SUGGESTED STRATEGIES FOR TEACHING VERBAL SKILLS TO BOLIVIAN INDIAN STUDENTS

A graduate project submitted in partial satisfaction of the requirements for the degree of Master of Arts in Education with a specialization in Educational Psychology

Department of Educational Psychology

by

Zulema Sandy-Soliz

June, 1973
The graduate project of Zulema Sandy-Soliz is approved.

California State University, Northridge

June, 1973
DEDICATION

Generous and beneficial assistance was given throughout this study by teachers of the elementary schools in Chuquisaca, Bolivia, different authorities of education in Chuquisaca, and my father, Walter Sandy P., who is principal of a high school in Chuquisaca.

Particular thanks are expressed to my adviser, Dr. Augusto Britton, and to the many persons who contributed with their experience, insights, knowledge, and suggestions to make this paper intensely practical and interesting.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis Approval</td>
<td>ii</td>
</tr>
<tr>
<td></td>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>I THE EXTENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The Importance of This Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The Purpose of This Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>II FACTORS AFFECTING THE INDIAN CHILD'S LEARNING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Environment and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Factors Related to Reading</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Factors Related to Concept Formation</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>III METHOD OF DATA COLLECTION AND FINDINGS</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>The Sample</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>The Instruments</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Findings</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>IV SUGGESTED STRATEGIES AND PLAN OF ACTION</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Activities for Verbalization and Conceptualization</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>The Rural School</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading and Writing to the Indian Child</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>in the First Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V CONCLUSIONS AND RECOMMENDATIONS</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>VI REFERENCES</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Bibliography</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Appendix</td>
<td>38</td>
</tr>
</tbody>
</table>
ABSTRACT

SUGGESTED STRATEGIES FOR TEACHING VERBAL SKILLS TO BOLIVIAN INDIAN STUDENTS

by

Zulema Sandy-Soliz

Master of Arts in Education

July, 1973

This study was undertaken to determine the principal factors affecting Bolivian Indian students' learning, their attitudes about school, and the formulation of strategies for teaching reading, writing, and communication skills.

Questionnaires were sent to seventy Bolivian teachers; fifty-six responded. Their ratings indicated that Bolivian Indian elementary students' quality of work, ability to speak, read, and write Spanish, is below average. There is also a high dropout rate and general inferior intellectual performance in school.

Different strategies for the teaching of reading, writing, and concept acquisition were suggested with specific utilitarian examples from the culture and environment of the student.

Some practical recommendations for materials and teacher preparation were also suggested.
I. THE EXTENT OF THE PROBLEM

The Importance Of This Study

Approximately 50% of the population of Bolivia are Indians; of that number, 22% are of school age. Because of language barriers, traditions, customs, life styles, social and economic conditions in general, these people present many varied and complex problems to school and society. The need of adequately educating and preparing the Indian children to become better Bolivian citizens is the primary aim of the school. A better educated and informed population will make for better citizenship.

For many years, monolingual Indian population has been a serious problem for the Bolivian educators. There are no programs in which the Indian language is used as a medium of instruction.

Purpose Of This Study

The purpose of this study is threefold:

1. To determine the principal factors affecting the learning of the Indian students.
2. To determine personal characteristics and attitudes of the Indian students.
3. To determine the principal steps for teaching reading and writing to the Indian students.
The Problem

It was seen that the Indian students have many complex problems in the schools. Some of the causes are: poor adjustment to cultural and group differences, environmental and economic conditions, and language handicap. Group differences, environment, culture, economic conditions, and language handicap affect the learning of the Indian children.

The general environment of the Indian families is very poor; they live on small incomes in crowded and unsanitary homes. The birth rate is proportionally as high as the infant mortality rate because of malnutrition.

Indian language is spoken in the home, on the street, and on every occasion possible. Spanish is used only as a last resort.
II. FACTORS AFFECTING THE INDIAN CHILD'S LEARNING

Environment And Culture

There are many factors concerned with environmental conditions that have an adverse affect on the mental abilities, school achievement, and social conditions of Indian children. Conditions in the home are usually poor, crowded, and unsanitary. Large families are predominant. As a result of these conditions, germs and viruses are easily spread.

The Indian family must have better economic conditions; wage earners must realize a higher pay scale. Proper medical attention must not be so greatly neglected. Thus, Indian students would be able to stay in school longer and would not need to drop out of school to go to work.

Many areas have not shown enough interest in improving streets, school facilities, and providing opportunities for the Indian populace in order for them to participate more actively in local government and community activities. Health supervision, sanitation, transportation, and facilities for caring for the needy with regard to food and clothing are inadequate.

Probably the low mean intelligence is directly associated with the low socioeconomic status, but an accurate prediction cannot be made on the basis of such status. Most intelligence tests and achievement tests (if not all), are unfair to Indian students. These children have had little opportunity to become familiar with the topics dealt with in these tests. Most of their parents do not speak Span-
ish in the home. Although the child may have a rich background of experience in his own culture, he is still handicapped in solving the academic problems that compose most standardized tests.

