beginning Fall 1984

Dates of last sabbatical leave:

From \_\_\_\_\_ To \_\_\_\_\_

Department Foreign Languages Division Humanities

Length of sabbatical leave requested:

Purpose of sabbatical leave:

One semester \_\_\_\_\_  
Fall \_\_\_\_\_ Spring \_\_\_\_\_

Study \_\_\_\_\_ Project

Two Semesters ~~Fall 1998/Spring 1999~~

Travel \_\_\_\_\_ Combination  
(specify) \_\_\_\_\_

**NOTE:** Sabbatical periods are limited to contractual dates of the academic year.

Effective dates for proposed sabbatical leave:

From August 19, 1998 To end of Spring 1999 (May)

and (if taken over a two school year period)

From \_\_\_\_\_ To \_\_\_\_\_

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Renée Andrade  
Signature of Applicant

11/24/97  
Date

APPLICATION FOR SABBATICAL LEAVE

Page 2

Applicant's Name \_\_\_\_\_  
THE ACKNOWLEDGMENT SIGNATURES REFLECT AWARENESS OF THE SABBATICAL PLAN FOR THE PURPOSE OF PERSONNEL REPLACEMENT. COMMENTS REQUESTED ALLOW FOR RECOMMENDATIONS PERTAINING TO THE VALUE OF THE SABBATICAL LEAVE PLAN TO THE COLLEGE.

APPLICANTS MUST OBTAIN THE SIGNATURES OF ACKNOWLEDGMENT PRIOR TO SUBMITTING APPLICATION TO THE SALARY AND LEAVES COMMITTEE.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson Renee Andrade Date 11/26/97  
Comments: See attached letter from Full-time Faculty members

Signature of Dean Stephen A. Purnish Date 11/25/97  
Comments:

ACKNOWLEDGMENT BY THE OFFICE OF STUDENT LEARNING

Signature of Vice President, Student Learning Burg Date 11/26/97  
Comments:

**NOTE:** DEANS ARE REQUESTED TO SUBMIT A STATEMENT OF RECOMMENDATION REGARDING THE VALUE OF THE SABBATICAL PLAN TO THE COLLEGE, DIVISION/DEPARTMENT, AND INDIVIDUAL, IN CONSULTATION WITH THE APPROPRIATE DEPARTMENT CHAIRPERSON.

\*\*\*\*\*

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

\_\_\_\_\_ Recommend approval to the Board of Trustees

\_\_\_\_\_ Not recommend approval to the Board of Trustees

\_\_\_\_\_  
Signature - Chairperson, Salary and Leaves Comm. Date

\_\_\_\_\_  
Signature - Authorized Agent of the Board Date

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HUMANITIES AND SOCIAL SCIENCES

M E M O R A N D U M

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**DATE:** November 26, 1997  
**TO:** Salary and Leaves Committee  
**FROM:** Stephen Runnebohm, Dean *SRM*  
**RE:** SABBATICAL LEAVE PROPOSAL OF DR. RENEE ANDRADE

I fully endorse Dr. Andrade's proposal for sabbatical leave during the Fall 1998 and Spring 1999 semesters. Her completion of the proposed materials will be of great benefit to Mt. SAC, her department, and the more than thirteen hundred students enrolled in Spanish courses each semester.



Renée Andrade  
 Foreign Languages Department  
 Mt. San Antonio College

## PURPOSE AND GOALS OF SABBATICAL

The purpose of my sabbatical leave during the Fall and Spring semesters of the 1998-1999 academic year is to focus on two components of need and current interest to the Spanish Program of the Foreign Languages Department:

1. A series of scripts to go along with a Tape Program to supplement and enhance the laboratory tapes that come with our present textbook, Dicho y Hecho, or any book that goes along with our curriculum
2. The development of a workbook that will support the development of proficiency in our students by means of dialogues and written exercises that will reinforce the vocabulary structures presented in both the textbook and the tapes.

In my experience of 22 years of teaching Spanish in Southern California and close to 14 years at Mt. SAC, I have learned that students need both tapes and practical materials to help them apply their learning to everyday life and real situations. These materials help students not only appreciate the value of what they learn in classrooms but also overcome the fear of communicating in a foreign language. In addition, these materials that establish a bridge between the classroom and world outside motivate students to go beyond what is presently the one-semester requirement of foreign language for graduation from Mt. SAC.

### Goal 1: Laboratory Manual for Tape Program

In anticipation of this proposed demanding and ambitious project, last spring I requested an Instructional Improvement Grant that was approved during the present school year (1997-1998). The purpose of the grant is to revise and update the current obsolete supplementary tapes I made years ago. Although obsolete, these tapes are still used in the Language Laboratory because of their functionality for students trying to learn languages. (See attached copy of my Grant Application and verification of acceptance. Also refer to page 4, numbers 5, 6, and 7.)

I am currently involved in the grant project of recording tapes for this lab program, and my plan now is that the recording will be completed by the due date in April. However, because of my present responsibilities as a Chairperson of the Foreign Languages Department, as a full-time instructor, and as a very actively involved faculty on campuswide committees, I have encountered problems in coordinating my demanding schedule with that of Scott Linder and his staff and also with the students who are collaborating in the project. I am taking this opportunity to test the tapes and materials that I am developing with students I am currently teaching.

What I am finding in my work thus far is that the laboratory tape program requires a script for each unit. These scripts will go along with the 14 chapters of our presently adopted textbook (and could also be used with any similar book used in our curriculum). The scripts will consist of the following linguistic components not available in the tapes that come along with the textbook:

- a vocabulary section composed of pronunciation of words only
- a vocabulary section of the above words used in a context sentence
- a drill for verbs learned in all 14 chapters
- a functional dialogue to stimulate conversational use of the material learned in each of the 14 chapters

- a reading in Spanish with a translation into English representing each of the cultural panoramas presented in the textbook for the different Spanish-speaking countries and regions
- listening comprehension questions based on the content of the above selections

The above listed components will constitute a laboratory manual to accompany the 14 chapters covered in the present textbook or with any materials corresponding to the curriculum of the first three semesters of Spanish language instruction at Mt. SAC.

My intention at this time is to produce the basic rough draft of the scripts as the tapes are being developed. Ensuring the professional quality of the final draft necessary for a Laboratory Manual of this kind requires a great deal of time and numerous revisions. That is where I request a release from my teaching responsibilities: to accomplish the task of producing a top quality laboratory manual for better use by students of the tape program in the Language Learning Center.

## Goal 2: Manual Exercise Book

The final aim of this project is the creation of a low cost (or no cost) combination **Workbook/Laboratory Manual** designed to help students practice their writing skills and to help faculty reinforce classroom activities relevant to the materials covered in the curriculum of the Spanish language instruction for the first three levels. If possible, this manual and the additional handouts it would provide will be the only required materials for the students to purchase. This manual would be designed to cover the material pertaining only to the level of the class in which the student is enrolled instead of our requiring that students buy an expensive book that the majority of students (approximately 80%) use for only one semester.

Most of the exercises of both vocabulary and grammar will have a functional (practical) application that pertains to our students' lives at Mt. SAC and to the way the Spanish language is used within the Southern California and San Gabriel communities. For example, many typical textbooks refer to a learning situation with dorms and roommates which irrelevant for our students. The materials in my manual would pertain to the situations students face in the classroom with their classmates. Instead of Maria buying at El Mercado in Guadalajara, it will be Jason or Pedro at either the Central Market in Los Angeles or at Ralph's or Lucky or any of our local supermarkets. This student will thus be exposed both to the Hispanic experience outside the United States as well as to the everyday life of the Southern California Hispanic community.

Teaching Spanish in Southern California is an ideal situation for immersion in the target language as well as the Hispanic culture. When students make the connection between what they learn in the classroom with the real-life applications in the immediate social context they face, they learn to value their learning. They also learn that this learning can provide them with increased opportunities for employment. I hear time and time again from my students, "I learned more Spanish in one semester at Mt. SAC than I did in four years of high school Spanish." Part of my success in my teaching and in my high retention (over 80%) is due to the fact that for every situation and lesson learned in the textbook, I require that my students "get out of the book." I tell them that native Hispanics are not familiar with textbooks, and that the book is only the model with the tools needed for the point of departure. The real learning is gained in applying what they learn to real situations. This application constitutes the practice and reinforcement of the textbook material within their own lives.

During my years at Mt. SAC and my teaching career -- always in Southern California -- I have developed, tested, and created an incredible number of strategies, exercises, and dialogues that need to be organized, correlated and put into a **MSAC Manual of Practical Spanish** for Spanish instruction in order to offer the best educational package to our students. The students

need to be exposed to the best of the two worlds. Each task assigned has been independently developed and tested; however, the tasks have not been organized coherently. I need time to focus only on this project in order to present a coordinated product for the students at an affordable price or at no cost.

The manual described will be available to be used by my students ( an average of 120 students at the three levels) and by all students of Spanish (more than 1,300 per semester) at the Language Laboratory or Learning Center. It would be available for other Spanish faculty, if they desire to use this manual in their classes as a component of their instruction. The materials will also be used by part-time faculty.

### **Time Schedule and Other Professional Benefits**

1. During the Fall of 1998, I plan to have all scripts completed to accompany the tapes for complete implementation at the Language Laboratory by Spring of 1999 at the latest. During the Fall of 1998, I plan to organized, revised and create all materials necessary for the materialization of an **Exercise and Workbook Manual of Practical Spanish** for instruction in the first three levels or semesters of Spanish.
2. The Tapes/Manual project should be finished during the Fall of 1998 and ready for complete implementation at both the Language Laboratory and my classes upon my return from my Sabbatical in the Fall of 1999.
3. During the Spring of 1999, I plan to finalize the printing and arrangement necessary for publication of the **Mt. SAC Manual of Practical Spanish**.
4. I will also make all reservations, preparations for my trip to So. America to start at the beginning of March and finish by the end of April 1999.  
**The locations of my Latin America trip will be:**
  - Colombia: I will visit Bogota and Medellin for approximate a three weeks period; I will stay in both cities.
  - Ecuador: I will visit Quito and Cuenca during an approximate period of two weeks.
  - Peru: I will visit Lima, Cuzco and Machu Picchu during a period of approximate one week.
  - Argentina: Buenos Aires during a period of one week.
5. **Professional Benefits of my traveling:**
  - This trip will contribute tremendously to the realization and application of my project because it will update me regarding the latest linguistic changes in the Spanish of our contemporary Nineties and technology. It will immerse me again in our present and contemporary language, culture and social aspects, from the Northern Regions of So America ( the Spanish of the Andean Region) to the Southern region of Argentina.
  - I will be able to get updated regarding the latest cultural, social and political movements and realities of those countries of particular interest to me. I have visited Spain three times since I was hired at Mt. SAC, but I have not returned to South

America since my hiring in 1984.

I will be able to get up-dated first of all by immersing myself 100 % into the Spanish Language without the interference of English as it is the case while living in So. Calif. I will visit different universities as La Universidad de Los Andes y La universidad Católica in Colombia; La Universidad Católica de Quito in Ecuador. This will give me first hand in-put from students similar in age and aspirations to our Mt. SAC student population. I will not only be able to find out about new terminology that has evolved but also about the similarities and contrasts in the educational and social structures of Latin America in comparison to So. California and Mt. SAC in particular.

- The linguistic, social and cultural experience available in So. America is of major importance to a Spanish language teacher. Because of the uncertain political and social circumstances to be found in those countries during the last two decades, I have not been able to travel there during my Summer Vacations. Therefore, the freedom from teaching will allow me to travel at a more convenient and safe time.

At the end of 1998 all three countries, Colombia, Ecuador and Perú will have new presidents in power and it will be a historical experience to observe, live and report the first hand political changes of three nations who have suffered from recent governments and corruption that have changed their destinies during the past decade. I will have the great opportunity to work in Bogotá at The Instituto Caro y Cuervo considered as The Academy of the Conservation of the language in Colombia thanks to my close relationship with my former Ph.D. advisor Dr. Héctor Orjuela, present Director of the Institute. This will be the major official agency that will provide me contacts and research availability to my socio-linguistic research.

- The travel to those Hispanics places will also allow me to find, collect and obtain materials, take pictures for my Manual as well as experience life and first hand information not available unless you travel to the origin and source of the events.

I will visit specific sights such as: 1. The Gold Museum in Bogotá, Colombia; The Salinas de Zipaquirá, in Zipaquirá, Colombia; La Línea Equinoceal ( Equator) in Quito, Ecuador; Cuenca ( the most colonial city in So. America) in Ecuador; Cuzco ( the former capital of The Inca Empire) in Perú and Machu-Picchu the most ancient and archeological city of The Incas in Perú. The visit to these marvels of the world will give me a historical, cultural and incredible information to pass on to my students in the way of Audio-visuals that will be available materials to be shared both in the classroom for instruction and in the Language Laboratory.

- Upon my return the end result of my traveling will be summarized in a report that will be mainly a comparison and contrast of the linguistic, social and political changes and developments that have affected Latin America during the last decade. It will all be done in a pedagogical manner taking into account at all times the Mt. SAC student that will benefit in the classroom from the observations, research and first hand experience of a scholar that uses as one of the most importance skills of her teaching the cultural information and experience as a result of her traveling. I will also be able to translate and develop a glossary of vocabulary related to technology and contemporary terminology.



a strong language program. My manual will be a valuable teaching/learning support for increased language proficiency among our students.

2. More than thirteen hundred Spanish students per semester can directly benefit from this project. Students need additional materials and tapes to acquire increased fluency and proficiency in the language.
3. Tapes with a parallel scripts to follow in the form of a Laboratory Manual facilitate the learning of Spanish.
4. It is expected that student success will increase with the Laboratory and Exercise Manual. This outcome will encourage students to continue the study of the language not as a requirement, but as an acquisition that will become part of their personal and professional lives.
5. Mt. SAC will benefit and profit from this project. The future state of the art language center in The Technology Learning Center will provide digital audio programs relevant to both the text book and daily life of students.
6. This project will help faculty motivate their students to spend time in the Language Learning Center and will possibly motivate other colleagues to get involved in similar projects.
7. For my personal growth and personal satisfaction, I have always wanted to develop functional good quality tapes for my students. By the Fall of 1999 or when the New Language Laboratory is available the 60minutes/90 m audio-cassette tapes will be converted into Digital with the assistance of Dwight Ayle. This will be the last stage of the project. Both the Manual and tapes would benefit the students in Spanish I, II, and III.
8. The opportunity to be away from my primary responsibilities of the past fourteen years will allow me to travel and get immersed in the language of "the nineties," to experience the present social and cultural changes, and to bring this experience back into my classroom. It will enable me to become more up-dated with the latest social and cultural developments and the present linguistic changes and most of all I will be looking forward to come back with more "**ganas**"(energy) to do what I like best: **To teach Spanish at Mt. Sac** and to continue to expand this project for the benefit of my students.

MT. SAN ANTONIO COLLEGE  
Sabbatical Leave of Absence

This is an agreement between the Mt. San Antonio Community College District (hereinafter referred to as District) and Renee Andrade (hereinafter referred to as Employee).

The District and Employee agree as follows:

1. Employee occupies a position requiring certification qualifications.
2. Employee has rendered not less than seven (7) consecutive years of service to the District immediately preceding the granting of the sabbatical leave of absence.
3. Employee has made application for a Project (study, project, travel, a combination thereof) sabbatical leave of absence.
4. Such leave to take place from August 17, 19 98 to May 21, 19 99. **SABBATICAL CREDIT WILL NOT BE GIVEN FOR SUMMER ACTIVITIES.**
5. The provisions of Education Code Sections 87767 through 87775 govern the sabbatical leave of absence.
6. The District shall pay Employee \$62,476.60\* for the period of the leave of absence to be paid in ten (10) equal monthly payments in the same manner as regular instructors are paid.
7. Employee shall render at least four (4) semesters of service therein, equal to twice the length of the sabbatical leave, following Employee's return from leave.
8. The District waives all requirements of furnishing a bond.
9. Employee shall perform service of a professional nature as delineated in the document which is attached and incorporated by reference as though fully set forth.
10. Employee upon return from the leave shall submit, through the Salary and Leaves Committee, evidence in the form of a written report satisfactory to the Board that such service was performed as agreed.
11. Employee shall make no change in the approved sabbatical plan without advance approval of the Salary and Leaves Committee.
12. Employee agrees failure to return to duty or failure to submit a written report satisfactory to the Board shall require the employee to reimburse the Mt. San Antonio Community College District any and all monies paid while on sabbatical leave.

Renee Andrade  
Employee's Signature

Date 5/11/98

Mt. San Antonio CCD  
by: WJW

Date 5-11-98

myw

\*This is based on an estimated salary increase of 3% effective 1/1/99 (includes .4446 FTE banked overload hours).

MT. SAN ANTONIO COLLEGE  
APPLICATION TO USE BANKED OVERLOAD HOURS

V3/11  
EM 5/12

Name Renee Andrade Date April 16th, 1998

Social Security Number 554-68-2530 Department Foreign Languages

APPLICANT REQUEST:

OFFICE OF HUMAN RESOURCES

REQUEST FOR LEAVE OF ABSENCE (submit by end of 4th week of semester preceding the semester of leave) - I hereby request to take Banking during Sabbatical Le  
1998 1999 in the amount of .4446 FTE. I certify that I have banked enough overload hours at the 6:5 ratio of banked time to leave time to qualify for leave of absence as requested.

Classes 1246-06 (Fall 1997) 1248-09 ( Spring 1998).2668FTE each on HUMAN RESOURCES CERTIFICATION: .2223 to be used each semester

Office of Human Resources certifies employee has banked enough hours to take leave of .4446 FTE. Excess banked FTE following leave 0.

J. Walker 5-5-98  
Human Resources Certification Date

LEAVE APPROVAL:

Program needs will be met during absence:  Yes  No

Debra A. Bull 4/13/98 [Signature]  
Dean Date Executive Vice President Date

Approved  Denied  Approved  Denied

BOARD APPROVAL DATE 5-27-98

\*\*\*\*\*

REQUEST FOR PAY FOR BANKED HOURS - I wish to be paid for banked hours as indicated below at the part-time rate in effect at the time the hours were worked. I understand that the reimbursement shall be eighty-five percent (85%) of the value of the total payable hours earned. (See Banking Leave section in current contract.)

SEMESTER/ YEAR	TOTAL CONTACT HOURS BANKED	RATE	FTE
<u>Fall 97</u>	<u>72 hrs</u>	<u>38.51</u>	<u>.2668</u>
<u>Spring 98</u>	<u>72 hrs</u>	<u>39.67</u>	<u>.2668</u>

Renee Andrade 4/21/98  
Faculty Signature Date

Human Resources Certification Date


**MT. SAN ANTONIO COLLEGE**  
*Office of Human Resources*

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TO: SABBATICAL LEAVE PARTICIPANTS, 1998-99

Cynthia Anderson	Evelyn Hill-Enriquez
Renee Andrade	Shui-lien Huang
Terri Beam	Nancy King
Mary Chabot	JoElla Lewis
Andrea Diem	Cynthia Prochaska
	Terri Smith

FROM: Salary and Leaves Committee

Barbara Crane	Anita Millspaugh
Ralph Greenwood	Vahe Tatoian
	Peter L. Parra, Chairperson 

DATE: March 3, 1998

SUBJECT: APPROVAL OF SABBATICAL APPLICATIONS

I am pleased to inform you that, at its meeting of February 25, 1998, the Board of Trustees gave final approval of your sabbatical leave. The Salary and Leaves Committee wishes to express its appreciation for your cooperation in the application process.

Mt. SAC has a quality sabbatical program due in part to the high standards maintained in the overall application, implementation and reporting procedures. The following points are presented to assure the successful completion of your sabbatical program.

1. The granting of your sabbatical was based upon the activities as stated in your approved application. You will be requested to sign an agreement between you and Mt. San Antonio College District. In part, the agreement requires that you perform service of a professional nature as delineated in your sabbatical application. It is important that you make no change in the approved sabbatical plan without prior approval of the Salary and Leaves Committee. If it becomes necessary to revise your plans, or if you are unable to complete a component of your sabbatical plan, you must notify the Salary and Leaves Committee immediately (contact the chairperson). The Committee will give careful consideration to your request for sabbatical plan modification. Following this contractual procedure will avoid or minimize problems for you and the District.
2. Sabbatical reports are due no later than the first working day of the second school month of the next school year (\*Monday, September 14, 1999). Due to the contractual timelines for completing its work, the Salary and Leaves Committee must receive your reports on or before this deadline date.

\*As the 1999-2000 calendar has not been established, this is an assumed date. If the date changes, you will be notified.

## SABBATICAL LEAVE PARTICIPANTS, 1998-99

March 3, 1998

Page 2

3. Sabbatical participants are advised to review the following documents before commencing this sabbatical program:
  - a. Sabbatical leave provisions in the collective bargaining agreement between MSACCD/Faculty Association, Article XI, "Leaves of Absence."
  - b. "Sabbatical Leave Informational Packet" (If you do not have a packet, one may be obtained in the Office of Human Resources).
  - c. Your approved application proposal to be sure you meet your commitments.
  - d. The agreement you will be requested to sign.
4. Marilyn Walker in the Office of Human Resources will notify you when your sabbatical agreement is prepared for your signature.

The Salary and Leaves Committee wishes you a successful and enjoyable sabbatical leave. If you have any questions regarding the sabbatical program, members of the Salary and Leaves Committee will be pleased to assist you.

myw

cc Salary and Leaves Committee



MT. SAN ANTONIO  
COMMUNITY COLLEGE DISTRICT

**TO: SALARY AND LEAVES COMMITTEE**

**FROM: FOREIGN LANGUAGES FULL-TIME FACULTY**

**DATE: November 24<sup>th</sup>, 1997**

**RE: Dr. Renée Andrade Sabbatical Leave Fall 1998-Spring 1999**

Since the Spring of 1997 and anticipating her Sabbatical leave request Dr. Andrade informed both the Foreign Languages Faculty and Humanities Division of her intentions, in order to facilitate the transition of a Chair Person in her absence and to provide time and personnel for her replacement.

As a result Dr. Guillermo Villarreal was named Chair Person for the following term starting in the Fall of 1998 and meanwhile Dr. Andrade is training and informing him in most matters related to the administration of the department.

She has also established a larger pool of Spanish Part-time instructors and has hired five new Part-time instructors for the Spring of 1998 in order to have a trained and available Part-time faculty.

The Foreign Languages Full-time Faculty also supports both of her projects and feels it will be of benefit for Spanish students both in the Language Learning Center as well as in the classroom.

Very truly yours,

**SIGNATURES OF FULL TIME-FACULTY:**

Helen Bauch  
Hilde L. music  
Zuki K. Complex  
Chiripif Chaf

Manuel Castellanos  
Renée Andrade  
Guillermo Villarreal  
Rosalva Viganò

**MT. SAN ANTONIO COLLEGE**  
**Office of Human Resources**  
**MEMORANDUM**

HR MAR19'99 PM12:00

**TO:** Renee Andrade  
Foreign Languages

**FROM:** Peter L. Parra, Chairperson  
Salary and Leaves Committee

**DATE:** March 19, 1999

**SUBJECT: REQUEST TO MODIFY SABBATICAL LEAVE ACTIVITIES**

Be advised that your request to modify your initial sabbatical leave proposal has been received. After review, it has been determined that the requested change is within the scope of your initial proposal and is acceptable. Your change does not significantly affect your proposal as approved.

**Modified itinerary:**

Your scheduled trip to Peru had to be cancelled because the only airline flying to Cuzco and Macchu Picchu, Peru declared bankruptcy on March 14, 1999. Therefore, you will extend your visit to Argentina and visit "Iguassu Falls" on the border between Argentina and Brazil.

myw

a:S/L\modify Initial SABB proposal



## STATEMENT OF PURPOSE

The purpose of my sabbatical leave was to enhance and revitalize my teaching skills in the Spanish language. To achieve my goal, I visited three Spanish-speaking countries in South America where I had the opportunity to observe and study present day language and literature. I was also able to update and increase my knowledge and awareness of the current sociopolitical and economic forces that are transforming these countries and the impact that these events are having on the Spanish language.

As a bonus, my trip to Argentina, Colombia and Ecuador gave me a unique first hand opportunity to experience and witness contemporary living in these countries. I was also able to find and gather a number of materials, such as posters, videos, music and photos that will be of great use in my classes.

I have written a report to memorialize my experiences in the three South American countries that I visited. The report concentrates on current social, economic, cultural and political changes and developments that are taking place there. The report also reflects my observations of campus life at the various universities that I visited and how it compares to ours at Mt. SAC.

## VALUE OF MY SABBATICAL TO MOUNT SAN ANTONIO COLLEGE

The sabbatical gave me an opportunity to take a fresh look at my work as a teacher of the Spanish language and to find ways to enhance and fine-tune my skills in language instruction. It was also a chance to be innovative and creative and to come up with updated and enhanced supplementary materials for my students of Spanish I, II and III.

On a more personal but vital level, my sabbatical gave me the necessary time to take classes in such key computer programs as Windows 98, Excel and Power Point. My newly acquired "hi-tech" knowledge was quickly put to good use in the writing of the *Workbook/Laboratory Manual*, as well as in the preparation of my travel report. More important, my newly acquired computer skills should prove of great long-term benefit in my teaching practice. These skills will help me to deliver better supplementary class material to my students that can constantly be updated and enhanced to keep up with new teaching trends and modalities.

Thanks to the sabbatical, I had the opportunity to travel to three South American countries. The experience proved to be invaluable to my language teaching discipline. I was enriched by what I learned from talking to students, professors and administrators at the various campuses that I visited during my journey to these countries. While there, I was able to observe and experience the linguistic, cultural, political and economic developments that are reshaping those countries. I also gained new insights into contemporary Latin American Life, which I intend to share with my students in my classes.

My visit to Bogotá at the time of the book fair proved to be a great boost to my knowledge and awareness of the latest literary trends in Latin America and Spain. The three days that I spent at the *Instituto Caro y Cuervo in Bogotá* were extremely helpful in deepening my understanding of the linguistic movements and changes that are taking place in the Spanish language as it tries to keep with the cultural modernization and technology. My talks to the locals immersed me again in the every day language, culture, political and social climate of the visited countries. I intend to share these experiences and new knowledge with my students of Advanced Spanish.

