**Pomo Language Curriculum Development**

CALIFORNIA
INDIAN
MUSEUM
& CULTURAL
CENTER

Weaving Native Culture into the Future

*"Our language is part of our culture and we should have some type of tool to pass on. It is very rare for my generation to speak the language let alone know someone who can."*

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## Planning and Projects

Pomo language preservation work began in 2007
    CIMCC is a Statewide California Indian Organization
    Scope Includes Contemporary Tribal Communities
    Permanent Exhibition Plans Include a Language Recording Studio

Initial Focus Was Planning
    Community Assessment
    How to be Effective as a Regional/Statewide Organization
    How to Create Accessible Resources
    How to Deliver Language Curriculum Through Distance Education

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## Products

Two Community wide Pomo Language Assessments and Status Reports

Pomo Language Repository

Online Eastern Pomo Dictionary

Pomo Language Curriculum
        Eastern (Developed by CIMCC Staff)
        Central (Developed by Consultant)
        Northern (Developed by Consultant)

Pomo Language Youth Day Camp
        Multi Media Tools Produced By Youth
Over 70 Hours of Language Documentation
        11 Speakers from Various Dialects
Pomo Language Animation

## Eastern Pomo Curriculum Handouts



## Importance of Planning



"To teach our language effectively, planning is crucial. In the case of planning language programs community-wide, it is important that an overall plan be prepared that would encompass preschool through adult learning in both formal institutions (schools) and community programs. This will ensure that learning is continuous and will avoid unnecessary complication (20)."

"The plan must be based on the philosophy of the people, and the goals must be clearly articulated by them. For example, is the goal to be able to converse in the language? Is it to attain literacy? How will this be accomplished stage by stage? Who will be the teachers? What materials will be required? What teaching methods will be employed? How will progress be assessed (20)?"

## Our Approach

- Develop usable language for use in everyday life and online
- Do this in a way which connects tribal members
- Develop lessons which honor and transmit cultural values.
- Ensure that sensitive content is protected in online lessons.
- Develop an overall plan which can be adapted to the needs of particular Pomo languages (replication of shell curricula).
- Provide support in adapting and implementing that curriculum and those lessons. Documentation strategy.
- Revise as Necessary

## Adaption of a Shell Curriculum

- Researched other California Indian Language Curriculum
- Discussed Issues in Implementation with Instructors and Community Members
- Focused on the first 10 Units made up of a series of Lessons
- Each unit had approximately 3-10 lessons
- Vocabulary was to appear at the end of each unit.
- Edited sound files would be created to support it and be made available online
- Followed Outline of Development and Documented Resources Simultaneously

## Unit 1: Sounds and Orthography

- Goals of the unit
  - Pronounce all of the sounds of the language
  - Read words in the language
  - Spell words which after hearing them spoken

Vowels
a, ah aa ae e, eh i, ih ii, eee i, ai o o, oh oa oii u, uh u, uu
[a] [o][ɐ] [ɛ] [ɪ] [iː] [ɐi] [ɔ] [o] [ɒ][ɔi] [ʌ] [uː]

Consonants
b ch d g h j k kʼ l m n p pʼ q r
[b] [ʧ] [d] [ɡ] [h] [ʤ] [k] [kʼ] [l] [m] [n] [p] [pʼ] ʔ [ɾ]
rr s sh tch t tʼ th thʼ ts tsʼ/dsʼ w x y
[r] [s] [ʃ] [ʧ] [t] [ɛ] [θ] [t] [ts] [tsʼ] [w] [x] [j]

### Unit 2: Greetings, Leave-Taking, Basic Questions

- Goals
  - Provide basic language skills to frame conversations
  - Ask questions in order to elicit more information in their language.
  - Be able to greet someone in their language and introduce themselves.

- Lessons intended to be adapted to fit language communities and their specific greetings.

- Students will be expected to practice at home and with other speakers after this unit.

## Unit 3: Family/Kinship Terminology

- Goals
  - Learn the appropriate terms for referring to and addressing family members.
  - Correctly use kinship terminology to address all of the members of their family and extended family.