If this viewpoint is accepted, that the student's limitations relate to culture and language rather than to intelligence, it will be realized that the responsibility of the school is increased for these children. The school must not only bear the responsibility of academic instruction, but must also assume the role of providing certain experiences that the home normally bears.

Most teachers of Indian children have experiential backgrounds quite different from their pupils. Often, the teacher must modify his ideas before he can help these students. Much useful knowledge can be gained from the field of sociology, anthropology, and child psychology.

In a study of 400 children from 12 to 13 years of age, four aspects of home environment were distinguished (Bassett, 1962, p. 15).

1. Cultural: parents' education, parents' reading habits.
2. Material: income, parents' occupation, family size, living space.
4. Emotional: abnormal home background, general impression of the home, mother at work.

It is generally believed that the types of communities in which children live have a tremendous impact on the way they react in the school. Although it is
difficult to weigh the exact effect of each community factor, a combination of
several related factors, all working in the same direction, is likely to produce a
marked effect (Bassett, 1962).

**Language.** When the Indian child first enters school, he has the handi-
cap of an inferior environment, low economic status, etc. To add to his troubles,
he has a language barrier that prevents him from working and playing with other
children. The child must learn to speak Spanish, as instruction in the schools
does not allow the Indian language to be used in conducting classroom routine.
The child must adjust to his new situation. This language barrier is the cause of
much retardation in the early elementary grades. Investigators believe that this
factor should be eliminated by the time the child gets to the intermediate grades.

The child of an Indian family tends to take a period of many years to
learn the Spanish language. He thinks in his native tongue long after he begins
to speak Spanish.

Indian speaking children might be kept longer in kindergarten or first
grade in order to fully develop reading readiness, and to make other necessary
adjustments. These children should be sent to kindergarten early, so they can get
a head start in the use of the Spanish language. There is more reading done in
the Spanish speaking home than in the Indian home, because Indian children have
to work or help their parents. The following statement also holds true for the
Indian children: "It is a matter of common belief and there is some statistical
evidence to show that the amount and character of the material read are signifi-
cant factors in producing individual differences in reading accomplishment" (Gray, 1925, p. 196).

A strong reading program must be inaugurated in the first three grades. Teachers in these grades must be trained to use better methods in developing language skills because: "If our word supply is inadequate, our communication is of necessity inadequate also. We think in words, a new word is a new thought, idea, concept, a new picture. Word power is thought power" (Brown, 1959, p. 80).

One printed word cannot stand for one spoken word. A Spanish word may have any number of separate meanings, none of which are related to his limited background of experience. To be functional, reading requires interpretation, for without understanding, there is no reading.

At the elementary level, non-verbal subjects such as arithmetic and science may show less apparent retardation.

It has often been stated that the child who speaks another language in the home and in the community, is at a disadvantage when he enters school where he must learn to read, write, and speak Spanish. Obviously, the child is at a disadvantage, too, when he is compared to children who have spoken Spanish and have no other language. The Indian child needs a program of instruction in Spanish as a new language, to enable him to function adequately in a classroom with his peers and provide him with the foundation he needs for further growth in the Spanish language.

The teacher will find that he cannot go far beyond concrete concepts in his daily work with the children. If language is to be meaningful, he must deal
with what can be seen, touched, smelled, and tasted. The period between hear-
ing and speaking appears to be an important learning stage and one not always
appreciated as such. Much language learning will need to have actually taken
place before newly learned words are spoken.

Culture. The language of a people reflects its culture. Centuries of
experiences which have evolved into tradition are transmitted to the child in the
language of his people. Human history begins with language, for without lan-
guage, there is no form of social communication.

An Indian child's culture and social heritage intensify the problem that
he must solve through communication in another language; therefore, language
becomes his most fundamental problem. The solution to this problem will require
diligence and patience on the part of educators.

The cultural background of the Indian child is steeped in tradition.
Since it is not flexible, it is not amenable to change. Although change is con-
tinuous in any culture, it meets with more resistance in some cultures which are
desperately trying to preserve this culture against the inroads of the other culture.
Thus, the Indian child is under constant double pressure—the dominance of his
culture is against the other culture. Bear in mind that, "All human learning
occurs in a culturally influenced, if not culturally created environment" (Spind-
ler, 1959, p. 394).

In planning to meet the needs of all children, teachers should realize
that each child under her guidance represents a slightly, or widely different,
culture.
A sense of inferiority, frustration, and inadequacy pervades the thinking of the Indian child. He undergoes a complex psychological and sociological reaction. In relation to culture, language, and experience, the Indian child is in every sense, an exceptional child (Zintz, 1960).

