
ZAPOTEC LANGUAGE REVITALIZATION

WHAT CAN BE ACCOMPLISHED WITH A TWO WEEK SUMMER SCHOOL?

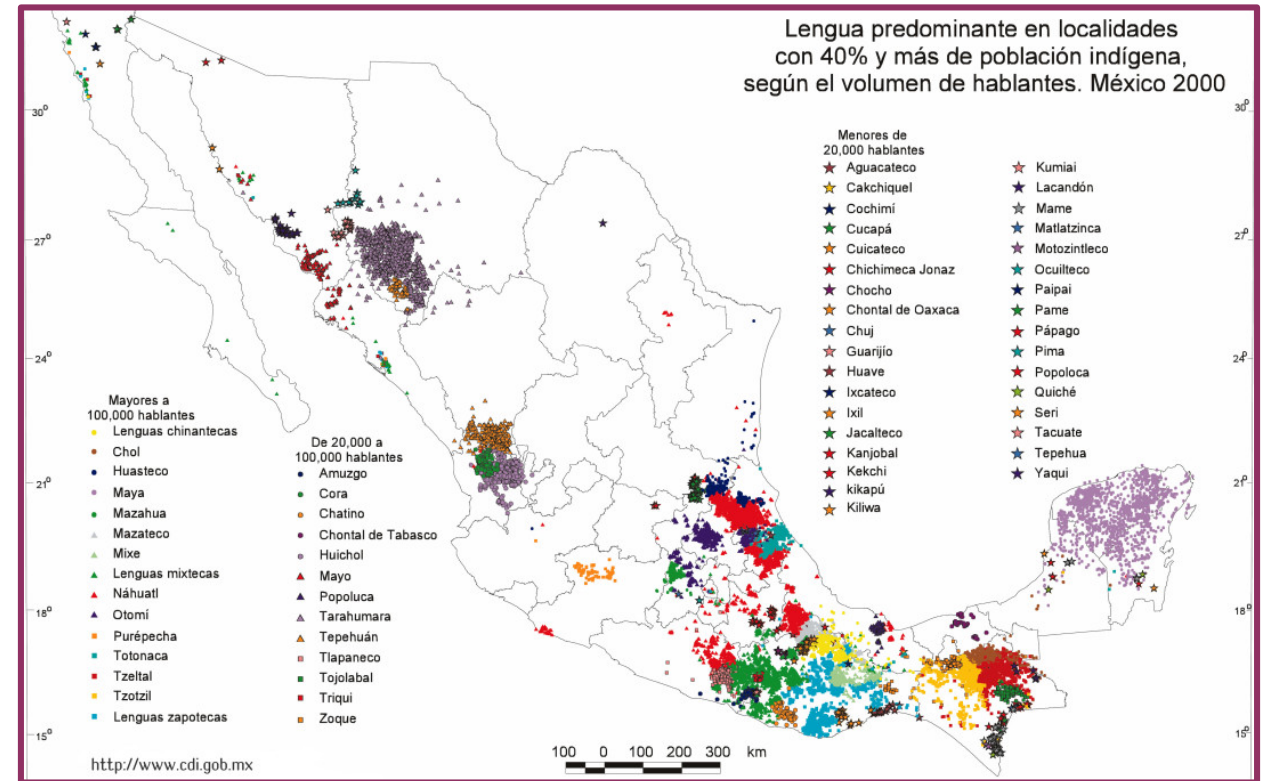


Julia Nee
UC Berkeley
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I am honored to work on the traditional, ancestral, and unceded land of the Ohlone people.

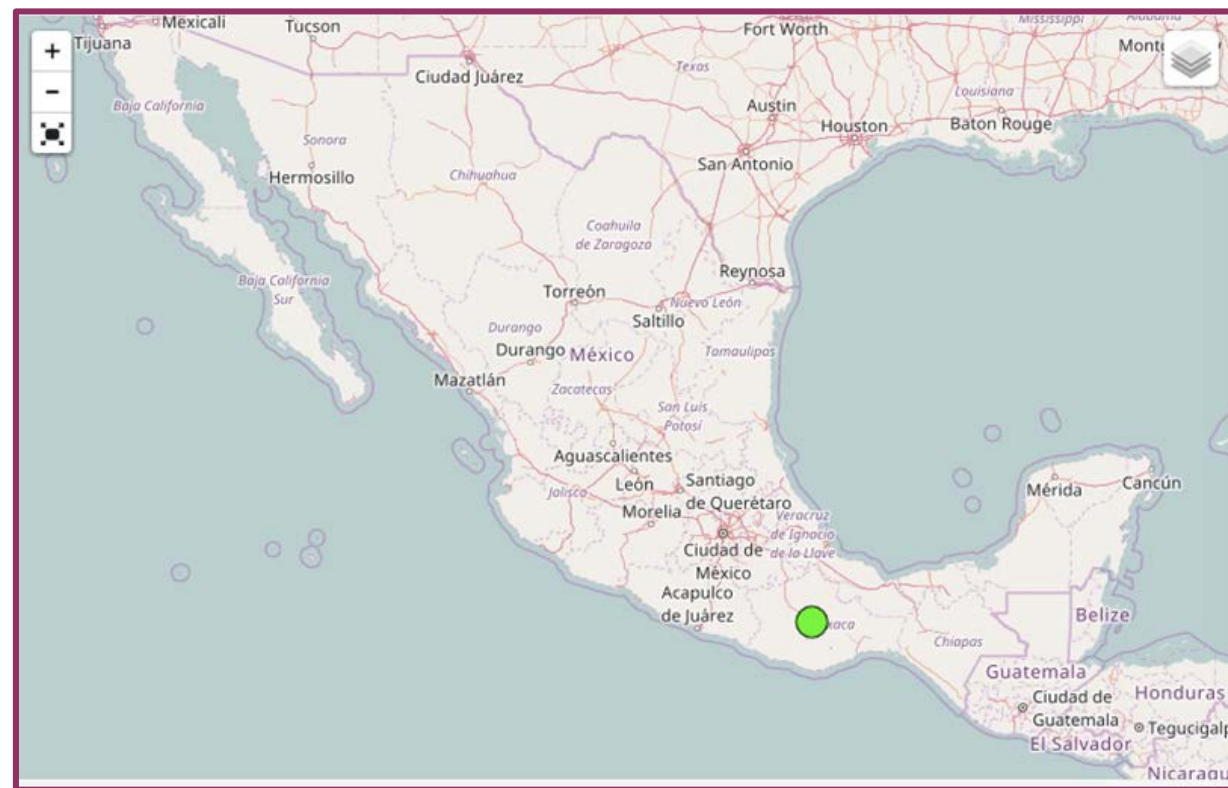
Teotitlán del Valle Zapotec (TdVZ)

