

# History of the Quechua **language** and pedagogical implications .

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# What is the language called?

- Autoglotonym (name given to the language by native speakers): Quechua, Quichua, Qheshwa, Keshua, Keswa, Runa-simi, Ingaño (Inga), Napenio.
- The orthographic variants on the word “Quechua” are simply attempts by colonial Spaniards and criollos to represent the varying pronunciations they heard from different linguistic groups.
- At the time of the Conquest and colonization, all these names were more likely heteroglotonyms, since there is no evidence that the Quechua peoples themselves had specific names for their own languages (Cerron-Palomino 1987:31-37).

# Quechua Language Origins

- Quechua is not ‘a language’ but a family of languages
- Quechua belongs to:  
Language Family: Quechuan
- Group: Quechua
- Classification of Quechua Dialects
- Map of Quechua Languages

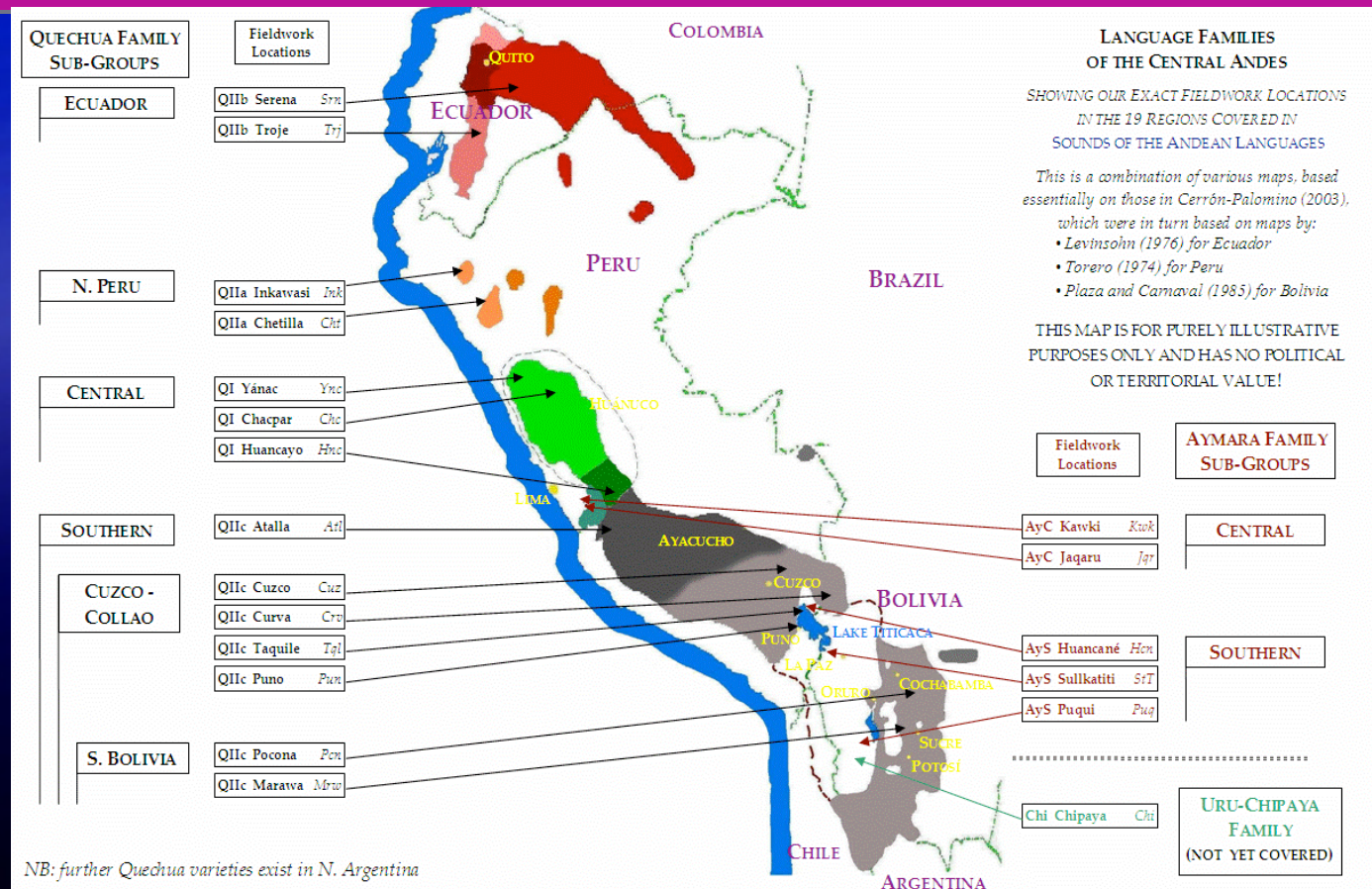


**Cerrón-Palomino, Rodolfo (1987)**

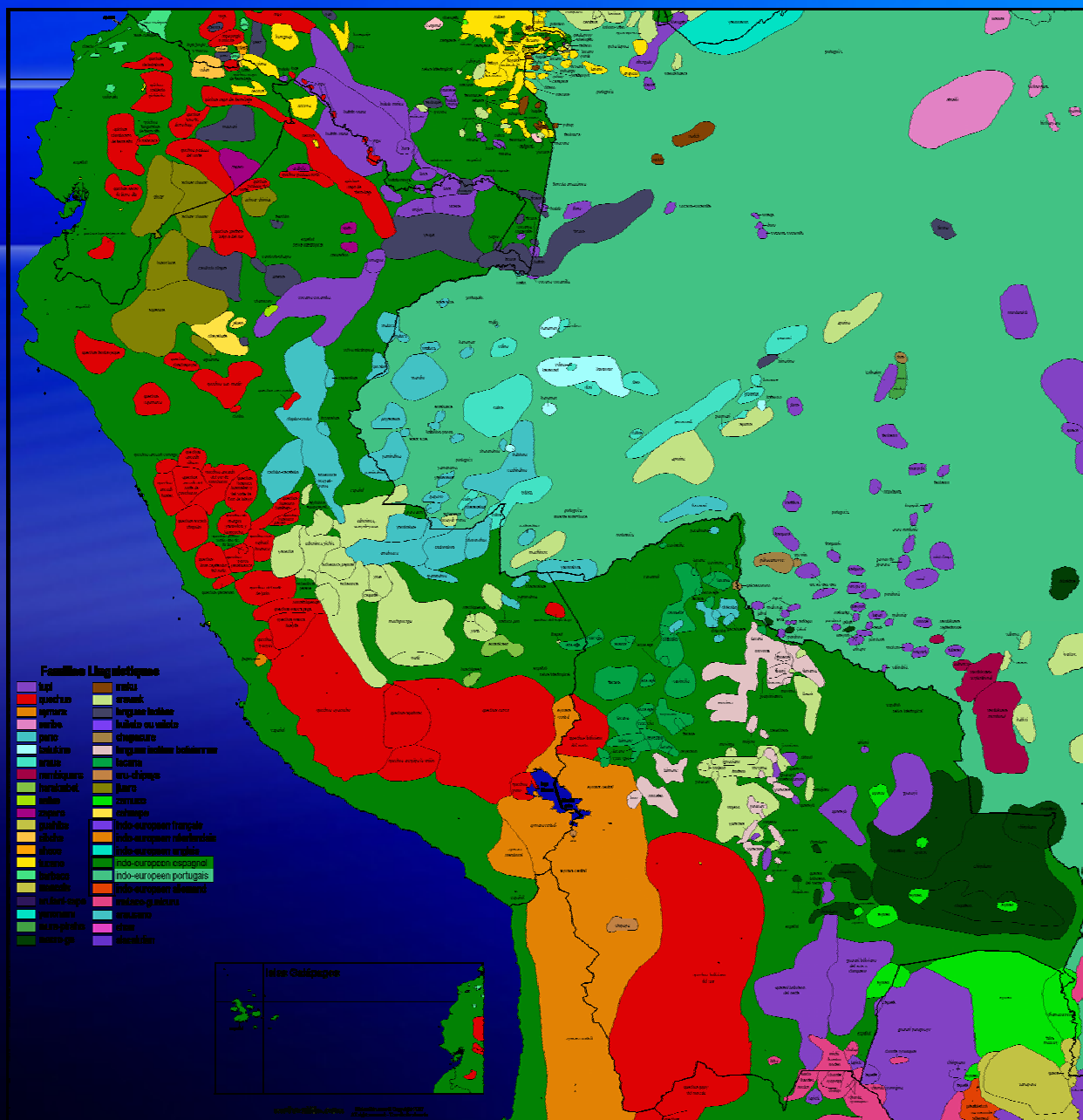
# Map of Quechua Languages

(P. Heggarty)

Quechua is not 'a language' but a family of languages.







**Quechua is not a Creole nor a  
Pidgin. It is also not a dialect.  
Quechua is a fully developed  
language.**

# Linguistic Features

- Three vowels a, i and u.
- The Cusco variation has accepted 5 vowels into the phonetic repertoire.
- Depending on the variations/dialects, these vowels may vary in duration. This does not change the number of available phonemes.
- In southern dialects the consonantal repertoire includes aspirant and glottal variations.
- Quechua is an agglutinant language with highly regular structure in all its grammatical components.
- Morphologically structure is built through the use of suffixes and prefixes.