Finally, but not least, the sabbatical was a much-needed opportunity to escape the absorbing pressures of my academic and administrative duties, and to engage in a time of self-renewal and growth both on a personal as well as on an academic level. The sabbatical gave me the freedom and the time to evaluate and make adjustments to my teaching practice, as well as to make improvements to course material.

This year away from Mt. SAC made me realize how deeply important my teaching profession is to me. I missed terribly my students and my classroom. I am returning with a renewed sense of mission and vitality in my life as a teacher. I am also looking forward to sharing my sabbatical experiences, work and ideas with all the members of the great Mt. SAC family. I am looking forward to beginning a school year with more "ganas" (energy) and enthusiasm than ever.

# MY SABBATICAL TO SOUTH AMERICA



*Renée Andrade, Ph.D.*  
*Foreign Languages Dept*

## A BRIEF HISTORY OF ARGENTINA

Argentina or Argentine Republic, a federal republic in the southern portion of South America is bounded on the north by Bolivia and Paraguay; on the east by Brazil, Uruguay, and the Atlantic Ocean; on the south by the Atlantic Ocean and Chile; and on the west by Chile. The country occupies most of the southern portion of the continent of South America and is somewhat triangular in shape, with the base in the north and the apex at Punta Dungeness, the southeastern extremity of the continental mainland.

Temperate climatic conditions prevail throughout most of Argentina, except for a small tropical area in the northeast and the subtropical Chaco in the north. In Buenos Aires the average temperature range is 63 to 90 degrees Fahrenheit in January and 35 to 59 degrees Fahrenheit in July. Because of "La Niña", temperatures during my visit at the beginning of the spring varied from very hot and humid 90 degrees Fahrenheit, to low 70 degrees Fahrenheit on some days with cool evenings.

About 85 % of the population is of European origin. Unlike most Latin American countries, Argentina has relatively few mestizos (persons of mixed European and Native American Ancestry), although their numbers have increased in recent times. Spanish and Italian immigrants have predominated, with significant numbers of French, British, German, Russian, Polish, Syrian, and other South American immigrants. More than one-third of the population lives in or around Buenos Aires; 88 % of the people live in urban areas.

Argentina has a population of over 37 million, giving the country an overall population density of 13 persons per square kilometer (33 per square mile). Argentina comprises 23 provinces; the self governing Distrito Federal (Federal District), which consists of the city of Buenos Aires and several suburbs; the Argentine-claimed sector of Antarctica; and several South Atlantic islands. Buenos Aires is Argentina's capital and largest city. At the 1997 census the metropolitan area population was over 12 million.

Spanish is the official language and is spoken by the overwhelming majority of Argentines. Italian and a number of Native American languages are also spoken. Argentina is a nation with a rich Spanish heritage, strongly influenced since the 19<sup>th</sup> century by Europeans, notably Italian immigration. Argentina has 25 national universities and many private ones. The principal institution is the University of Buenos Aires (Established 1821). I was fortunate to have the privilege of visiting it.

Among other universities are The Catholic University of Argentina (Established 1958), and the National Technological University (Established 1959), to name just a few.

The most important components of traditional Argentine music are the gaucho folk song and folk dance, as well as Native American music from the northern provinces. The Tango, which developed in Buenos Aires and became a favorite ballroom dance throughout much of the world, is perhaps Argentina's most famous contribution to modern music.

Argentina's monetary system is the "nuevo peso argentino" that was introduced in January 1992, at an exchange rate of 1 peso equaling \$1.00 U. S. During my visit in March the Argentinian peso was still trading for U. S. 1.00.

## **BUENOS AIRES**

Buenos Aires, the largest city and the capital of Argentina, is located on the western bank of the Río de la Plata, inland from the Atlantic Ocean. Founded in 1580, Buenos Aires is one of the world's great cities. The city's name was given by early Spanish sailors, and means "fair winds" in Spanish. According to the 1997 census, 13 million people-or about one third of Argentina's population-lived within Gran Buenos Aires, (Greater Buenos Aires), an area that includes both the city proper and its 22 suburbs. The city proper, which is limited to the Federal District established in 1880, had about 2.9 million people. "Porteño" is the name given to a native of Buenos Aires.

## **A BRIEF HISTORY OF ECUADOR**

Ecuador, a republic in northwestern South America, bounded by Colombia on the north, by Peru on the east and south, and by the Pacific Ocean on the west. The country also includes the Gálapagos Islands (Archipiélago de Colón) in the Pacific, about 600 miles west of the mainland. Ecuador straddles the equator and has an area of 105,037 square miles). Quito is the country's capital.

Ecuador is divided into four geographic regions: The Costa, or coastal plain, covers a little more than one-quarter of the area of the country; the Sierra, or central highlands, extends as a double row of high and massive mountains enclosing a narrow, inhabited central plateau; the Oriente, or eastern jungle, covering about one-half the country; and Galápagos Islands which include six larger and nine smaller islands containing many volcanic peaks, mostly extinct.

Although Ecuador lies on the equator, the country has a wide range of climates because of the varying elevations. The Costa is generally hot and humid. On the Sierra the temperatures range between 45 and 70 degrees Fahrenheit, depending on the elevation. Quito, which is some 9,350 feet above sea level, has an average annual temperature of 55 degrees Fahrenheit. The Oriente is warmer and more humid than the Costa.

Approximately 80 % of the population of Ecuador is composed of Native Americans and mestizos (persons of mixed Native American and European ancestry); the remainder is equally divided between Europeans and Blacks. The population is 59 % urban.

Ecuador has a population of 13 million people, with the average density of 115 individuals per square mile. Some 47 % of the people live on the Sierra, and 49 % live on the Costa; the remainder of the population is scattered within the Oriente and Galápagos Islands.

The country is divided into 21 provinces, which are subdivided into cantons and urban and rural parishes.



Quito, the capital, is situated in the northern Andes and has an approximate population of 2 million. Guayaquil, in the southwest, with a population of 1,500,000, is the principal port and commercial center. Other cities include Cuenca, which is an industrial and commercial center, with 195 thousand people.

The official and most widely used language in Ecuador is Spanish. Many rural Native Americans speak Quechua, the original language of the Inca people. In 1995 some 90 % of the people aged 15 or older were literate.

Ecuador, along with Bolivia, Colombia, Perú, and Venezuela, is a founding member of the "Acuerdo de Cartagena" (Cartagena Agreement), also known as the Andean Group. The group works toward common policies on energy, tariff reduction, industrial and agricultural development, political cooperation, improved internal and international trade, and the creation of a common market. Ecuador is also a member of the Organization of the Petroleum Exporting Countries (OPEC).

Ecuador is governed under a constitution put into effect in 1979. Ecuador has more than ten political parties. Among them are the Democratic Left, the People's Democracy Party, the Ecuadorian Socialists Party, and the Christian Social Party.

A particularly strong "Niño " in late 1997 caused close to 200 deaths. Heavy rains were particularly strong causing floods, mudslides, and entire regions to be completely destroyed.

## **A BRIEF HISTORY OF COLOMBIA**

Colombia, a republic in South America, situated in the northwestern part of the continent, and bounded on the north by Panamá and the Caribbean Sea; on the east by Venezuela and Brazil; on the south by Peru and Ecuador, and on the west by the Pacific Ocean. Colombia is the only country of South America with coasts on both the Caribbean Sea and the Pacific Ocean. The total land area of the country is 440,831 square miles. The capital and largest city is Bogotá.

Colombia almost lies in the Torrid Zone, a meteorological term denoting the areas of the earth's surface between the Tropic of Cancer and the Tropic of Capricorn. The climate however, varies with the elevation. At a high elevation like Bogotá the average January and July temperatures are the same, 57 degrees Fahrenheit. On the coast, like in Barranquilla, the temperature ranges are 80 degrees Fahrenheit to 82 degrees Fahrenheit.

The racial makeup of the Colombian population is diversified. About 58 % of the people are mestizo (of mixed Spanish and Native American ancestry), about 20 % are of unmixed European ancestry, and about 14 % are mulatto (of mixed black and white ancestry). The remaining eight % is made up of Blacks, Native Americans, and people of mixed race (non-mestizo).

The population of Colombia is of 38 million, giving the country an overall population density of 33 persons per 86 per square miles. Some 73 % of the population is classified as urban. About 92 % of the people are Roman Catholic. The official language of Colombia is Spanish.

Colombia is divided into 32 departments and one capital district. The capital and largest city is Bogotá, an industrial center with a population of more than five million people. Other important commercial cities are: Medellín with almost two million people, Cali, Barranquilla and Cartagena.

Elementary school is free and compulsory for five years. Much effort has been devoted to eliminating illiteracy, and 91 % of all Colombians over the age of 15 can read and write. Among the largest universities are the National University of Colombia in Bogotá, (Established 1867; parts which date from the 16<sup>th</sup> century), and the University of Cartagena.

Colombia is primarily an agrarian nation, although it has experienced rapid industrial growth in recent decades. Colombia's agricultural sector once was dependent on coffee as its principal cash crop, but has significantly, and successfully diversified its economy; with large deposits of fossil fuels, precious metals, and emeralds, of which Colombia supplies about one-half of the world's supply. Petroleum and gold are Colombia's chief mineral products. Not an official part of their economy is the impact of coca cultivation and the illegal cocaine trade, reportedly with profits worth 300 million dollars annually.

The Bank of the Republic is the sole bank of issue and operates the mint, salt, and emerald monopolies. At the time of my travels, the Colombian peso, which is the basic unit of currency, had the exchange rate of 1,850 pesos equaling one U.S. dollar.

Colombia's 1991 constitution, which replaced a charter dating from 1886, provides for a highly centralized republican form of government. Colombia has a relatively free and open political system in which a number of parties participate. The two major parties have traditionally been the Conservative Party, favoring strong central government and close relations with the Roman Catholic Church, and the Liberal Party, favoring stronger local government and separation of church and state. The present rebel groups and paramilitary will be discussed later in the report.

## **BOGOTÁ**

Also known as Santa Fe de Bogotá, city in central Colombia and capital of the country, coextensive with Bogotá Capital District. It is located at an elevation of about 8,660 feet, on a mountain-rimmed plateau high in the Cordillera Oriental of the Andes Mountains. The climate is temperate.

Bogotá is Colombia's largest city and one of South America's fastest-growing metropolitan areas. It is sometimes called the Athens of South America. The National University and many other universities that are located in Bogotá make it the nation's chief educational center.

## **MEDELLIN**

Located in central Colombia in a mountain valley at an altitude of about 5 thousand feet, is the capital of Antioquia Department. It is Colombia's largest city, after Bogotá, and its

principal manufacturing and transportation center. It was founded in 1675, but it did not become a major industrial center until the 1930's. During the 1980's the city became the center of Colombia's most powerful cocaine cartel, but since the death of Pablo Escobar it has overcome the problems of that illegal traffic and has become one of the most prosperous cities, not only of Colombia, but also of South America.

## **A BRIEF VIEW OF ARGENTINA, ECUADOR AND COLOMBIA**

The following will be a brief discussion on the political, economic and social landscape of these South American countries. It is not intended to be an exhaustive study, but rather it should serve as a brief introduction to contemporary events and a glance of what life in these countries is all about as we come to the end of this century. I will add to this discussion, my own observations and experiences gathered while visiting these three fascinating countries.

### **ARGENTINA:**

According to the constitution of 1853, Argentina is a federal republic headed by a president, who is assisted by a council of ministers. Legislative powers are vested in a national congress consisting of a Senate and a House of Deputies. A new constitution was passed in 1949, only to be rescinded in 1956. All constitutional provisions were suspended in 1966 following a military takeover. After another military coup in 1976, the constitution of 1853 was again suspended, but it was reinstated when Argentina returned to civilian rule in 1983. The

constitution of 1853, in the preamble and in much of the text, reflects the idea and aims of the Constitution of the United States. Several parts of Argentina's constitution were revised in 1994.

The organization of the legislature of Argentina is similar to that of the United States. The National Congress consists of a lower chamber, the 257-member House of Deputies, and an upper chamber, the 72-member Senate. The 1994 constitution gave some formerly presidential powers to the legislature. An office similar to that of a prime minister and controlled by the legislature was created to exercise those powers. All citizens 18 years of age or older are entitled to vote. Under the constitution, the provinces of Argentina elect their own governors and legislators. During periods when the constitution has been suspended, provincial governors have been appointed by the central government.

In May 1989 the Peron's candidate, Carlos Saúl Menem, was elected president. With Argentina's economy deteriorating rapidly, Menem imposed an austerity program. During the early 1990s his government curbed inflation, balanced the budget, sold off state enterprises to private investors, and rescheduled the nation's debts to commercial banks. In 1992 full diplomatic relations with Britain were restored, helping to heal the wounds of the Falklands War. In January 1994 the country signed the Treaty of Tlatelolco, making Argentina a nuclear weapons-free state. Also in 1994, leaders from Argentina, Brazil, Paraguay, and Uruguay signed the Asunción treaty, which confirmed those countries intention to create the Southern Cone Common Market by the end of 1994.

In 1994 Argentina adopted a new constitution. The most notable change shortened the presidential term from six to four years and allowed the president to seek a second consecutive

term. In 1994 Argentina, Brazil, Paraguay, and Uruguay signed a treaty that created the Southern Cone Common Market (also known by its Spanish acronym, MERCOSUR). The agreement took effect on January 1, 1995, allowing 90 % of trade between member countries to proceed duty free. This agreement, combined with the privatization of state industries, helped Argentina to continue its economic recovery.

At present Carlos Saúl Menem continues as president since he won a second consecutive presidential term in May 1995. Menem has been granted emergency economic powers since March of 1996 when he declared to the Argentine Congress a state of emergency that has given him power to raise rates and impose new taxes without congressional approval.

During the past months more than 10,000 prisoners rioted across Argentina calling for an end to overcrowding and unsanitary conditions, and for faster processing in the courts.

During the period of my visit Menem dismissed Domingo Carvallo, the finance minister who guided Argentina's economic policy in the early 1990s. Carvallo's policy of deregulation and privatization brought lower inflation and economic stability to Argentina, but many government employees lost their jobs when government-owned businesses were privatized. Despite Carvallo's dismissal, the government continues to follow his fiscal plan. Rising unemployment has led labor organizers to call a general strike and violent protests against the government's economic policies in cities and towns across the nation.

Menem has also reshuffled Argentina's military leadership, replacing three of the country's top four military leaders. The president requested the resignation of the Chairman of the Joint Chiefs of Staff and the Secretaries of the Navy and Air Force, all of whom had shown signs of resisting Menem's efforts to reform the military.

The role of the military in the disappearance of thousands of people in Argentina between 1976 and 1983 has become the subject of an investigation by a Spanish Court since 1997, as many of those who disappeared had been Spanish citizens.

In late 1997 Argentina held elections for seats in the House of Deputies, the lower congressional chamber. The dominant Peronistas of President Menem lost their longtime stronghold when opposition parties won a majority of positions in the house. Despite of President's Menem's efforts to change the constitution again and be eligible for a third term, at the time of my visit all the streets of Buenos Aires were full of signs reading " Basta Menem"(enough of Menem) and there was widespread dissatisfaction with his government. All this is reflected in the present economy and very large unemployment. There is generalized unhappiness from the taxi cab driver to wealthy citizens with Menem's is superb. Buenos Aires has an abundance of cultural life and there is no shortage of great museums and galleries, as well as many theaters, including the world famous **Teatro Colón**, Argentina's premier opera house. With its many entertainment activities and cultural vitality, Buenos Aires is the New York of the Southern Hemisphere. For the most part, the standard of living in this city is high and it is comparable to that of large cities in the developed world. The overwhelming majority of the population in Buenos Aires is of European extraction. Recently, however, there has been a great



deal of Chinese immigration and they now occupy their own neighborhoods. There is also a steady influx of illegal immigrants coming mostly from Bolivia and Paraguay. The illegal immigration problems in Argentina are becoming very much like those of California. ruling and government.

Buenos Aires continues to be the leading capital in Latin America with a strong European and cosmopolitan flavor. The city is clean with large avenues and its charm could rival such European cities as Madrid and Paris. It is relatively safe as compared to other Latin American capitals and one need not to be unduly scared to walk the streets of Buenos Aires or ride in a taxi. This metropolis is blessed with many excellent restaurants and the service.

Although the middle class in Argentina is still the largest in Latin America, it has been hit hard during the last few years and the situation has yet to hit bottom. There are a large number of unemployed professionals including people in the health sector. The unions no longer have the clout they used to have and labor abuses are common. Worker's benefits have been reduced considerably during the last decade.

The trying economic situation faced by the middle class professionals in Argentina was made evident to me by two good friends who live in Buenos Aires. Eduardo is an electronic engineer with over 25 years of experience and he is currently working for a computer company. His wife, Martha, is a pediatrician with 20 years of experience who works full time at a hospital. She also helps to supplement the family income by teaching at two universities and by maintaining a small private practice. Despite their high professional status and hard work, they

live in a nice but modest home in a middle class district in Buenos Aires. They can barely afford to own one car and their oldest daughter, who is going to college, has to work part time to pay for her studies.

## **ECUADOR**

Ecuador is governed at present under a constitution put into effect in 1979. The constitution of Ecuador vests executive power in a president elected by direct popular vote for a four-year term. The president, who cannot serve two successive terms, is assisted by a cabinet and appoints the governors of the provinces. The chief executive is Commander in Chief of the armed forces and holds extraordinary powers in time of a national emergency.

The legislative power in Ecuador is vested in the unicameral National Congress. It is made up of 82 members elected to four-years terms. In addition to lawmaking, the Congress ratifies treaties and chooses judges for the country's Supreme and Divisional courts.

Ecuador has more than ten political parties. In the late 1980s the leading parties were the Democratic Left, the People's Democracy Party, the Ecuadorian Socialist Party, and the Christian Social Party.

A governor, who is appointed by the country's president, and a popular elected provincial council, administers each province of Ecuador. Urban cantons popularly elect a municipal council, which, in turn, elects the council officers. An official who is appointed by the president administers each rural canton and each parish.

Starting with the Nineties, in August of 1992 Sixto Durán Ballén, who was born and educated in the United States became president. Durán's government instituted privatization measures, resulting in the breakup of Petroecuador, the state-owned oil company. Other measures included land-reform efforts requiring that unused land be sold rather than given to poor farmers, a policy that provoked massive protests. In 1994 congressional elections resulted in increased opposition to Duran's proposed constitutional reforms. In 1995, however, voters rejected a number of proposed reforms, including privatization of the country's health and social security systems and a restructuring of the presidential, congressional, and judicial powers. Loyalty to Durán's government waned earlier in his first year. Vice-President Alberto Dahik Garzoni had to resign on charges of embezzlement. Dahik resigned his post and fled to Costa Rica to seek political asylum. The Chamber of Representatives elected former Education Minister Eduardo Peña to the vacant seat.

Since 1995 Ecuador became involved in skirmishes with Perú in a border region claimed by both countries. Fighting lasted for almost two months until a cease-fire was signed. In 1998 Ecuador and Perú entered into negotiations aimed at ending their long-standing border dispute. At the time of my visit the negotiations were settled in a Peace Treaty and for the first time in many years Ecuador and Perú are at peace and having friendly diplomatic relations.

In July 1996 voters elected Abdalá Bucaram, a populist, to the presidency. Bucaram, who received much of his support from the poorer members of society, campaigned against corruption and opposed the tight fiscal policies that were implemented in many Latin American

countries. However, after the elections, Bucaram retreated from his populist campaign position and introduced austere measures designed to curb Ecuador's rampant inflation. This cost him much of his support among the poor, a problem that was compounded by charges that he had engaged in nepotism and corruption. Within six months Bucaram's administration was widely unpopular.

Up to 2 million citizens took part in a general strike in February 1997, with more than ten thousand surrounding the Congress building and calling for impeachment proceedings. On February 6, the Congress voted to remove Bucaram for "mental incapacity" and voted to replace Bucaram with Fabián Alarcón, president of the Congress. Bucaram and Vice President Rosalía Arteaga Serrano, who claimed the right, as vice president, to succeed Bucaram, challenged Alarcón's succession to the presidency. A compromise allowed Arteaga to serve briefly as interim president, but she stepped aside following a second vote by Congress on February 11, in which it became apparent that Alarcón had enough support to assume the presidency by amending the constitution. In April 1998 Arteaga resigned as Vice President and was replaced by Pedro Aguayo.

In August of 1998 the Christian Socialist Party candidate, Jamil Mahuad was elected president. President Mahuad inherited a very difficult economical and political situation after the previous two disastrous administrations of Bucaram and Alarcón. The first one only lasted six months and left the economy in shambles, while the second one lasted 18 months and left an even bigger fiscal deficit. In the middle of March of this year President Mahuad was confronted with a serious political and economic crisis, which caused a great deal of demonstrations and

popular unrest. These events occurred the week before my arrival in Ecuador. The crisis was triggered by a devaluation of the sucre, Ecuador's currency. In the seventies the sucre had parity with the dollar. By 1985 it took 100 sucres to equal one dollar. At the time of my visit it would take 14,000 sucres to equal one dollar. At the present time the exchange rate is more than 10,000 sucres to a dollar. The government of Mahuad opted for devaluation rather than the "dollarization" policies of Argentina and Panama, which aimed at maintaining parity with the dollar.

I will mention some of the most important reasons for the current economic crisis in Ecuador:

- The devaluation of the Brazilian real, after years of parity with the dollar, caused a great deal of nervousness in the financial markets throughout the world with particularly negative repercussions in all of Latin America. As the saying goes, when Brazil, Mexico or Argentina coughs, the rest of Latin America catches pneumonia.
- The economic crisis of Japan and the rest of Southeast Asia had a severe impact on the Ecuadorian economy as a result of reduced demand for crude oil and a drastic drop in oil prices.
- The oil bonanza of the last twenty years was mismanaged with government expenditures greatly exceeding oil revenues, thus bringing about an ever-increasing fiscal deficit.
- Banks went from lending money at 60% interest to lending no money.
- President Mahuad has little popular support, but no military coup is anticipated in part for fear of an American retaliation with a trade and aid embargo. As I write these lines, Mahuad's government just reached an agreement with protesting transport workers and Indian groups

after a twelve-day strike. Although the agreement appears to have eased serious social tensions, it has left Mahuad's government in a weaker position. The severity of the strike and protest underlines the depth of popular opposition to the one-year-old government and its economic policies.

- The ever-increasing government bureaucracy is deeply entrenched and there is little political will to curtail it.
- An ever widening gap between the rich and the poor continues partly due to low interest rates and high salaries for the small but powerful privileged class, while the opposite is true for the majority of the rest of the marginalized population.
- As a result of too many political parties in Ecuador, there is a lack of a national consensus and political unity to resolve the problems of the country.
- The worsening economic situation has brought about an increase in labor strikes causing even further socioeconomic disruptions to Ecuador. The transportation and education sectors have been particularly hit hard by constant demonstrations and strikes.
- Regional rivalries and animosities between *la sierra* (the altiplano mountain region) and *la costa* (the coastal region) continues to exacerbate the political climate. The more liberal people of *la costa* favor decentralization of political power and less intrusion from the conservative centralized government in the high Andean capital of Quito.

As a consequence of the sucre devaluation, Ecuadoreans have gotten used to thinking, talking and dealing in millions of sucres. This is rather shocking for someone coming from the United States where we are not used to dealing in such large numbers in our everyday life.



The small but politically and economically dominant upper class of Ecuadoreans continues to maintain a very high standard of living, which is comparable to that of wealthy Americans in the United States. They are very scared, however, that if the current economic crisis and high unemployment continues, more serious political and popular unrest may come about which may usher radical changes that may seriously threaten the status quo.

The *indios* (Ameridians) constitute by far the largest group in the population of Ecuador. Most of them still live a precarious agrarian existence. They are the silent majority of Ecuador and have at the moment little economic or political power, but they are getting increasingly vocal. An ever-increasing number of them, however, is leaving the hardships of the countryside and moving into the cities. They are called *cholos*, a word that has a derogative connotation. Cholos are not held in high regard by either the *indios*, who resent the fact that they have abandoned their tribes and indigenous traditions, or by the *blancos* (people of European descent), who look upon them as inferior people.

## QUITO

Despite the current economic hardships of the country, there is no question that the oil bonanza has transformed the country, at least cosmetically, particularly in Ecuador's capital. Since my last visit to Quito, fifteen years ago, this beautiful city surrounded by snowcapped mountains has doubled in size and it has now the look of a modern city with numerous skyscrapers of impressive and creative architecture. The infrastructure of the city has expanded considerably, although without the necessary expansion in industrial or other labor generating activities to sustain it. The latest technological gadgets are very much in evidence in the life of

modern *quiteños*. Quito is blessed with rather pleasant average temperatures, although in one day one can experience the four seasons of the year. Abundant rain keeps the surrounding mountains and countryside perennially green with lush vegetation. Quito, as well as Cuenca, two of the cities that I visited during my recent trip, they are famous for their art treasures consisting of magnificent churches, colonial paintings, sculptures and carvings. The Colonial period extended from the XVI to the XVIII century. Both cities have excellent collections of artistic works that combine European Renaissance styles with the artistry of indigenous and mestizo populations. Spanish *conquistadores* initiated the construction of many churches and convents. The Roman Catholic Church became the center of religious evangelization as well as the prime promoter of the arts. The Church's contributions to the arts in Quito and Cuenca are considered to be among the best in Latin America.

Twenty minutes by car outside of Quito there is a tourist site called *La Mitad del Mundo* (The Center of the World). Here one can visit museums and shops, but most importantly one can place one foot on the Northern Hemisphere and the other foot on the Southern Hemisphere. The location has improved greatly since my last visit when they only had a rather small and unimpressive monument to mark the site where two hemispheres come together. Today they have a great monument that does justice to this important geographical location.

In this latest visit, I found both Quito and Cuenca much prettier, cleaner and considerably more dynamic than in my previous visit of Ecuador.

## COLOMBIA

Colombia has a relatively free and open political system in which a number of parties participate. The two major parties have traditionally been the Conservative Party (now known as the Colombian Social Conservative Party), favoring strong central government and close relations with the Roman Catholic Church, and the Liberal Party, favoring stronger local governments and separation of church and state.