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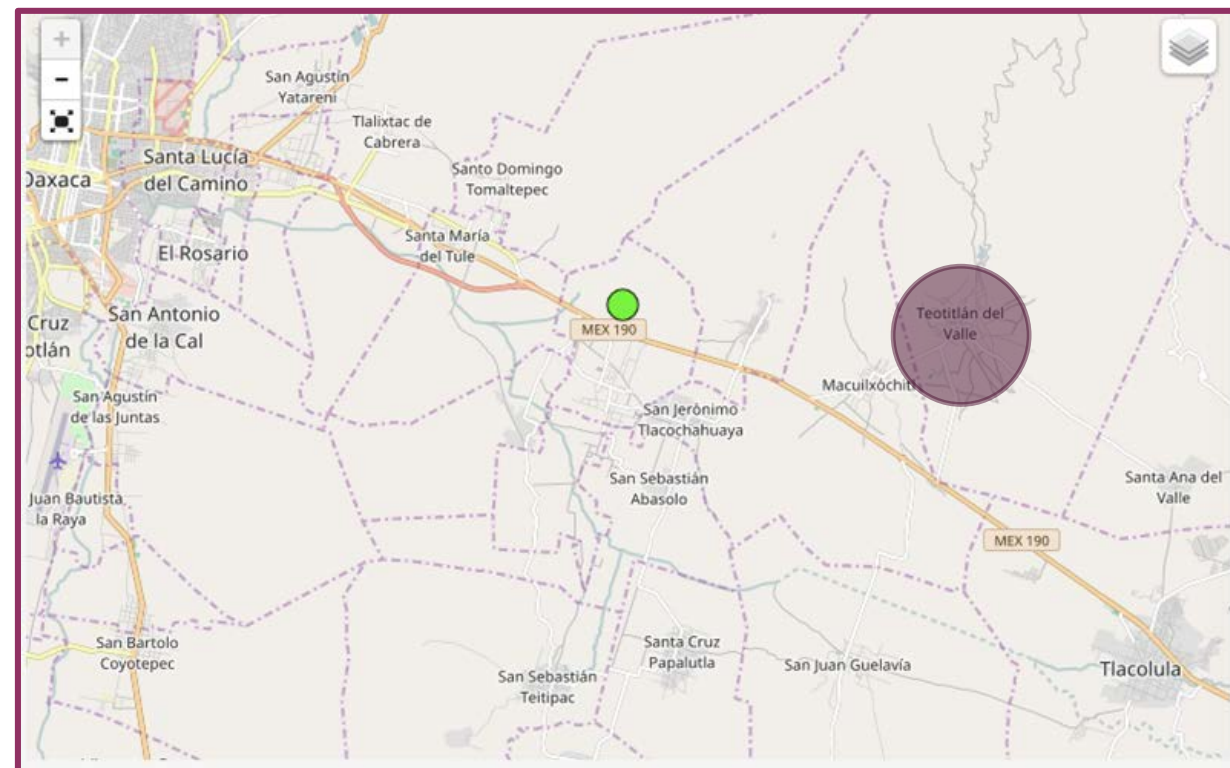
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- Zapotec is one of those groupings
- TdVZ is one variety within Zapotec



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- “Definitely endangered” (UNESCO 2010)
- History of violence against students speaking Zapotec in school → parents chose not to teach Zapotec to their children
- Efforts already in place for revitalization:
 - Diidxih baa xte gulaas
 - Preschool and high school classes
 - Cultural center



Questions for today

- I. What is the place of an outsider in language revitalization?

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3. What issues arise as one attempts to create culturally authentic materials?
4. How can we measure the effects of such small interventions on long-term development of language skills?



What is the place of an outsider in language revitalization?



Why I am involved in this process?

- Long-term commitment to TdVZ

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- Training in pedagogy
- Ability to commit time and energy to the project
- Different expectations from community members: less expectation of perfection

Development of the summer camp program

- 2016 – Summer camp with Kalinka Velasco Zárate



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- 2019 – Winter camp (20 hours) and evaluation with me