## Syntactically speaking, Quechua follows the Subject-Object-Verb word order.

- Hello in different Quechua variations/dialects
- Ancashino (Ancash Peru) Winchis, Llamellan
- Quechua Ayacuchano (Ayacucho Peru) Rimaykullayki
- Quechua Boliviano (Bolivia) Imaynalla
- Quechua Cochabambino (Bolivia) [afternoon] Allin sukha
- Quechua Cuzqueño (Cuzco Peru) Allillanchu
- Quechua Cuzqueño [answer to Allillanchu] Allillanmi

Meaning in English:		<i>one</i>	<i>two</i>	<i>three</i>	<i>four</i>	<i>five</i>
<b>Quechua</b>	Original Quechua	*[ʃuk]	*[ʃka]	*[kimsa] <sup>=A</sup>	*[tawa] *[tʃusku]	*[pitʃqa] <sup>=A</sup>
Ecuador	Chimborazo	[ʃux]	[ʃkʲi]	[kimsa]	[tʃʲusku]	[pitʃkʲe]
	Tena	[ʃux]	[ʃkʲi]	[kʲɪnse]	[tʃʲusku]	[pitʃkʲe]
Northern Peru	Inkawasi	[ʏk]	[iˈʃkʲe]	[kimse]	<i>n.a.</i>	<i>n.a.</i>
	Cajamarca	[sux]	[iˈʃkʲe]	[kʲɪmse]	[tʃʲusku]	[pitʃqʲe]
Central Peru	Corongo	[hʏk]	[iʃkʲeˈʔ]	[kinse]	[tʃʲusku]	[pitʃqʲe]
	Caraz	[ʏk]	[iʃkʲeˈ]	[kʲɪmse]	[tʃʲusku]	[pitʃsqʲ]
	Chavin	[hʏk]	[iʃkʲe]	[kimʲe]	[tʃʲusku]	[pitʃsqʲe]
	Huancayo	[huk]	[iʃskʲe]	[kimse]	[tawʲe]	[pitʃʔa]
Southern Peru	Huancavelica	[hʏk]	[iskʲe]	[kimse]	[tawʲe]	[pitʃxʲe]
	Cuzco	[hʉx]	[iskʲe]	[kinse]	[tawʲe]	[pitʃsqʲe]
	Puno	[uk]	[iskʲe]	[kinse]	[tawʲe]	[pʰiskʲe]
	Taquile	[ʉx]	[iskʲe]	[kimse]	[tawʲe]	[pʰijʲqʲe]
Bolivia	Apolobamba	[ʏx]	[iskæ]	[kimse]	[tawʲe]	[pʰitʃqʲe]
	Cochabamba	[ʏx]	[iskæ]	[kʲɪnse]	[tawʲa]	[pʰiˈʒʒa]
	Sucre	[ʉ̞̞x]	[iskæ]	[kinse]	[tawʲe]	[pʰijʲqʲe]
<i>Spelling in Southern Quechua</i>		<i>huk</i>	<i>iskay</i>	<i>kim.sa</i>	<i>tawa</i>	<i>pichqa</i>
<b>Aymara</b>	Original Aymara	*[maja]	*[paja]	*[kimsa] <sup>=Q</sup>	*[puʃi]	*[pichqa] <sup>=Q</sup>
Central Peru	Kawki	[mæjʲe]	[pɔxʲe]	[kimse]	[puʃʲe]	[pitʃqʲe]
	Jaqaru	[majʲe]	[pɔxʲe]	[kʲɪmsq]	[puʃʲi]	[pitʃqʲa]
Altiplano	Huancané	[majʲe]	[pajʲe]	[kimse]	[puʃʲi]	[pitʃqʲe]
	Tiwanaku	[majʲe]	[pajʲe]	[kimsa]	[puʃʲi]	[pʰiskʲa]
	Oruro	[majʲe]	[pajʲe]	[kinse]	[pusi]	[pʰiskʲq]

## Quechua Color Words



yana



yuraj



ch'ixchi



ch'unpi



puka



willapi



k'ellu



k'omer



sut'ijankas



kulli



# Standardization of Quechua

- Language contact, time & geographical isolation Has resulted in grammatical and lexical standardization. The best resources to find information about standardization are the following: Wolck's (1987) *Pequeno Breviario Quechua*, Cerron-Palomino's (1987) *Linguística Quechua*. There are many more but these two are essential.
- Quechua in its different forms, is spoken in five different countries in Latin America: Bolivia, Argentina, Colombia, Peru & Ecuador.
- The largest number of bilingual and monolingual Quechua native speakers is concentrated in Bolivia, Peru and Ecuador.
- Presently different sources indicate 12 to 11 million speakers, including both bilingual and monolingual.