In May of 1990 Liberal candidate César Gaviria Trujillo was elected President after the previous Liberal candidate was assassinated. Gaviria supported a new constitution that took effect in July 1991, which, among other provisions, prohibited the extradition of Colombian citizens. Gaviria also lifted the state of siege and offered amnesty to drug lords who turned themselves in. Some of them did, but the cocaine trade continued unabated. The guerrilla movements also continued to disrupt the country. In December of 1993, government forces while resisting capture killed the biggest and most notorious drug lord, Pablo Escobar, who was head of the Medellín Cartel.

In June 1994 Ernesto Samper Pizano of the Liberal Party was elected president. During 1994 the government and two guerrilla groups made progress towards peace, agreeing to talks aimed at disarmament and legislative representation for the guerrillas. Other groups stepped up attacks around the country, causing both damage and loss of life.

Colombia entered into an extended political crisis of the present in 1995, after Samper was accused of accepting almost \$6 million in campaign contributions from drug traffickers in exchange for leniency in any criminal proceedings for drug-related crimes. Prosecutors claimed that he knowingly received drug money, but Samper refused to step down from the presidency.

In January 1996 Samper's former defense minister claimed that the president had solicited and knowingly accepted campaign contributions from drug traffickers. Colombia's chief prosecutor formally indicted Samper in February 1996, charging the president with the crimes of illegal enrichment, electoral fraud, falsifying documents and coverup. In June Congress cleared Samper of all charges of funneling drug money into his campaign.

In March 1996 the U. S. government criticized Colombia's effort in the ongoing drug war, claiming that the country was uncooperative in international efforts to combat drug production and distribution. The United States "decertified" Colombia in the anti-drug campaign, which disqualified Colombia from receiving most forms of economic assistance from the United States. In 1996 and 1997 Colombia was again decertified. It was not until 1998, after the election of Samper's successor, that Colombia was again certified as an ally of the United States in the war against drugs. Samper's government also encountered difficulties in controlling the guerrilla groups. In 1997 guerrillas made sporadic attacks on remote government outposts. They also launched a campaign of violence and intimidation aimed at preventing voters from participating in municipal and regional elections. At the same time, paramilitary squads launched a counter-offensive of violence by raiding a number of villages and executing individuals suspected of supporting guerrilla activities.

Government sources estimated that just in 1998 more than 45,000 Colombians (mostly poor farmers) fled their homes to escape the growing violence between guerrillas and paramilitary units. The government and Colombia's second largest rebel group, the National Liberation Army (ELN) agreed in early 1998 to open peace negotiations. In spite of all the accusations of wrong doing Samper succeeded in finishing his term in 1998.

In August 1998, Andrés Pastrana was elected president and during the 7-month-old administration prior to my visit to Colombia his government is struggling in the road to keeping two crucial campaign promises--improving relations with the United States and ending Latin America's longest guerrilla war. (Those goals appear to be colliding.) Failure at either could mire his 9 month-old administration in the political quicksand that sunk his predecessor Samper, and leave Colombia drowning in the chaos of crime and violence.

Ending the decades-long civil war would break the collision between drug producers and the guerrilla movements. The drug producers provide money to finance the guerrillas, while the guerrillas provide protection to the drug producers from the government interference. If an agreement with the guerrillas could succeed, it would be a great blow to the drug producers, since the police forces could move against them without having to fight the guerrillas.

Pastrana is presently in the middle of the two opposing forces that destroyed his predecessor, Samper. On the one hand, the leftist rebels, who finance themselves with drug money and who are sworn enemies of the United States, confront him. On the other hand, he has

to show to the United States that Colombia is serious in its commitment to eradicate the drug trade. This is basically a no win situation for Pastrana.

A week prior to my departure to South America a slaying of three Americans by the FARC (Frente Armado Revolucionario Colombiano/Revolutionary Armed Colombian Army) made things even more complicated for Pastrana. With the guerrilla's admission that one of their field officers had killed the Americans near a Venezuelan border town after they were kidnapped returning from a visit to U'wa Indians in a remote region of northeastern Colombia.

The only explanation for the deaths was that the three U. S. activists had not received rebel permission to enter the area, which is under FARC control. The FARC gets millions of dollars each year in kidnapping ransoms, and wealthy Colombians and foreigners are favored targets because they are thought to bring higher ransoms.

Since May of this year, government and rebel leaders have announced an agenda for peace talks in the first apparent concrete achievement for President Andres Pastrana's dogged effort to negotiate an end to Latin America's longest guerrilla war. A one week meeting between Pastrana and insurgent leader Manual Marulanda ("Tirofijo-Sureshot"), the leader of Colombia's oldest and largest guerrilla army.

At the present time, in mid July and two months after my return from Colombia the road is still open and sporadic negotiations have been taking place for the last six months to work out an agenda and reach an agreement.

Analysts warned that a long, tense peace process lies ahead, and that fighting may escalate as talk's progress and the rebels try to assert their military strength. Formal talks are to begin on July 20<sup>th</sup>. The FARC currently controls the zone, a swath of jungle roughly the size of Switzerland, and the government is expected to allow the rebel army to remain there indefinitely. U. S. interest in stopping the flow of cocaine and heroin from guerrilla-controlled territory is a point in Pastrana's favor and I found the people of Colombia to believe very strongly on this point. There is also the implicit threat to the guerrillas that if peace talks fail, the Americans will pour military aid into Colombia.

The FARC is not in a hurry and unfortunately the most critical part of the armed conflict is yet to come. Although Pastrana may be remembered as the president who began the peace process, his three-year term left is unlikely to be enough time to conclude and sign any peace agreement.

During my three week visit to Colombia, my native country which I left over thirty-six years ago, I felt very much at home despite the many political, social and economic changes that have taken place there in the last three and a half decades.

Nobody can deny that the guerrillas have become an anarchic institution in Colombia (if one can say so). They are part of the present culture and becoming a guerrilla rebel is a profession for many Colombians. Narco traffic is also the biggest industry and tragedy that has made Colombia infamous in the world.



Bogotá and Medellín are both very prosperous and cosmopolitan cities. Bogotá has all the urban characteristics and dynamic of a very large capital of more than 8 million people. The people of Bogotá are called the English of South America because of their good manners and their kindness and politeness. Bogotá however has the worst traffic and streets that I have ever experienced. Riding as a passenger, (forget driving in Bogotá) is the most intimidating, and nerve-wrecking experience one can have. Bogotá is a very stressing city where you have to watch your purse constantly and avoid wearing any jewelry.

Medellín is the most beautiful, luscious and mountainous region. Coming from Bogotá, I could tell the slower pace, better traffic and a climate comparable to California during the spring. I felt at ease and was confident walking, jogging and going outdoors.

Both in Bogotá and Medellín people complain about the economy, unemployment, terrorism etc. While visiting the universities and talking to the young students they expressed at all times their disillusion about a country that offers little future and security.

Despite the warm welcome, which I received from both friends and relatives, coming back to Colombia was a bittersweet experience. Almost as soon as I got out of the plane, I could not help sensing an atmosphere of despair and hopelessness. Everywhere I went people complained about the economy, the unemployment, the ever increasing encroachment of the guerrillas, the drug trade, the petty and violent crime and, most of all, the lack of leadership and political will to get Colombia out of what could very well become its darkest hour in history.

I spoke with students at various universities and many told me how they had little hope for their future in a country tortured by corrupt politicians, drug lords and narco-guerrillas. Sadly, many young people are resorting in ever increasing numbers to taking drugs to escape the dreariness of their existence.

Many affluent Colombians have left the country and established residence abroad to escape the threats of kidnapping and insecurity. Legions of professionals are seeking visas to move to such countries as Canada, Australia, Spain and, of course, the United States and their exodus is causing a veritable brain drain to their native land. However, the majority of Colombians do not have option of moving abroad and can only hope that a miracle will save their beautiful country from an all out civil war.

The current bleak situation truly saddens me, since the vast majority of Colombians are basically good, honest and hard working people. I left the country with a feeling of profound anguish and pity for my fellow Colombians. I too pray and hope for that miracle that will save Colombia from the abyss.

## **BOGOTÁ**

In the years since I left Colombia, Bogotá, the capital of Colombia, has grown from a population of barely one million to a cosmopolitan metropolis of over eight million. The city looks impressive with its plethora of high-rise office and condominium buildings, as well as many wealthy and not so wealthy neighborhoods. However, growth and development has

exacted a great price in the quality of life of Bogotanos. Bogotá is now cursed with the most appalling vehicular noise and traffic I have ever experienced in my life. Even riding in a taxi (forget driving in Bogotá) can be a very intimidating and nerve shattering experience. Petty crime, such as purse and jewelry snatching, is endemic at all hours of the day. Frankly, I have a lot of sympathy for Bogotanos who have to live under such stressful conditions. Somehow they manage to cope in the best way they can.

## **LATIN AMERICAN UNIVERSITIES**

During my journey to Argentina, Colombia and Ecuador, I was fortunate to visit various universities in those countries. The following is a short report of my experiences and classroom observations. I have included photos to help the reader better visualize the people and the university settings.

I was particularly interested in observing the teaching modalities in order to determine differences and similarities that exist between Mt. SAC in particular and colleges and universities in the United States and those of Latin America. I was also interested in learning about student behavior and class participation as a former Chairperson of my department for many years. I made it a point in talking with administrators at those universities to find out about their administrative duties and their interactions with faculty personnel.

I would like to point out that university students in Latin American universities are expected to have mastered the Spanish Language (formally called Castellano) by the time they

graduate from high school; therefore language courses in the native and target language are not offered at a university level. Consequently, I was not able to observe comparable classes in Spanish such as the ones offered at Mt. SAC. To compensate for this, I visited classes where English was being taught as a second language. I should indicate that the students are expected to have at least four years of high school English by the time they are accepted to the universities.

## **ARGENTINA**

### **Universidad de Buenos Aires/ Buenos Aires National University(public)**

I visited a seventh semester class in Spanish literature for students majoring in Spanish Literature (they go by semesters). Eleven women and two men attended the class. It is not uncommon in Latin America to see more women than men attending literature classes. The students arrived punctually in the classroom at the appointed time of 1:00 p.m. It was a very hot and humid summer day and I noticed the lack of air conditioning in the classroom. The professor lectured during the first half of the class without the use of any notes while the students were busy taking notes. The second half of the class was one of interaction between the professor and the students. I was impressed by the very active participation of the well-behaved students, who frequently raised their hands to answer very provocative questions raised by the professor. The atmosphere was very relaxed and there was a great deal of camaraderie between the students and the professor. Most of the students were between 19 and 24 years of age and they dressed in similar clothing as that of American students attending a summer class at our college. ( Please refer to pictures 2A, 2B and 2C of Argentina).

**Universidad Católica de Buenos Aires/Catholic University of Buenos Aires  
(private)**

My contact for this university was with a pediatrician; therefore, I had the opportunity of visiting an English Medical Terminology class for students in their second year of medical school (a career that takes six years). On the day of my visit there were about 30 young women and 15 young men between the ages of 19 and 23 attending the class. I found the classroom to be very conducive for collaborative work. It had large tables to seat groups of 10 to 12 students. I was intrigued by the fact that the men sat separately from the women. Since there were a large number of students, the professor was assisted by three other faculty members. The class was taught in a collective manner and the instruction was done in pairs, with one teacher complementing the other. The topic of the class was Public Health. The professor began the class by going over vocabulary in English pertaining to the subject. This was followed by a discussion of corrected reports that had previously been submitted by the students and which needed to be resubmitted for a final draft. I found this methodology of teaching not only ideal for pair teaching, but also practical for learning English while using a vocabulary related to the medical field. Questions were posed by the teachers, which invited class participation. It was quite gratifying to observe such a relaxed and productive teaching and learning environment. I also observed that all the students' reports returned for correction were done in word processing and included sophisticated computer graphics. The students at this university pay an average tuition of \$12,000. (Please refer to Argentina's photos # 7 A to 7 E).

# ECUADOR

## QUITO

### **Universidad de San Francisco/ University of San Francisco (private)**

Unfortunately, my visit to this beautiful and very modern campus coincided with their Spring break; therefore, I was unable to observe any classes. Luckily, Dr Silvio León, Dean of Admissions, gave me a tour of the campus facilities. The University is located twenty miles from Quito. I discovered a well-stocked library with the latest in computer equipment and many private tutoring rooms. With its shiny marble floors, I found that the library provided a relaxed and comfortable atmosphere. The classrooms were large, modern and conducive for both teaching and learning. I was very impressed with the science laboratories, which were very well equipped, and I found many Computer Laboratories with computers for 30 to 40 students. This visit was of particular importance for me since Traci Wittenberg, a former Spanish student of mine, graduate of Mt. SAC, who is presently studying at La Verne University, will be spending a year at the Universidad de San Francisco. She will be going there in August of this year. Ms. Fuchs, Dean of Foreign Students that the institution belongs to a private corporation, informed me. At least 70 % of the faculty has PhD's that were earned abroad. At the time of my visit they had 380 foreign students. The average classroom has 10 to 20 students. Currently, they have 2,400 undergraduate students and 700 community students. All students attend the university on a full time basis. They take an average of four to five classes and complete twelve to fifteen units per semester. The tuition is 33,000 per year. (Please refer to photos from Quito# 6 A to 6 J).

## **Universidad Católica de Quito/Catholic University-Quito (private)**

I was invited by Professor Beatriz Pérez to visit her advanced Latin American literature class given by the language department. During the first half of the class, the professor asked questions and invited students to give their comments. I found that the students participated very energetically in the class. The professor lectured without notes. The students did not have any textbooks, however, photocopies of textbooks were distributed to the students. The professor herself was using an old 1959 edition from Heinle and Heinle, an American publisher. During the second half of the class, the students broke into group discussions. The professor acted as a facilitator and I was enthralled to observe a very animated student interaction in the various groups of six to eight students. Most students were between 19 to 24 years old and they dressed as casual as their American counterparts with T-shirts, jeans and tennis shoes. They all had backpacks as well. (Please refer to pictures of Quito # 7 A to 7 I).

## **COLOMBIA**

### **BOGOTÁ**

#### **Universidad Nacional de Bogotá/ Bogotá's National University (public)**

The Dean of Students, Dr. Juan Domingo Sarmiento, invited me to take a tour of the campus. I was astonished when I saw that the majority of the interior and exterior walls of the buildings were full of graffiti, which reflected the current turbulent political situation of the



country. Dr. Sarmiento, however, assured me that at the present time the university is very peaceful, so that the majority of the students should be able to complete their studies on average within five years. Tuition is based on family income. The majority of the students receive some kind of financial aid or scholarships. At present only 45% of the faculty is full-time and they are required to teach two courses. They also have to be involved in a research project, serve in at least two committees, and act as advisors to the students. The starting salary is \$1,500 per month with the average being \$2,000. The average age of the students is 25, but there are a few between 30 and 35 years old. The students take an average of five classes per semester and they have to pass at least three of their classes. They are allowed to repeat a class twice and they have only two weeks to withdraw from a course.

I was scheduled to observe a Spanish composition class. After waiting for over 20 minutes, it became evident that the professor was not going to show up for class. Later I was informed that the class had been canceled, but neither the students nor I was informed. I decided to utilize my time by taking a walk in the campus and taking photos of the ever-present graffiti. I also had the opportunity to chat with the students of the Language Department. I was able to learn from them that a language student usually majors in at least three foreign languages and minors in education, simultaneous translation and phonetics. This career takes about five years and prepares the student to either teach or become a professional interpreter. (Please refer to photos of Bogotá # 7A to 7J).

## **Universidad del Rosario/ El Rosario University**

This is Colombia's oldest private university. I was invited to observe an 8:00A.M. class where 40 students were occupying a very small classroom. The class was conducted in English. The professor gave a presentation to students of Industrial Engineering about " Bench marking". The professor came prepared with a laptop computer to make a Power Point presentation, however, there were problems in connecting his laptop to the projector, so he was forced to lecture without what looked like a well organized and well prepared visually assisted presentation. Despite this setback, the professor proceeded as if nothing had occurred. I was enthralled by his fluency in English and it was apparent that the students understood well what he was saying and they were able to answer questions in English. I found this method of teaching a class in a foreign language to be a great and practical way for the students to practice their knowledge in that language. The students at the Universidad del Rosario pay a tuition of \$1,700 per semester. They have to take an average of nine classes per semester and if they don't pass three of the classes, they have to repeat the whole semester including the classes that they passed. The students are required to take an entrance examination comparable to the S. A. T. in order to be admitted. They are required to score 1,400 or better. (Please refer to photos from Bogotá #8 A to 8 F).

## **MEDELLÍN**

### **Universidad Nacional de Antioquía/ National University of Antioquía (public)**

I was invited to observe a class at this beautiful university. Unfortunately, my visit coincided with a student strike to protest the proposed privatization of this old institution. I found it bizarre that a public teaching institution could be privatized, something very unlikely to happen (at least I hope so) in our California public colleges and universities. Because of the volatile situation, I was advised not to take photos and just observe the situation. The student demonstrations were peaceful and all the buildings and administration offices remained open. The students were very cordial with me and they even gave me a tour of one of the most beautiful campuses I have ever visited. As opposed to the National University in Bogotá, there was no graffiti and the buildings had a clean, graceful and modern appearance. There were outstanding sculptures of well-recognized Colombian artists at the entrance of many buildings. (Please refer to photos of Medellín # 1 F and 1 G).

### **Escuela Antioquía de Finanzas/ Finance School of Antioquia (EAFIT)**

**(private)**

Here I had the privilege of attending the most stimulating and vibrant class of my tour. The students at this university are required to take and pass the same placement exams that are taken by our E. S. L. and AMLA students and to have completed four years of high school English. The class was conducted in English, which allowed the students to satisfy

simultaneously their marketing and English curriculum requirements. The professor, who had a Ph.D. greeted me enthusiastically and gave me a detailed explanation of the dynamics of the course and the material that was to be covered in the three-hour session. At some point the students broke into groups to work in a collaborative fashion on a report that was due the following week. Each group was given a different topic and at the end of a given amount of time a representative of the group was designated to make an oral report to the rest of the class. Meanwhile the professor utilized the time to correct the first draft of the reports. The students had to present a second and third draft before the final draft was due. There was a strong interaction among the 24 students with the very able facilitation of Professor Marlene Cardona. It was very satisfying for me to see that these Colombian students were very conscious of the importance of mastering the English language in order to compete in today's global market place. I could not help thinking that here in California we could teach courses such as Health and Police Science in Spanish given the large Hispanic population of Southern California.

At EAFIT also had the opportunity to meet and talk with the Chairperson of the Department of International Studies, Dr. Sergio Villegas, who informed me that the Dean had nominated him. The Chairperson has all the administrative duties of the department and is only expected to teach one class per semester. He is not required to be involved in any research project while in this position. The average salary of a full time professor is \$1,800, while a part time instructor earns the paltry sum of \$8.50 per hour. Most full time professors are expected to teach two classes, as well as be advisors to the students, actively participate in two college wide committees and work on a research project. Part time faculty can teach as many as three courses

per semester. Their peers, in addition to the student evaluations, evaluate the full-time professors twice per semester. (Please refer to the photos of Medellín # 2 A to 2 E).

**Universidad Bolivariana de Medellín/ Bolivariana University of Medellín**  
**(private)**

At this university students pay tuition of \$1,600 per semester and are expected to take a full load of eight classes and attend school six days a week including Saturday mornings. The class that I visited was a small one where a survey of Latin American Literature was being taught. There were ten young women and one young man. After taking roll call, the instructor proceeded to lecture on Twentieth Century Latin American prose. While the professor was lecturing, there was a great deal of questions and interaction from the students. The atmosphere was very relaxed and informal. The young professor was obviously well prepared and did not need any notes. He lectured from the heart in a very spirited manner. Most of the students were taking notes, but a few seated in the back of the classroom and were doing homework for other classes. (Refer to photos of Medellín #4 A-F).

**General Similarities and Differences Between Universities in Latin America and Colleges in the United States or Mt. SAC in Particular.**

**Similarities:**

- Roll call at the beginning of the classes is taken at the public universities.

- Frequently, both the instructors and students do not arrive on time for class at public universities.
- The relationship between instructors and students is very informal. Professors allow the students to call them by their first names.
- Collaborative learning is a popular method of conducting a class and there is a great deal of interaction among the students, as well as with their instructors.
- Pair teaching is a common teaching practice.
- The students' reports are done in word processors and in most cases is the only accepted method.
- Instructors in Latin America are not exempt of having malfunctioning problems with electronic equipment.
- Classes are often canceled.
- There are frequent problems with scheduling classes because of the unavailability of classrooms in the morning or evening hours.
- Students' dress code: California casual (i.e. t-shirts, jeans, tennis shoes and a back-pack).
- Faculty feels intimidated by the evaluation process done by their peers.
- There is a high ration of part time to full time faculty.
- Most of the students who seat in the back of the classroom were doing their own thing, such as other homework or talking and tended to participate the least in discussions.

## **Differences**

- No roll call or attendance is taken at the private universities.
- There are no community colleges in these countries.

- Once accepted to the university students do not have to take any mandatory general requirements or lower division courses.
- Once admitted in the universities, students go directly to their specialty schools to pursue their chosen careers. For example, language students go directly to the Foreign Languages Department from the very first semester. If they change major, they have to start all over again as freshmen.
- No basic or remedial courses (such as English 68 or English 1A) are offered in the native language at the university level. All requirements must be completed upon graduation from high school and by passing an entrance exam before admittance to the university.
- Because of high cost of books, most of the course materials and books are photocopied and distributed in the classroom to the students or at the school's bookstore.
- Classes in the Humanities and Business tend to be small with an average of 15 -25 students.
- In classes of more than 40 students pair teaching is standard practice.
- Pair teaching is also the norm in classes such as Finances or Business, which are taught in English (a prerequisite for many majors).
- Lecturers tend to be very well prepared and knowledgeable in their subjects and in most cases lecture without the use of notes. They also tend to be very enthusiastic about the subject matter and tend to lecture from the heart.
- A very high ratio of students attends private universities, in particular Catholic universities.
- The majority of the students are full time in both private and public universities.
- A great dedication on the part of students for their studies and the value of the opportunity to have a college education.

- A great concern on the part of the students regarding work opportunities once they finish their careers.
- The average age of students is between 18 and 25 years of age with very few students being over 35 years old.
- Most students take an average of 5 to 8 classes per semester.
- Students only have two weeks to withdraw from a class.
- The semester system is the norm.
- There is a great deal of activism in school matters and students often participate in strikes for such things as tuition increases or privatization of the universities.
- Tuition on public universities is based on family income.
- Full time professors receive 14 months of salary. One of the extra months is considered a Christmas bonus while the other is a yearly bonus.
- Full time faculty is expected to teach two courses, act as advisors for the students and be involved in committees and research or investigation.
- The school Dean nominates the Chair of the department. The Chairperson only teaches one class to keep up with his/her teaching and the rest is a release time to attend to the administrative needs of the department.
- Most lower income students go to the public universities but the academic requirements at public institutions are very demanding and their standards are as high as those of the private universities.

## **Cultural and Academic Activities:**

During my visit to Bogotá, I had the great opportunity engage in the following activities:



- During my first two days in Bogotá, the Association of Journalists and Writers of Colombia invited me to attend the 12th International Book Fair of Bogotá. For two days I had the opportunity to get acquainted with the latest in both language acquisition and Latin American Literature. I met several well-established writers, as well as young ones. While at the fair, I had a chance to attend a couple of literary conferences, a creative writing workshop and two debates on literary criticism (please refer to photos of Bogotá 2 A & B).
- As a result of my encounter with writers at the book fair, I was able to engage in a dialogue with Juan Carlos Botero about his latest book, *Las Ventanas y las Voces* (Windows and Voices), which won the first prize of the Juan Rulfo award for short stories (please refer to photo of Bogotá 2C).
- I also interviewed Dr. Héctor Orjuela with respect to his latest publication, *El Darién* (please refer to photo of Bogotá 2D).
- Adriana Jaramillo, who has a radio talk show, along with journalists and writers of Latin America, interviewed me.
- I spent a full day at Pro-Cálculo, the largest computer company in Colombia, observing and asking questions regarding new terminology in Spanish originating from cyber and computer technology. I also inquired about other common words and expressions used in every day business conversation borrowed from the English language.
- I visited the nearby town of Zipaquirá, where the new Salt Cathedral is located. This is one of Colombia's main tourist attractions (although there is very little foreign tourism in Colombia at the moment, given the current climate of insecurity and uncertainty). It was built near the site of the old salt cathedral, which was severely damaged after an earthquake. The new

massive cathedral is situated in one of the chambers of a huge salt mine and it is truly an incredible feat of engineering and construction. (please refer to photos of Bogotá 4 A – 4 I).

- For three days I went to the Instituto Caro y Cuervo (the academy for the preservation of the Spanish Language in Colombia). During the first day I was given a tour of all of the various departments of the Instituto, such as the library, the archives, the museum, and the publications and catalogue center. On my second day, I devoted the entire day to do research on language changes in recent times, such as in morphology and dialectology. On my final day, I attended conferences on cultural linguistics, dialectology and phonetics. My visit to the Instituto turned out to be a very enriching experience, which gave me an opportunity to become updated in the changes that have occurred in the Spanish language during the last two decades.
- I visited The Gold Museum of The Bank of The Republic. This museum is considered to have the largest collection of Pre-Colombian gold artifacts in the world. (please refer to photos of Bogotá 5 A – 5 L).

## **MEDELLIN**

My visit to Medellín was very refreshing after the chaotic atmosphere that I experienced in Bogotá. This beautiful city has a much slower pace of life and considerably better traffic and noise conditions. Medellín is also blessed with moderate sunny temperatures, which are comparable to California in the spring. While there, I felt comfortable going out for long walks, jogging and experiencing the outdoors. Like Bogotá, this city has grown immensely since I left Colombia and it has now become a modern and bustling city with very imposing skyscrapers and a good infrastructure. It even boasts a very modern and impeccably clean subway, which was completed about three years ago, and which has become the pride of the citizens of Medellín.

The airport, which is located outside of the city, is one of the most beautiful airports I have ever seen.