When educators become oriented to the problems of the Indian child, much emotional maladjustment can be alleviated or prevented.

Factors Related To Reading

Primary reading. Learning to read one's own language and learning to read Spanish as a foreign language are very different matters. In teaching students to read their own native language, one assumes that the students can speak and understand their language. They have already learned to produce and respond to the signals of their language as these signals come to them through their senses. To learn to read, it is necessary for them to learn to respond to the signals that formerly came to them through sound. The language signals themselves are the same for talking and reading. It is the medium through which the signals come that is different. Talk is accomplished by patterns of sound symbols through the ear; reading is accomplished by patterns of written symbols through the eye.

To learn to read one's native language, it is the process of reading itself that must be learned, not the language. A person who cannot produce these sounds cannot get the message of a piece of alphabetic writing. If the Indian child has not learned to utter the speech sounds of Spanish, the only sensible course is to postpone reading until he has learned to speak the language well enough to handle
the written material presented. Trying to teach reading of the language before he has learned to speak it, is not the correct method.

The basic building block in the structure of language is called the "phoneme," a single speech sound. A phoneme is a significant speech sound that makes a difference in the meaning of a word. For example, the Spanish words "casa" and "caza" are distinguished only by the third letter (consonant) which we must recognize in order to obtain proper meaning. What phoneme is to the spoken language, "grapheme" is to writing.

The basic sound signaling system of Spanish consists of twenty-eight units: five vowels and twenty-three consonants. In any utterance, the pattern consists in the arrangements of these meaningless building blocks into combinations that have meaning.

Reading process. To learn to read one's native language, it is the process of the reading itself that must be learned, not the language. Indian students need to respond to the new language signals of Spanish as these signals come to them through the ear. In addition, they must learn to respond to the written shapes of the language.

The signals that constitute a language are, first of all, patterns of vocal sounds. These patterns of vocal sounds are primary. For reading, man has invented various types of graphic representation of these patterns of vocal sounds. The patterns of graphic (written) representation are secondary. These secondary representations used for reading contain fewer of the language signals than sounds.
in graphic representations there are omitted such language signals as intonations, stress, and pause. A large part of learning to read is to supply rapidly and automatically the portions of the sound system that are not represented in the graphic signs.

Teaching reading. We must realize that meaning is not derived directly from the printed symbol (or word) but rather from the printed symbol put back into speech, either vocal or subvocal.

Linguists would advocate that the Indian child, coming to school, not speaking Spanish, must master certain language patterns in his speaking of Spanish before these patterns can appear in his reading material.

Simply responding to graphic (written) signs by uttering certain sounds is not "reading." You cannot say a child is talking when he repeats after you, the sound patterns in pa-pá or ma-má. To "talk," the sound patterns must have all the features of some language signal working through a language code to elicit a meaningful response. "Reading" is the response to graphic signals and must have all the features of some language signals operating in language code, eliciting a meaningful response. "Word calling" (word pronouncing) without the meaningful response of the patterns that make the language signals of a code, is neither reading nor talking.

To learn to read a language that you can speak, you must transfer auditory signals for language to the new signs for the same language. During the transfer stage of learning to read, the materials used should be based on the
child's speaking vocabulary.

"It is important that a child's spoken language be far advanced if he is going to be able to read printed language."

"The teaching of beginning reading must not be conceived of in terms of imparting knowledge, but in terms of opportunities for practice. We, as adult readers, respond unconsciously to graphic features. This did not come about by 'nature' but had to be 'learned.' These habits of unconscious response have been achieved by thousands of hours of practice or use." (Fries, 1963 p. 132).

In view of these facts, first steps in reading should involve allowance for growth in Spanish vocabulary. This should be a rewarding experience for the Indian child. Also, there is great satisfaction in mastering a skill in an orderly fashion—the reward of emulating adults, for whom reading is obviously very important, is the long range goal, but the skill itself is reward and delight enough for the beginner.
Factors Related To Concept Formation

When children begin to speak in their native language, they are verbal-izing about discoveries they are making regarding their surroundings. They do this because of their growing need to communicate about these things with other people. As they learn concepts, they learn language to accompany it.

What is concept? A concept is a mental image of a thing formed by generalization from particulars. It is an idea of what a thing in general, should be.

The spatial concept of "arriba" for instance, is "away from the center of the earth." Sometimes adults toss children "arriba" into the air and say "arriba." A child wants to be carried and he learns to say "arriba." He has grasped the general idea of what "arriba" is, but he will have many new experiences as he goes through life in which the concept "arriba" as a spatial direction may denote more complicated ideas which are equally valid. We might say that when a child has learned to get what he wants from another person by saying it, he has begun to conceptualize.

The Indian students are like children that are learning to use new concepts, and we have to teach them in the same way because they do not speak Spanish, or they speak very little.

