Pedagogical grammar writing
Linguistics 460/560 - The structure of Itunyoso Triqui
Week 13 - 4/16 - 18/24
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(1)   Two readings relevant for our discussion this week:

Amaral, Luis (2021) Um framework para projetar materiais pedagógicos em línguas indígenas:
        exemplos do Brasil e do México (A framework for designing pedagogical materials in
        Indigenous languages: examples from Brazil and Mexico). *Revista Tellus* 43:145-166.

Lima, Suzi (2018) The Kawaiwete pedagogical grammar: linguistics theory, collaborative
        language documentation, and the production of pedagogical materials. In *Language
        Documentation and Conservation Special Publication No.20: Collaborative Approaches
        to the Challenge of Language Documentation and Conservation, Selected papers from
        the 2018 Symposium on American Indian Languages SAIL),* de Lima Silva, W. and
        Riestenberg, K. (eds*)*, Chapter 5, p.54 -72.

(2)   What is meant by the term "pedagogical grammar"? It is the development of language or
        literacy-learning materials for either L1 or L2 learners and it is non-technical.

I.   Amaral (2021)

(3)   Amaral points out that there is usually relatively little training offered on creating such
        materials, which are only useful if they exist in the right context of language learning and
        support. What is the framework that one must use for developing the materials?

(4)   Experience in both Brazil with a team working on pedagogical grammars for 5 languages
        and in Oaxaca with a group of 80 or so people speaking 15 different Otomanguean
        languages.

(5)   Amaral's framework consists of:
        a.   **Context of use**: where is the language usually used? how vital is it? what is the
        educational background of the language teachers?

        It is important to survey communities to get a sense of what types of materials are most
        sought out. Mismatches between materials and expectations lead to failure.

        b.   **Pedagogical goals:** where is the *material* being used? If there are very few
        speakers, it has to be taught as an L2. Some materials might also be designed to be *used
        at home* if there is no formal context for language learning.

        "There is no material, so anything is good, right?"

        c.   **User/learner model:** who are the speakers? what is their experience
                with education? Are they literate?

        d.   **Learning theory:** connects descriptions with practical choices

Note that the curricula developed for indigenous schools may prioritize national interests in dominant language literacy as well as adopt lessons for L1 Spanish speakers and not L2 Spanish speakers with L1 Triqui dominance, for instance.

        e.   **Pedagogical approaches**

(6)   Who are the learners in an **Itunyoso Triqui context?**

Ages 60+   Likely to be monolingual Triqui speakers with limited L2 Spanish for commercial exchanges; also likely to be functionally illiterate.

Ages 40 - 60   Likely to be Triqui dominant with Spanish as a more functional L2 for commercial exchanges, educational contexts, healthcare, etc; likely to be more functionally literate in Spanish.

Under 40   Likely to be Triqui dominant but may use Spanish in more social settings; adept L2 Spanish speaker; has functional literacy in Spanish

(7)   In general, it is recommended to start with communicative situations first and then create lessons around these. This allows you to develop culturally-appropriate materials.

II.   Lima (2018)

(8)   Discusses a community collaborative pedagogical grammar project on Kawaiwete (Tupi-Guaraní), in Xingu territory in Brazil.

(9)   There are two communities - one in Xingu territory and one that was forcibly displaced due to conflict in the 1960's. The latter community has less language vitality - most people speak Brazilian Portuguese. *(So, two different types of learners.)*

(10)   The development of the Kawaiwete language documentation project was strongly motivated by Kawaiwete Indigenous teachers' interest in exploring strategies for language maintenance and revitalization.

(11)   In the Xinguanian Kawaiwete villages, most children are L1 Kawaiwete speaking, so these learners are different from bilingual ones.

(12)   Based on some discussion with teachers (a survey), there was an interest in variation across villages, an interest in variation in writing some words, and an interest in creating materials because they were lacking. *(pedagogical goals)*

(13)   Between 2009 and 2012, the Kawaiwete language was the focus of a language documentation project promoted by the Indigenous Museum (Museu do Índio/FUNAI) under the Program of Language Documentation, ProDocLin.

(14)   This included (a) mentorship of indigenous researchers, (b) preparation of a descriptive grammar, and (c) linguistic workshops in the communities

(15)   Using the workshop with teachers, the group (including teachers) identified sources of variation in the writing. The participants were introduced to concepts of linguistics to explain why and how languages vary and how to build hypotheses based on datasets.

(16)   One goal of this workshop was to emphasize not only the concepts, but also the methods for finding patterns and building hypotheses. The Kawaiwete teachers were encouraged to do similar exercises in their classrooms.

(17)   At the end the group wrote a bilingual text explaining the process of discussion and the history of the writing system.

(18)   The development of descriptive grammar and dictionary and simple texts paved the way to developing a pedagogical grammar.

(19)   **The Kawaiwete pedagogical grammar** was written from 2013 - 2015 with teachers from the community. It is 400 pages with 50 chapters.

(20)   It is non-technical and monolingual, as well as being driven by pedagogical goals.

(21)   Should all pedagogical grammars be monolingual? No - it depends on the learners. Discuss.

(22)   Five thematic groups arose from the grammar: (i) language variation and history of writing system; (ii) objects, people and substances; (iii) time and space; (iv) counting and measuring; (v) daily activities.

(23)   In general, a context is presented first, followed by a non-technical explanation - this can even include descriptions of things that are ungrammatical (but this is best for strong L1 speakers).

(24)   The exercises in the book consist of answer questions based on context, filling gaps, transforming phrases (by changing their word order, adding or removing a morpheme and performing necessary adaptations), word puzzles (word search, connecting words and their meanings), and forced-choice tasks (choosing two options).

(25)   Yet these also included metalinguistic exercises, including open ended examples (compound words - find them), what words take different suffixes/prefixes, etc.

(26)   Despite the fact that many of the exercises including linguistic phenomena, they can be
         adapted to focus on parts of the lexicon related to cultural items too (plants/animals), or
         culturally-relevant topics like weaving.

(27)   The documentation of the Kawaiwete language and the training of Indigenous teachers in
         linguistic methods were fundamental steps for writing the pedagogical grammar (but I'd
         also add that doing a descriptive grammar first was necessary).

(28)   Another goal of the pedagogical grammar of the Kawaiwete language is to encourage
         Kawaiwete children and teenagers to think about the characteristics of their language by
         gathering data and building hypotheses about them.