# Children in classes, Ccochaccasa School, Angaraes, Huancavelica.

<http://youtube.com/watch?v=20xBcgEBmQY>



# Traditional community – children singing at school – Cusco.

[youtube.com/watch?v=HCoO1ciB2Ek](http://youtube.com/watch?v=HCoO1ciB2Ek)<http://>





# Graphization

- In 1560, Fray Domingo de Santo Tomas wrote the Grammatica o arte de la lengua general de los indios de los reynos del Peru, this was the first work produced on the topic. (Coronel-Molina S. , N. Hornberger, 2000)
- In 1606, Diego González Holguín wrote, the Gramática y Arte Nuevo de la lengua general de todo el Perú llamada lengua Quechua o lengua del Inca. In 1608, he produced a dictionary, the Vocabulario de la lengua General de todo el Perú llamada lengua Quechua o del Inca. (Coronel-Molina S., N. Hornberger, 2000)
- **Attempts to standardize the language** have been more or less continuous since the Spanish Conquest. Most colonial efforts to standardize Quechua using the Spanish alphabet as a model for most part failed. One of the main concerns and challenges as with many other Oral Traditional languages of the world is that western alphabets never seem adequate to fulfill the task of accurate sound representation.

# Graphization

- The Third Congreso Indigenista Interamericano that met in La Paz, Bolivia in 1954. (Coronel-Molina S., N. Hornberger, 2000)
- Efforts to develop an alphabet that would be able to represent the language at all levels that is: phonologically, morphologically and syntactically were attempted successfully. Some of the results included: establishing orthographic rules, how to classify Spanish loan words into Quechua orthographic system, and the use of only three vowels (a,i,u) in both Quechua and Aymara official alphabets.
- The development of a unique standardized alphabet to represent all the distinct dialects of Quechua is not an easy process, nor is it complete.



## Is there Diglossia in countries where Quechua is spoken?

- Yes, Diglossia, exists in all countries where Quechua is spoken.
- Large degree of diglossia is practiced, in all Andean countries. Although this should also be evaluated on a case by case basis. Further reading on this topic could include Jose Maria Arguedas's novels.





- Quechua or Runa Simi originating near Lima, was the administrative language of the Pre-columbian Inca Empire which spread it over a huge area of South America.
- The Spaniards spread it even further since they used it as an administrative language during the early colonial period.
- Many of today's Quechua speakers are descendants not only of the Incas, but of the peoples they conquered.
- Quechua is not widely read nor written; most of its speakers do not know how to read or write it, even among those literate in Spanish.

# Was Quechua the main language of the Incas?

- **Quechua or Runa Simi was the lingua franca of the Inca Empire or Tawantinsuyu. Aymara has been signaled to be the native language of the Inca tribe (Cerron Palomino.)**
- **The Tawantinsuyu was a highly multilingual empire, with hundreds of languages spoken in the territory.**
- **Language policy: Additive Bilingualism.**
- **How was literacy defined before contact point?**
- **Use of mnemonic devices**
- **Oral tradition society**
- **Relationship with memory as a device to store data. Expanded memory capacity.**
- **Highly visually trained. Colors, forms, symbols shown in dressing codes, weaving, etc.**
- **Essential relationship to nature - the earth and the sky.**

**Kipus - On theory of Inca writing (J. Noble Wilford, NY Times)**

**<http://www.ee.rverson.ca:8080/~elf/abacus/inca-khipu.html>**





# Pre- Columbian Textile





He (the Inca) ordered that the dresses of each village should be different, that the people might be known, for down to this time there were no means of knowing to what village or tribe an Indian belonged.

citation from *Relacion de antiguedades deste reyno del Piru* (1620): Juan de Santa Cruz Pachacuti Yamqui Salcamaygua. Transaltion from Sacred Texts.



















# **The contact point period.**

**One of the most intriguing dimensions of the encounter between Old World and New is the testimony of those who lived in the intercultural, inter-ethnic setting of the first hundred years of contact.**

**Much more scarce than European accounts of this experience are those of American natives.** (Adorno, R. 2001)





One such extra-ordinary testimony comes from the central and southern Andes of Peru after the turn of the 17th century. Felipe Guaman Poma de Ayala's "The First New Chronicle and Good Government" (1615) survives as one of the most extraordinary writings of all colonial Spanish America and of Andean History. (Adorno R. 2001)



# **Andean Chroniclers**

## **‘The appropriation of the Sign’**

1- Don Felipe Guaman Poma de Ayala.