The general notion of a thing, even incompletely formed, is ours, as soon as we can communicate to others about it with some sort of mutual understanding (Carpenter, Hinley, and Hadden, 1964).
How are concepts formed? Previously in the description it has been implied that one generalizes from numerous experiences about the idea of what a thing is like. One not only observes the thing, but he interacts with it by sensory experiences. He observes, he experiments, he forms ideas only to change them when his tentative thinking does not hold true. Sometimes he accidentally discovers a truth as he is manipulating or observing. "The children deliberately repeat an experimentation to see if this thing is really this way." (Navarra, 1955, p. 123).

The Indian students have to see, to touch, etc., in order to learn new words and concepts, because there are many things that they have neither seen nor experienced before.

How are concepts used? An Indian child who has learned what "pan" is, may ask for some to make a sandwich, if he is hungry. He knows that if he desires something to drink, bread will not satisfy his need, so he will ask for "agua," or something else to drink.

By interaction with the environment, Indian children gradually develop skills and concepts which enable them to solve problems and deal with the new language.

What are the basic concepts? The ideas that people consider in ordinary daily living are the ones upon which all intellectual activity, at whatever level of sophistication, is based. For example, a child says, "Mother and I are going downtown, shopping. We will be back by 3:30 P.M." In this statement,
several basic concepts are alluded to: (1) personal relationship (the speaker and another person); (2) notion of space (downtown); (3) notion of time (3:30 P.M.). These same concepts might be used with the Indian children considering their ordinary daily living and their level of mental development.

Basic concepts. Hunt (1961), suggested some basic concepts.

Classification:

Of familiar objects.
According to characteristics.
According to use.
According to sensory stimuli.
Of action and events.

Relationships:

Between people and animals; animals and people.
Between objects.
Between actions and events.
Likenesses and differences.
Opposites.
Seriation.
Cause and effect.
Time and space.

Simple mathematical concepts.

Numerous relationships; one-to-one relationships; conservation of quantity.
The role of language in concept development. Usually when a child has interacted with concrete objects or events, he begins to get ideas about them. He wants to communicate his findings to another person. In order to do this, he must use language, and he must learn Spanish in order to communicate with the people who speak Spanish: classmates, teachers, etc.

At the same time the Indian student is describing his ideas with words, he is assimilating more completely the generalization concerning a general class of things or events:

"After numerous experiences in which language is associated with a sensory motor activity, the child acquires a 'learning set' or a generalization which has a dual significance for him: first, being able to name and interact with concrete objects and events, and second, being able to communicate about them to other people." (Hunt, 1961, p. 188).

The ability to use language is an important tool for thinking. Through language, an individual internalizes his conceptualizations and thus, is able to control and adapt them. A child who cannot say "cuatro" cannot answer the question, "How much is dos and dos?"

As the student begins to use language more competently, he begins to conceive more sophisticated notions about classification of things, relationships of things and people, cause and effect; he develops reasoning skills, awareness and responsiveness, general knowledge, and imagination.

"The climb from concrete objects to abstract concepts is slow for everyone. Yet, through language, individuals can achieve this climb, reaching a better equilibrium and organization of their inner and outer worlds." (Loban, 1966, p. 37).
While children are learning the notions of the way things are, they might learn to communicate about them in the new language.
III. METHOD OF DATA COLLECTION AND FINDINGS

The Sample

Two questionnaires were used in this study.

Questionnaire # 1. To determine personal characteristics and attitudes of the Indian students.

Questionnaire # 2. To determine a plan for teaching reading and writing to the Indian students.

There were seventy teachers enrolled and the questionnaires were mailed to each teacher. As evidence of the interest aroused, fifty-six questionnaires were returned.

In order to make this study practical and interesting, it was necessary to research and make studies about the environment, language, and culture of the Indian people; writing, reading, and formation of concepts; and my own experience-learning reading and writing as a student.

The Instruments

Nine questions were implemented.

1. What is the quality of the Indian students' work?
2. What is the quantity of the students' work?
3. How is the cooperation of the students with their peers?
4. How is the cooperation of the students with persons in authority?
5. How is the students' attendance?

6. What are the students' leadership abilities?

7. How is the students' interest?

8. What are the students' attitudes?

9. What is the teacher's attitude toward the students?

Any number of possible answers might have been offered, but it was thought that for the purpose of this evaluation, a range of five possibilities would present a wide choice without being restrictive.

Findings

The answers ranged from outstanding to poor, with middle selections of good, average, and satisfactory.

Question # 1. What is the quality of the Indian students' work?

Seventy-eight percent of the teachers thought the Indian-speaking students' quality of work was below average.

Probable reasons.

1. The students do not speak much Spanish, or they do not speak Spanish at all.

2. The students might not be academically disposed, and this places them at a disadvantage when being rated with their peers.

Question # 2. What is the quantity of the students' work?

There was very close correlation (.94) between quality and quan-
tity of work in the teachers' ratings of the students.

