

FINAL REPORT ON THE HOPI LAVAYI EARLY CHILDHOOD ASSESSMENT PROJECT

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March 3, 2013



HOPI LAVAYI ASSESSMENT OVERVIEW

- Purpose of the Hopi Lavayi Assessment
 - Why this is important for Hopi
- Methodology and Approach
- Challenges
- Assessment Results/Key Findings: Telling a Story About Hopi Language
- Conclusions
- Recommendations

HOPI LAVAYI EARLY LANGUAGE ASSESSMENT

- Increase understanding of early literacy concerns among Hopi children birth to age five
- Implement a successful early literacy program on Hopi based on recommendations from assessment

LEARNING AND LITERACY IN A BILINGUAL HOME

- Literacy skills learned in a child's first language are later transferred into the dominant language.

Harvard Education Letter (May/June, 2008)

- If Hopi children are taught reading in Hopi, those literacy skills learned at home will later pass on to their English skills.

ASSESSMENT QUESTIONS ASKED

- What is the **primary language** in the Hopi household?
- Are Hopi children read to and what do they read?
- Are Hopi children read books written in Hopi?
- How do Hopi parents/caregivers view literacy in both English and Hopi?

METHODOLOGY

- **Methods used were structured, semi-structured, and unstructured interviews**
 - Prepared a 24 question interview to ask each of the participants
 - Conducted 58 interviews with Hopi people from 12 villages and 1 community
- **Analysis of materials was done using observer impressions and content analysis looking for common themes**
 - The interviews were transcribed and the text was coded. Coding is an interpretive technique that both organizes the data and provides a means to introduce the interpretations of it.

RESULTS: TELLING A STORY ABOUT A LANGUAGE

- According to the Hopi Language Education and Preservation Plan, based on a study conducted in 1997, English was reported to be the primary language spoken in Hopi homes.
- The purpose of the Hopi Lavayi Early Childhood Assessment is to understand the current status of the Hopi language use in families with young children on the reservation in 2012 and to identify and recommend a process of maintaining Hopi language for future generations.
- Shift in focus from written literacy to oral literacy which includes songs, dance, stories and “talk”?

HOPI LANGUAGE IN THE HOME

- How do the Hopi, in particular, the parents of young children, feel about this?
- Do Hopi people believe that the Hopi Language should be brought back so that it becomes the first language in the home?
- How do we bring back the language?
- Does reviving the oral tradition include reading and writing of Hopi?

TELLING THE STORY OF THE ASSESSMENT RESULTS

- Content analysis of transcribed interviews based on 26 questions
- Coded themes include:
 1. Hopi is not primary language spoken in the home
 2. Language awareness- language loss is real
 3. Hopi Prophecy- it is already known that we will lose our language
 4. Who is responsible for passing on the language?
 5. Loss is real but there is hope for the future- it isn't too late
 6. Hopi belongs in the home; English at school
 7. Teach Hopi through songs
 8. Oral language (“speaking”) has priority over written Hopi

CONCLUSIONS

- It is not too late to prevent the loss of the Hopi language. Hopi language use however is declining rapidly
- Our revival efforts must build on what is still available to us.
- The key to reviving the language is to bring Hopi back to the home
- Home is where a child is introduced to his/her first language and it is in the home where language learning begins.
- Children are our future language and culture bearers and all revival efforts must begin with the children, the very young children and their parents.

RECOMMENDATIONS

- Implement a Hopi Language Nest Model Program for children birth through age 5 and their families in the villages for the Hopi Lavayi revitalization project
- Convene a Project Design and Advisory Committee for the pilot project
- Convene an on-going Advisory Committee that will meet regularly to provide ongoing oversight for the Model program and for other ongoing Hopilavayi projects
- First Things First funds utilized initially to fund the Hopi Language Nest pilot project. Once the pilot project is completed, First Things First funds can then be used to implement the full Hopi Language Nest program

HOPI LANGUAGE NEST MODEL

- Hopi Language Nest: begins in home & village/community; language and culture conveyed at the same time
 - Teaching methods : Immersion and Total Physical Response
 - Immersion: Hopi only communication, meaningful interactions
 - Total Physical Response: language taught through physical activities
- Show the language rather than teach it
- Language learning in context- as children engage in activities
- Interactions through talk, gestures, puppets, stories
- Language learners are young children and parents
- Language teacher fluent in Hopi & responsible for showing language

APPROVAL OF THE HOPI LAVAYI ASSESSMENT BY HOPI TRIBAL COUNCIL

- **The Hopi Tribal Council approved the Hopi Lavayi Early Childhood Assessment on May 15, 2013**
 - Approval to move forward with developing the pilot Hopi Language Nest Model Program design and setting up an Advisory Committee for the pilot project
 - Direct Dr. Sakiestewa, Hopi Education Director, to select the Project Design and Advisory committee for the pilot project in collaboration with FTF
 - Authorizes the Village of Sipaulovi for the pilot project.
 - Authorizes FTF to keep the Assessment as a public document.

APPROVAL OF THE HOPI LAVAYI ASSESSMENT BY COCONINO RPC

- Approve the Hopi Lavayi Early Childhood Assessment Report and form an advisory committee to develop the Hopi Language pilot project.

Thank You

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