## Unit 4: Drawing and Art

- Goals
  - Describe a drawing that they see in basic terms
  - Follow directions when asked to draw something
- Development
  - Interacting with younger speakers
  - Able to talk more about writing and give directions
  - Utilize questions learned in the first unit

## Unit 5: Doing Homework

- Goals
  - Give basic instructions in preparing to do homework
  - Ask simple questions about which assignments need to be done.

## Unit 6: Personal Feelings

- Goals
  - Extend a greeting sequence by asking the person they're talking to how they're feeling, or how their day was.
  - Give a basic answer to questions about their well-being, or about the weather.
  - Describe the emotions of people in pictures

## Unit 7: Getting Dressed/Doing Laundry

- Goals
  - Give basic commands, including colors and location, about where to put clothes (in the house and on the body).
  - Respond to such commands given by someone
  - Carry out the task of doing laundry and putting it away entirely in the language.

## Unit 8: Cooking/Setting the Table/Going Shopping

- Goals
  - Describe how to cook a meal in the language
  - Compose a shopping list in the language and use it to go shopping, real life application.
  - Tell someone how to set the table
  - Begin to construct new sentences which make use of all of the vocabulary introduced in prior units.

## Unit 9: Going for a Walk



- Goals
  - Be able to carry on a conversation in the language for several sentences in a row.
  - Ask someone questions about what they see
  - Respond if someone asks them what they can see, using more than just single word answers.
  - Incorporate vocabulary from previous lessons into their responses too.

## Unit 10: Telling a Traditional Story/Writing a Story

- Goals
  - Tell an entire story themselves in the language
  - Answer the questions posed to them about the story
  - Most Difficult Unit to Develop



## Lessons Learned



- Flexibility
- Takes Time to Develop
- Never Feels Completed
- Make it Available/Trial and Error/Evaluate and Revise
- Dedication and Patience/Big Picture

## Preparing for Fulfilling College Pre Requisites

- Teacher Credentialing

- Foreign Language Pre Requisites

- Policies for Adoption

## American Indian Languages Credential

- Assembly Bill 544 requires the California Commission on Teacher Credentialing to issue an American Indian Language Credential to an applicant who has…

  - Demonstrated fluency in tribes language (oral and written assessment) developed and administered by a federally recognized tribe in CA
  - Successful completion of a criminal back ground check
  - Application fee and recommendation for credential by tribe.

  - Holder of credential can teach in departmentalized classrooms (preschool, K through 12, and adult classes)
  - Authorization for teaching is only for native language subject

## Current "Foreign Language" Requirements

High School Graduation Requirement:  One year of either visual and performing arts, foreign language, or career technical education**.

The CSU: requires a minimum of two years language pre requisite.   A grade of C or better is required for each course you use to meet any subject requirement.

UC System: UC-approved high school courses, Two years (three years recommended) of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

**World Language Content Standards Handout**

## Considerations for Shifting Policy

- **The Committee on the Literatures of People of Color in the United States and Canada (CLPCUSC) urges colleges and universities to support and implement the policies that are advocated in the Native American Languages Act (Public Law 101-477, Title I), dated 30 October 1990.**

- In section 102 of this act, Congress found that "the status of the cultures and languages of Native Americans is unique and the United States has the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages." It also found that the "traditional languages of Native Americans are an integral part of their cultures and identities and form the basic medium for the transmission, and thus survival, of Native American cultures, literatures, histories, religions, political institutions, and values." Congress further concluded that "there is a lack of clear, comprehensive, and consistent Federal policy on treatment of Native American languages[,]

## Recommendations from the Report

- Institutions of higher education should work with Native American language communities and with Native American educational and governing bodies to implement the following.
  - 1. To grant credit for the study of Native American languages when undertaken to fulfill undergraduate and graduate requirements in foreign languages.
  - 2. To include, where appropriate, Native American languages in the curriculum in the same manner as foreign languages and to grant proficiency in Native American languages the same full academic credit as proficiency in foreign languages. Institutions of higher education are particularly encouraged to teach the languages of Native American nations in their regions, whenever possible.
  - 3. To encourage research to create and update dictionaries, grammars, orthographies, curricula, and other materials to support the teaching of Native American languages. The preparation of these materials is especially important for languages for which they have never been developed.