Several teachers reported that Indian students fell asleep in class, or that their demeanor indicated tiredness and/or lethargy. A closer check on the mental and physical health of the students would probably remedy this problem. Nevertheless, whatever the reason for the failure of these students to produce academic work, the health supervision of students should be watched so they do not fall into the habit of presenting sub-average work in school.

Question #3. How is the cooperation of the student with his peers?

The teachers' opinions were that these students were very cooperative. Only 15% of the teachers thought the cooperation of the students was below average.

Question #4. How is the students' cooperation with persons in authority?

Seventy-eight percent of the teachers marked these students as average in their cooperation with supervisors. We should not confuse cooperation with affection; the important thing is student-teacher relationship. Choice situations come upon the students more gradually and under the guidance of the school.

Question #5. How is the students' attendance?

From this question we learn that Indian students prefer not to study, and sometimes they drop out of school. Some teachers said that their Indian students were occasionally absent or tardy.
The administrators have to keep a closer check on the attendance of these students.

Question # 6. What are the students' leadership abilities?

Ninety-five percent of the teachers thought students had average or less than average leadership abilities. An analysis of questions 3 and 6 indicate that the Indian students are good team workers, but few of them are leaders. This is not to imply that none of these students will ever become leaders, but at the moment, their problem with language prevents them from exhibiting leadership qualities.

Question # 7. How is the students' interest?

The objective of exploring the activities of these students prompted this question. In conjunction with this objective, two others are closely allied: (1) to develop good study habits; (2) to motivate student interest in school subject matter. The majority of teachers felt that student interest in class was either average or below average. Twenty-two percent of the teachers felt that Indian students were very interested in the subject matter; five percent of the students felt the subject could help them; forty-five percent of the students were interested enough to pass the course; fifty percent of the students were passive. Students' interest in their school subject was average.
Question # 8. What is the attitude of the students?

Although the manifestations of interest and attitude are similar, it was thought that a question about each would be in order, because interest would then deal with a specific, while attitude would deal with the general feelings of the students. Only a small percentage of the Indian students seemed to express their resentment of school. Teachers' opinions showed that only 24% of the students were either resentful or intended to leave school in the near future; 50% were of average attitude, and 26% considered school important.

Question # 9. What is the attitude of teachers toward the students?

Five percent of the teachers preferred not to have these students in class because teaching goes slowly; eighteen percent preferred them to most; twenty-seven percent particularly desired to have these students in class; fifty percent were satisfied.

We must consider and qualify all other answers in the light of the information from this question. If the teachers are (in the least) antagonistic toward the students, they would most probably give a more adverse answer or rating. However, if we assume that teachers are sensitive to the needs of the students, then we should also assume that the questions were answered objectively and, therefore, reliable as they pertain to this group of students.
IV. SUGGESTED STRATEGIES AND PLAN OF ACTION

Activities For Verbalization And Conceptualization

In planning the activities, guidelines prescribed by the learning psychologists in what are generally accepted conditions of learning were helpful.

We learn best what is meaningful. Activities have to be planned which are within the present grasp of the Indian student. An Indian child is interested in playing house or store, in playing with toys, in pretending to be grown-up. He likes to imitate. Actual participation in these activities is meaningful to him, and his learning is based on many of these experiences.

Transfer of learning. If an Indian student has learned a concept in several experiences, he can transfer that generalization to other similar problems. If he uses a device to accomplish his objective in this way, he has transferred his knowledge to a new situation—he has solved a new problem. It is likely that transfer will take place if the teacher sets up situations in which the Indian student can see the possibilities.

We learn what we practice. This is particularly true of skills development. Since language is a skill, practice is to be considered. Obviously, there should be many activities, such as games, songs, stories, flannelboard stories, etc., which provide opportunity for interesting repetition and practice. Drill conducted by an enthusiastic teacher, should be effective. There are occasions when drill is the most expedient way to accomplish an objective. Care should be
taken that the practice is correctly done, otherwise mistakes are reinforced.

The learner needs to know what is expected of him. For this reason, it is recommended that the Indian student be given a good model to imitate. If he is to repeat a statement or word, it must be clearly presented immediately beforehand.

The learner should experience success. If the Indian student makes a correct response, he feels good about himself and is eager to go on to other learning. Success builds on success. This presupposes a careful planning of sequential tasks which the learner is capable of performing in an atmosphere conducive to hopeful feeling.

Learning is increased by knowledge of the results. When an Indian student makes a correct response, he should be told that it is correct. Likewise, if the response is incorrect, he should be given the model and an opportunity to respond correctly and immediately.

Learning should be sequential and cumulative. The activities should proceed from the known to the unknown, from the simple to the complex, from the concrete to the abstract. Each activity should be planned so that no more than one element is new. The structure of the subject must be outlined clearly.