## **AN ABBREVIATED ITINERARY**

### **CALIFORNIA**

#### **MARCH**

19	Depart LAX	1:30 p.m.
	Arrive Miami	9:13 p.m.
	Depart Miami	10:15 p.m.

### **ARGENTINA**

#### **BUENOS AIRES**

20	Arrive Buenos Aires	9:13 a.m.
20	Visit to Puerto Madera (Port Madera), Santelmo and La Boca (The Mouth)	
21	Visit to Universidad de Buenos Aires (University of Buenos Aires)	
22	Visit to Belgrano and Avellaneda	
23	Visit to Plaza San Martin, Calle Florida (Florida Street), and El Retiro (The Retreat)	

#### **IGUAZU FALLS - MISIONES**

24	Cataratas de Iguazú - Misiones: Argentina	
25	Cataratas de Iguazu: Brazil	

## **BUENOS AIRES**

### **March**

- 26 Visit to Catholic University of Argentina
- 27 Visit to Historical Downtown Buenos Aires: Palermo La Torre Inglesa (The English Tower), Patio Bullich (Bullich Courtyard), Avenidas 20 de julio (July 20th Ave.), Libertadores de Mayo (Liberators of May), Catholic Cathedral of Buenos Aires, The Congress House, The Senate, and La Casa Rosada (The Pink House) .
- 28 Day Time: Visit to Recoleta District and Cemetery  
Evening: Opera at The Colón Theater
- 29 Depart from Buenos Aires to Sao Paulo (Brazil)  
Arrive Sao Paulo
- 29 Depart Sao Paulo  
Arrive Manaus (Brasil)  
Depart Manaus

## **ECUADOR**

### **QUITO**

- 30 Arrive Quito (Ecuador) 6:30 p.m.
- 31 Trip to "El Tumbaco", and La Checa

### **April**

- 1 Trip to "Imbabura"

**QUITO****April**

- 2 Trip to Otavalo and Ibarra
- 3 Trip to San Antonio
- 4 Downtown Quito: Quito's Museum
- 5 Visit to The University of San Francisco
- 6 Visit to The Catholic University

**CUENCA**

- 7 Morning flight to Cuenca
- Visit to Cuenca's Museums and Cathedrals
- Universidad de Cuenca (University of Cuenca)

**QUITO**

- 8 Return to Quito
- Morning visit to the Equator
- Afternoon visit to the Guazamín's Museum
- 9 Depart Quito

## **COLOMBIA**

### **BOGOTÁ**

#### **April**

- 9 Arrive in Bogotá
- 10 Visit to the Book Fair
- 11 Visit to the Book Fair
- 12 Interview with Colombian writers
- 13 Visit to Pro-Cálculo
- Morning visit to The Gold Museum
- Evening visit to The Camerín del Carmen Theatre (The Dressing room of Carmen)
- 14 Visit to Zipaquirá
- 15 Visit to the Language Institute Caro y Cuervo
- 16 Research day at the Instituto Caro y Cuervo
- 17 Conference day at The Instituto Caro y Cuervo
- 18 Visit to Guatavita
- Stay at "Iguaque" in Guatavita
- 19 Morning visit to The National University
- Afternoon visit to El Rosario University
- 20 Visit to The Universidad de La Sabana
- 21 Flight from Bogotá to Medellín

**MEDELLIN****April**

- 21 Arrival at the Rionegro Airport in Medellín
- 22 Visit to The Universidad de Antioquía (University of Antioch)
- 23 Visit to EAFID University
- 24 Weekend in the countryside
- 25 Weekend at Venecia
- 26 Visit to The Bolivariana University
- 27 Visit to downtown Historical Medellín and " Pueblito Paisa"
- 28 Metro Tour of Medellín
- 29 Visit to " El Poblado" (The Settlement)
- 30 Goodbye to Colombia
- Flight to Miami

**May**

- 1 Arrive LAX

# APPENDIX I



## *Maps and Illustrations*





Figure 2



# Buenos Aires

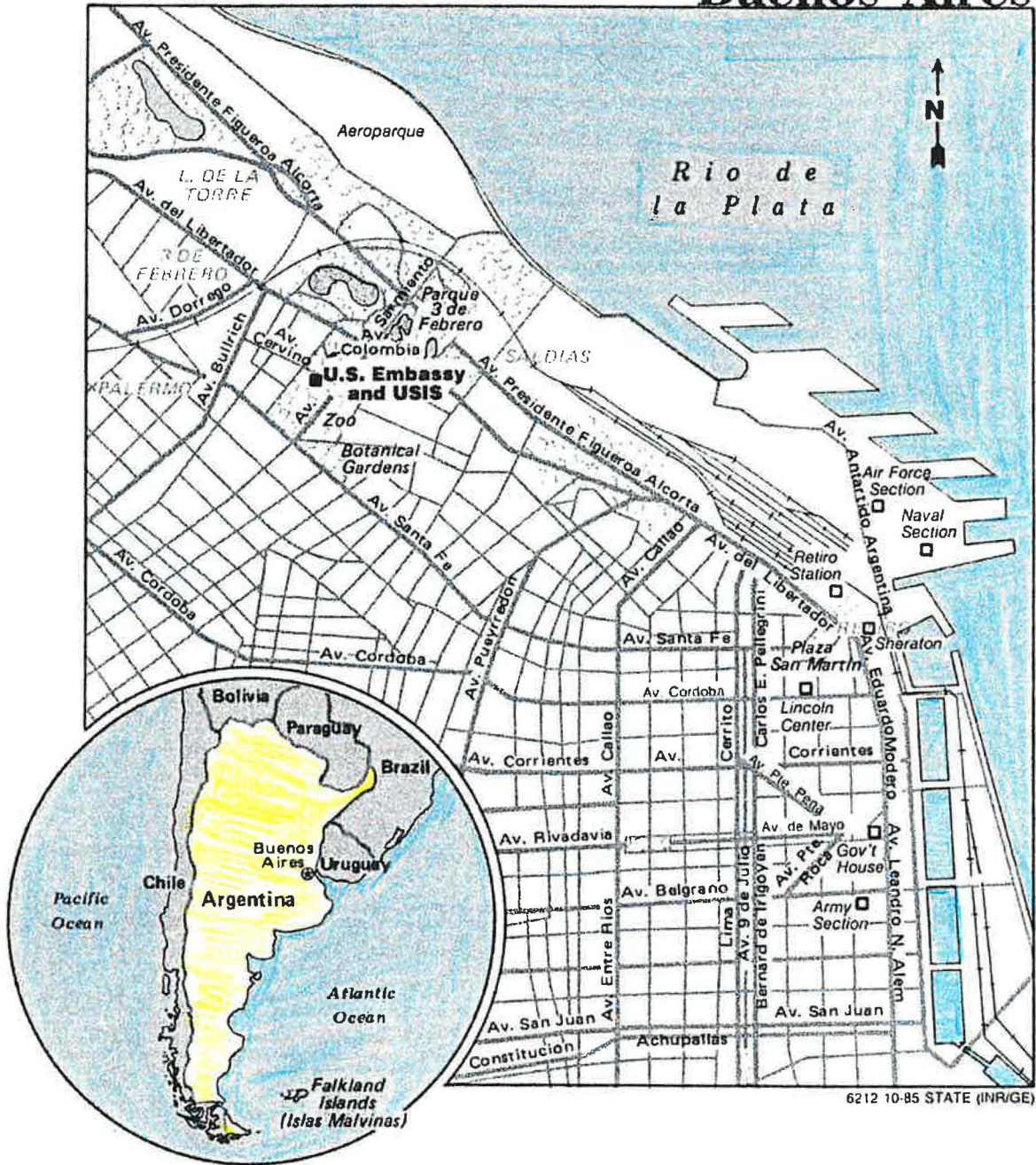


Figure 3





Figure 4





### TOURIST MAP OF CUENCA



Figure 6





Figure 7

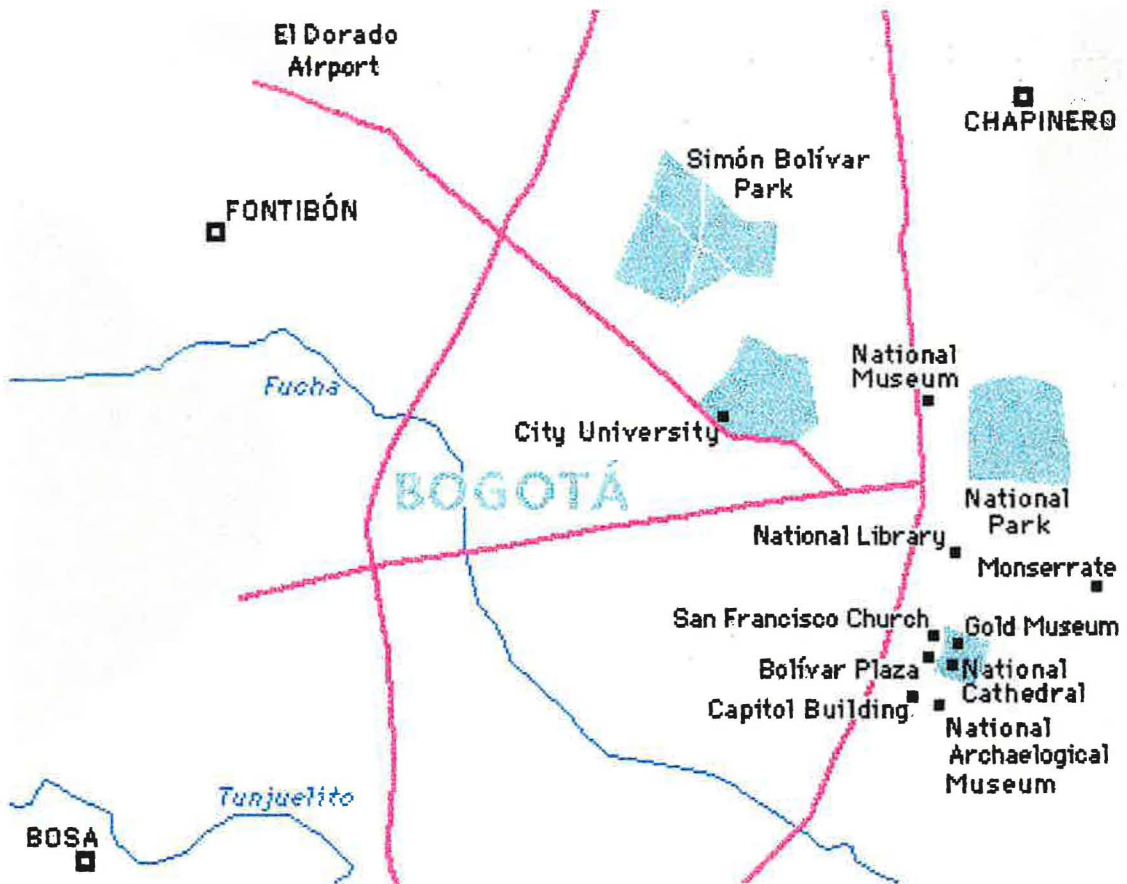


Figure 8



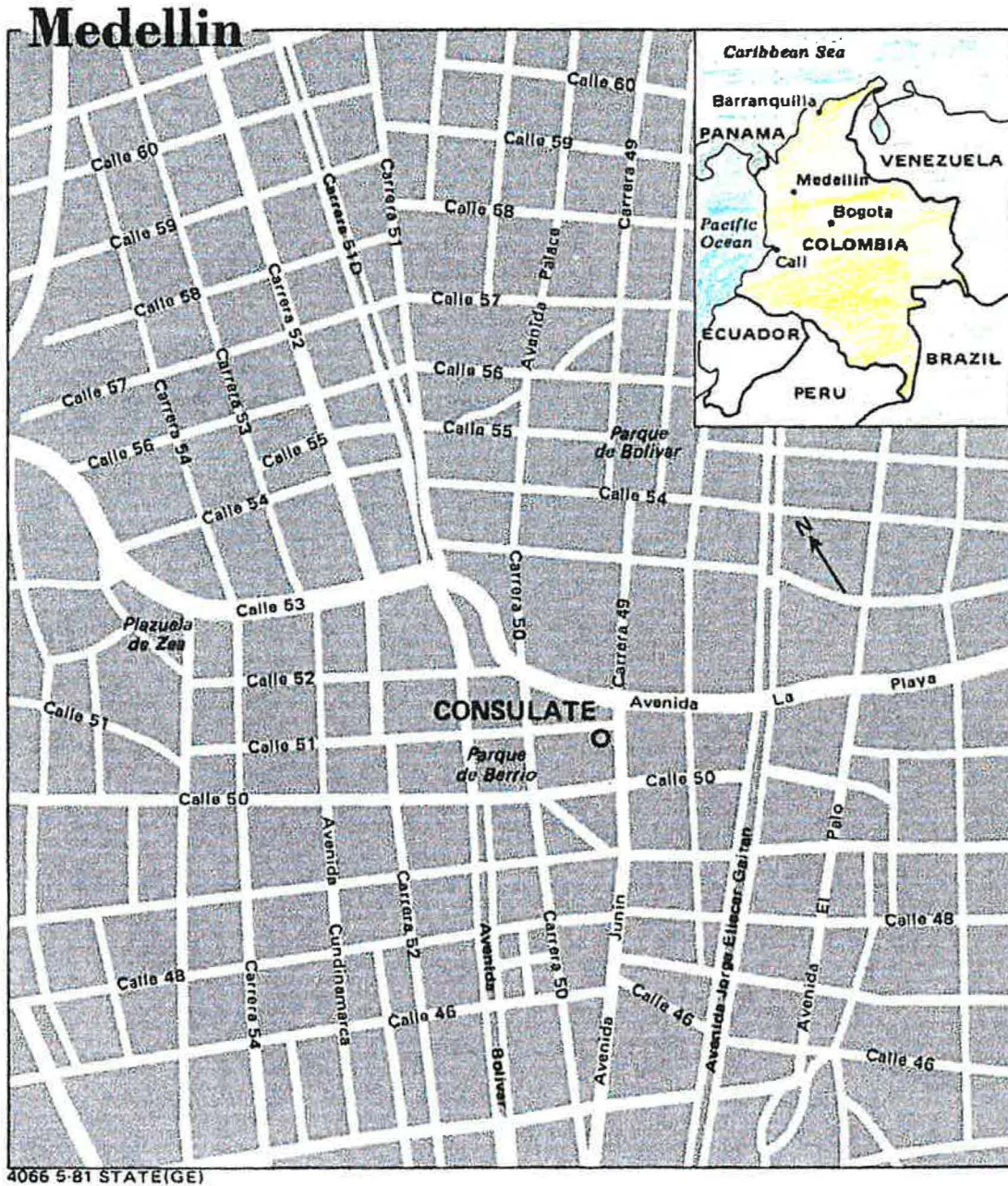


Figure 9



# APPENDIX II



## *A Pictorial Tour of South America*

# ARGENTINA BUENOS AIRES



1A. Puerto Madero: One of Buenos Aire's three ports



1B. Santelmo: Most representative neighborhood of Argentinian culture.



1C. Santelmo: Most representative neighborhood of Argentinian culture.



1D. *La Boca*: Italian-Argentinian neighborhood: Home of "The Tango".



1E. *Caminito*: Most bohemian, tourist and Tango Street in Buenos Aires.



2A. Universidad de Buenos Aires: Literature: Spanish Literature Classroom (University of Buenos Aires)





2B. Universidad de Buenos Aires: Spanish Literature classroom



2C. Universidad de Buenos Aires: Spanish Literature classroom



3A. Belgrano: park and  
monument to  
General Manuel Belgrano



3B. Belgrano: park and monument to Ombú tree





4A. Plaza de San Martín: park and monument: scene of all patriotic rallies.



5A. "La Gran Aventura," Misiones Jungle Safari ("The Great Adventure" Missions)



5B. Misiones vegetation



IGUAZU JUNGLE EXPLORER LA GRAN AVENTURA  
DE EDUARDO HORACIO ARRABAL  
CUIT: 20-10955820-7  
D.G.R.: 20-10955820-7 FECHA DE INICIO: 01/07/96  
D.N.R.P.: 20-10955820-7 PARQUE NACIONAL IGUAZU

**COMPROBANTE DE VOUCHER**  
**I.V.A. EXENTO**  
SIN VALIDEZ DE FACTURA COMERCIAL

**N°0010- 00129711**

SIN VALOR

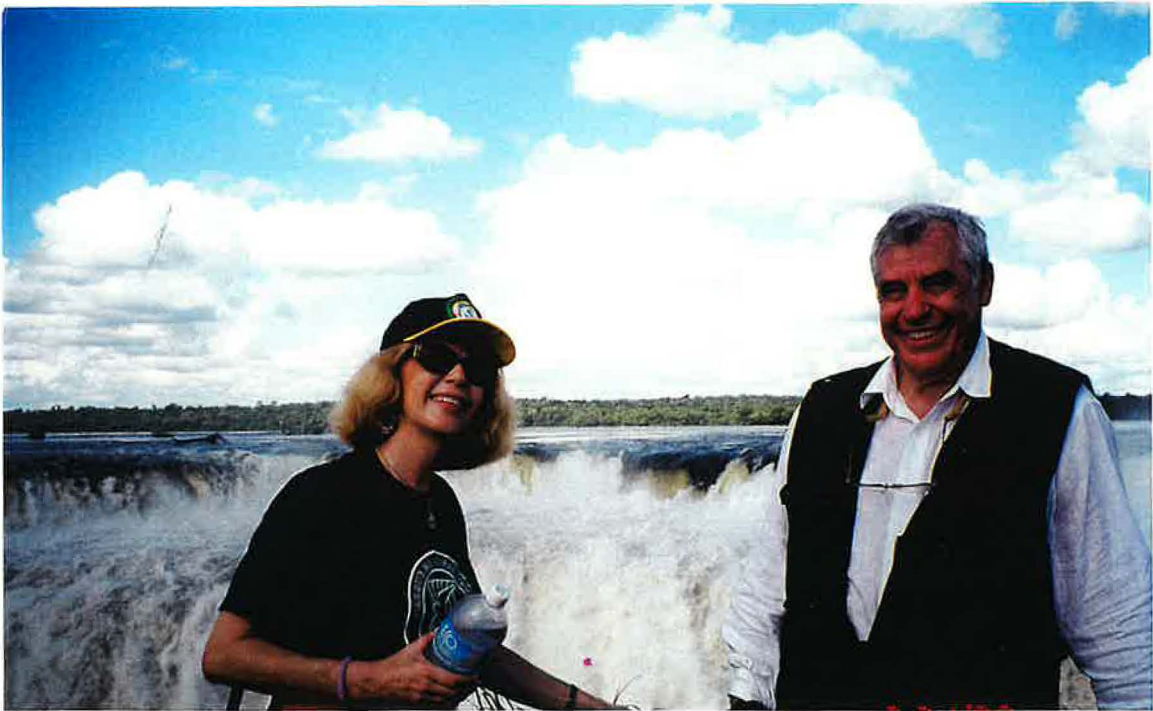
FECHA

**NO SE ACEPTAN DEVOLUCIONES**  
SEGURO DE PASAJEROS TRANSPORTADOS  
SEGUN ADM. PARQ. NAC. IGUAZU





5C. Iguazú: Water Falls: Argentinian side



5D. Iguazú: Represa de Itaipú (Itaipú Dam)

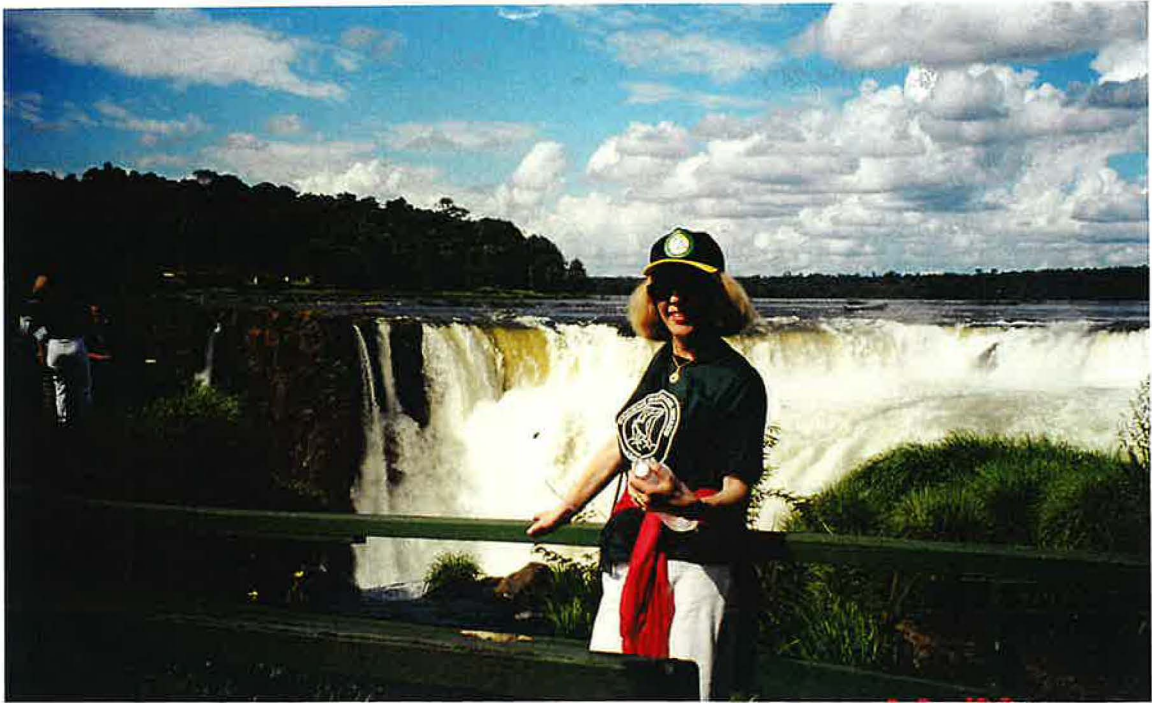


5E. Iguazú: Garganta del Diablo (Throat of the Devil)

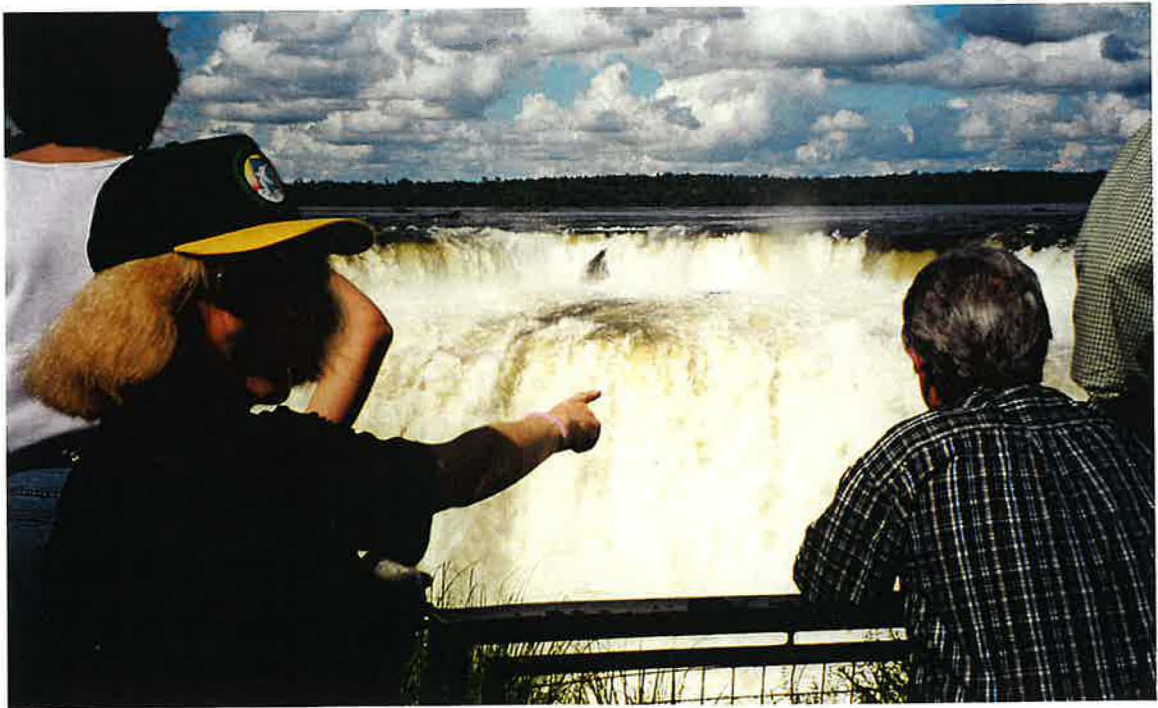


5F Iguazú: Salto Floriano (Floriano Falls)





5G. Iguazú: Salto Bozzetti (Bozzetti Falls)



5H. Iguazú: Garganta del Diablo (Throat of the Devil)



5I.

Iguazú: Salto Unión/Garganta del Diablo (Union Falls/Throat of the Devil)



5J. Iguazú: Water Raft: Salto

Dos Hermanas

(Two Sisters Falls)





5K. Iguazú: Salto Adán y Eva (Adam and Eve Falls)



5L. Iguazú: Salto Tres Mosqueteros (Three Musketeers Falls)



5M. Iguazú: Misiones Jungle and vegetation



6A. Iguaçú: Brasil: Waterfalls





6B. Iguazu: Brasil: Waterfalls



7A. Catholic University of Argentina



7B. Pair Teaching: English Medical Terminology class



7C. Collaborative Learning





7D. Student/professor interaction



7E. Student group interaction

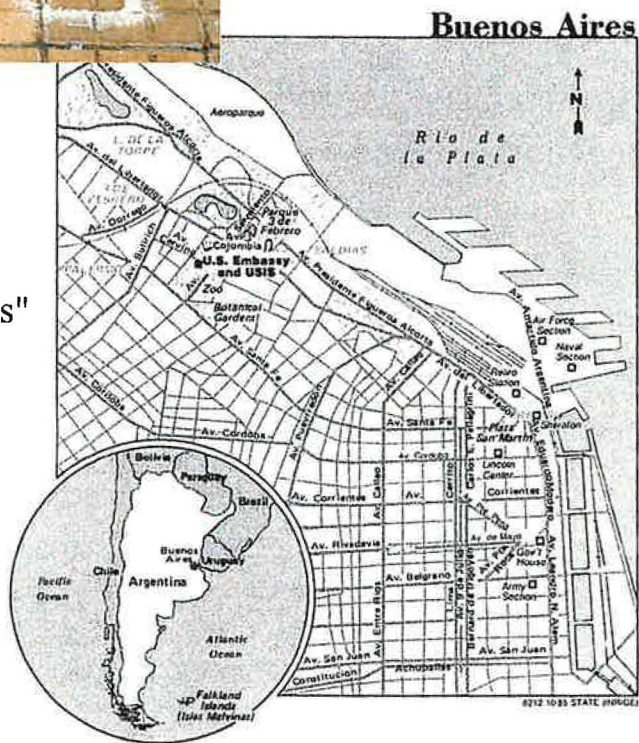


8A. Historical Buenos Aires: Plaza de Mayo (May Plaza)





8B. Plaza de Mayo:  
In memory of "Los desaparecidos"  
(The disappeared)





8C. Plaza de Mayo:  
Monumento a Colón  
(Columbus Monument)

8D. Downtown Buenos Aires:  
Av. De Mayo (May Avenue)







8E. Casa Rosada (Pink House) President's Home (Argentina's White House)



8F. Plaza del Congreso: Congress House





AVENIDA 9 DE JULIO

**BUENOS AIRES**

**ARGENTINA**

8G. Avenida 9 de Julio (9<sup>th</sup> of July Avenue): Buenos Aires at night.