2- Juan Santa Cruz Pachacuti Yamqui Salcamaygua

- First literate Andean subjects & authors that published around the end of the 1600s and early 1700s. Marginalized politically, socially and linguistically in their own lifetime, they took a pen (una pluma) and launched a counteroffensive.
- Their traditional native oral cultures did not prepare them for written expression much less in a European language. But they did produce text.
- Their native voices have been marginalized, and were ignored until just few years ago.

# Andean Chroniclers

## 'The appropriation of the Sign'

- Both are presumed to have been highly multilingual individuals speaking from 7 to 8 languages during their life time.
- Their discourse was tinted with a painful urgency to communicate.
- Created highly hybridized texts. Including writing in two three languages simultaneously, & including sketches, drawings.
- Created consistent anti-colonial rhetoric.

# Don Felipe Guaman Poma de Ayala

- **Born between 1530 -1570 -- Death 1615 - 1620.**
  - **Descendant of a noble Inca family.**
  - **Likewise he had access to education**
  - **Born in San Cristobal de Sondondo, province of Lucanas (Ayacucho.)**
  - **Father was a Curaca'**
  - **Mother Juana Curi Ocllo was a Coya.**
  - **Had a half brother an 'indio mestizo' Martin de Ayala' he was a great influence for the author.**



# Drawings from Guaman Poma



# Drawings from Guaman Poma





# Drawings from Guaman Poma





# Drawings from Guaman Poma

QVARTA CALLE  
OLACOCVMO



TERZERA E DADDEIIS  
PVRVIRVIA



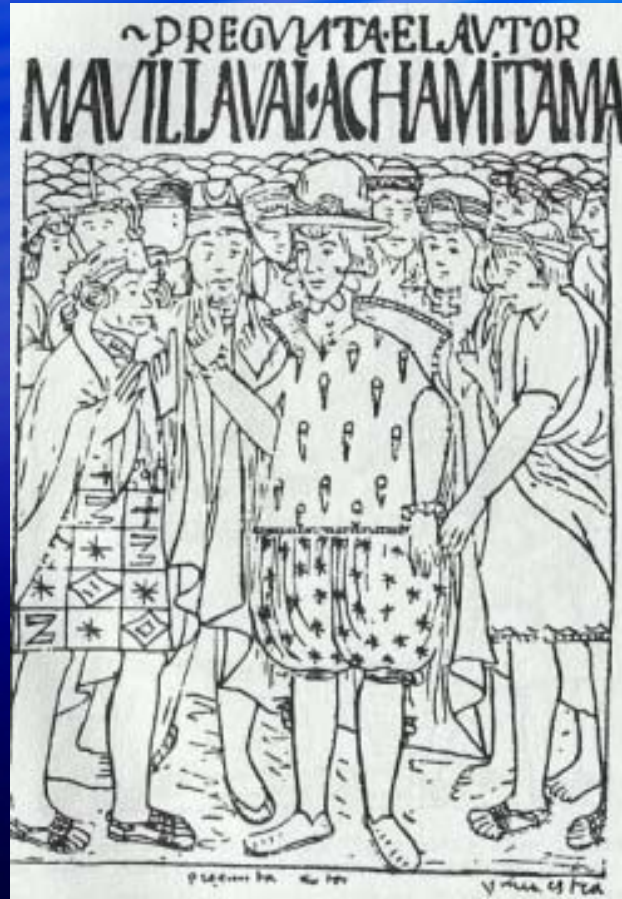
QVINTA CALLE  
CIPASCOMA



PRIMERA CALLE  
AVACOCVARM I



# Drawings from Guaman Poma





# Drawings from Guaman Poma



# Drawings from Guaman Poma

Figura 2





# Guaman Poma de Ayala

- Expressed his views on political matters
- Vehemently stated his opposition to the rule of the conquistadors being openly anticlerical.
- He denounced inconsistencies and injustices executed by Spanish civil, ecclesiastical and military authorities.



# Guaman Poma for teachers

**Important: Guaman Poma's web-site.**

**<http://www.kb.dk/permalink/2006/poma/info/es/frontpage.htm>**

**Guaman Poma's information**

**<http://chnm.gmu.edu/worldhistorysources/r/44/whm.html>**

**His work has been published in Spanish however you might find *'Letter to a King: A Peruvian Chief's Account of Life under the Incas and under Spanish Rule,'* a translation by Christopher Dilke. Dilke spells the author's name "Huaman Poma."**