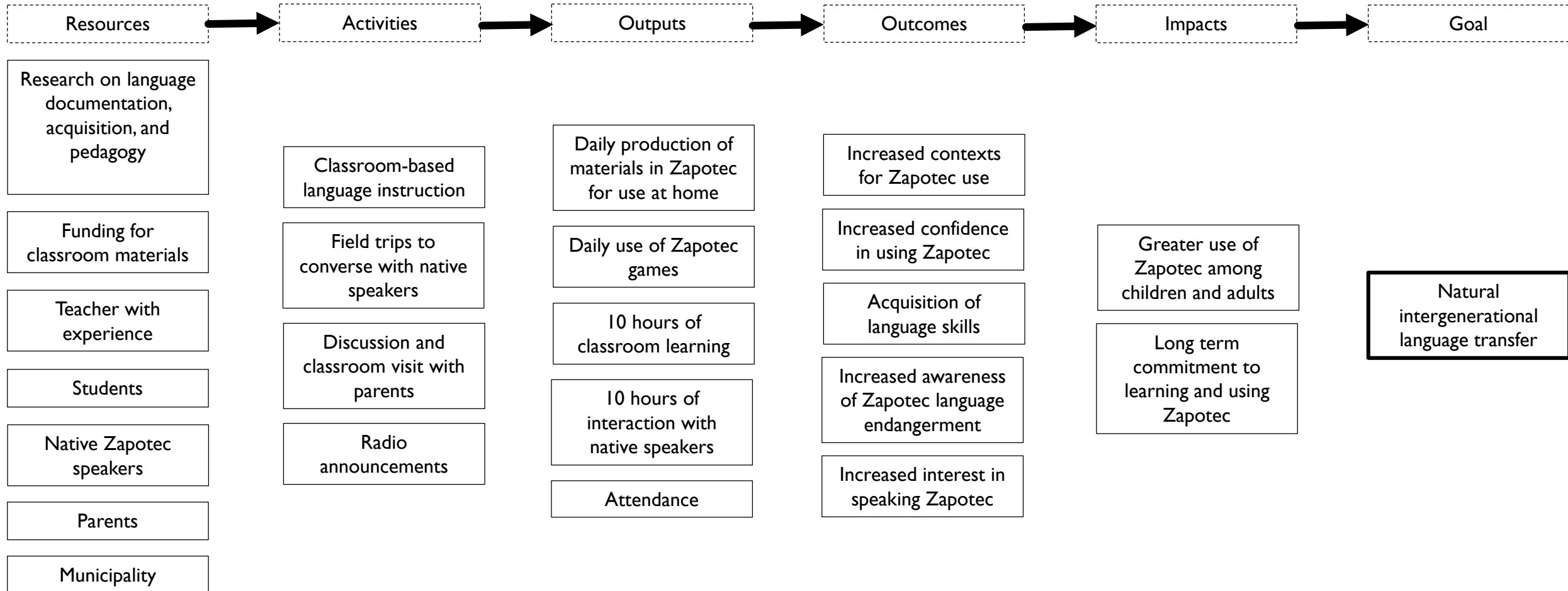




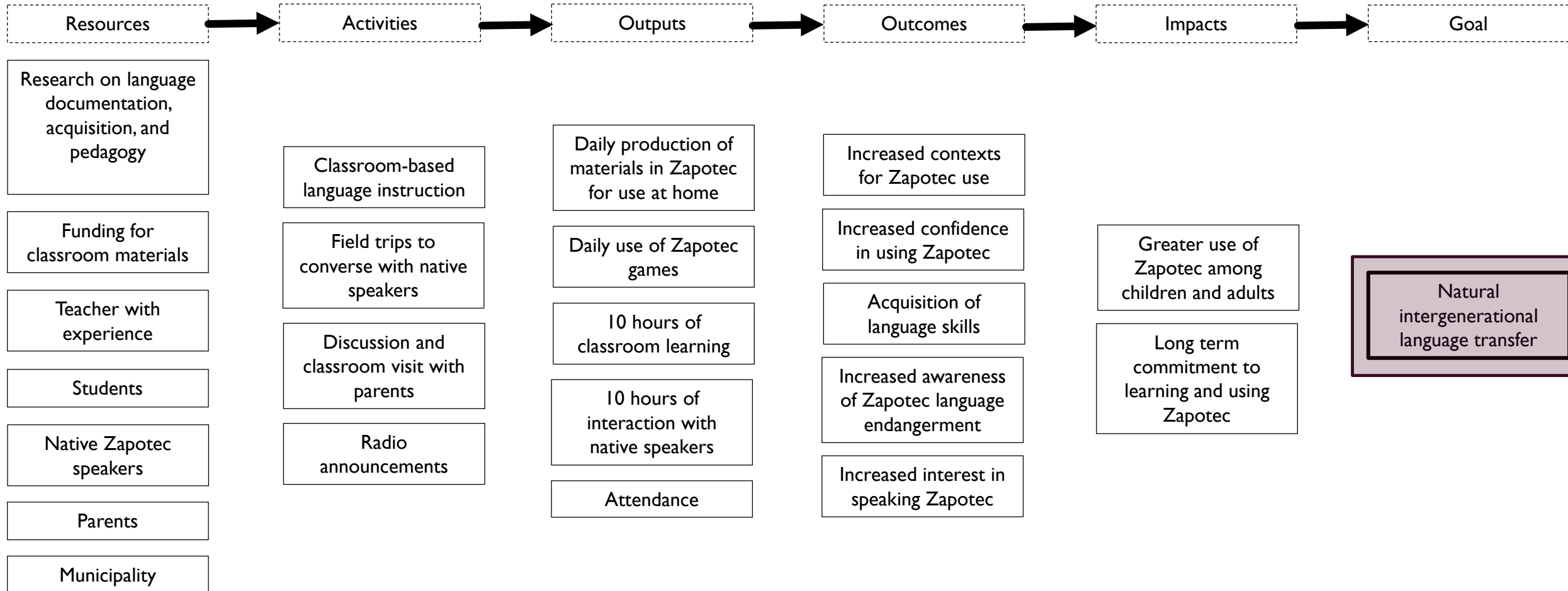
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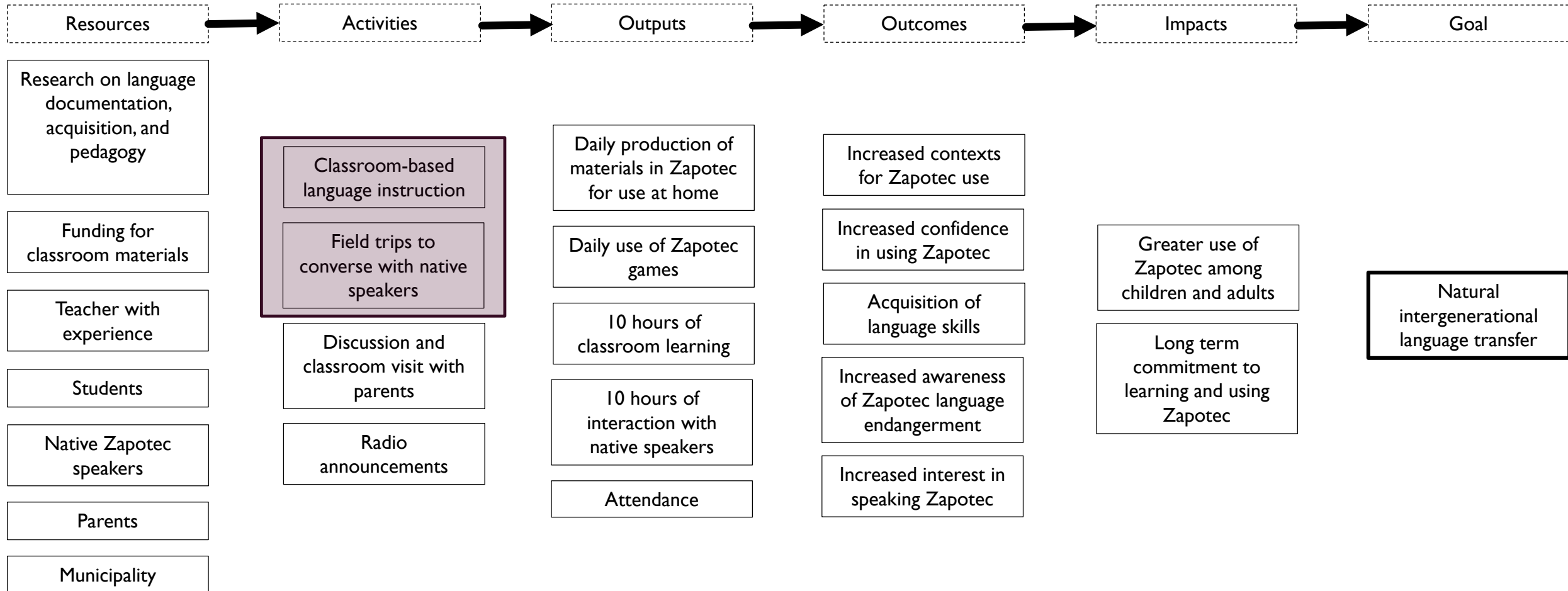
How do we develop a curriculum for Zapotec?