When a person has accumulated skills and understanding with which to solve certain problems, it is said that he has achieved a "readiness." Readiness doesn't just happen. Certain experiences of development are necessary in order to arrive at a given stage of maturity for readiness or the next step. Then the Indian student is prepared to face, identify, and solve new problems.
If the Indian student is helped along the path of intellectual growth just as he is helped to learn to eat and speak, then it must be done in the same rational manner. By applying our knowledge about the conditions of learning, it is possible to help the Indian students, thus making the way easier and more pleasant— even exciting.

The Rural School

The "Rural School" renders two functions: (1) to teach the Indian child to function in his environment, and (2) cooperate with his improvement.

The objectives are:

Develop good habits.

Alphabetization.

Teach him to be a good worker.

Stimulate his aptitude.

Cultivate his love of tradition.

Develop civic love.

The "Rural Education" is in charge of protecting the Indian and teaching him: (1) superior forms of association, cooperativism, and solidarity, and (2) to improve his economic, ethnic, and cultural level.

The rural educational program is composed of:

1. Health, school hygiene, first aid, environmental sanitation.

2. Rural economy, agriculture, cattle raising, cooperativism.

3. Home Economics: nutrition, clothing, family life.
4. Recreation, games, music, songs.

5. Basic knowledge, language, writing, reading, arithmetic, social sciences, civic education.

Teaching language. The teaching of language is more practical than theoretical, and will be in accord with the interests and needs of the Indian child, giving importance to vocabulary as a set of words for the communication and expression of them with simplicity.

The starting point is not grammar. The teaching of language in the first years is practiced through games and forming simple sentences. The teaching of the Spanish language to the Indian child will be done in the Preparatory Grade before he attends to the first grade.

Preparatory Grade. The Preparatory Grade program is composed of:

1. Health: a physical and spiritual health; hygiene and prevention of disease; cleanliness and health care; clothing; classroom maintenance; water and its uses.

2. Conservation: care for the land, plants, and animals; handicrafts.

3. Home life: respect of home and family.


5. Basic knowledge: develop civic spirit and fellowship; familiarize the child with the world of shapes, quantities, weight, and time; language.
Teaching language.

1. Cultivate and develop the pure expression of the Spanish language.

2. Correct permanently the errors in diction.

3. Combinations of sensorial experiences taught so that the students will have a solid knowledge of each word and its meaning.

4. Enumeration of objects and their use, using vocabulary that the student knows.

5. Naming the people of close acquaintance to the child.

6. Question and answer exercises related to motives of the child’s environment, using words the children know.

7. Narrating simple stories.

8. Teaching small poems related to the interest of the children.

9. Teaching little songs.

10. Handwriting exercises as initiation to reading and writing.
Teaching Reading And Writing To The Indian Child

In The First Grade

The following method of teaching reading and writing to the Indian student in first grade is based on the actual methods that the teachers are using to teach reading and writing.

There are some Indian children who do not speak Spanish at all. For these children, there must be a period where they can learn some Spanish language (Preparatory Grade), because they cannot learn to read and write if they do not know enough language. After they know some Spanish, the teacher can use the following principal steps in teaching reading and writing. The teacher has to be careful when teaching the Indian student because she can only use words the student knows and understands. This method will be more useful in the "Escuelas Rurales" because 95% of the students are Indian, and they do not know much Spanish.

To implement the following plan for teaching reading and writing to the Indian student, questionnaires were sent to the teachers in Escuelas Urbanas y Escuelas Rurales in order to see the actual method they are using to teach reading and writing to the Spanish-speaking children and to the Indian children.

Language objectives. Improvement of the child's language as preparation for teaching reading and writing.

1. Improvement of his vocabulary.
2. Correct pronunciation of words and sentences.
3. Encourage the Indian student to express his thoughts clearly.
4. Encourage the student to tell stories.

The teacher has to be careful to use only the words the children know and understand.

Teaching reading and writing. After the Indian child passes the Preparatory Grade and he improves his Spanish, he can start learning how to read and write in first grade.

**Teaching students how to read and write the word "pala."**

*Motivation.*

1. Conversation about plants and tools they use when they want to till the land in order to plant.
2. Conversation about the "pala" (shovel), its use, the material it is made of, etc.

*Presentation of the object.*

Presentation of the "pala" so that students can see and, therefore, have a visual knowledge of the object.

*Graphic.*

1. Draw a picture of the "pala" on the blackboard.
2. Make a comparison between the object and the picture.

*Presentation of lotas (flash cards).*

Presentation of the word "pala" written in lotas in "Letra
de Imprenta" and "Letra de Carta."

Letra de Imprenta          Letra de Carta

\[
\begin{array}{c}
\text{P A L A} \\
pala
\end{array}
\]

Listening.

1. Auditory perception.
3. Auditory comprehension.

The teacher will read the word "pala" from the "lota" clearly so the students can understand.