# Guaman Poma for teachers: The text in itself

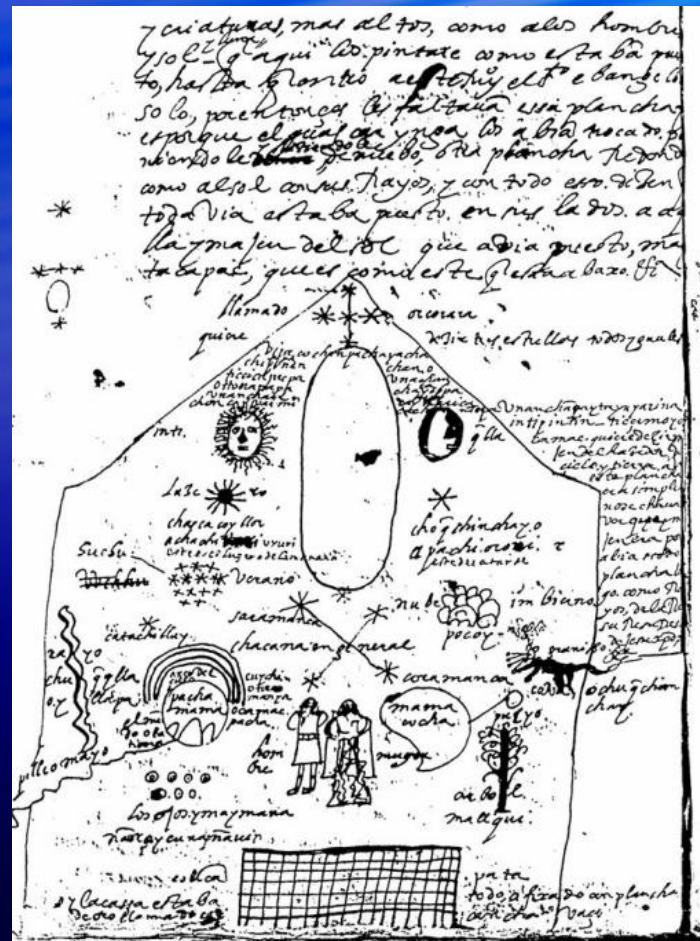
The *nueva corónica* is handwritten in a 17th-century style.

While looking at the handwritten text might give students a sense of the challenges of research, most teachers will find the 398 illustrations more useful.

Guaman Poma drew images of European and Inca rulers and scenes of Inca and colonial life. The images of the post-contact period are especially useful for teaching about cultural contact and Spanish colonialism.

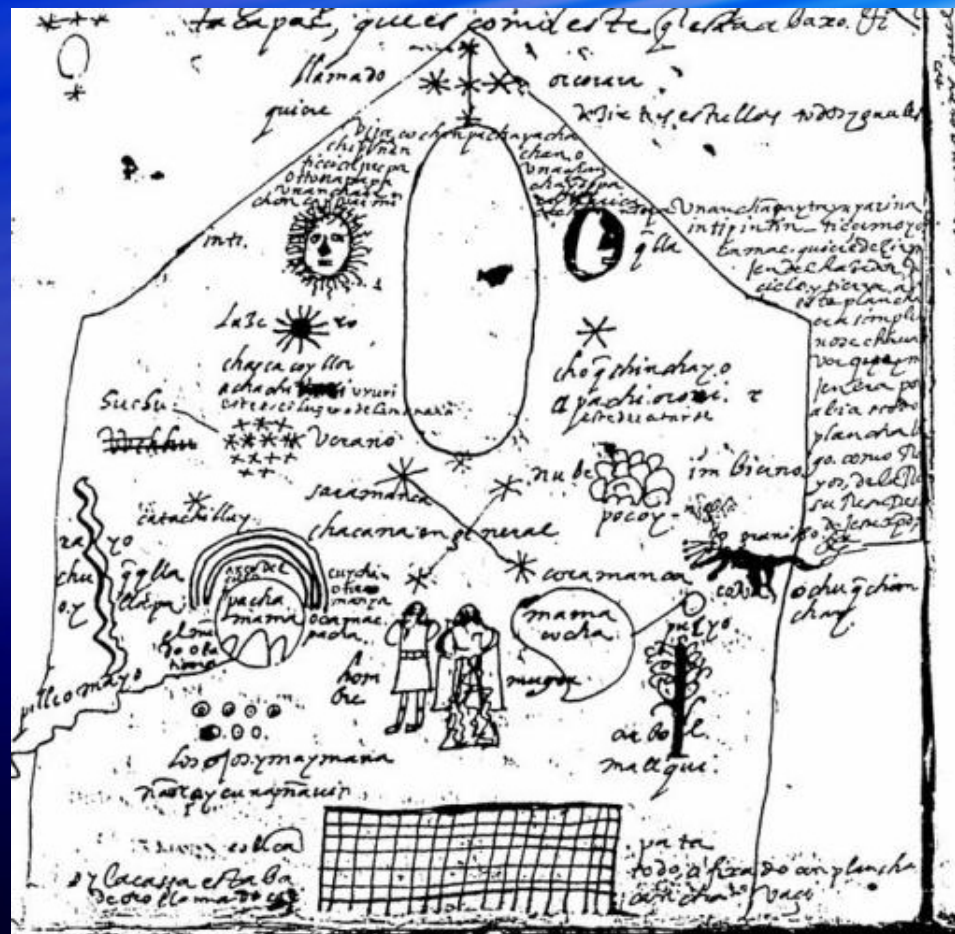
These images show the diversity of people in the colony, including European priests and royal officials, indigenous nobles and workers, African slaves, and mixed people of different classes. They also depict the colonial hierarchy, with Spanish officials, priests, and settlers in charge of indigenous workers and African slaves. (Joan Bristol 2002, George Mason University)