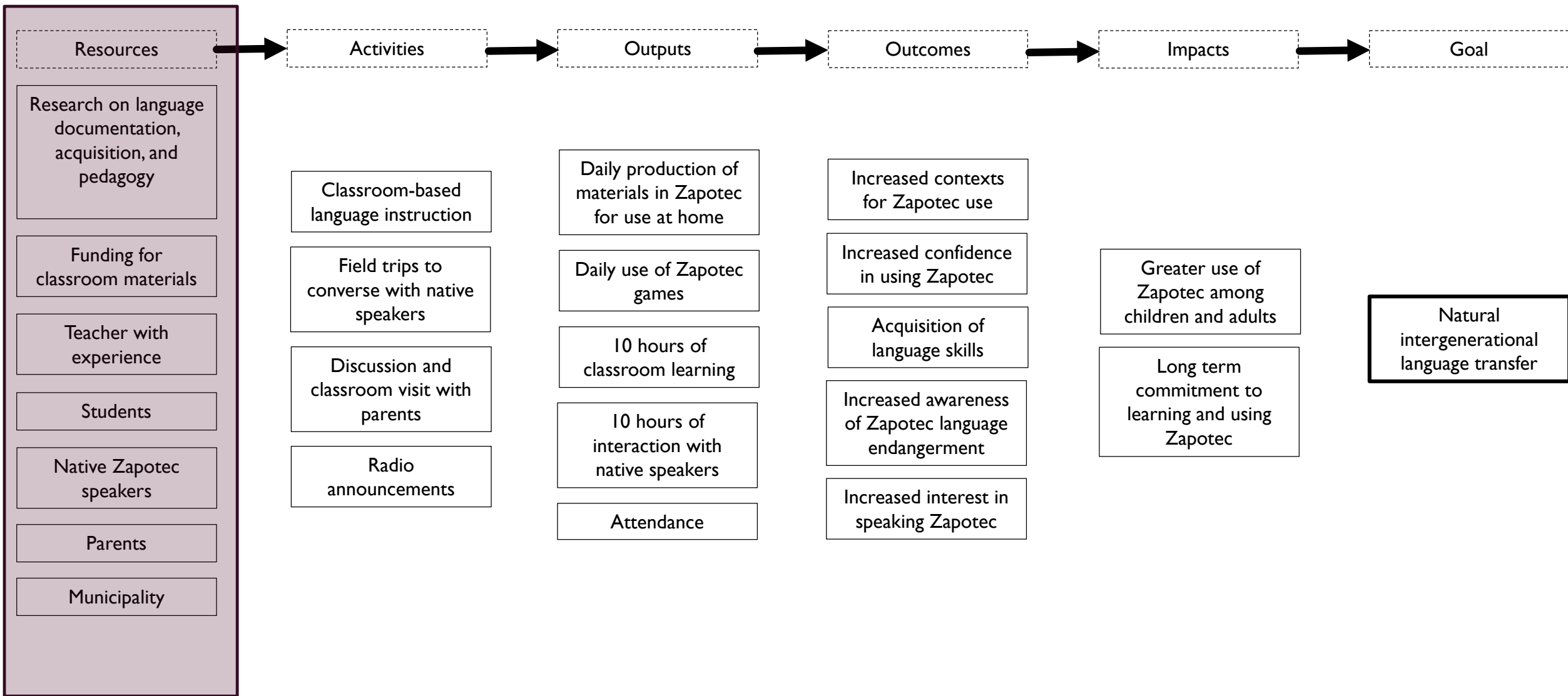
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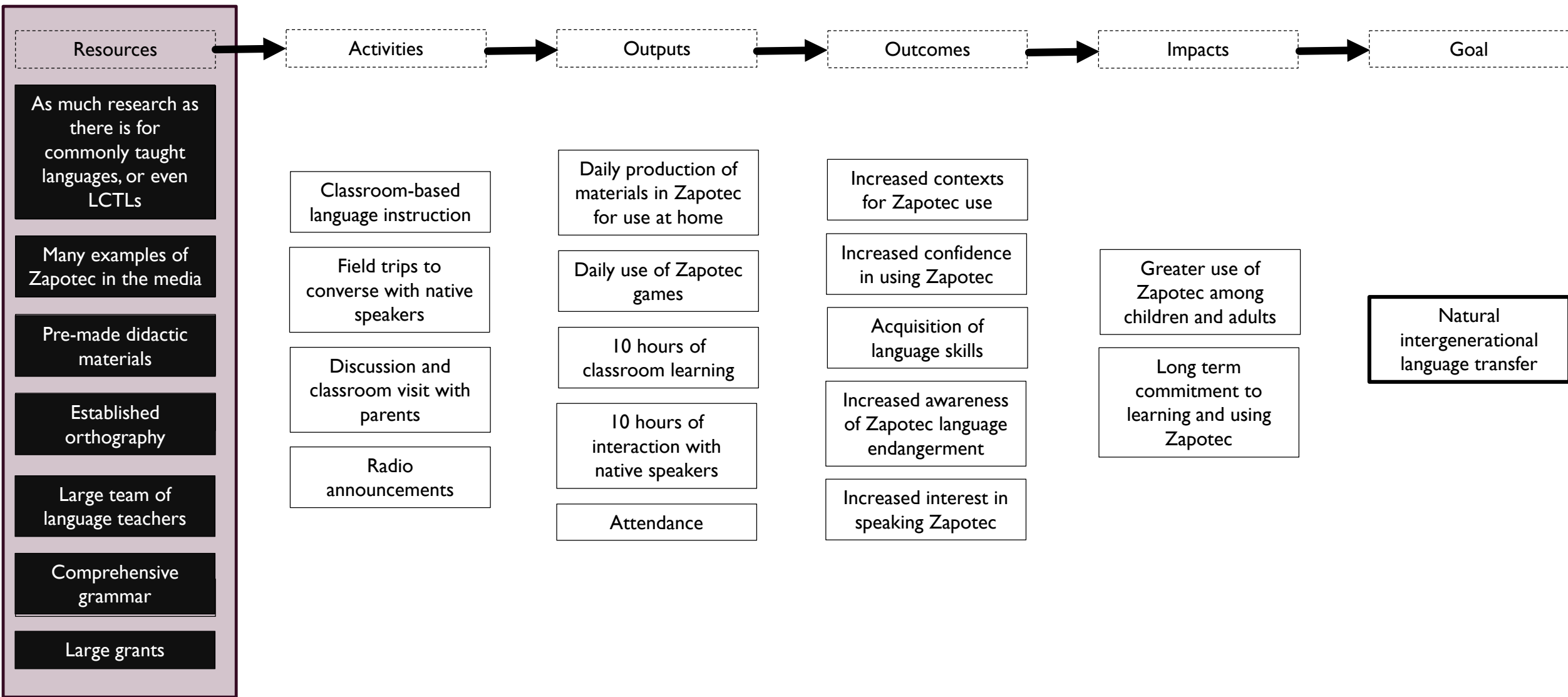
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Designing the curriculum

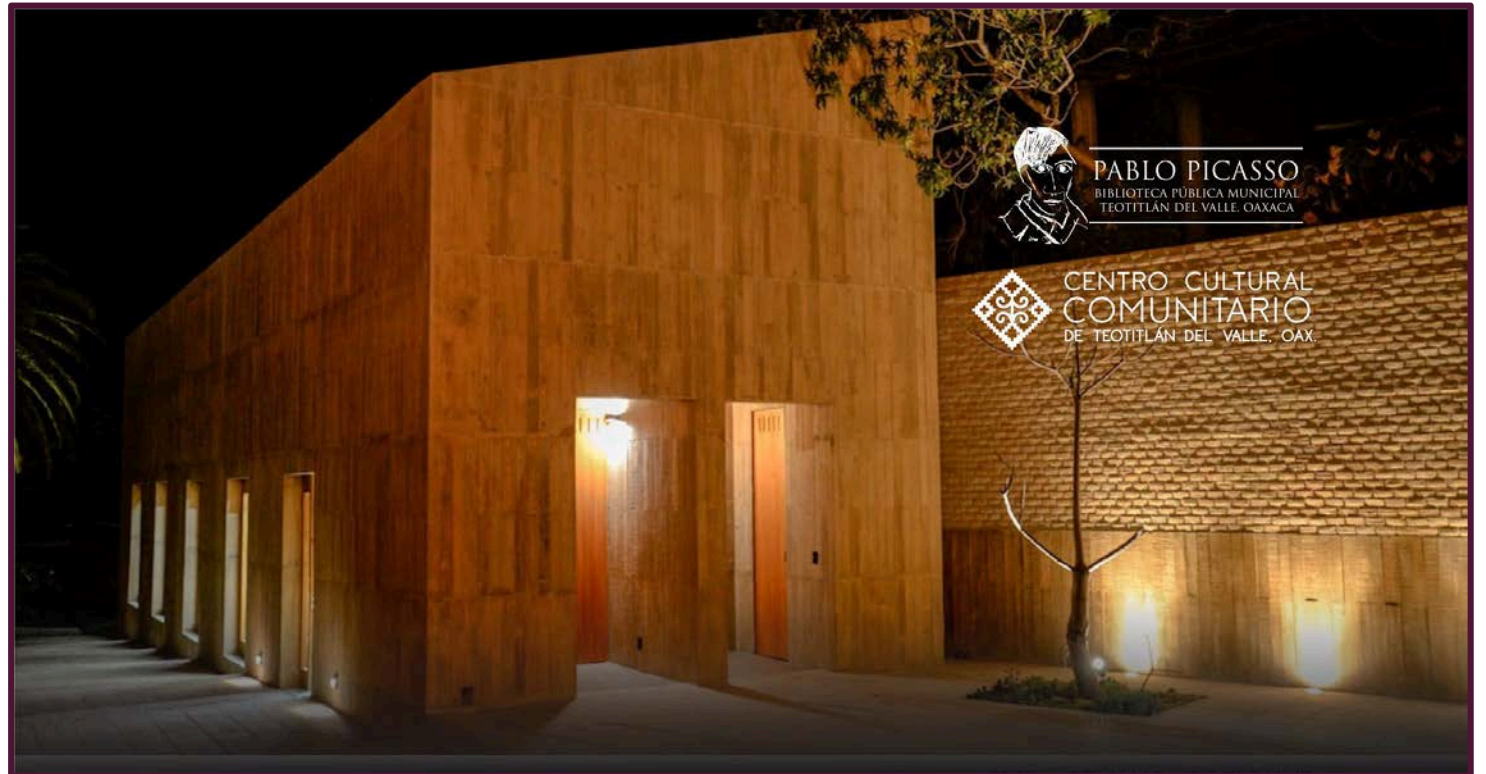
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Designing the curriculum

- Communication based instructional framework (Supahan & Supahan 2001)
- Culturally relevant material