Speaking.

1. Repetition.
2. Responses.

The students will repeat the word "pala" after the teacher. If the student does not repeat the word correctly, the teacher will repeat it as many times as is necessary until the student can say the word correctly.

The teacher will ask questions that the students will answer, using the words they know as well as the word "pala" which they just learned.

Distribution of lotas.

The teacher will give the students lotas with different
words, and the students have to recognize the one where
the word PALA appears.

Writing.

Muscular exercises. The student will pass his finger on the word PALA as many times as is necessary.

Copy of model. The teacher will write the word PALA as a model, on the blackboard, and the student will go to the blackboard and try to copy the word. After this, the teacher will write a model of the same word in the student's notebook so he can copy it as many times as it is necessary.

Decomposition and recomposition of the word PALA.

<table>
<thead>
<tr>
<th>PALA</th>
<th>pala</th>
</tr>
</thead>
<tbody>
<tr>
<td>P A L A</td>
<td>pala</td>
</tr>
<tr>
<td>P A - L A</td>
<td>pa-la</td>
</tr>
<tr>
<td>P - A - L - A</td>
<td>p-a-l-a</td>
</tr>
<tr>
<td>P A - L A</td>
<td>pa-la</td>
</tr>
<tr>
<td>P A L A</td>
<td>pala</td>
</tr>
</tbody>
</table>

Formation of new words. Use the words the students know and the word PALA.

<table>
<thead>
<tr>
<th>PALA</th>
<th>PAlo</th>
<th>PAto</th>
<th>PAlo</th>
</tr>
</thead>
<tbody>
<tr>
<td>PALA</td>
<td>LAta</td>
<td>LAna</td>
<td></td>
</tr>
</tbody>
</table>
Grouping of words. Grouping of words includes words already known to the students. For example:

La \textit{pata} de \textit{palo}

La \textit{pala} de \textit{papá}

Generalization. Generalization of the word PALA using the five vowels.

- **Imprenta**
  - PA \quad LA
  - PE \quad LE
  - PI \quad LI
  - PO \quad LO
  - PU \quad LU

- **Carta**
  - pa \quad la
  - pe \quad le
  - pi \quad li
  - po \quad lo
  - pu \quad lu

Exercises.

1. The teacher will ask questions of the students using the word PALA.

2. The students will write sentences using the word PALA.
3. The students will read the word PALA in different places, e.g., books, etc.

Note: The teacher has to be careful to use only the words that the students know and understand.
V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The factors affecting the Indian children's learning are: language, lack of social adjustment and maturity, and differences due to the cultural or group background of the Indian children.

2. Vital factors which contribute to the Indian children having a lower average daily attendance were: low socio-economic conditions, poor health, poor medical care, and lack of interest in school work.

It was suggested that:

1. Special instruction in Spanish for Indian children should be undertaken before regular, formal education is begun.

2. Careful supervision should be exercised so that students do not fall into the habit of presenting incomplete work in school.

3. The Indian children should not be plunged hurriedly into formal school work. Sufficient time should be taken to carefully develop language ability, experience background, social adjustment, and emotional stability.

4. The Indian children develop reading and writing of Spanish in response to a need. The teacher should set up real situations requiring the use of reading and writing Spanish.

5. The teacher should develop a simple word list and repeat it frequently
6. The teacher should speak distinctly and naturally, so the children will imitate her.

7. In teaching reading and writing of Spanish to Indian children, the direct method should be used. This method involves no translation. The children will learn to think in terms of Spanish by hearing Spanish: symbols connected repeatedly to objects, pictures, drawings, actions, and experiences, and then by attempting to use these same symbols directly in conversation.

8. The teacher should be aware of improper speech development: speech should be more emphatic, and the teacher's pronunciation more precise.

9. Instruction of reading and writing should not terminate at the end of the first grade, but should become a continuous process which extends throughout the entire school life of the children. This situation should also reach into the home and the community.

10. Materials used in teaching Spanish reading and writing to Indian students, such as pictures, objects, construction materials, drawings, etc., should be collected rather than purchased. This will enrich the children's experience in making such collections.

11. Many types of real life situations and activities should be engaged in, in order to develop the student's ability to read and write Spanish. If such situations and activities appeal to the children, and they perform satisfactorily, the motivation for learning to read and write Spanish is
greatly increased.

12. Developing reading readiness for Indian children is especially important. One of the most important abilities or skills necessary for the development of successful beginning reading is facility in the use of the Spanish language. No reading should be attempted until the children are able to express themselves in Spanish.

13. Special textbooks should be developed and geared to meet the needs of the Indian children.

14. Teachers should be aware of current professional literature in the field and thereby keep reaching for ideas which will make their work more interesting and more meaningful to the Indian student.

15. Language is the basic factor in learning reading and writing, always bearing in mind the environment and mental capacity of the student.