# Juan Santa Cruz Pachacuti Yamqui Salcamaygua





# Juan Santa Cruz Pachacuti Yamqui Salcamaygua

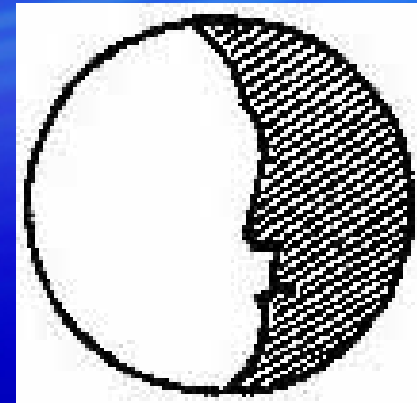
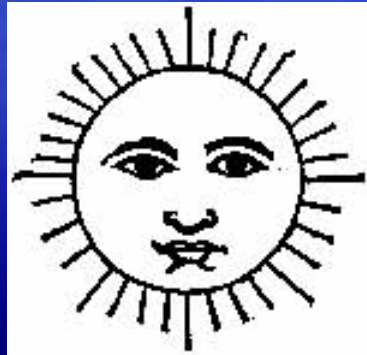
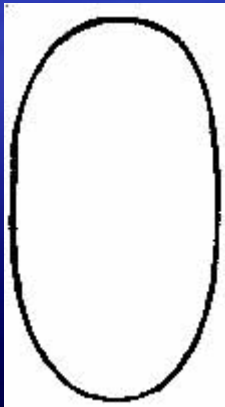


# Juan Santa Cruz Pachacuti Yamqui Salcamaygua

- Pachacuti Yamqui was an indigenous nobleman, born after the Spanish Conquest in the province of Canas y Canchis. He spent time in Cuzco and had close ties with people who had witnessed Inca religious practices before the contact period.
- *Relacion de antiguedades deste reyno del Piru* (1620): Juan de Santa Cruz Pachacuti Yamqui Salcamaygua
- From Sacred Texts:  
<http://www.sacred-texts.com/nam/inca/rly/rly2.htm>