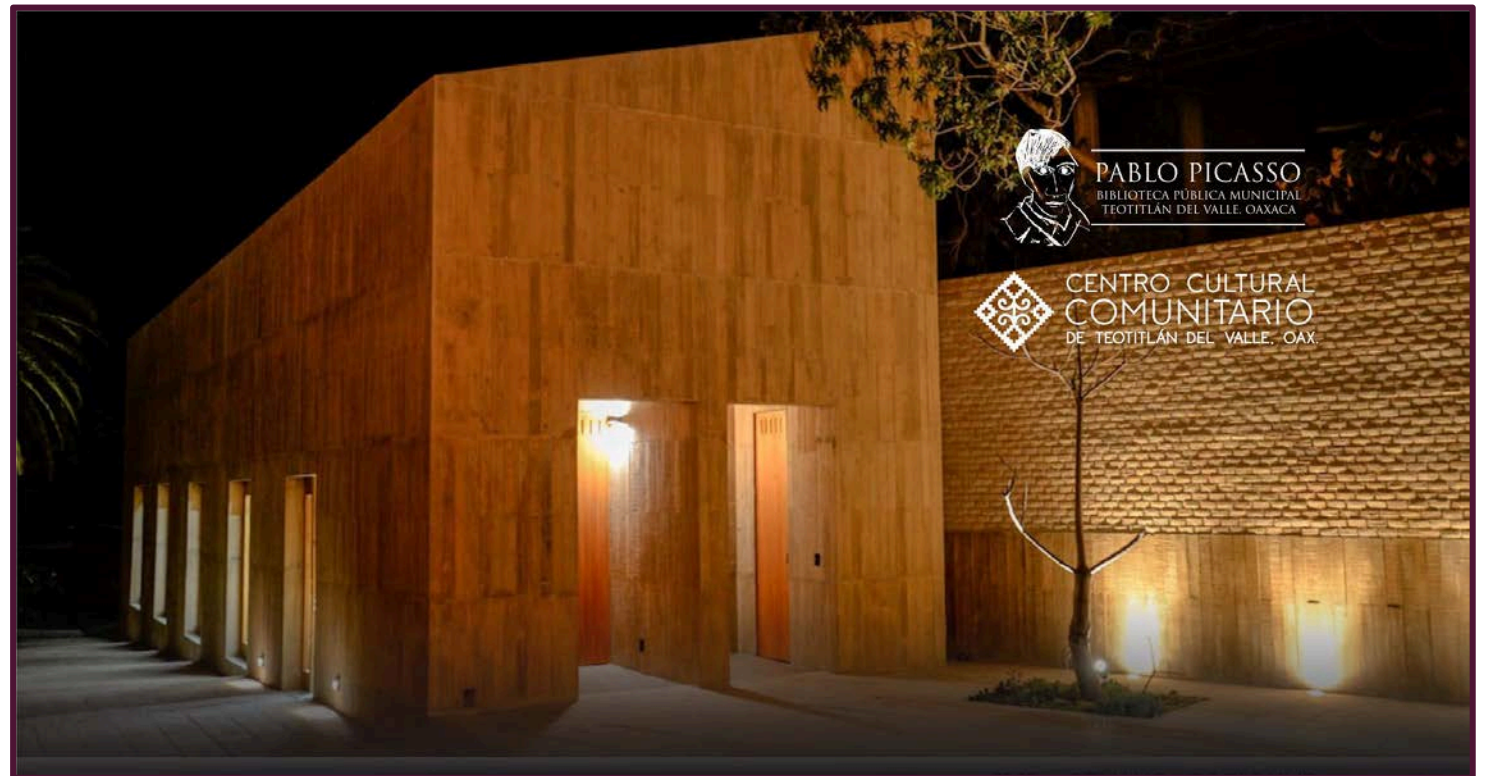
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Curriculum overview

Winter camp 2019

- Days 1-2: Introductions
- Days 3-5: The mountain
- Days 6-9: Weaving
- Day 10: Parents' Day

Summer camp 2019

- Day 1: Introductions
- Days 2-5: Candles and candlemaking
- Days 6-9: Farming
- Day 10: Parents' day

Designing the curriculum

- Day 6: Carding wool
 - Exposure to relevant vocabulary and grammar through **comprehensible input** as we read a story about a little girl who makes a rug from wool
 - **Guided practice** on how to use the vocabulary and grammar through interactive games
 - **Independent practice** through a field trip to talk with one or more Zapotec speakers who will teach students how to card wool

Designing the curriculum

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- How can a classroom-based language program foster interaction with native speakers beyond the classroom?
 - Expose students to the grammar and vocabulary they need to speak Zapotec in a particular situation
 - Create that situation so that students can continue to practice once the course is over



What issues arise as one attempts to create culturally authentic materials?



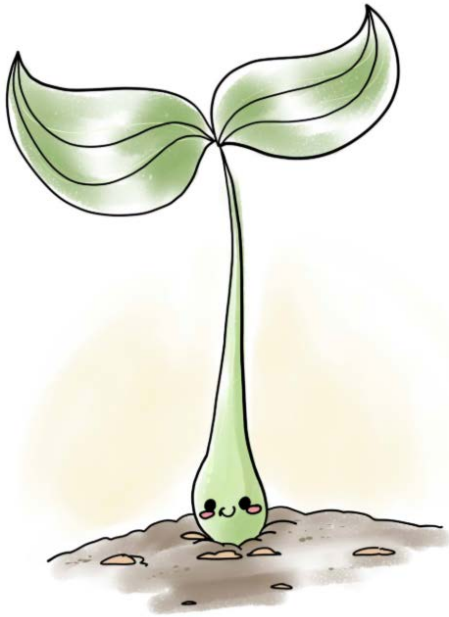
Designing materials

- Few materials exist in TdVZ
- Creation of materials can be time consuming, especially when done in a large group

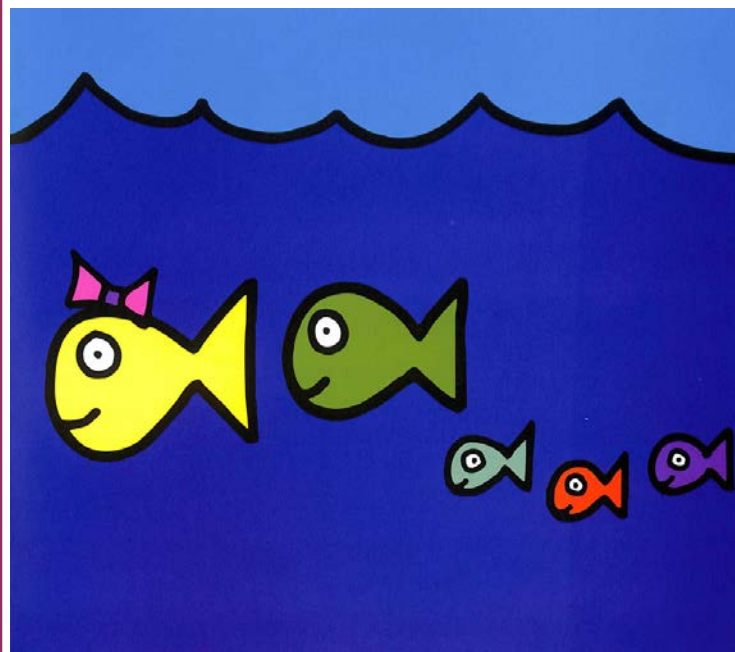
Designing materials

- Few materials exist in TdVZ
- Creation of materials can be time consuming, especially when done in a large group
- Three methods under consideration:
 - Creation of unique materials
 - Translation of pre-existing materials into Zapotec
 - Presentation of Spanish-language materials and creation of Zapotec versions in class