Recommendations

1. The entire school administration should be aware of the problems of the Indian students. Every effort possible should be exerted to make the best contact with the parents of these students.

2. It is recommended that all teachers become familiar with the students' cultural heritage.

3. Teachers, school administrators, and educational leaders should continue to study for better understanding of the Indian students, to give them effective and adequate assistance in learning, and in the pro-
cess of acculturation.

4. Social integration between the Indian students and the non-Indian students should be encouraged whenever the situation and opportunity arise. This should be accomplished in their school work, on the playground, and in social and cultural activities as may be planned for the community.

5. The school should make provisions to accommodate the Indian students and provide for their needs.

6. Special textbooks should be developed and geared to meet the needs of the Indian students.

7. The authorities of education should make an effort to get the Indian children enrolled in school at the normal age of entry and to keep them in school regularly.

8. A thorough program of reading should be developed and put into operation in every school for all children from kindergarten through high school.

9. It is recommended that there be closer supervision of student attendance in school.

10. There should be closer supervision by teachers of the health of the students.

11. Teachers should be aware of current professional literature in the field and should keep searching for ideas which will make their work more interesting and more meaningful to the Indian student.
VI. REFERENCES


Gonzales y Medina. La educación del Indio. La Paz: Universo, 1919.

Gray, S. W. Reading research in construction of the elementary school curriculum. Chicago: University of Chicago, 1925.


Tamayo, F. Pedagogia Nacional. La Paz: Universo, 1944.

APPENDIX
Estimado Señor:

Sería tan amable en hacer una evaluación de los estudiantes Indígenas, de acuerdo a las preguntas del questionario.

Esta es una evaluación de las características y actitudes del estudiante Indígena, que servirá para el estudio de un plan para la enseñanza de la lectura y escritura al estudiante Indígena.

Se le agradece de antemano.

Sinceramente

Zulema Sandy-Soliz
QUESTIONARIO

Contestar cada pregunta de acuerdo a la evaluación de los estudiantes Indígenas.

1. ¿Cuál es la calidad del trabajo de los estudiantes Indígenas?
2. ¿Cuál es la cantidad del trabajo de los estudiantes Indígenas?
3. Cómo es la cooperación de estos estudiantes con sus compañeros?
4. Cómo es la cooperación de estos estudiantes con sus superiores (autoridades)?
5. ¿Cuál es la asistencia de estos estudiantes a clases?
6. ¿Cuál es la habilidad del estudiante Indígena?
7. ¿Cómo es el interés de estos estudiantes?
8. ¿Cómo es la actitud de estos estudiantes?
9. ¿Cuál es la actitud de los profesores con relación a los alumnos?
### INFORMATIVE DATA

<table>
<thead>
<tr>
<th></th>
<th>Km²</th>
<th>Density</th>
<th>Km²</th>
<th>Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Bolivia</td>
<td>1,098,500</td>
<td>4.61</td>
<td>51,524</td>
<td>9.21</td>
</tr>
<tr>
<td>Area of Chuquisaca</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population of Bolivia</td>
<td>5,062,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population of Chuquisaca</td>
<td>474,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population of Sucre</td>
<td>49,590</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Nucleos Escolares in Chuquisaca

- with 25 directories (principals): 25

Number of Rural Schools in Chuquisaca: 415

The Central Rural Schools are: 25

The Regional Rural Schools are: 390

Each Nucleo Escolar is formed of one director (principal) and several schools.

### Types of Schools

1. School with two or more teachers.
2. School with one teacher that teaches one to three grades.
3. Schools where the Indian students have to pay.

### Difference between Central Schools and Regional Schools.

The Central School is the one that has one director (principal) and all the necessary teachers and administratives. The regional school has only teachers, and some of these schools have only one teacher that teaches one to three grades.
TOTAL NUMBER OF INDIAN STUDENTS IN 1972
IN CHUQUISACA

<table>
<thead>
<tr>
<th></th>
<th>Preparatory</th>
<th>1 Grade</th>
<th>2 Grade</th>
<th>3 Grade</th>
<th>4 Grade</th>
<th>5 Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>M</td>
<td>1,612</td>
<td>4,202</td>
<td>2,820</td>
<td>1,555</td>
<td>744</td>
</tr>
<tr>
<td>Female</td>
<td>F</td>
<td>1,281</td>
<td>2,850</td>
<td>1,396</td>
<td>675</td>
<td>285</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2,893</td>
<td>7,052</td>
<td>4,216</td>
<td>2,230</td>
<td>1,029</td>
</tr>
<tr>
<td>Drop Out</td>
<td></td>
<td>475</td>
<td>875</td>
<td>420</td>
<td>212</td>
<td>124</td>
</tr>
</tbody>
</table>

Total number of Indian students in Chuquisaca: 17,964
Total number of Rural Schools: 415
Total number of teachers for these schools: 625