## 2010–2011 Survey Results: Participation & Availability of Language Courses

Respondents were also asked additional questions about participation, availability of language courses in their community, and the lessons or techniques applied to teach the language.

- 24.6%   able to participate in a language course in their community
- 65.9%   not able to participate in a language course in their community
- 9.4%    not able to participate in a language course outside of their community

- 38.4%   their tribe and/or an individual offered a language course in the past
- 18.3%   language courses had not been offered in the past
- 43.4%   unsure whether or not they had been offered

The results indicate that many of the communities shared an active interest in teaching the language; however, funding and resources have been obstacles to being able to offer the language courses with regular consistency.

## Community Experiences in Curriculum Development

Challenges:

- Lack of consistent funding over time. Start and Stop Syndrome
- Turn Over in Community Members Available to Participate in Project
- Matching Resources to Lesson Plans

- Speaker Participation
- Technological Concerns
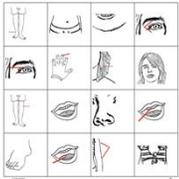- Feeling Overwhelmed

## Speaker Participation



- There are some ways that a non-fluent teacher can teach effectively

  – For many communities there are challenges in finding elder speakers to teach a class. (They may not feel confident to teach, face health issues, have patience to teach children, discouraged, etc.)
  – One strategy was approaching them to be "language mentors," partners, advisors
  – Confidence, trust and relationships were built over time
  – Documentation Sessions casts wide nets, enriching material

## Community Feedback for Online Course Design

Respondents were also asked to rate the following list of the online course and website components in order of their importance. Respondents chose from a scale of No Importance, Somewhat Important, Important, Very Important and Great Importance. The following list shows the highest rated category for each component:

- Online Dictionary     38.2% Great Importance
- *Pronunciation Guide*     *50.6% Great Importance\**
- Picture Dictionary     40.6% Great Importance
- Sample Conversations     44.8% Great Importance
- Common Questions and Answers     45.0% Great Importance
- *Storytelling*     *47.7% Great Importance\**
- Games     31.9% Great Importance
- Posters     28.0% Great Importance
- Flashcards     40.9% Great Importance
- *Video Lessons*     *47.7% Great Importance\**
- *Audio Lessons*     *52.5% Great Importance\**

## Weighing Course Content with Technology Isssues

**PROS**
- Students Regularly and Commonly Interact with Technology
- An Alternative Way to Communicate and Interact with language
- Accessibility/Convenience
- Self Paced
- Can Track Your Own Progress
- Games=Unconscious Digestion
- Self Publication/Less Expense and Time in Developing Resource Materials

**CONS**
- Face to Face Communication is the Best Way to Learn
- Have to Know How to Use it
- Have to Understand its Limitations
- Supplement not Supplant
- Start Up and Maintenance Costs
- Quickly Becomes Outdated
- Training and Usability
- Mono vs. Multi Generational
- Ownership/Licensing

## Communicating the Role of Technology in Language Education

Today Indian communities face many issues that reach beyond the scope of historical challenges. Time and distances are modern challenges. Economic and educational opportunities often require many tribal members reside outside of their communities. Furthermore, educational and employment opportunities are only available to those who speak English. Thus, the economic and social necessity of tribal languages has diminished.

The meaning and the usefulness of the language are contained in its' nuances. It cannot be learned without its cultural context. Thus, knowledge of traditional practices and cultural heritage are key components of language preservation. They must be integrated into a modern context.

## 2010–2011 Survey Results: Contemporary Challenges

The Internet creates an opportunity to share information across time limitations and physical boundaries. However, it also creates many questions related to the protection of cultural integrity, accessibility by non-members of the community, as well as copyright and licensing ownership.
We must work through these issues to determine the parameters of sharing language resources in the digital era.