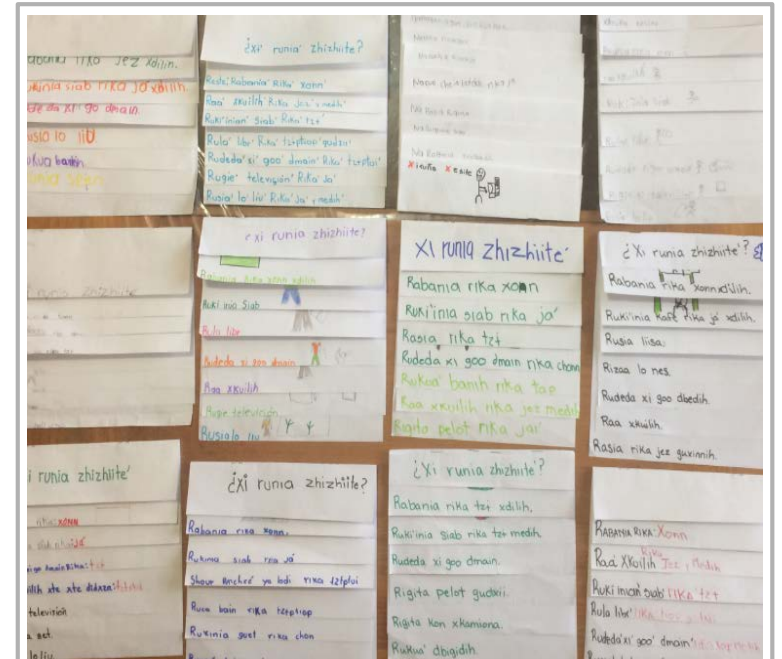
Designing materials



The day I became a plant
By Nick Carrick and Isela Peralta



The Family Book
By Todd Parr

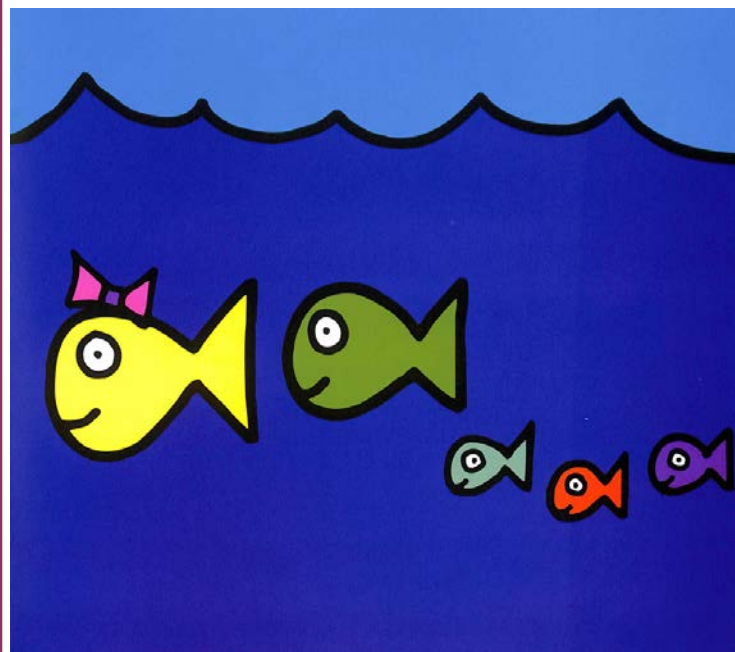


Brown Bear, Brown Bear
By Zapotec students

Designing materials

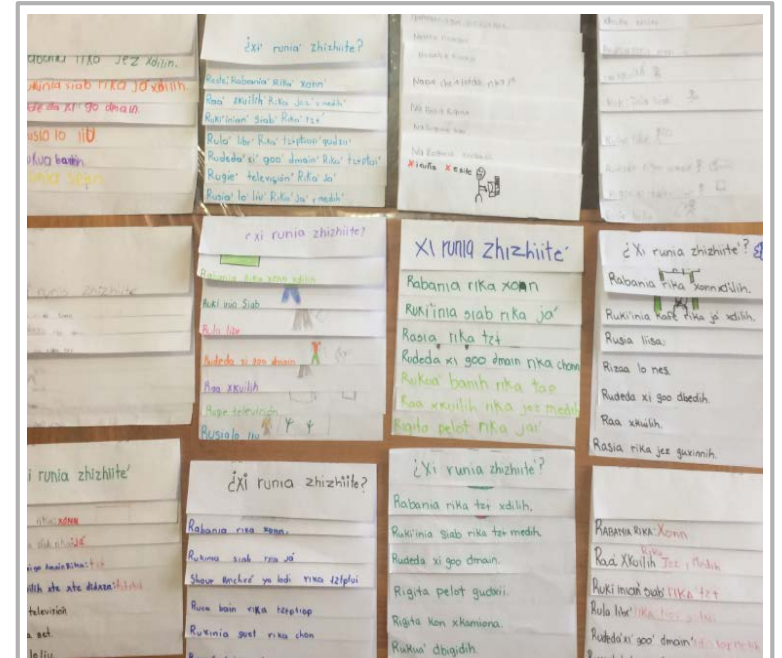
Unique materials

- Materials can be used as comprehensible input
- People from outside the community have the time, effort, and resources to carry out the project
- Time consuming to design
- Outsider teacher can shape the materials in a biased way



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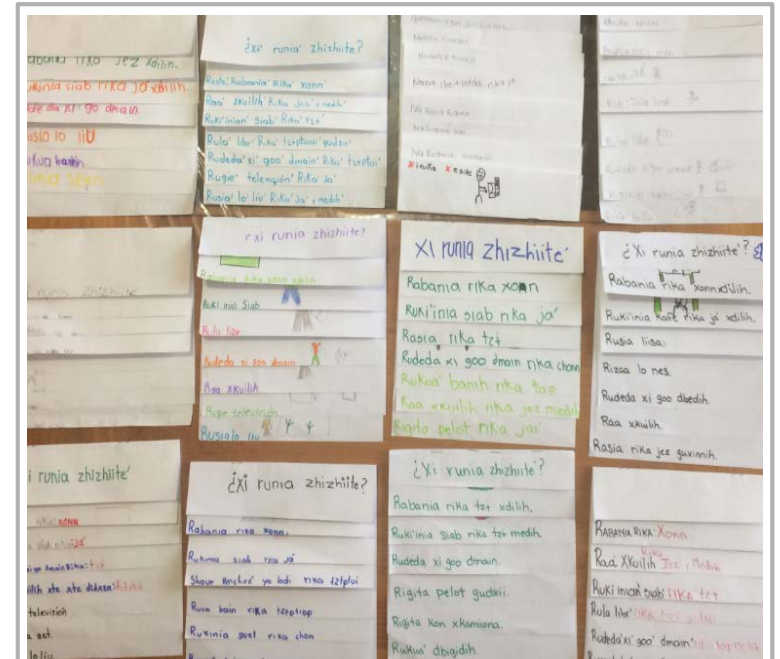
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Translation of Spanish materials

- Materials can be used as comprehensible input
- Less time consuming to design
- Outsider teacher can inject cultural bias through selection of materials
- Students are exposed to Spanish-language materials already