9A. Recoleta District Park: Young argentinian's at a concert at the park.



9B. Recoleta Cemetery:  
burial place of the aristocrats  
of Argentina.

9C. Recoleta Cemetery:  
famous for their sculptures  
and craftsmanship







*Buenos Aires*

9D. Teatro Colón: one of the top theatres in the world



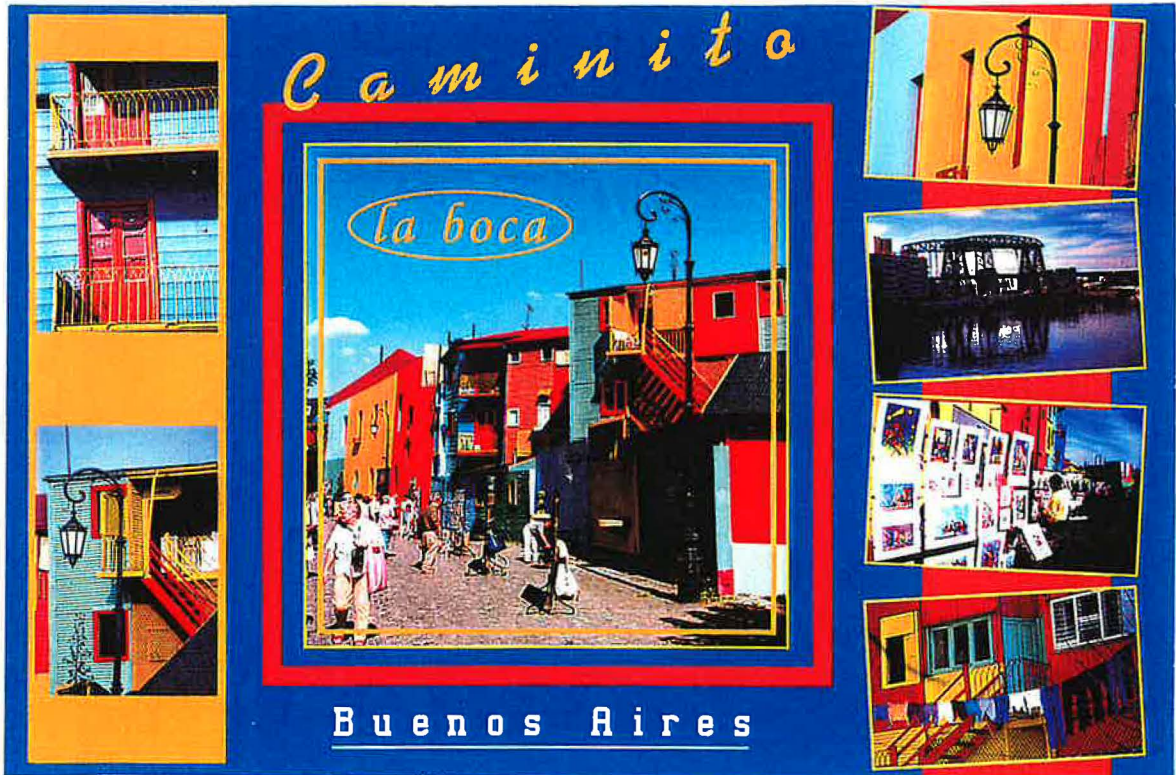


# TANGO



A  
R  
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A

10. Postcards from Argentina







# ARGENTINA

## 11. Postcards from Argentina



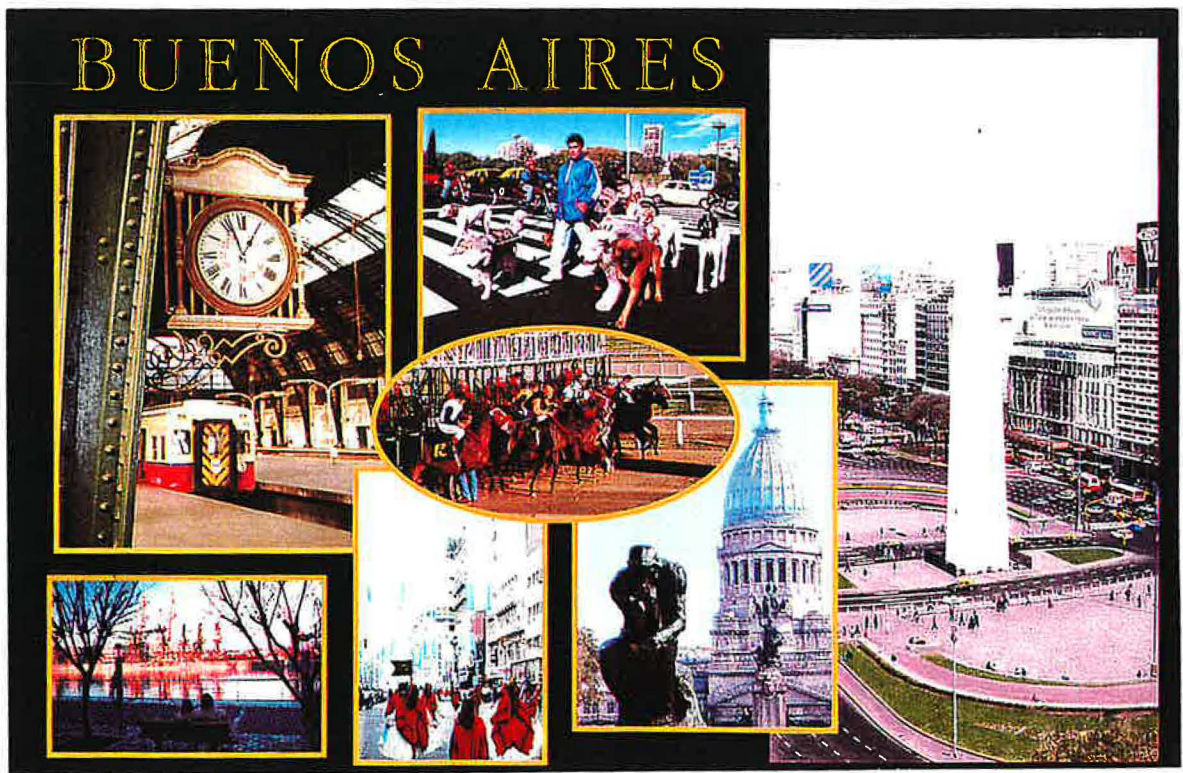
# San Telmo

# Buenos Aires

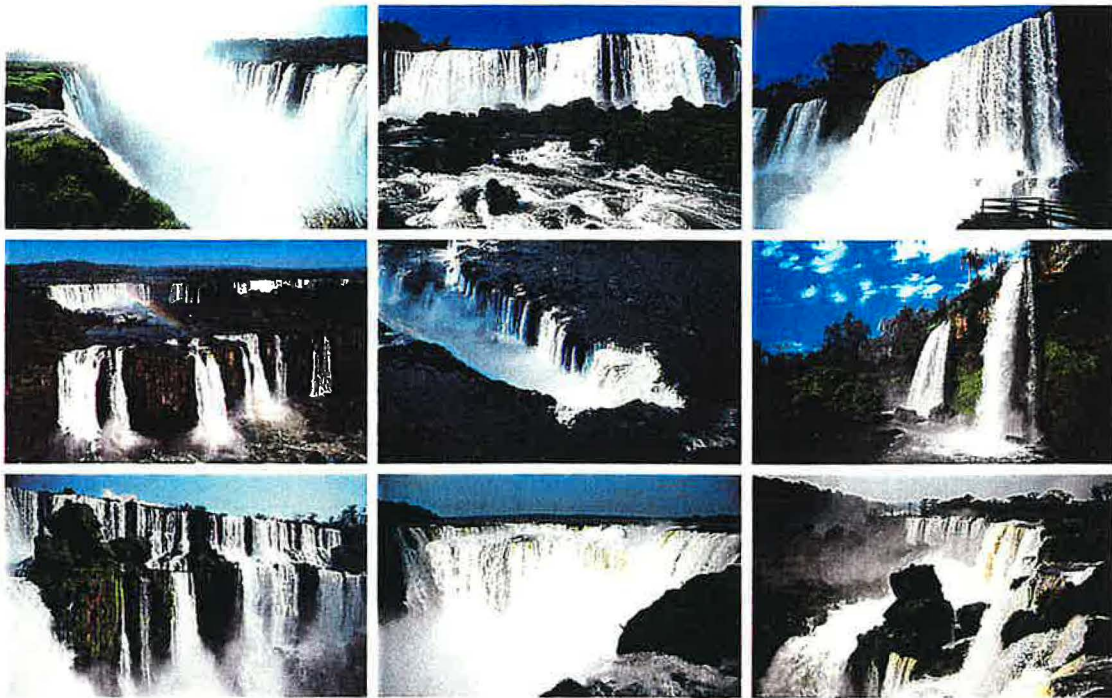




12. Postcards from Argentina







I G U A Z Ú  
Fotos de Claudia Suter

13. Postcards from Argentina



## ECUADOR QUITO



1A. El Tumbaco:  
La Checa Farm:  
country-side



1B. Pichincha: Our Lady of the Quinche Cathedral



2A. Sightseeing on Antizana: perennial snow mountain.



2B. Valley of Imbabura





2C. Valley of Imbabura: roads and countryside



2D. Imbabura's Mountains



2E. Imbabura's Lake



3A. Ibarra's famous, old-fashioned ice cream





3B. Ibarra's famous, old-fashioned ice cream



3C. Otavalo's Indians: mother and children



3D. Otavalo's merchants



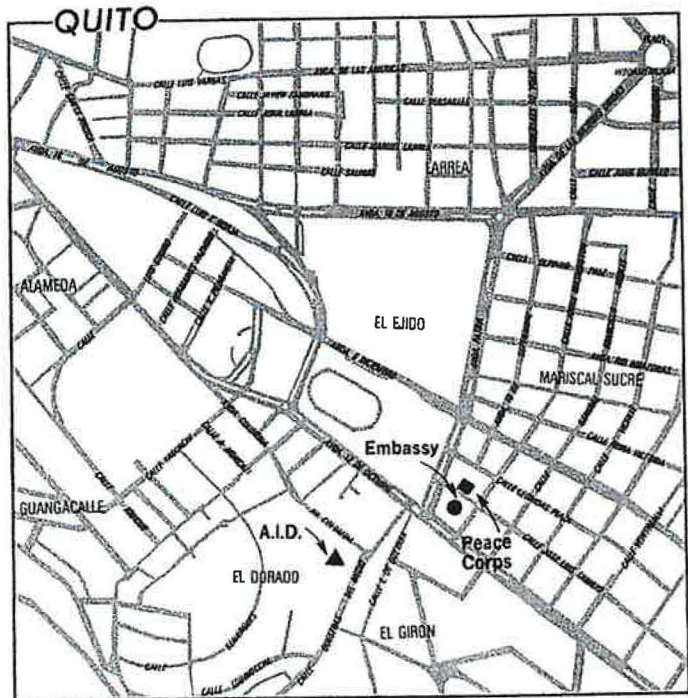
3E. Otavalo's Mercado (market)





4. Pululahua Geobotanic Reserve





5. Museo de la Ciudad (Museum of the city): Quito's Museum





6A. Universidad de San Francisco (University of San Francisco): entrance



6B. Universidad de San Francisco: location

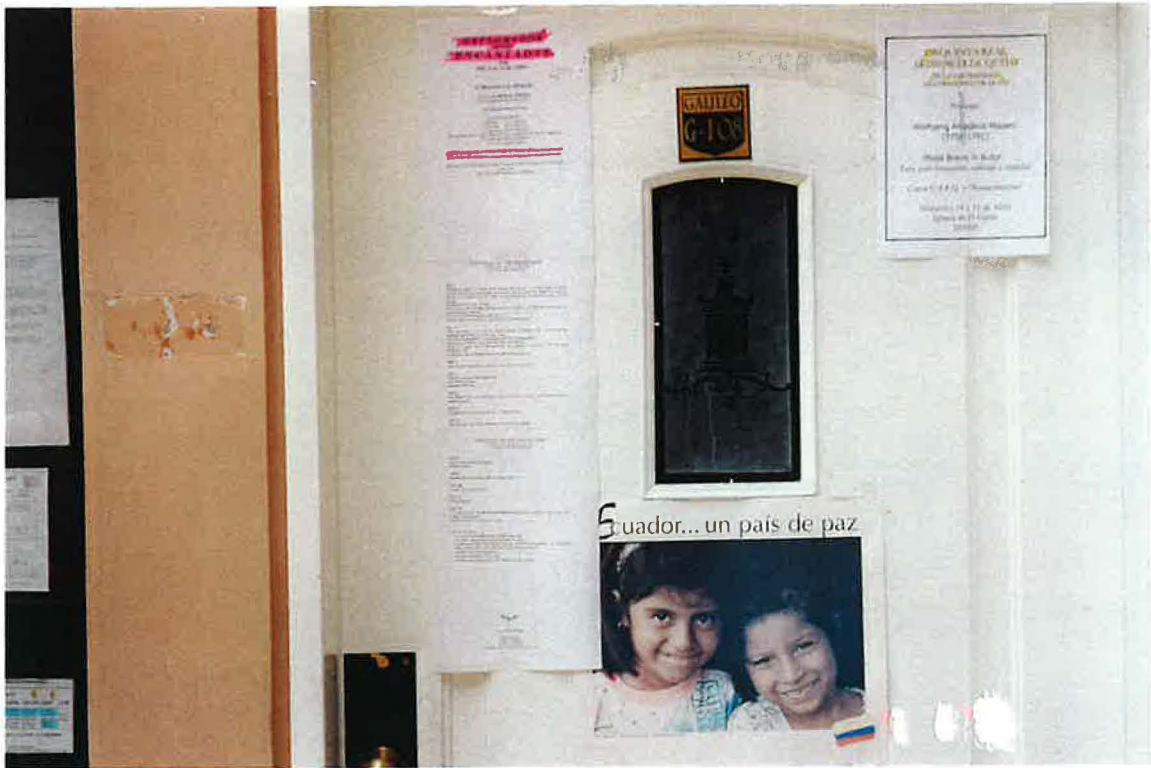


6C. Universidad de San Francisco: classrooms



6D. Universidad de San Francisco: campus





6E. Universidad de San Francisco: library



6F. Universidad de San Francisco: library entrance



6G. Universidad de San Francisco: library: tutoring rooms



6H. Universidad de San Francisco: classroom





6I Universidad de San Francisco: computer laboratory



6J. Universidad de San Francisco: library study area



7A. Universidad Católica de Quito (Catholic University of Quito):  
Linguistic and Literature Building



7B Universidad Católica de Quito: Linguistic and Literature Building





7C. Universidad Católica de Quito: campus



7D. Universidad Católica de Quito: Latin American Literature Class



7E. Universidad Católica de Quito: student/teacher interaction



7F. Universidad Católica de Quito: student collaborative learning





7G. Universidad Católica de Quito: student collaborative learning



7H. Universidad Católica de Quito: student collaborative learning



7I. Universidad Católica de Quito: student collaborative learning



## CUENCA

8A. Calderón Square: Main Plaza





8B. Cuenca's Famous New Cathedral



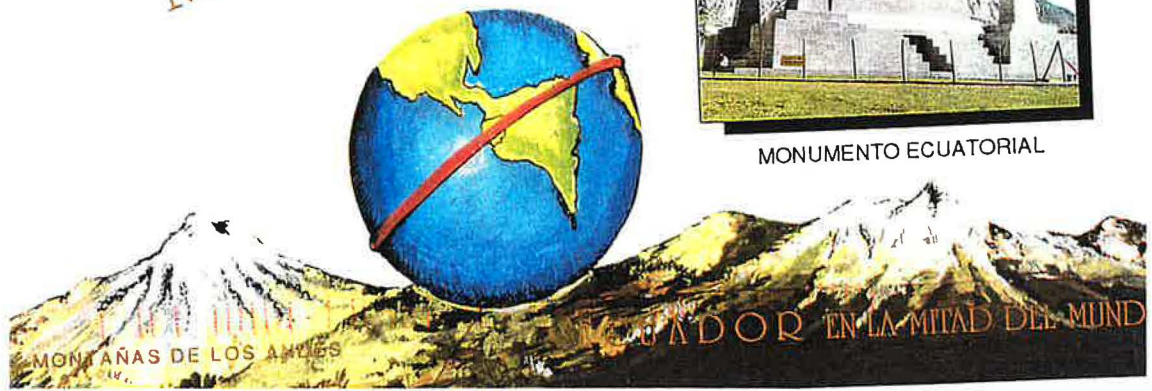
# THE EQUATOR

LAT. 0° - 0' - 0"

Saludos desde la  
MITAD DEL MUNDO



MONUMENTO ECUATORIAL



9A. Latitude 0° - 0' - 0"



9B. Equatorial Line





9C. Equatorial Monument



9D. Equator Monument Entrance

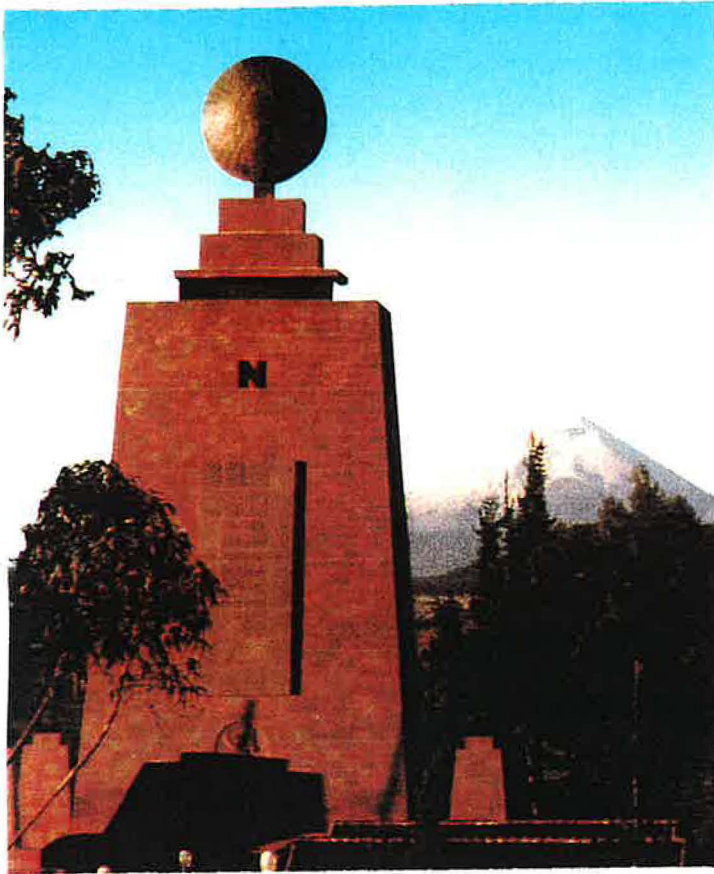




9E. The Middle of the Earth



9F. Quito's Microcosm



9G. Quito: Middle of the  
World Monument



9H. Sphere of the Middle of the World





TERNURA

FUNDACION GUAYASAMIN

Museos de Arte:  
Precolombino  
Colonial  
Moderno

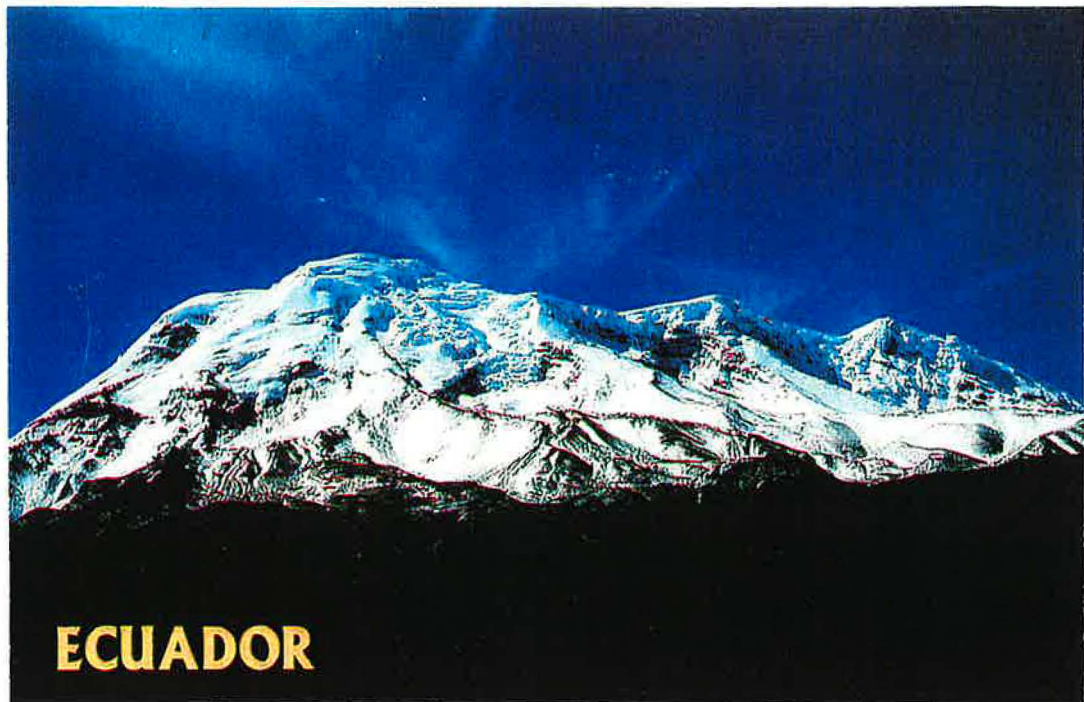
JOSE BOSMEDIANO 543  
BELLAVISTA (EL BATAN)  
TELF: 446455 / 452938  
FAX: 446277



111748

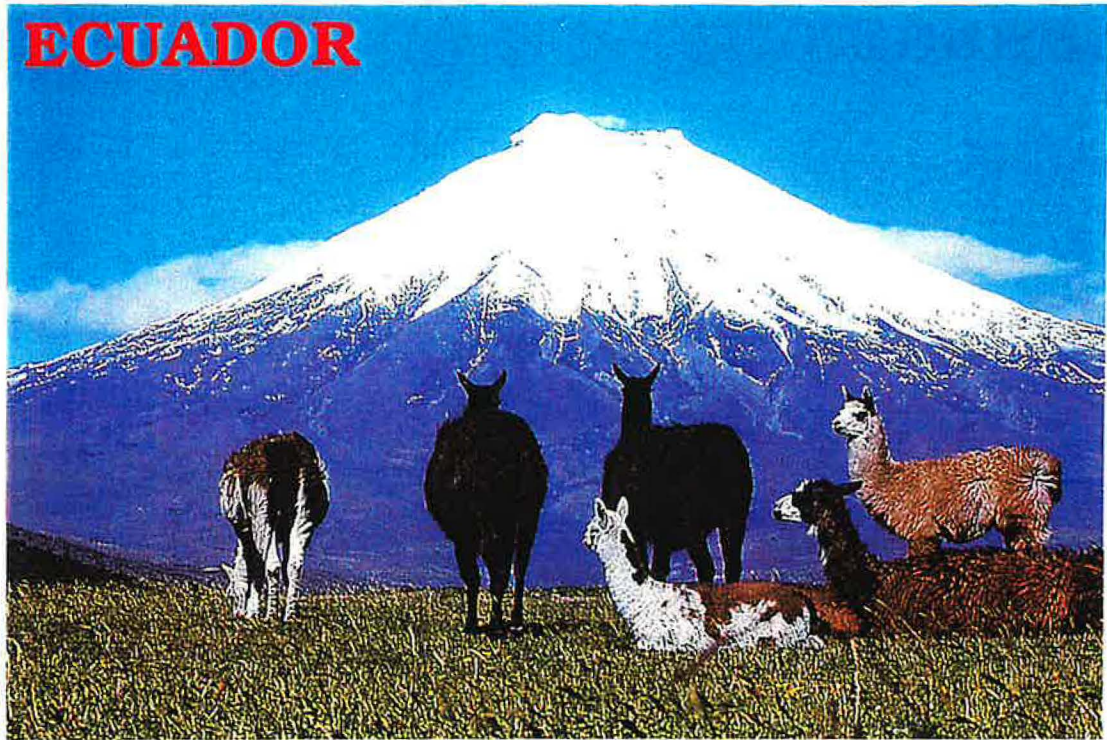
## QUITO

10A. Guayasamin: Quito's Museum



**ECUADOR**

11A. The Chimborazo Mountain 6,310 meters (21,145 ft.)



11B. Cotopaxi Volcán (volcano) 5,897 meters (19,347 ft.)