Awakening vs. Fluency

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*Feeling Overwhelmed*
*Awakening the Languages:* Stages of community and Language Revitalization

- <u>Commitment of the Heart</u>

  "A strong belief underlying Native languages is that they are the soul and spirit of the people, and you cannot measure what language means to the people (115)."

- <u>Awareness of the Reality of Language Situation</u>  IT's NOT TOO LATE

  "The language is no longer heard as the medium of socialization and enculturation; it is lost or on the brink of being lost. Oftentimes, it is difficult to accept this reality, difficult to understand what went wrong (without blaming outside forces), and difficult to know what to do to counter such language shift. It is especially difficult to accept that we need a 'plan' and the development of 'tools' to assess and address this situation (115)."

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*Feeling Overwhelmed*
*Awakening the Languages:* Stages of community and Language Revitalization

- <u>Committed experimentation</u>  TRY DIFFERENT METHODS, GO WITH THE FLOW

  "Such actions to reverse language shift include: transcribing, translating, and interpreting archival documents such as audio, taped oral traditions; creating space for language and culture within Head Start, elementary and high school curricula,; after school community language programs; developing language materials and curriculum within grant programs; compiling, developing, and publishing dictionaries; establishing orthographies; developing and piloting grammar lessons; conducting immersion camps; conducting literacy development workshops; hosting tribal language summits; attending language institutes; and establishing a networking system of collaboration and co-operation among different programs. Such activities are occurring with or without tribal, state, or federal support (115)."

- <u>Re-contextualizing language and culture</u>  OBJECTIFY LANGUAGE

  "When activities attempting to reverse language shift occur, often times the "heart of the people" (the language) becomes objectified. Objectified, it is no longer a living, dynamic means of expressing emotions, maintaining intimate relationships, and projecting a unique world. Instead, it becomes a language of study. This is a stark reminder that schools and classrooms continue to be perceived as a place where Indian students are taught the white man's ways in the white man's manner" (115).

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**Feeling Overwhelmed?  Food For Thought**

- <u>Transforming the Culture of the School</u>    DON'T COMPARE YOUR SELF TO OTHERS

  "Teachers must realize that they are the carriers of linguistic and cultural knowledge. They must strengthen their knowledge and experience of their heritage language and culture. They cannot afford to feel "inadequate and incompetent", especially when they compare themselves with other "non-Native" teachers" (116).

- <u>Re-creating Classrooms</u>        GETTING CAUGHT UP IN THE BUREACRACY

  "Heritage language teachers are often given the tremendous responsibility of developing language curricula and language materials and of teaching the language. Under such pressure, it is difficult for them to remember to utilize their speaking ability in a classroom setting in order to maximize their fluency"(116).

- <u>Changing attitudes from Hurt to Responsibility</u>   SHIFTING FROM NO YOU CAN'T TO YES WE CAN

  "It is true that the parents and grandparents of most of the language teachers and learners today were not allowed to speak their language; they were punished horribly if they did, and they have carried these fears of language learning with them ever since. However, in the past few years, there has been a change in attitude from one of "we can't because" to "it is my responsibility to teach my language" or "it is my responsibility to learn." Language is a responsibility, not a privilege.

  *Awakening the Languages:* Stages of community and Language Revitalization

## Community Recommendations

*Assessment Recommendations Include:*
- Use daily greetings in conversation
- Teach conversational phrases that link and contextualize cultural history and practices
- Support tribal members in obtaining degrees in linguistics
- Create website and audio tools that provide sound and visual of words being spoken
- Create language immersion opportunities and host immersion events
- Teach **people** that mistakes are part of learning and not to be afraid to make them
- Teach phrases that are applicable to situations to connect words to real life experiences
- Create games that incorporate the Pomo language
- Foster pride in Pomo identity
- Create tools that are applicable to our daily routines and lifestyles
- Let children organize events around language
- Enact stories with song and dance

## Contact Information

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