Brown Bear, Brown Bear

By Zapotec students

Designing materials

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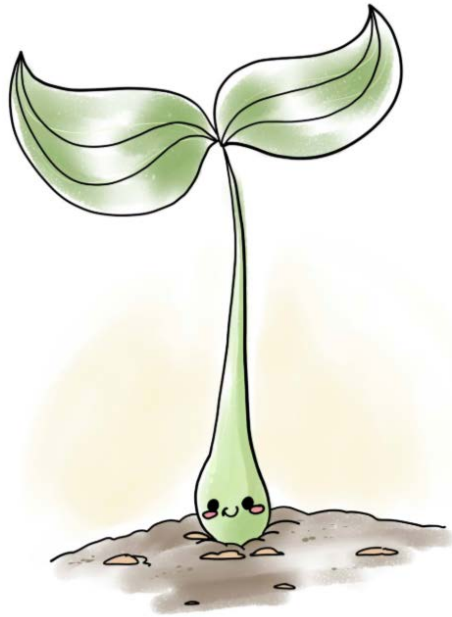
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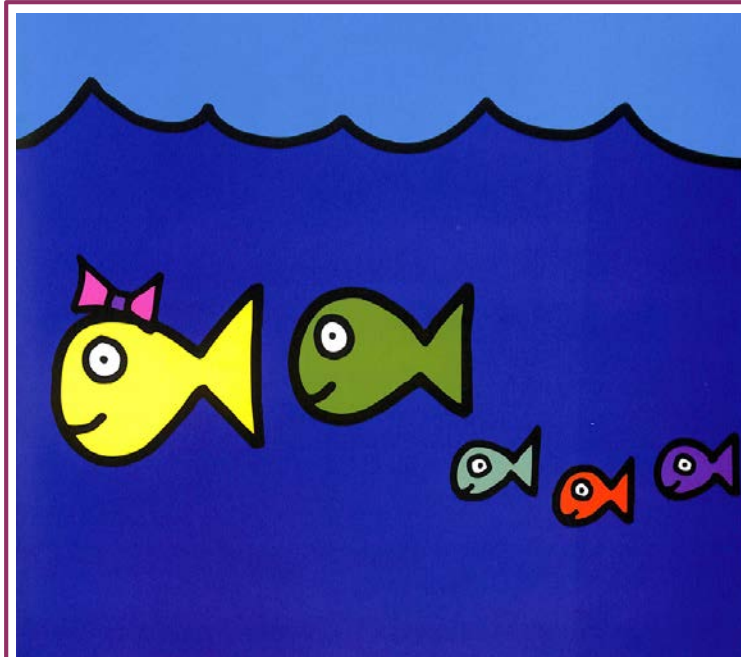
Student creation of materials

- Students are creating their own materials with less culturally biased input
- Results in a product that reflects students' own understandings of their environment
- Cannot be used as comprehensible input
- Pressure on students