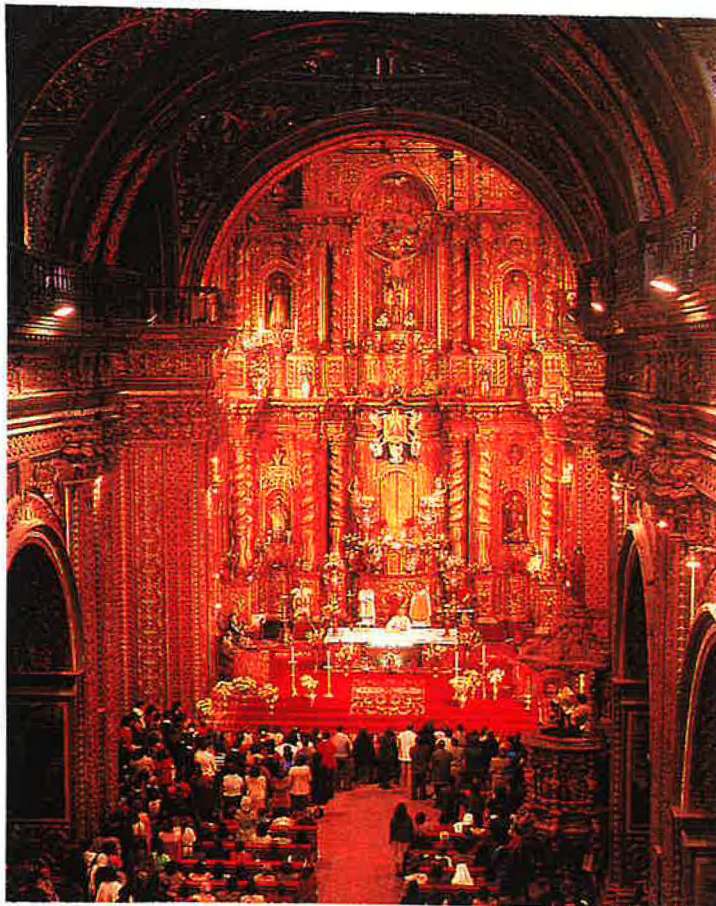


12. Ecuador: Multiethnic and Multicultural



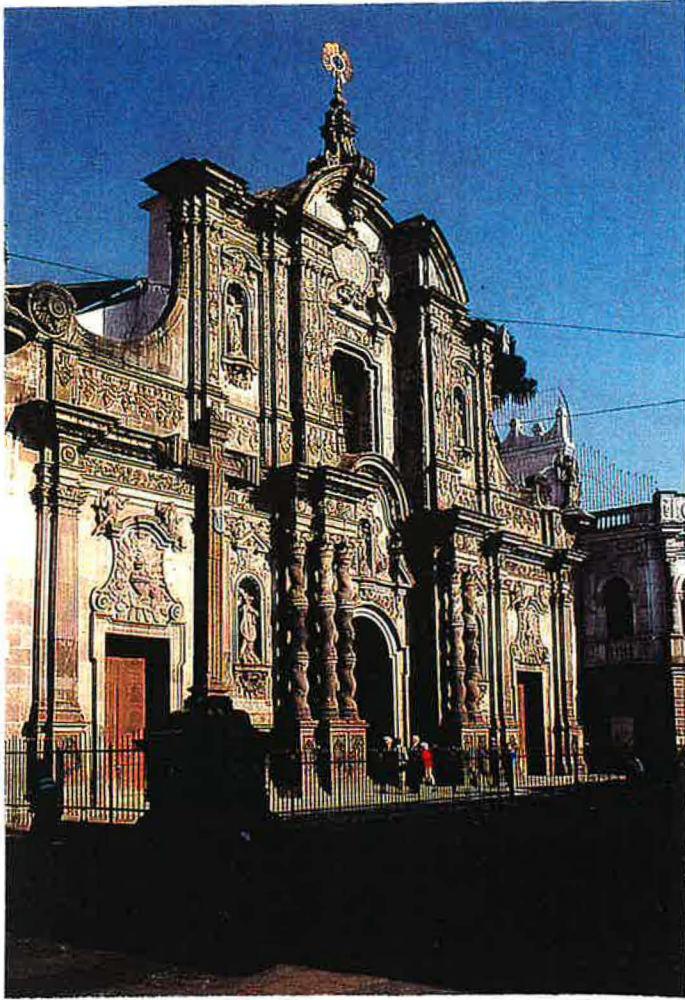


13. Quito: Gualulo's Sanctuary



14A. Quito: Gold interior  
of the Jesuit's  
Company Church





14B. Quito: Façade of  
Company of Jesus Church



15. A couple of Frégatas - Islas Galápagos

# COLOMBIA BOGOTÁ



1A. Topographic view of Bogotá

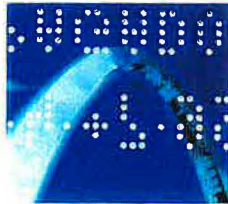


1B. Topographic view of Bogotá





2A. 12<sup>th</sup> International Book Fair



**PRENSA**

No. 00236

Nombre RENEE ANDRADE

C.C. PTO 652426

Empresa ME. San Antonio Community

- Tarjeta personal e intransferible.
- Prohibida su comercialización.
- El titular es responsable de su buen uso.



2B. Press Pass/International Book Fair

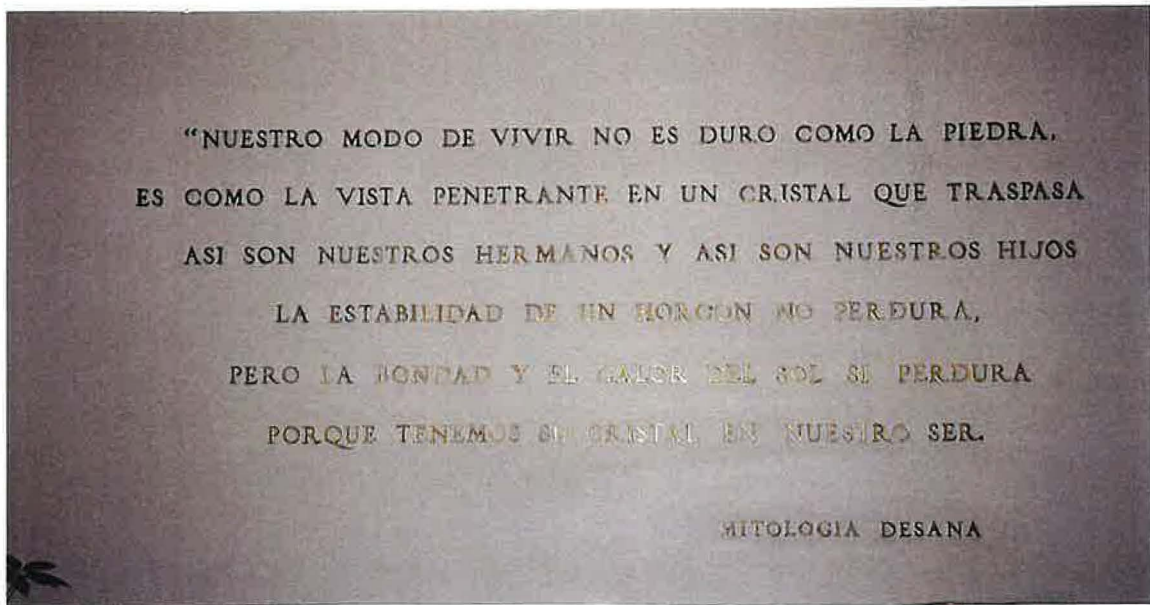




2C. Interview with Juan Carlos Botero: (short stories writer)



2D. Interview with Dr. Héctor Orjuela: (Writer/ Language Institute Director)



- 3A. Gold Museum - Bank of the Republic: Translation of text:  
"Our way of living is not the stone.  
It is like a penetrating look through a diaphanous crystal  
This is the way our brothers and children are.  
The stability of a pitchfork doesn't last.  
However the goodness and love of the sun lasts  
Because we have the crystal of our being." --- **Desana Mythology**



3B. Gold Museum: Entrance

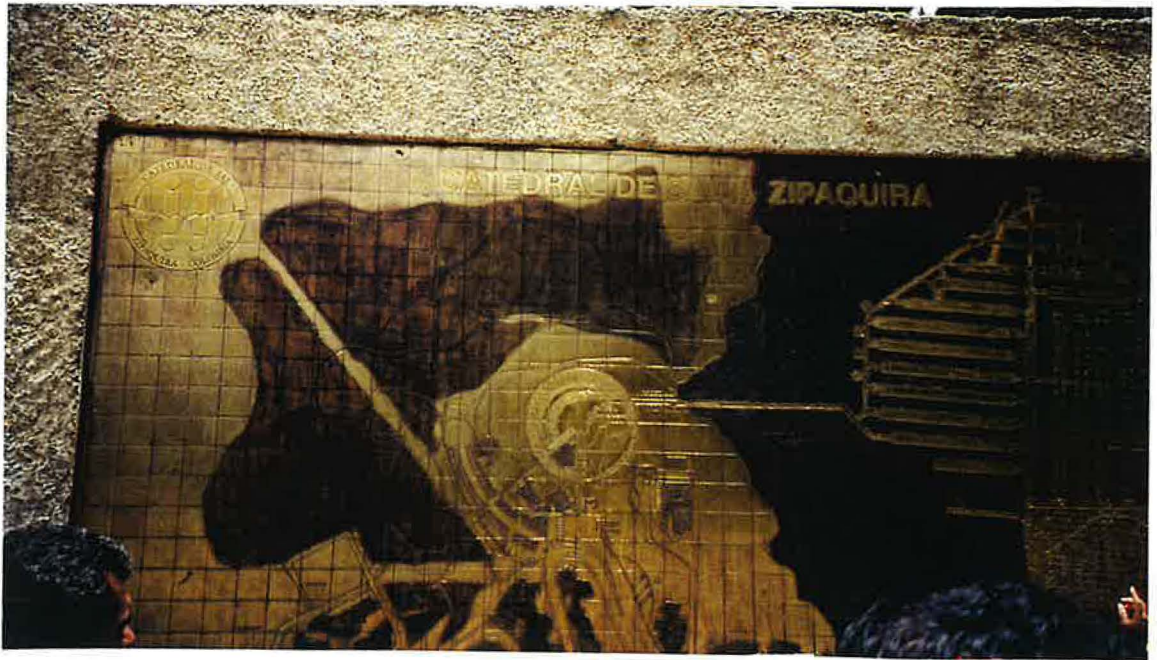


3C. Gold Museum: Muisca Raft

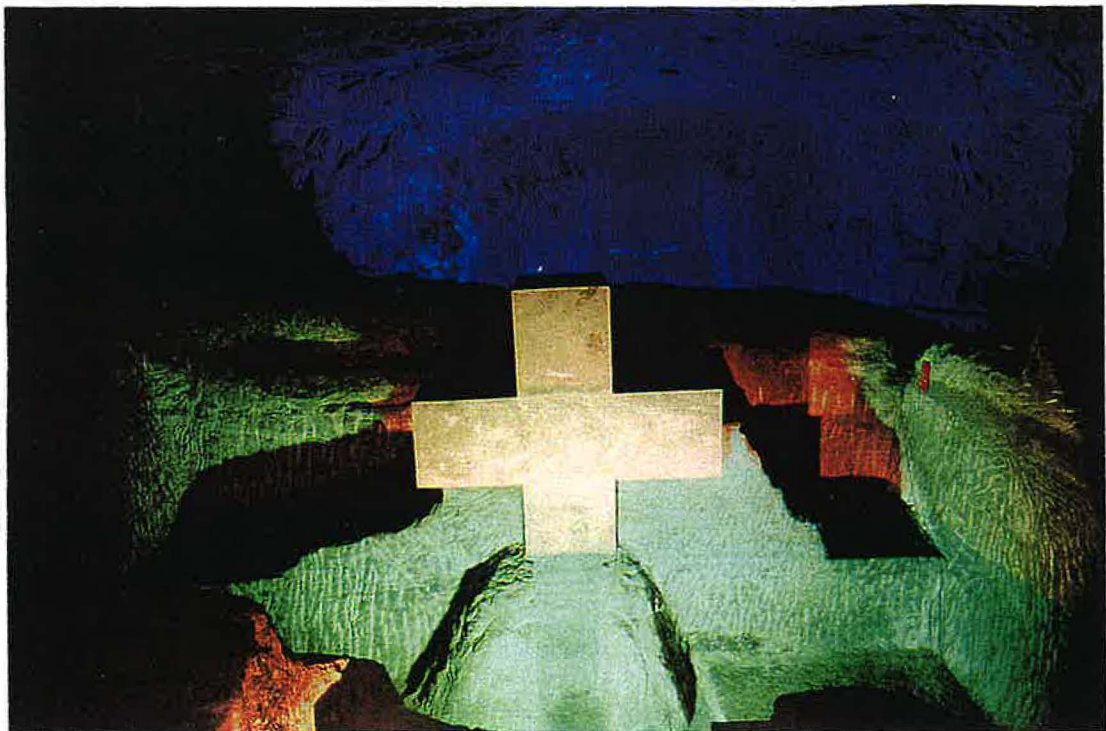


4A. Zipaquirá's Salt Cathedral: entrance ticket





4B. Zipaquirá's Salt Cathedral



4C. Zipaquirá's Salt Cathedral



4D. Zipaquirá's Salt Cathedral:

entrance: Outside Flag

Monument



4E. Zipaquirá's Salt Cathedral: entrance: inside salt images and sculptures





4F. Zipaquirá: Central Plaza



4G. Zipaquirá: Central Plaza





4H. Zipaquirá: Central Plaza



5A. Instituto Caro y Cuervo: Language Institute



5B. Instituto Caro y Cuervo: Language Institute library :outside



5C. Instituto Caro y Cuervo: Language Institute: library entrance





5D. Instituto Caro y Cuervo: Language Institute library: inside research and study area



5E. Instituto Caro and Cuervo: Folk Museum





5F. Instituto Caro and Cuervo: printing press shop



5G. Instituto Caro and Cuervo: printing press shop

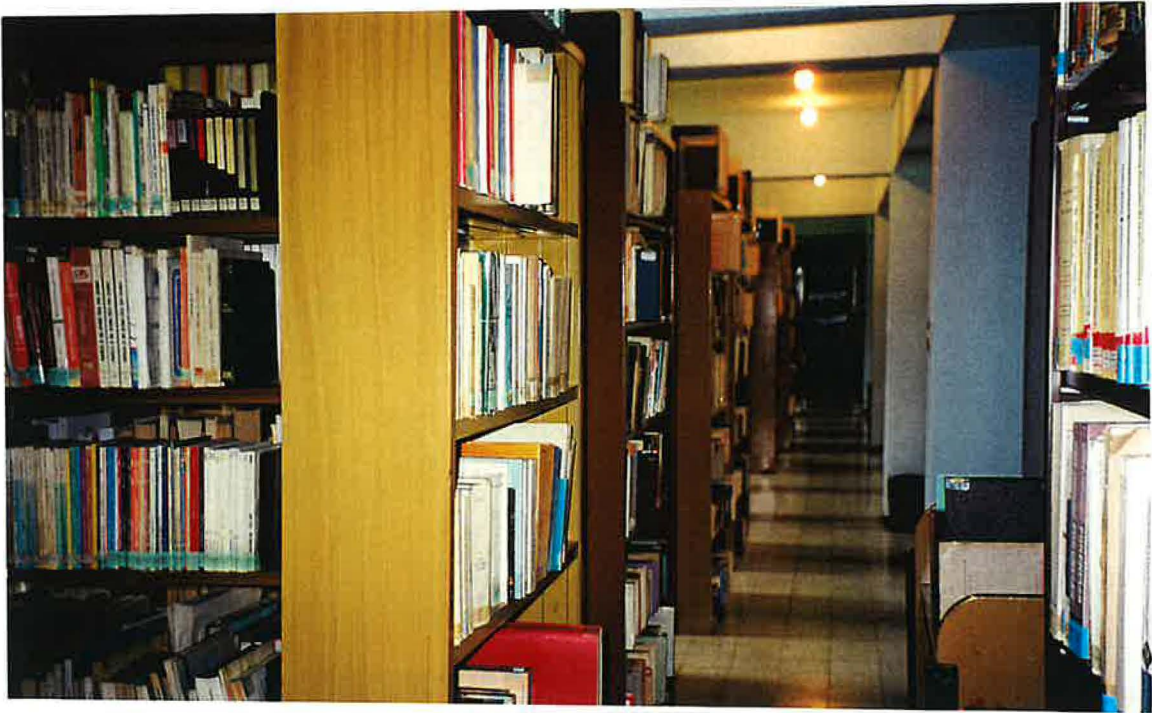


5H. Instituto Caro and Cuervo: publications

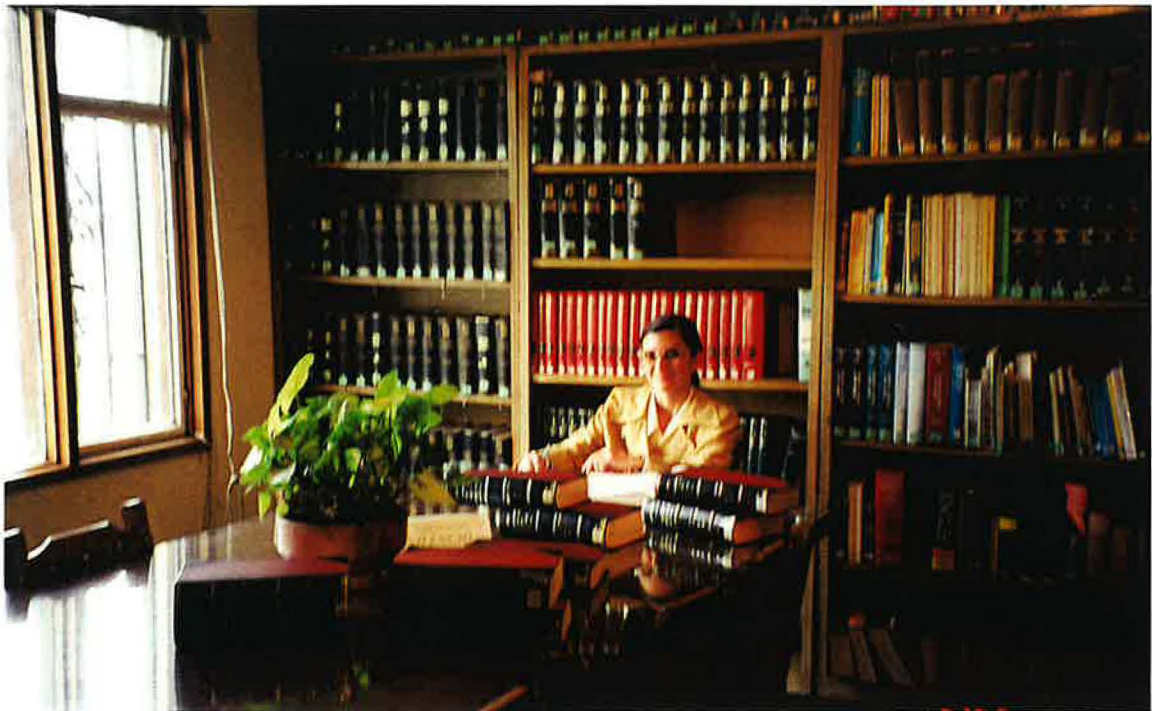


5I. Instituto Caro and Cuervo: publications





5J. Instituto Caro and Cuervo: library books



5K. Instituto Caro and Cuervo: study area





5L. Instituto Caro and Cuervo: study and research area



6A. Sabana de Bogotá (Bogotá Savannah): countryside





6B. Puente del Común (Bridge of the Common): a historic location



6C. Villa de Leiva: Main Square



6D. Guatavita's Legendary Lake



7A. Universidad Nacional de Bogotá (Bogotá's National University): buildings  
(A public university).





7B. Universidad Nacional de Bogotá: Leftist graffiti



7C. Universidad Nacional de Bogotá: Entrance to the School of Economics:  
Translation of sign above door:  
"The one that fights for his/her life  
is not even killed by death".



7D. Universidad Nacional de Bogotá: students before Spanish class



7E. Universidad Nacional de Bogotá: Student Center





7F. Universidad Nacional de Bogotá: Fine Arts building



7G. Universidad Nacional de Bogotá: Fine Arts building





7H. Universidad Nacional de Bogotá: Administration buildings



7I. Universidad Nacional de Bogotá: Guerrilla graffiti



7J. Universidad Nacional de Bogotá: Linguistics Department



8A. Universidad del Rosario (University of The Rosary: the oldest private university in Colombia)





8B. Universidad del Rosario: Colonial and Historic Bogotá



8C. Universidad del Rosario: University Main Patio: Law School





8D. Universidad del Rosario: university halls and classrooms



8E. Universidad del Rosario:  
Advanced English Class



8F. Universidad del Rosario:Advanced English: Business students



9A. Universidad de La Sabana (University of the Savannah:a private countryside university)





9B. Universidad de La Sabana: students' parking lot



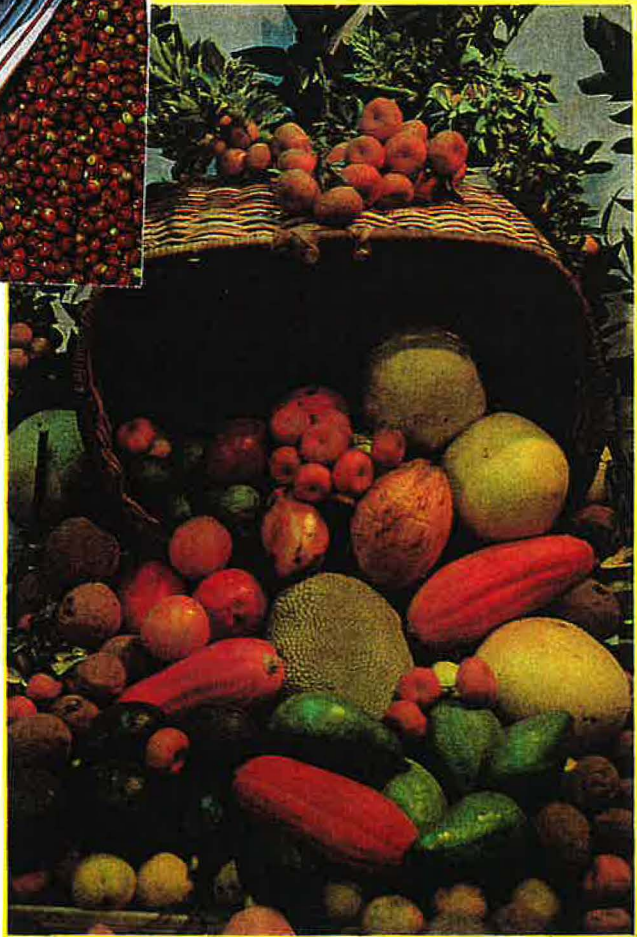
9C. Universidad de La Sabana: students' parking lot and location