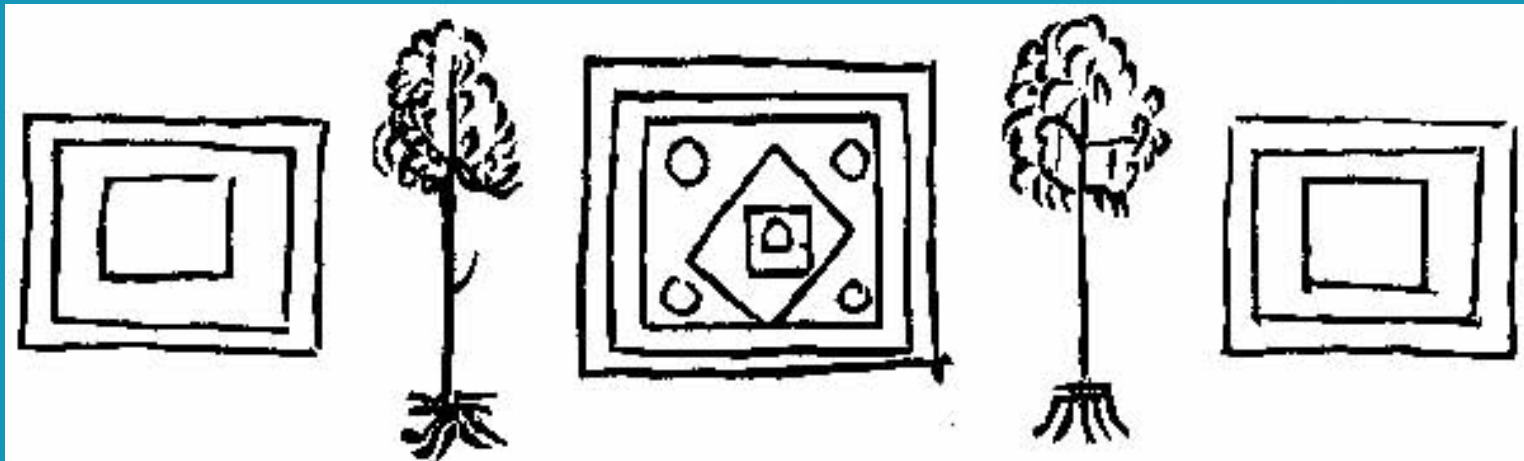
# Santa Cruz Pachacuti

This Ynca ordered the smiths to make a flat plate of fine gold; which signified that there was a Creator of heaven and earth; and it was of this shape.





- These two trees typified his father and mother *Apu-tampu* and *Apachamama-achi*, and he ordered that they should be adorned with roots of gold and silver, and with golden fruit. Hence they were called *Ccurichachac collquechachac tampu-yracan*, which means that the two trees typified the parents, and that the Yncas proceeded from them, like fruit from the trees, and that the two trees were as the roots and stems of the Yncas. *Relacion de antiguedades deste reyno del Piru* (1620): Juan de Santa Cruz Pachacuti Yamqui Salcamaygua



# Ideas for lessons plans to teachers:

- **Key words Quechua words:** Quipu, Inti, Q'uyllur, Pacha, Cocha, names of people in Quechua (see list.)
- **Historical Characters:** Incas: Manco Capac, Atahualpa, Pachacutec, Tupac Amaru II. Guaman Poma, Santa Cruz Pachacuti, **Women:** Mama Oello, Cusi Q'uyllur, Micaela Bastidas, Juana Azurduy.
- **Food + Animals:** Llama, Vicuna, Alpaca, Condor, Potato, Quinoa, Purple Corn, Maca.

# Ideas for lessons plans to teachers:

- Dances + Music:
- Pio Pio - <http://youtube.com/watch?v=XkAsFPnCs-I>
- 1- Los Danzak - the most magical dancers of the Andes – Apurimac, Ayacucho, Huancavelica  
<http://es.youtube.com/watch?v=rOJNBKLee5g&feature=related>  
Uchpa  
<http://es.youtube.com/watch?v=RztV59mEO3M>
- 2- Sicuri troops  
<http://es.youtube.com/watch?v=wZJaCBSBr9M&feature=related>
- 3- Pilgrimage to Qoyllur Riti.  
<http://es.youtube.com/watch?v=1VpH416TidI>  
<http://es.youtube.com/watch?v=n3TWVyTnbyo&feature=related>



# Pio Pio (K- 2<sup>nd</sup> grade see lyrics)

<http://youtube.com/watch?v=XkAsFPnCs-I>



# The Danzak

<http://es.youtube.com/watch?v=rOJNBKLee5g&feature=related>



# Uchpa (Rock in Quechua)

<http://es.youtube.com/watch?v=RztV59mEO3M>





# Sicuris (Music from the Altiplano, see map)

<http://es.youtube.com/watch?v=wZJaCBSBr9M&feature=related>



# Pilgrimage to Quyllur Riti'

<http://es.youtube.com/watch?v=1VpH416TitI>



# Pilgrimage to the Quyllur Riti'

<http://es.youtube.com/watch?v=n3TWWyTnbyo&feature=related>





# Highland Foxes - Zorros de Arriba

a documentary by Bernardo Caceres about Bilingual Education in Andahuaylas, Peru:

- The documentary with English subtitles.
- Click --  
<http://www.youtube.com/watch?v=LbGn8oNayP4>
- Documentary 'Zorros de Arriba' directed by Bernardo Caceres (Peru.) This documentary examines the complexities of bilingual Quechua indigenous teachers & students working and attending bilingual education schools in rural Andahuaylas, Peru. It showcases the work and world of bilingual educators Gavina Cordova, Belisario Sanchez.

# **“Highland Foxes” - B. Caceres**

## **Bilingual Education Program in the Andahuaylas.**

<http://youtube.com/watch?v=gPefwjHRXjs&feature=related>



# **“Highland Foxes” - B. Caceres**

**Bilingual Education Program in the Andahuaylas.**

[http://youtube.com/watch?v=KNrSL\\_M8Y-M&feature=related](http://youtube.com/watch?v=KNrSL_M8Y-M&feature=related)





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## Central author to my work: Partial list of Dr. Joshua Fishman's publications & articles.

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New York University – May 16/2008

- All material researched, compiled and edited by Miryam Yataco, Adjunct faculty member at Steinhardt School of Culture, Education and Human Development, New York University. PPP produced for NY State Bilingual Education Programs © 2008.
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