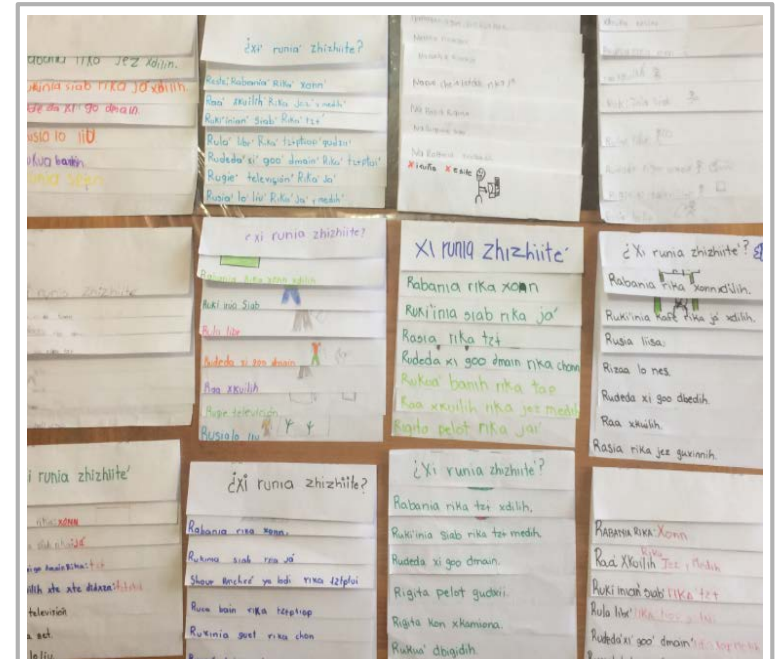
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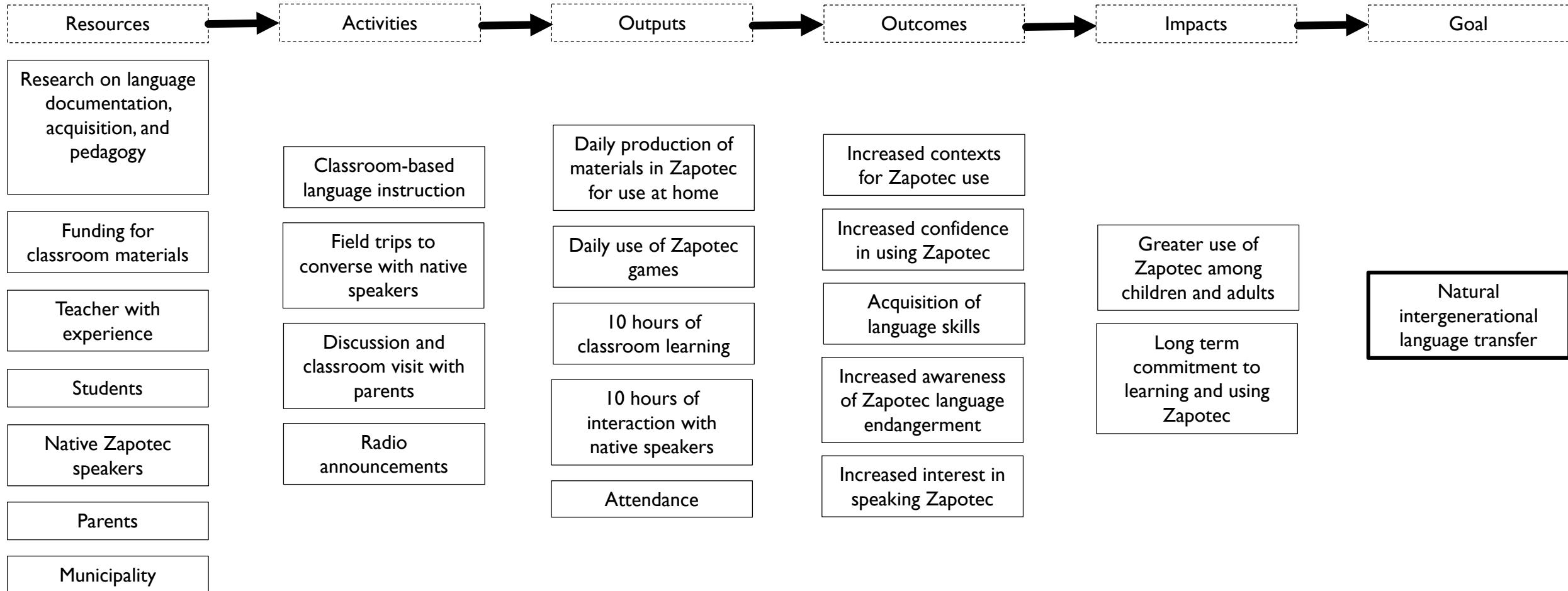
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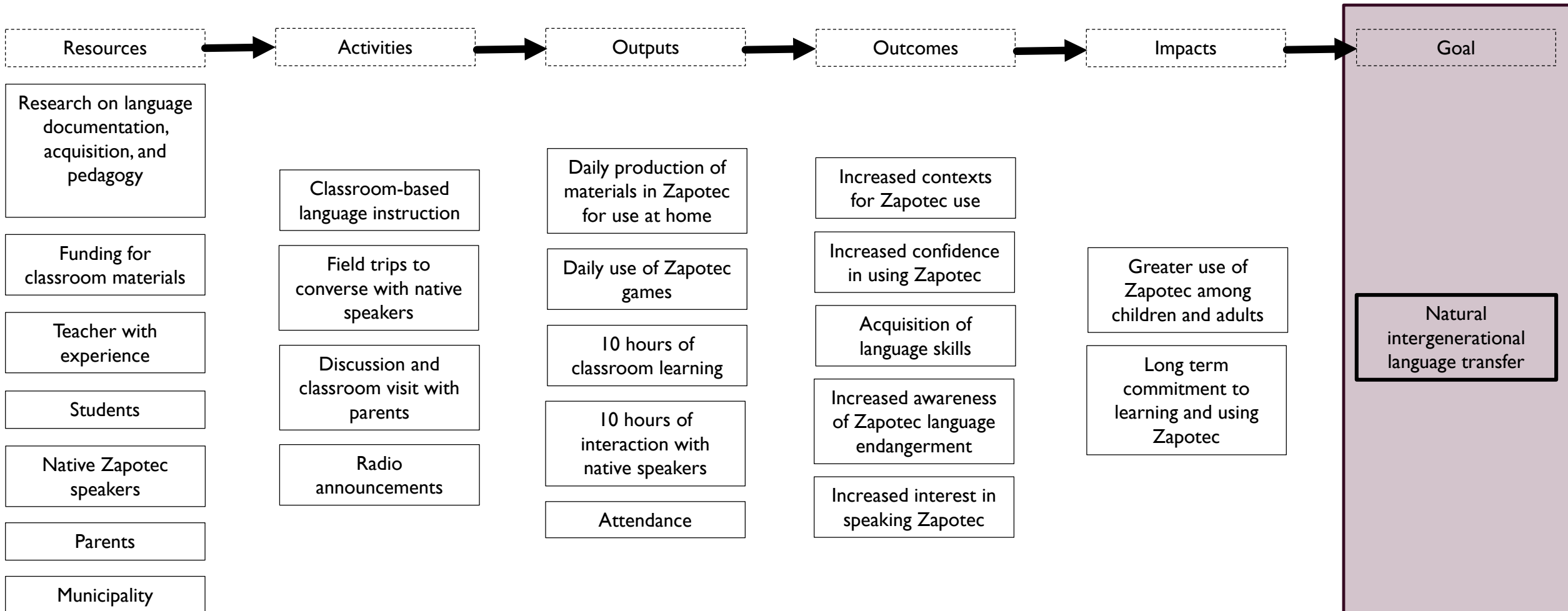
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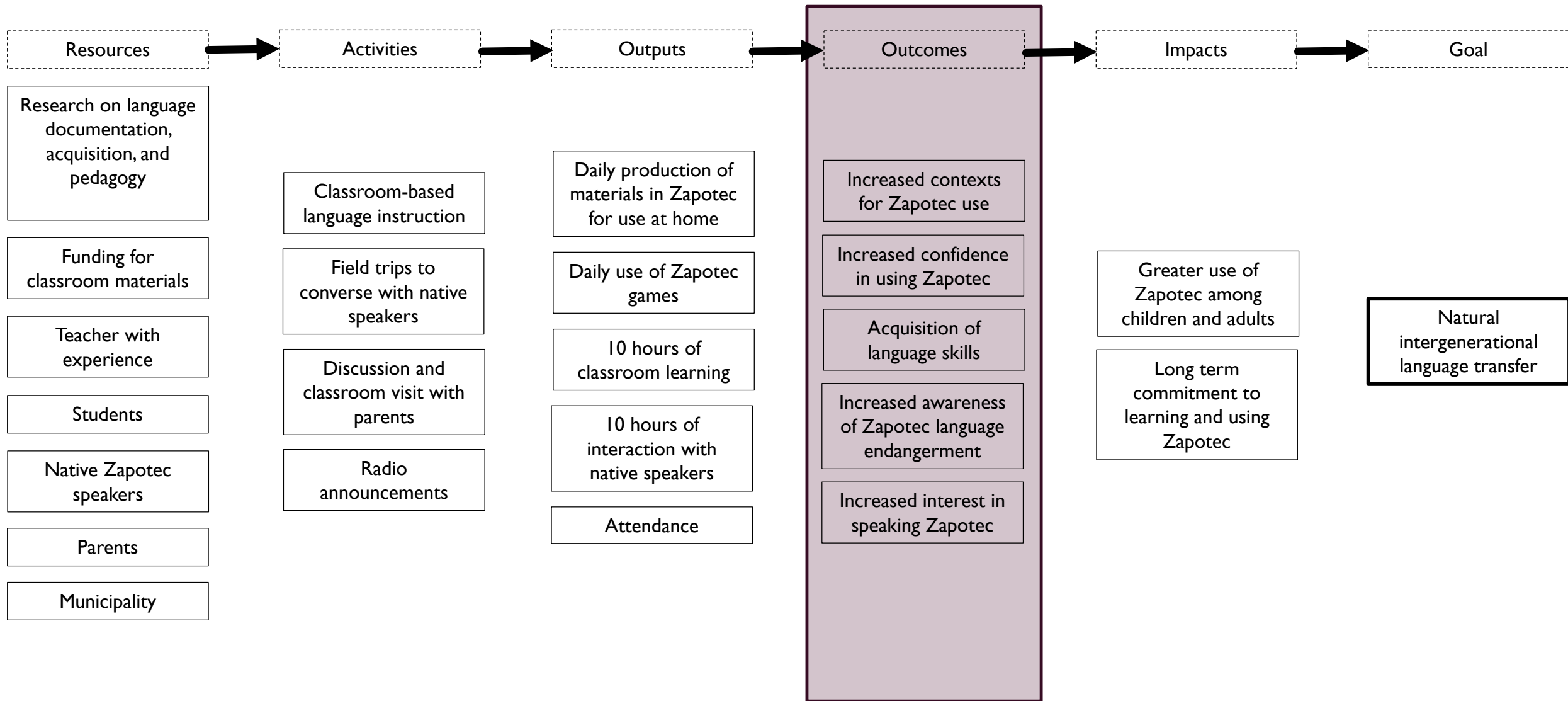
How can we evaluate the effects?



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How can we evaluate the effects of the language camps?

- Why is it important to evaluate?
 - Limited time & resources
 - Potential misunderstandings of what students & families will get out of the camp
 - Align everyone's goals and manage expectations in the best way possible
- Deliberative democratic evaluation (House & Howe 2000)
- We anticipate the changes to be very slight – so how can we design an instrument that is sensitive enough that any changes will be noticed?

Methods of data collection

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 - Self-report of activities and languages used (King 2000)

What are you doing each hour of the day and what language are you mostly speaking?

	Spanish	Zapotec	Other
6-7am <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7-8am <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8-9am <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 - Indirect questions

How hard do you think it would be for a kid to speak in Zapotec...

	Extremely easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Extremely difficult
with their parents while on a hike?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with a relative or neighbor about their weaving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with someone they pass on the street?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with their friends in Zapotec class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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- Classroom recording and observations
- Naturalistic day-long recordings with students in a pre-test/post-test design
 - How does actual language use differ from reported language use?
 - Pilot study has revealed interesting behaviors

Methods of data collection

Xi runia zhizhiite	What I do everyday
rabania rika xoon [xdilih]	I get up at 8
rudeda xigo dmain	I feed the animals
Ruki'inia sihab	I drink atole (a corn drink)
Rukua' banih	I take a bath
Runia seen	I make dinner
rasiá rika tzi [medih]	I sleep at 10
rini' xkala	I dream



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 - Mixed methods design with indirect and self-reports of language use, plus natural recordings

Next steps?

- Implement winter camp in January
- Offer more courses! Collaborate with more people!
- Include parents and community members in the conversation
- Implement the evaluation
- Build and reinforce contexts for Zapotec use between children and adults in the community



Xtiuzeng Yubtu – Gracias – Thanks



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