10A. Colombian Crop: coffee

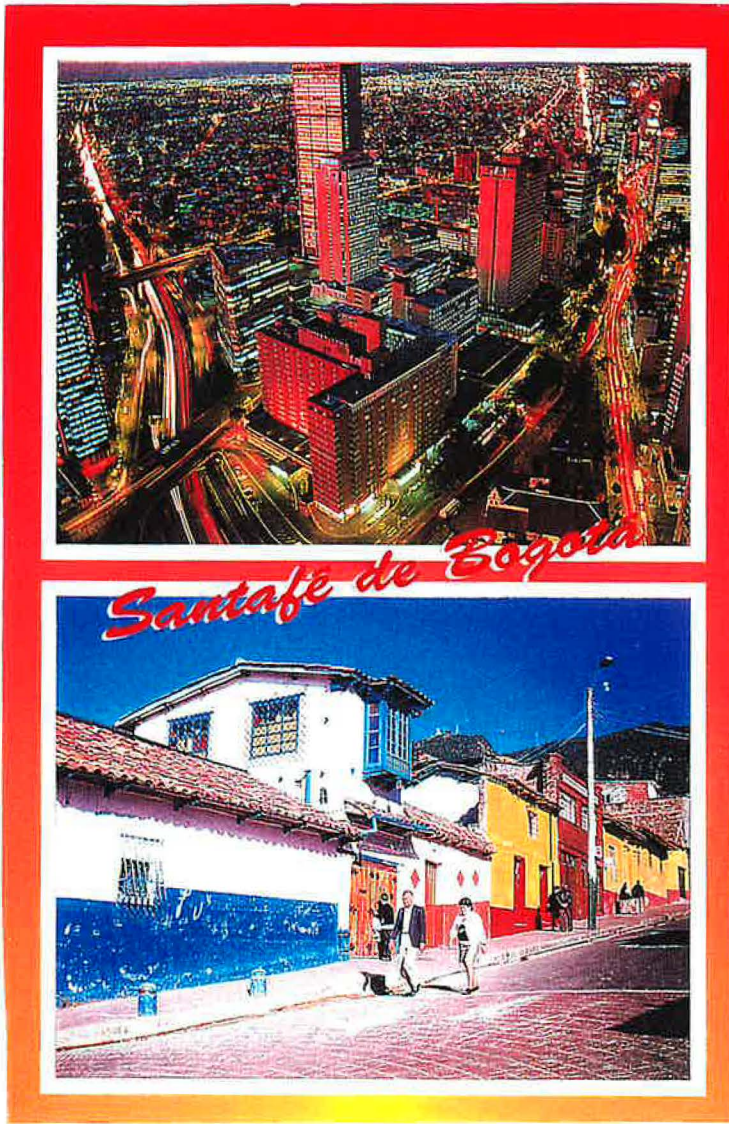
10B. Colombian Fruits



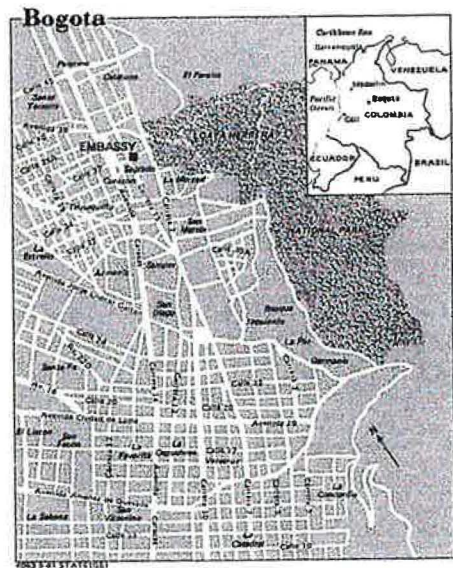
Colombia

*Frutos de mi Tierra*

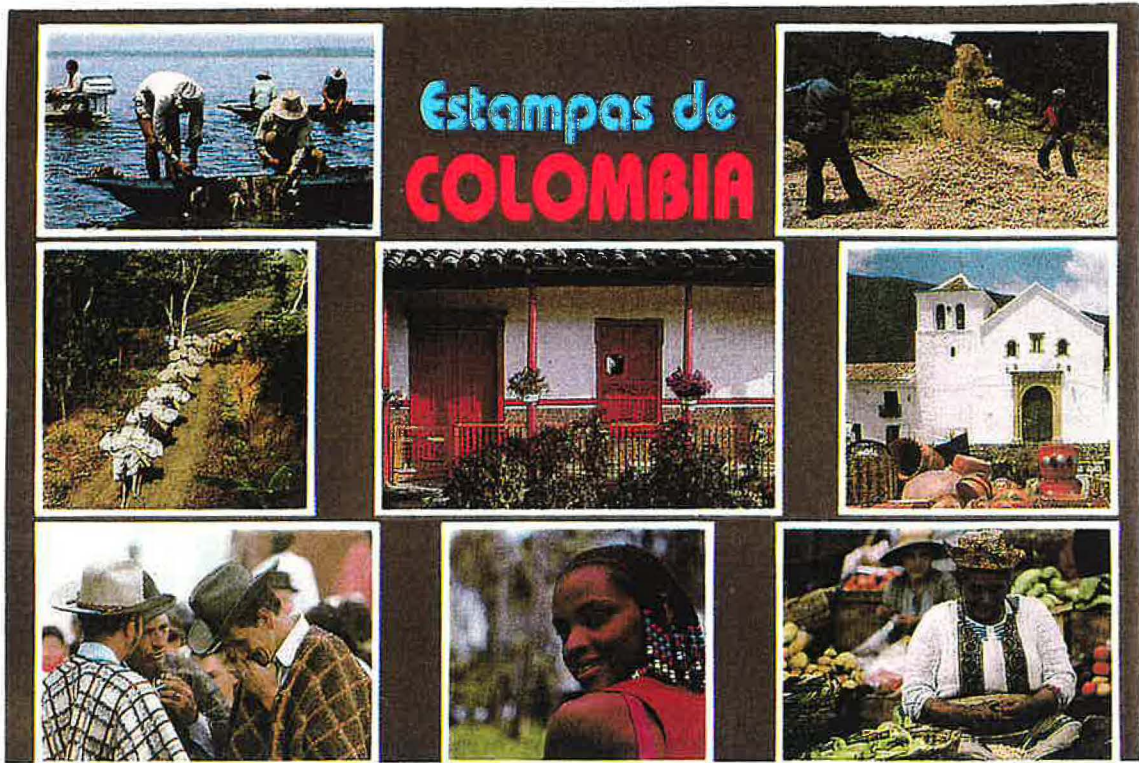




11 Santa Fé de Bogotá:  
historic and modern  
capital of Colombia







12 Colombian images.



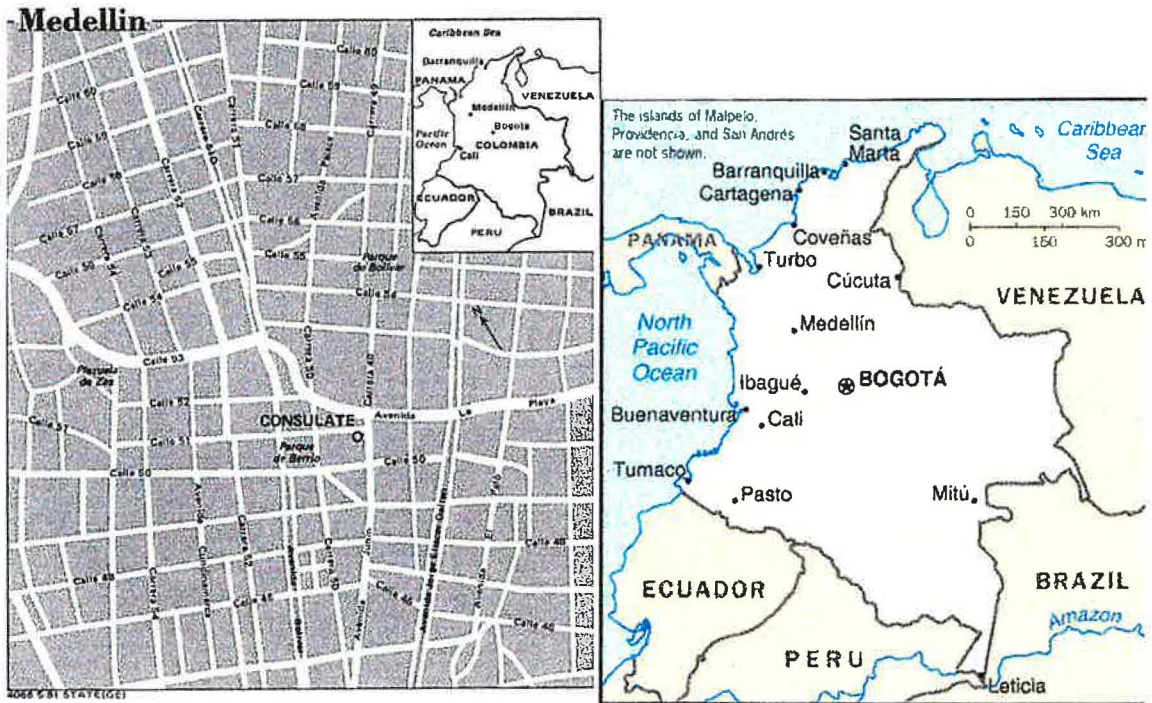
13 Aerial view of the mountain of Monserrat



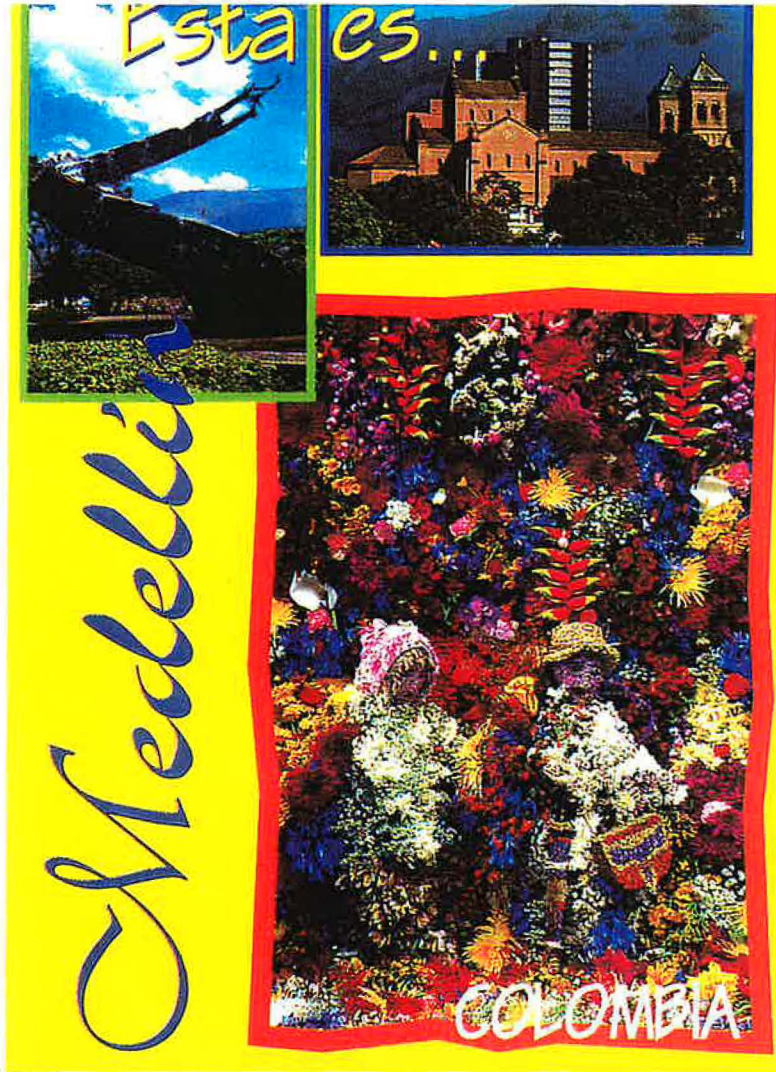
# MEDELLIN



1A. Medellín: The most industrial city of Colombia







1B. Medellín



1C. Medellín: Topographic View from Nutibara Mountain





1D. Medellín:Topographic View from Nutibara Mountain



1E. Medellín:Topographic View from Nutibara Mountain





1G. Universidad de Antioquía: campus



1F. Universidad de Antioquía (The National University of Antioch: a public university): Snack Bar





2A. Universidad EAFIT (Escuela Antioquia de Finanzas): Antioquia's School of Finances: Entrance



2B. Universidad EAFIT: Language Center.





2C. Universidad EAFIT: auditorium



2D. Universidad EAFIT: third semester English/Marketing class





2E. Universidad EAFIT: student presentations and class interaction.



3A. Coffee plantations





3B. Coffee region



3C. Farm in the coffee region





3D. Farm in the coffee region



3E. Orchids: National Flower of Colombia

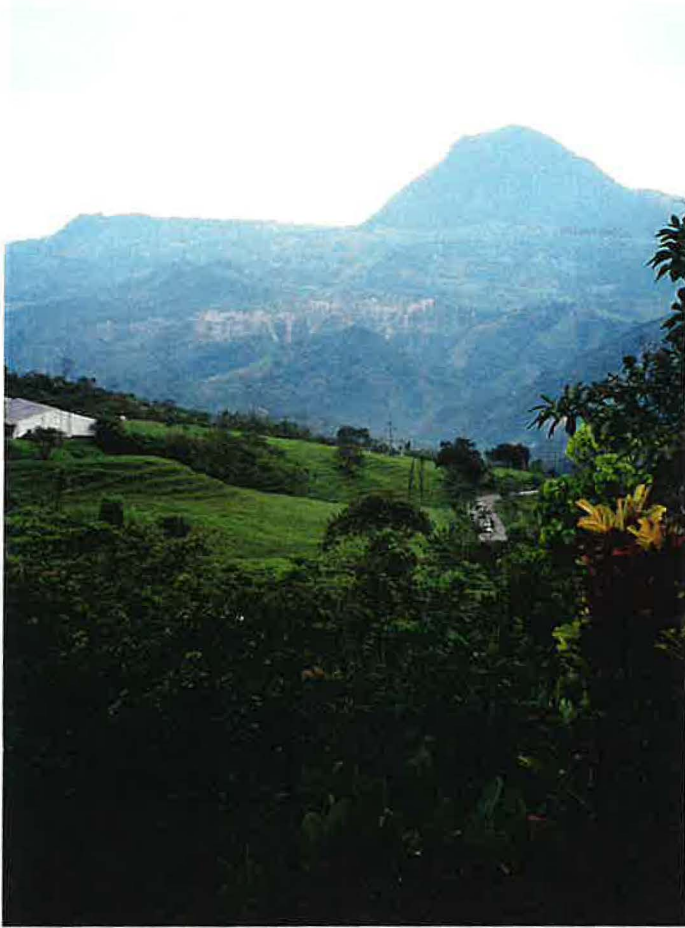




3F. Mountains of the coffee region



3G. Mountains of the coffee region



3H.

Mountains of the coffee region



3I. Dishes of the region (Lunch)





3J. Lush Cuernos: plants of the region



3K. Lush flowers and leaves.





3L. Lush trees of the region



4A. Universidad Pontificia Bolivariana (Catholic University of Medellín): private entrance



4B. Universidad Pontificia Bolivariana: Campus



4C. Universidad Pontificia Bolivariana: Spanish Literature Class





4D. Universidad Pontificia Bolivariana: Spanish Literature Class

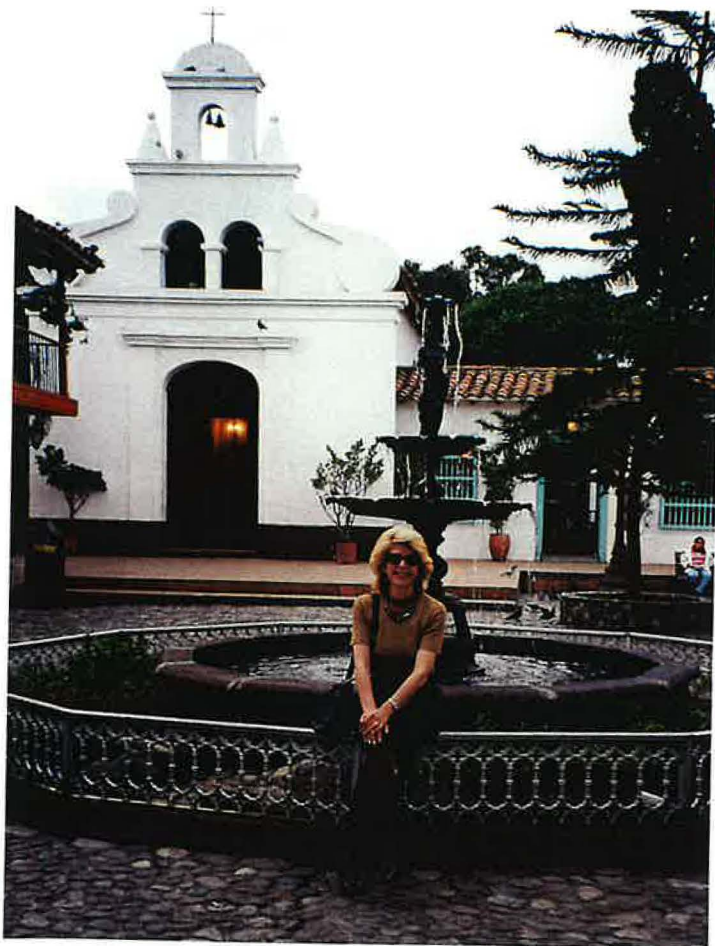


4E. Universidad Pontificia Bolivariana: Snack Bar area





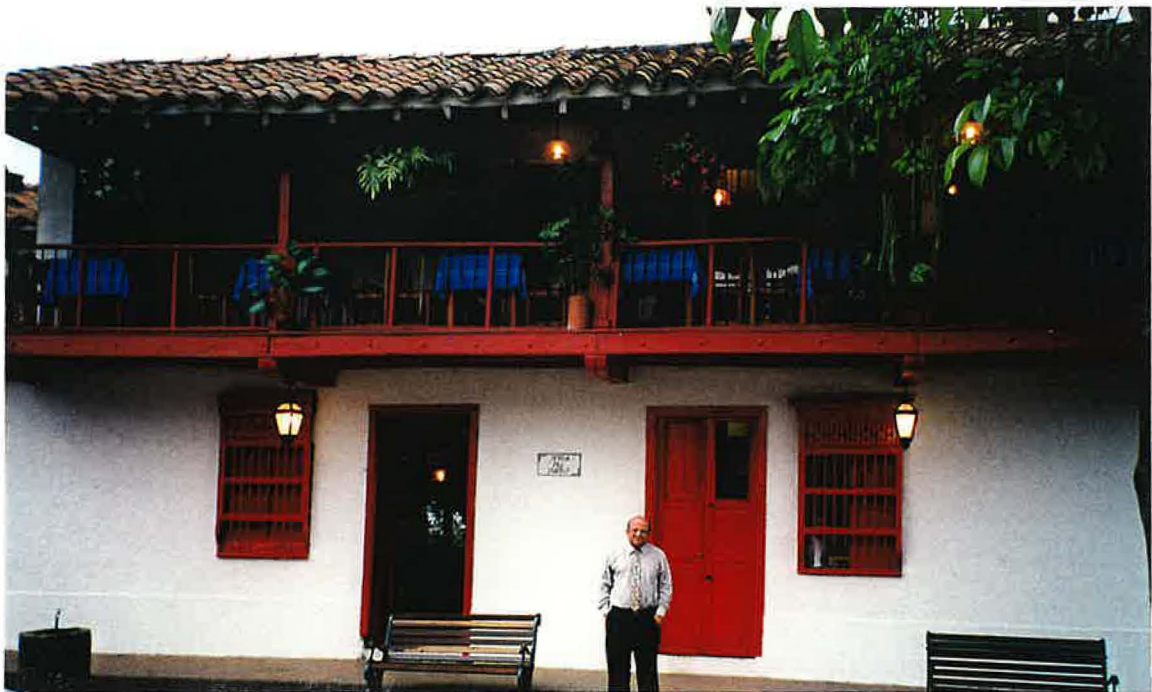
4F. Universidad Pontificia Bolivariana: Student Government meeting



5A. Nutibara Mountain:  
Spanish Plaza



5B. Nutibara: mini-town



5C. Nutibara Plaza: restaurant





6A. Old Coffee Plantation Farm: entrance



6B. Old Coffee Plantation Farm: tropical plants of the region





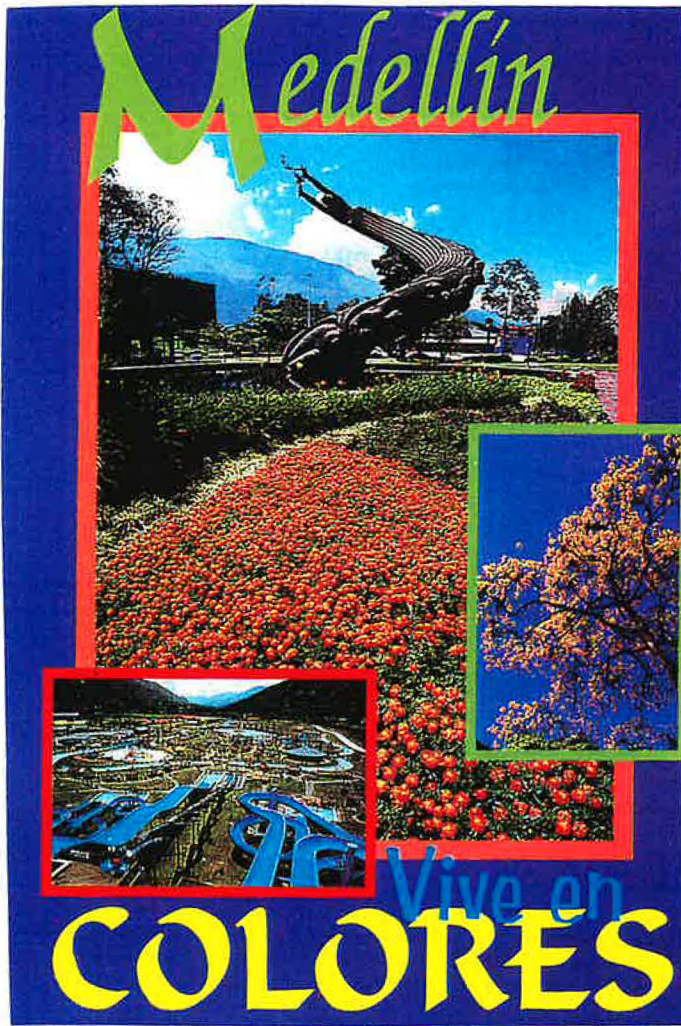
6C.

Old Coffee Plantation Farm:  
wild Orchids



6D. Old Coffee Plantation Farm: Colombian Orchids



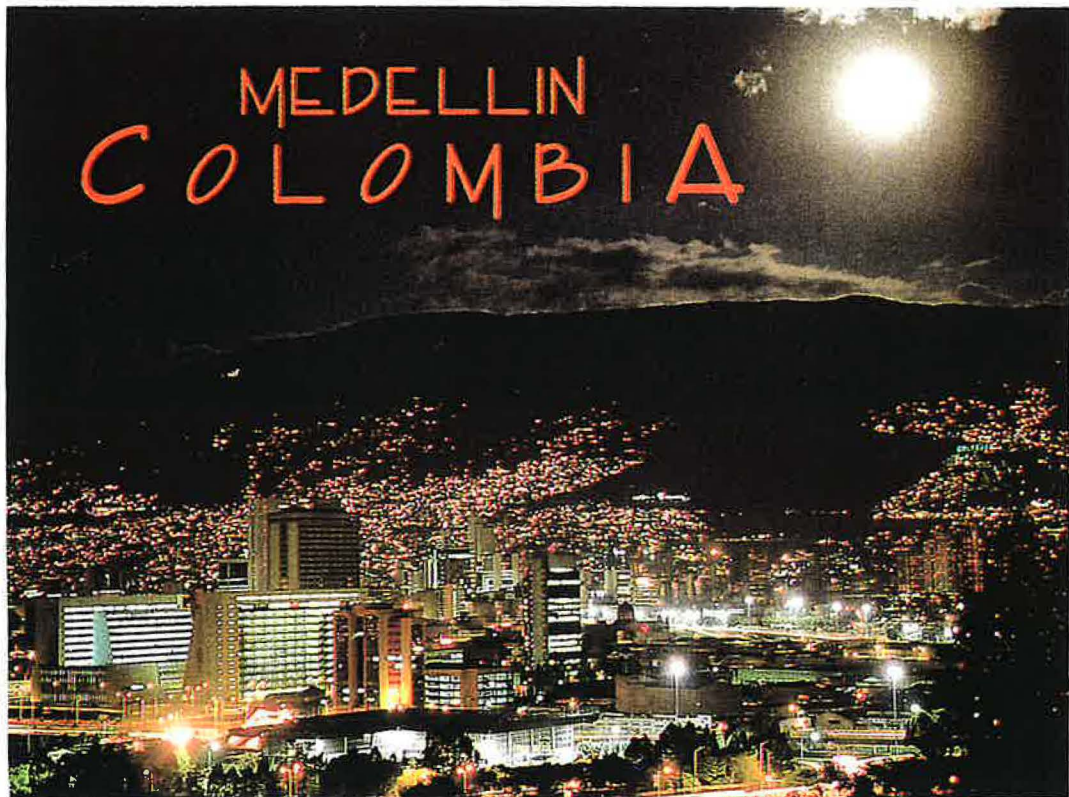


7A. Medellín: Garden of Colombia :  
Monument to Life

7B. Guatapé: Piedra del Peñon  
(Stone of El Peñon)







7C. Medellín: panoramic view at night.



7D. Colombian Flowers Parade (bottom view)



## **ARGENTINA**

### **BUENOS AIRES**

- 1A. Puerto Madero: One of Buenos Aire's three ports
- 1B. Santelmo: Most representative neighborhood of Argentinian culture.
- 1C. Santelmo: Most representative neighborhood of Argentinian culture.
- 1D. La Boca:Italian -Argentinian neighborhood: Home of 'The Tango  
Caminito: Most Bohemian, tourist and tango Street in Buenos Aires.
- 1E. Tango danced at "La Boca"
  
- 2A. Universidad de Buenos Aires: Literature: Spanish Literature Classroom (University of Buenos Aires)
- 2B. Universidad de Buenos Aires: Literature: Spanish Literature Classroom (University of Buenos Aires)
- 2C. Universidad de Buenos Aires: Literature: Spanish Literature Classroom (University of Buenos Aires)
  
- 3A. Belgrano: Park and Monument to General Manual Belgrano
- 3B. Belgrano: Park and Monument to Ombú tree
  
- 4A. Plaza de San Martin Park and Monument: Scene of all patriotic rallies.

## **IGUAZU**

- 5A. "La Gran Aventura," Misiones Jungle Safari ("The Great Adventure" Missions)
- 5B. Misiones vegetation.
- 5C. Iguazú: Water Falls- Argentinian Side
- 5D. Iguazú: Represa de Itaipú (Itaipú Dam)
- 5E. Iguazú: Garganta del Diablo (Throat of the Devil)
- 5F. Iguazú: Salto Floriano (Floriano Falls)
- 5G. Iguazú: Salto Bozzetti (Bozzetti Falls)
- 5H. Iguazú: Garganta del Diablo (Throat of the Devil)
- 5I. Iguazú: Salto Unión/Garganta del Diablo (Union Falls/Throat of the Devil)
- 5J. Iguazú: Water Raft: Salto Dos Hermanas (Two Sisters Falls)
- 5K. Iguazú: Salto Adán y Eva (Adam and Eve Falls)
- 5L. Iguazú: Salto Tres Mosqueteros (Three Musketeers Falls)
- 5M. Iguazú: Misiones Jungle and vegetation

## **BRAZIL**

- 6A. Iguazu: Brasil Waterfalls
- 6B. Iguazu: Brasil Waterfalls

## **BUENOS AIRES**

- 7A. Catholic University of Argentina
- 7B. Pair Teaching: English Medical Terminology class

**BUENOS AIRES (Cont.)**

- 7C. Collaborative Learning
- 7D. Student - Professor interaction
- 7E. Student group interaction
  
- 8A. Historical Buenos Aires: Plaza de Mayo (May Plaza)
- 8B. Plaza de Mayo: In Memory of "Los desaparecidos" (The disappeared)
- 8C. Plaza de Mayo: Monumento a Colón (Columbus Monument)
- 8D. Downtown Buenos Aires: Av. De Mayo (May Avenue)
- 8E. "Casa Rosada" President's Home ("Pink House", Argentina's White House)
- 8F. Congress House: " Plaza del Congreso"
- 8G. "Avenida 9 de Julio": Buenos Aires at night. (9<sup>th</sup> of July Avenue)
  
- 9A. Recoleta District: Park – Young people's gathering
- 9B. Recoleta Cemetery: Burial place of Aristocrats of Argentina.
- 9C. Recoleta Cemetery: Famous for their sculptures and craftsmanship.
- 9D. Teatro Colón: One of the top theatres in the world.

**ECUADOR****QUITO**

- 1A. "El Tumbaco": " La Checa" Farm: Country -side.
- 1B. Pichincha: Our Lady of the Quinche Cathedral.



**QUITO (cont.)**

- 2A. Sightseeing on Antizana, perennial snow mountain.
- 2B. Valley of Imbabura
- 2C. Valley of Imbabura: roads and countryside.
- 2D. Imbabura's Mountains.
- 2E. Imbabura's Lake.
  
- 3A. Ibarra's famous, old-fashioned ice cream.
- 3B. Ibarra's famous, old-fashioned ice cream.
- 3C. Otavalo's Indians (mother and children)
- 3D. Otavalo's Merchants.
- 3E. Otavalo's Mercado (market).
  
- 4. Pululahua Geobotanic Reserve
  
- 5. Museo de la Ciudad- Quito's Museum (Museum of the city).
  
- 6A. University of San Francisco (entrance)
- 6B. University of San Francisco (location)
- 6C. University of San Francisco (classrooms)
- 6D. University of San Francisco (campus)
- 6E. University of San Francisco (library)
- 6F. University of San Francisco (library entrance)

**QUITO (cont.)**

- 6G. University of San Francisco (Library: Tutoring rooms)
- 6H. University of San Francisco (classroom)
- 6I. University of San Francisco (computer laboratory)
- 6J. University of San Francisco (library study area)
  
- 7A. Catholic University of Quito: Linguistic & literature Building
- 7B. Catholic University of Quito: Linguistic & literature Building
- 7C. Catholic University of Quito: Campus
- 7D. Catholic University of Quito: Latin American Literature Class.
- 7E. Catholic University of Quito: Student/teacher interaction
- 7F. Catholic University of Quito: Student Collaborative learning.
- 7G. Catholic University of Quito: Student Collaborative learning.
- 7H. Catholic University of Quito: Student Collaborative learning.
- 7I. Catholic University of Quito: Student Collaborative learning.

**CUENCA**

- 8A. Calderón Square: Main Plaza
- 8B. Cuenca's Famous New Cathedral.

**THE EQUATOR**

- 9A. Latitude 0° - 0' - 0"

**THE EQUATOR (Cont.)**

- 9B. Equatorial Line.
- 9C. Equatorial Monument
- 9D. Equator Monument Entrance.
- 9E. The Middle of the Earth.
- 9F. Quito's Microcosm
- 9G. Quito: Middle of the World Monument
- 9H. Sphere of the Middle of the World.

**QUITO**

- 10. Guayasamin Quito's Museum.
- 11A. The Chimborazo Mountain 6,310 meters. (21,145 ft.)
- 11B. Cotopaxi Volcán (volcano) 5,897 meters. (19,347 ft.)
- 12. Ecuador: Multiethnic and Multicultural
- 13. Quito: Gualulo's Sanctuary
- 14A. Quito: Gold interior of the Jesuit's Company Church
- 14B. Quito: Façade of Company of Jesus Church.
- 15. A couple of Frégatas - Islas Galápagos.



## COLOMBIA

### BOGOTA

1A. Topographic View of Bogotá

1B. Topographic View of Bogotá

2A. 12<sup>th</sup> International Book Fair

2B. Press Pass/ International Book Fair

2C. Interview with Juan Carlos Botero: (Short Stories Writer).

2D. Interview with Dr. Héctor Orjuela: (Writer/ Language Institute Director)

3A. Gold Museum - Bank of the Republic: Translation of text:

"Our way of living is not the stone.

It is like a penetrating look through a diaphanous crystal

This is the way our brothers and children are.

The stability of a pitchfork doesn't last.

However the goodness and love of the sun lasts

Because we have the crystal of our being." --- **Desana Mythology**

3B. Golden Museum Entrance

3C. Muisca Raft. Gold Museum

4A. Evening at El Camerín del Carmen Theatre. (The Dressing Room of Carmen).

4B. Zipaquirá's Salt Cathedral

**BOGOTÁ (Cont.)**

- 4C. Entrance of Zipaquirá Salt Cathedral.
- 4D. Entrance of Zipaquirá Salt Cathedral.
- 4E. Entrance of Zipaquirá Salt Cathedral: Outside Flag Monument
- 4F. Entrance of Zipaquirá Salt Cathedral: (Inside salt images and sculptures)
- 4G. Zipaquirá: Central Plaza.
- 4H. Zipaquirá: Central Plaza.
- 4I. Zipaquirá: Central Plaza.
  
- 5A. Language Institute: Instituto Caro y Cuervo
- 5B. Language Institute: Instituto Caro y Cuervo: Library (outside)
- 5C. Language Institute: Instituto Caro y Cuervo: Library (entrance)
- 5D. Language Institute: Instituto Caro y Cuervo: Library (inside research and study area).
- 5E. Instituto Caro and Cuervo (Folk Museum).
- 5F. Instituto Caro and Cuervo (Printing Press Shop)
- 5G. Instituto Caro and Cuervo (Printing Press Shop)
- 5H. Instituto Caro and Cuervo (Publications)
- 5I. Instituto Caro and Cuervo (Publications)
- 5J. Instituto Caro and Cuervo (Library books)
- 5K. Instituto Caro and Cuervo (Study area)
- 5L. Instituto Caro and Cuervo (Study and research area)
  
- 6A. Sabana de Bogotá (Bogotá Savannah): (countryside)

**BOGOTÁ (Cont.)**

- 6B. "Puente del Común" ("Bridge of the Common", a historical place)
- 6C. Villa de Leiva - Main Square
- 6D. "Guatavita's Legendary Lake"
  
- 7A. Bogotá's National University (buildings)(A public university).
- 7B. Bogotá's National University (Leftist graffiti)
- 7C. Bogotá's National University (Entrance to The School of Economics): Translation of sign above door:  
  
"The one that fights for his/her life  
  
is not even killed by death".
- 7D. Universidad Nacional de Bogotá (Students before Spanish class)
- 7E. Universidad Nacional de Bogotá (Student Center)
- 7F. Universidad Nacional de Bogotá (Fine Arts Building)
- 7G. Universidad Nacional de Bogotá (Fine Arts Building)
- 7H. Universidad Nacional de Bogotá (Administration Buildings)
- 7I. Universidad Nacional de Bogotá (Guerrilla graffiti)
- 7J. Universidad Nacional de Bogotá (Linguistics Department)
  
- 8A. University of "El Rosario" (The Rosary) (Oldest Private University in Colombia)
- 8B. University of "El Rosario" (Location Colonial and Historic Bogotá)
- 8C. University of "El Rosario" (University Main Patio - Law School)
- 8D. University of "El Rosario" (University halls and classrooms)



**BOGOTA (Cont.)**

- 9E. University of "El Rosario" (Advanced English Class)
- 9F. University of "El Rosario" (Advanced English-Business Students)
  
- 10A. Universidad de La Sabana (University of the Savannah) (a countryside university – private)
- 10B. Universidad de La Sabana (students' parking lot)
- 10C. Universidad de La Sabana (students' parking lot and location)
  
- 11A. Colombian Crop: coffee
- 11B. Colombian Fruits
  
- 12. Santa Fe de Bogotá - Capital of Colombia (Historic and modern)
  
- 13. Colombian images.
  
- 14. Aerial view of the mountain of Monserrat

**MEDELLIN**

- 1A. Medellín: The most industrial city of Colombia
- 1B. Medellín
- 1C. Topographic View of Medellín from Nutibara Mountain
- 1D. Topographic View of Medellín from Nutibara Mountain
- 1E. Topographic View of Medellín from Nutibara Mountain
- 1F. The National University of Antioquia (Antioch) (a public university): Snack Bar
- 1G. The National University of Antioquia: Campus

**MEDELLIN (Cont.)**

- 2A. "Universidad EAFIT:" (Escuela Antioquía de Finanzas): Antioquia's School of Finances. (Entrance)
- 2B. EAFIT University: Language Center.
- 2C. EAFIT University: Auditorium
- 2D. EAFIT University: Third semester English/Marketing class
- 2E. EAFIT University: Student presentations & class interaction.
  
- 3A. Coffee plantations
- 3B. Coffee region
- 3C. Farm in the coffee region
- 3D. Farm in the coffee region
- 3E. Orchids. National Flower of Colombia
- 3F. Mountains of the coffee region
- 3G. Mountains of the coffee region
- 3H. Mountains of the coffee region
- 3I. Dishes of the region (Lunch)
- 3J. Lush Cuernos plants of the region
- 3K. Lush flowers and leaves.
- 3L. Lush trees of the region
  
- 4A. "Universidad Pontificia Bolivariana" Catholic University of Medellín (Private Entrance)
- 4B. Catholic University: Campus
- 4C. Catholic University: Spanish Literature Class

**MEDELLIN (Cont.)**

- 4D. Catholic University: Spanish Literature Class
- 4E. Catholic University: Snack Bar area
- 4F. Catholic University: Student Government Meeting
  
- 5A. Nutibara Mountain: Spanish Plaza
- 5B. Nutibara Mini-town
- 5C. Nutibara Plaza: Restaurant
  
- 6A. Old Coffee Plantation Farm (Entrance)
- 6B. Old Coffee Plantation Farm (Tropical plants of the region)
- 6C. Old Coffee Plantation Farm (Wild Orchids)
- 6D. Old Coffee Plantation Farm (Colombian Orchids)
  
- 7A. Medellín: "Garden of Colombia : Monument to Life
- 7B. Guatapé: "Piedra del Peñon: (Stone of El Peñon)
- 7C. Panoramic View of Medellín at night.
- 7D. Colombian Flowers Parade (bottom view)
  
- 8. Postcards from South America
- 9. Cathedrals of South America



# APPENDIX III



## *South American Educational Videos*





### ESPECIAL DEL RIO GUAYAS

(duración: 90 minutos)

*Este video nos brinda la oportunidad de recorrer, de un solo vistazo, el nacimiento del Río Guayas en las cumbres heladas de los nevados andinos, atravesar las zonas geográficas de: los páramos y su belleza solitaria, pasar por poblados montuvios, descubrir nuestra gente, sus raíces, su identidad, su sabrosa comida, su dura realidad, hasta terminar como un ancho y caudaloso río en el Océano Pacífico, coronado por las islas de los pájaros, un santuario milenario de vida natural.*

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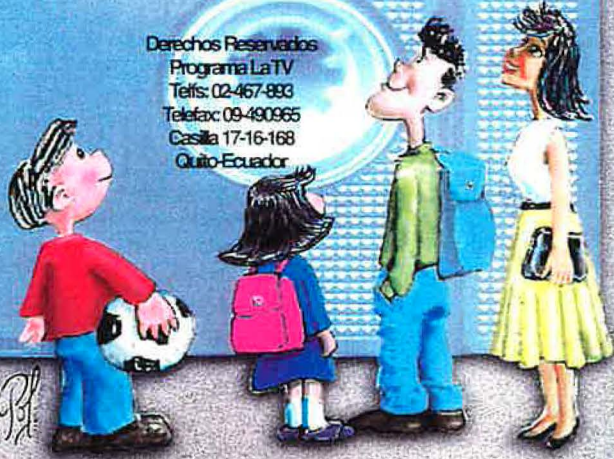
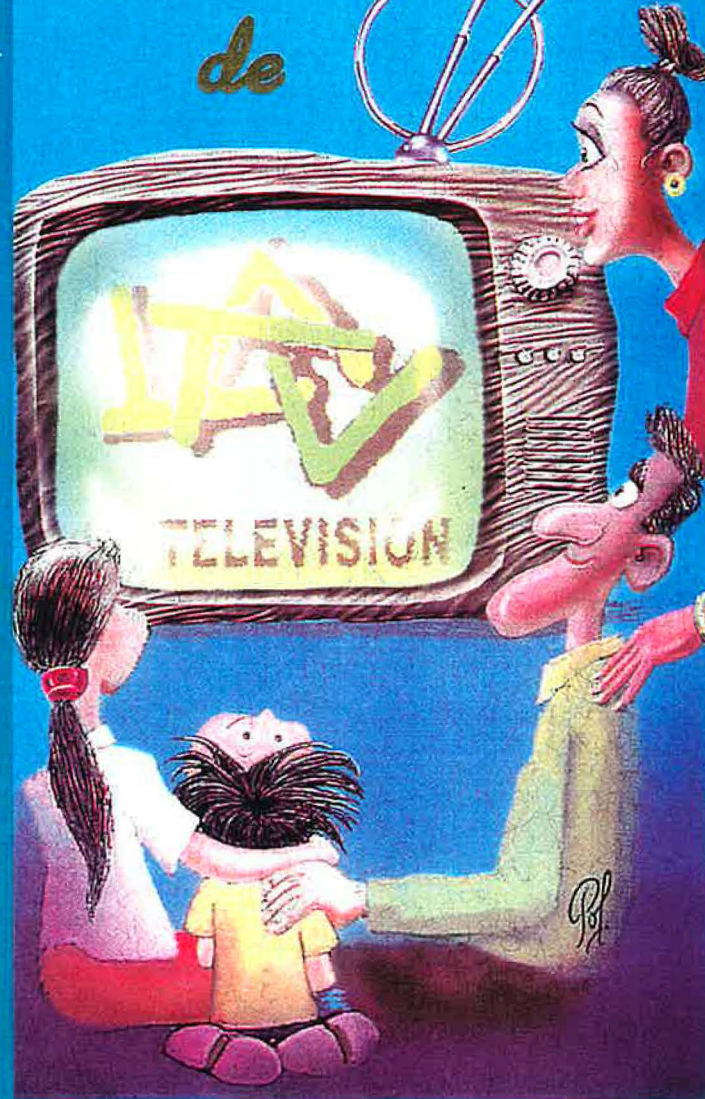


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# Club de



## COLECCIONES

## COLECCIONES M. CLUB • M. LA TV

*Bienvenidas a la Aventura de aprender*



60 minutos



Qué Lindo País!



# COLOMBIA

## Qué Lindo País!



60 minutos



# COLOMBIA

Qué Lindo País!



# COLOMBIA

## Qué Lindo País!

Colombia es un país de espectaculares contrastes. Bañado por dos mares, cruzado por tres ramificaciones de la Cordillera de los Andes y tocado por el río Amazonas, es un país caribeño, andino, pacífico y amazónico.

Posee una invaluable riqueza de recursos naturales, energéticos, agrícolas e industriales. Pero sin duda... su principal patrimonio es su gente... laboriosa, emprendedora, hospitalaria, alegre y creativa.

Les invitamos a un mágico recorrido por todas las regiones de este maravilloso país, disfrutando de sus lindos paisajes, visitando sus sitios de interés, aprendiendo de su pasado, presenciando sus principales eventos, conociendo su gente y descubriendo su gran potencial de desarrollo hacia el futuro.

Este video les dará lindas imágenes y memorias de Colombia que gozarán para siempre con sus familiares y amigos.

**Avianca**  
La Aerolínea de Colombia

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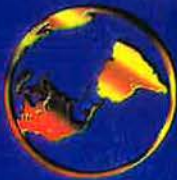
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# MISIONES

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Misiones Jesuíticas Las Misiones  
Marca de las Tres Fronteras

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DAM AND THE FAUNA  
JESUIT MINE  
HYDROELECTRIC PLANT  
JESUITIC RUINS - THE MISSION  
BORDER MARK

VIDEO CASSETTE TAPE

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DAM AND FAUNA  
JESUITIC MISSIONS - AS MISSOES  
PRECIOUS STONES  
MISIONES FRONTIERS

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LE CASCADE DELL'IGUAZU  
VOLO D'ELICOTTERO  
LA CENTRALE IDROELETTRICA D'ITAIPU  
LA SELVA E LA FAUNA  
LE ROVINE GESUITICHE - LA MISSIONE  
MARCO DELLE TRE FRONTIERE  
MINIERE DI PIETRE PREZIOSE

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LES CHUTES D'IGUAÇU  
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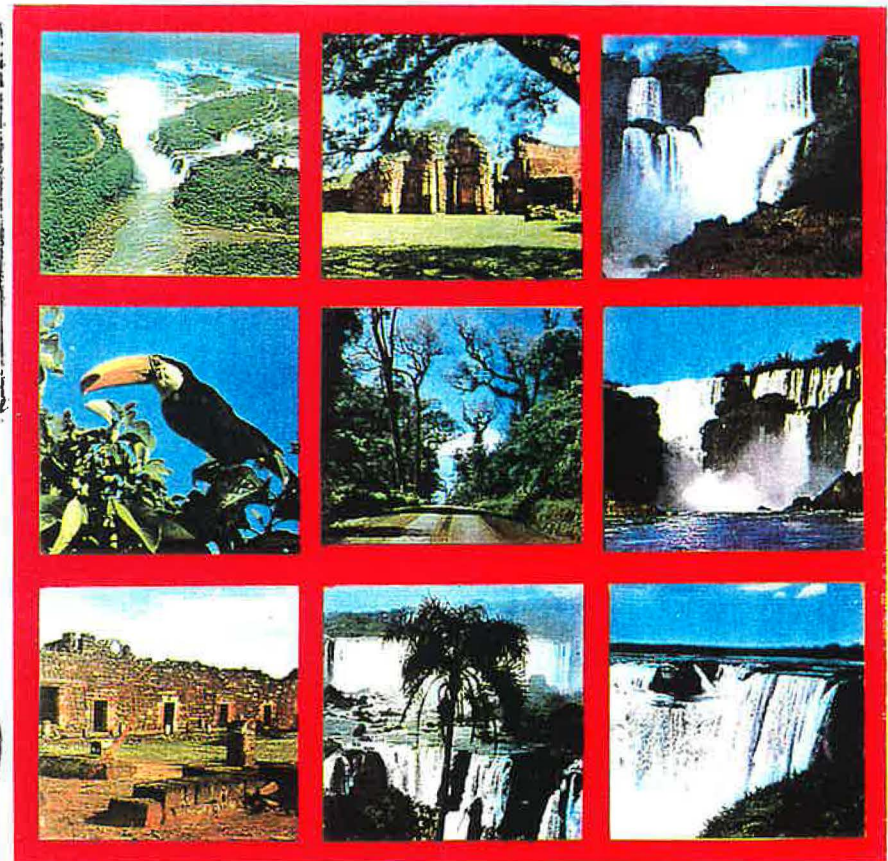
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ENGLISH  
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Educational Videos CXXIX

Las • Cataratas • del • Iguazú

# APPENDIX IV



## *Glossaries*



## GLOSSARY OF SPANISH COMPUTER WORDS

### Spanish

### English

Abrir documento

Open document

Aceptar

OK.

Acceso telefónico a las redes

Online

Acceso telefónico al servidor

Server

Alimentación automática

Feeder

Archivo

File

Ayuda

Help

Buscar

Search

Barra de tareas

Tool bar

Base de datos

Database

Cabeza de impresión

Printer head

Canales

Channels

Ciberespacio

Cyberspace

Computadora portátil

Laptop

Conección

Links

Conección a la red

Online (Internet)

Configuración

Format

Correo electrónico

E-Mail

Descargar

Download

Dibujar

To draw

Disco rígido/duro

Hard disk

**Glossary of Spanish Computer Words (cont.)**

<b>Spanish</b>	<b>English</b>
Edición	Edit
En punta	State-of-the-art
Explorador de " Windows"	Windows Explorer
Guardar	Save
Herramientas	Tools
El "hardware"	Hardware
Iconos	Icons
Informática	Computer Sciences
Inicio	Start
Imposible rehacer	can't redo
Insertar	Insert
El "Mouse"	Mouse
Memoria	Memory
Menú de Inicio	Start
Neoteologías Informacionales	New Technology
Nuevo document	New document
Opciones de carpeta	File
Pegar	Paste
Posible rehacer	Undo typing
Redes de computadores	Computer networks
El "Software"	Software

### Glossary of Spanish Computer Words (cont.)

<b>Spanish</b>	<b>English</b>
Ver	Show
Vínculos	Bonds
Visor de portapapeles	Print preview
Vista preliminar	Preview
Tablas y bordes	Tables and borders
Tecnología de punta	State-of-the-art technology
La "Web"	Web toolbar

### GLOSSARY OF NEW & COMMON TERMINOLOGY

<b>SPANISH</b>	<b>ENGLISH</b>
Absolver	Acquit
Acoso sexual	Sexual Harassment
Alacenas	Kitchen counters
A punto (carne Arg.)	Rare (meat)
Apertura económica	Open Economy
Bacano	Cool
Bien cocida (carne Arg.)	Well-done (meat)
Bonaerence	A person from Buenos Aires
Un Buenote	A Hunk



## Glossary of New & Common Terminology

<b>SPANISH</b>	<b>ENGLISH</b>
Busca Personas	Beeper
El "beeper" (biper)	Beeper
Camote	Sweet Potato
Ceba	Pretty bad
Chévere	Cool, great
Chiafado	High
Cobro revertido	Collect Call
Cocoliche	Spanish spoken by Italian - Argentinians
Complejo de tiempo compartido	Time-sharing
Curul	Senate Seat
"De dedito parado"	Snobbish
Empresario	Entrepreneur
"Está alto"	"He's high"
"Echada para adelante"	A hard worker
"Está Chispo"	Drunk
Fresco	Cool
Gomelos (Colombia)	Teenagers
Globalización de la economía	A Global Economy
Impugnación	Impeachment
Juicio Político	Impeachment
Hoja de vida	Resumé

## Glossary of New & Common Terminology

<b>SPANISH</b>	<b>ENGLISH</b>
Hora pico	Rush Hour
Hora punto	Rush Hour
Inmobiliario (Arg.)	Real Estate
Liderazgo	Leadership
"Lo último en guaraches"(Colombia)	State of the art
"Está hipermegaplay"(Colombia)	State of the art
" El último alarido"	State of the art
Lavarropas	Washing machine (clothing)
Listo/a	OK.
Lo máximo	The best
Lunfardo	Spanish from Buenos Aires
Marmota (Feb. 2 <sup>nd</sup> )	Groundhog
Medicina Prepagada	H.M.O.
MercoSur	Southern South American Market
Microondas	Microwave oven
Minusválidos	Handicapped
Móvil	Cellular phone
"Peli" (periodista)	Journalist
Perico (Colombia)	"Café au Lait"
Persona de tercera edad	Senior Citizen
Pico y placa (Colombia)	Designated Driving Days

**Glossary of New & Common Terminology**

<b>SPANISH</b>	<b>ENGLISH</b>
Pirateado	Pirated / blackmailed
Plenazo	Great
Policía acostado	Traffic speed bumps
Pura carreta /pura paja	Bunch of " boloney"
"Qué papelón"	What a pity
" Qué rica"	For a pretty woman
Secarropas (Arg.)	Dryer (clothing)
Sede	Headquarters
"Tan carroza"	Old Fashioned
Tecnología de punta	State of the Art
Tenaz	Cool
Taco	Traffic Jam
Trancón (Colombia)	Traffic Jam
Tinto (Colombia)	"Expresso"
Trucho	False
Tugurios/ Barrios Miseria/ Villa de Emergencia	Slums
Viajado	"To be High"



# APPENDIX V



## Bibliography

Acknowledgement for Manuals

Statement of Purpose for Manuals

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## ACKNOWLEDGMENTS

I would like to express my heartfelt thanks to Staff Development for the Instructional Improvement Grant that was approved on my behalf during the 1998-1999 school year. This grant gave me the opportunity to update and improve the supplementary tapes I had made for the Language Laboratory, which had become somewhat outdated and were in use for over a decade by the students.

In conjunction with the revision and enhancement of the tape program, the grant also gave me the chance and motivation to revise and update my present "**Workbook/Laboratory Manual of Practical Spanish**", which should be of great benefit to students learning the Spanish language at Mt. SAC.

As a side benefit, the grant also enabled me to greatly improve my technical skills in the used of the computers and important software programs, as well as to enhance my academic knowledge on various subjects pertinent to the language courses that I teach.



## STATEMENT OF PURPOSE

One of the key reasons for my sabbatical leave was to revise, update and enhance the outdated scripts for each of the thirteen language units of the laboratory audio and digital tapes.

A second reason for my sabbatical was to develop a **MSAC Manual of Practical Spanish** that would assist students of Spanish I, II and III, to use both the vocabulary and grammar of real life situations in the contemporary world where Spanish is spoken. The manual also serves to complement the textbook material.

A third benefit for my sabbatical has been the enhancement of my computer skills after taking various courses in important computer programs. I put this new knowledge to good use when I wrote the scripts for the audio section as well as when I put together the materials for the practical section for the supplementary course material.

The scripts for the audio units follow the fourteen chapters of the textbook currently in use, ***Dicho y Hecho***, 5<sup>th</sup> Edition. This basic material complements any textbook for the first three levels of our Spanish courses according to our curriculum.

The scripts consist of the following linguistic components:

- A word pronunciation vocabulary section
- A vocabulary section of the above words used within a sentence context
- A drill of verbs learned in all 14 chapters of the textbook
- A functional dialogue to stimulate conversational use of the material learned in each of the 14 chapters
- A reading in Spanish with a translation into English presented in the textbook for the different Spanish-speaking countries and regions

(Scripts cont.)

- Listening and comprehension questions based on the content of the above sections

In conjunction with the scripts for the audio units, all fourteen lessons of the *Manual of Practical Spanish* were revised to have generally the same appearance, format and structure as the audio materials. They were done in the form of handouts, so that they could be printed on campus at no cost to the students.

The scripts for the audio units will be available to the students at the Language Laboratory when they listen to the audiocassettes or digital tapes that correspond to their respective lessons and class levels.

The materials corresponding to the different parts of the *Practical Manual* will be distributed in class as handouts at no cost to the student and as part of their \$4.00 materials fee.

The audio-scripts will be offered to all students of Spanish I, II or III, who attend the Language Laboratory starting in the Fall of 1999, and who use the supplementary audio or digital tapes.

The fourteen revised and up-dated lessons will be tested this Fall with my students of Spanish I, II and III. Instead of the workbook that goes with the textbook, each student will be given a separate package with the lessons to supplement the textbook. There will be materials that correspond to the students' class level and curriculum. This should work to the benefit of the students since they will not need to buy the expensive workbook that has the class materials for all three levels of Spanish.

Other faculty members of the Spanish Department will be encouraged and given the opportunity to use any of the materials and to incorporate it into their classes.

After a year of testing the material, a combination *Workbook/Laboratory Manual* will be assembled together in order to help the students practice their writing and listening comprehension skills in Spanish. It will help faculty members in reinforcing classroom activities that are relevant to the course subjects covered in any of the three class levels. The *Workbook/Laboratory Manual* will be printed on campus and sold to the students through the Sac Book Rac.

After a two- year trial period, faculty members will be given the opportunity to evaluate the effectiveness of the course materials in enhancing language teaching. If the evaluations are positive, the workbook/laboratory manual could become *The Mt. SAC Workbook/Laboratory Manual*. At that time all faculty members could adapt it as a permanent supplemental material for their classes.

To summarize, the overall aim of this project was to put together a *Workbook / Laboratory Manual of Practical Spanish* after developing, testing and updating numerous teaching strategies, exercises and dialogues.