

Nahuatl Survey 2012

Center for Latin American and
Caribbean Studies - Yale University

Purpose of Survey: goals and expectations

- * a.) Levels of proficiency
- * b.) Effectiveness of program models
- * c.) Continued language study
- * d.) Continued language usage
- * e.) How to improve?
- * f.) Yale's role in Nahuatl scholarship?

History of the Program

- * Summer programs at Yale 2000-2004 (*1-2 students per summer*)
- * Yale/Chicago Nahuatl Institute
 - * Chicago AY 2004-2005 (**6**), 2007-08 (**5**)
 - * Summer 2005 (**2**), 2007 (**9**), 2008 (**3**) - in Oapan - J. Amith
- * Yale/IDIEZ
 - * AY 2008-09 (**1**) IDIEZ via Distance Learning
 - * Summer 2009 (**15**), 2010 (**24**), Zacatecas
 - * AY 2009-10 (**6**), Distance Learning Yale and Columbia
 - * Summer 2011 (**13**) IDIEZ at Vanderbilt
 - * Summer 2012 at CSULA

Which of the following were your **personal goals** in studying Nahuatl and did you achieve each?
(Check all that apply.)

	Goal in studying Nahuatl	Goal was achieved
Meeting a degree requirement	<input type="checkbox"/>	<input type="checkbox"/>
Learning my heritage language	<input type="checkbox"/>	<input type="checkbox"/>
Conducting research and/or Using historical documents	<input type="checkbox"/>	<input type="checkbox"/>
Indigenous languages relate to my studies or work	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the academic field(s) of the degree you were pursuing when you studied Nahuatl?
(Check any that apply)

- | | |
|---|---|
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Literature and Languages |
| <input type="checkbox"/> Art History | <input type="checkbox"/> Area Studies/Latin American Studies/ Native American Studies/Chicano Studies |
| <input type="checkbox"/> Forestry and Environmental Studies | <input type="checkbox"/> Linguistics |
| <input type="checkbox"/> History | <input type="checkbox"/> Other <input type="text"/> |

Survey Questions

Examples

		Highest level of education achieved.					Total
		Associate's Degree (2-year college)	Bachelor's Degree (4-year institution)	Masters (M.A., M.S., M.F.A., etc.)	Professional Degree (J.D., M.B.A.)	Doctorate	
What was the academic field(s) of the degree you were pursuing when you studied Nahuatl? (Check an... <input type="checkbox"/>	Anthropology	1	2	2	0	2	7
	Art History	0	1	0	0	1	2
	Forestry and Environmental Studies	0	0	1	0	0	1
	History	0	2	4	0	2	8
	Literature and Languages	0	2	4	0	2	8
	Area Studies/Latin American Studies/Native American Studies/Chicano Studies	0	4	1	0	3	8
	Linguistics	0	1	1	0	1	3
	Other	0	3	3	0	2	8
Total		1	9	14	0	11	35

Educational Background

Field and degree

		I participated in a Nahuatl language program in: (Select all that apply)													
		Before 2000	2000 Summer - Yale	2004-2005 Academic Year - Chicago	2005 Summer - Chicago	2006 Summer	2007 Summer - Oapan, Mexico	2007-2008 Academic Year - Chicago	2008 Summer - Oapan, Mexico	2008-2009 Academic Year - Distance learning at Yale	2009 Summer - Zacatecas, Mexico	2009-2010 Academic Year - Distance learning at Columbia	2010 Summer - Zacatecas, Mexico	2011 Summer - Vanderbilt	Total
After the completion of your most recent Nahuatl program(s), did you continue study of the language?	Yes	1	3	0	0	1	2	0	4	0	5	2	7	4	21
	No	0	1	2	1	0	3	1	3	0	2	3	2	2	14
	Total	1	4	2	1	1	5	1	7	0	7	5	9	6	35






Continued Study by program

immersion programs = greater commitment to continued study

		After the completion your most recent Nahuatl program(s), did you continue study of the language?		
		Yes	No	Total
If yes, through what means did you continue your study?	Enrolled in a class	4	0	4
	Independent study	21	0	21
	Studied with a tutor	7	0	7
	Other	2	0	2
	Total	22	0	22
If yes, how much time did you commit to your study?	1-5 hours per week	15	0	15
	5-10 hours per week	2	0	2
	More than 10 hours per week	1	0	1
	1 summer	1	0	1
	1 semester	1	0	1
	1 academic year	3	0	3
	More than above choices	2	0	2
	Total	22	0	22
If yes, did your proficiency improve further from this continued study?	Yes	18	0	18
	No	4	0	4
	Total	22	0	22

Proficiency and continued Study

demand for follow-up language training

#	Answer		Response	%
1	<u>Proficient User (C2): Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</u>		0	0%
2	<u>Proficient User (C1): Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</u>		1	3%
3	<u>Independent User (B2): Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</u>		3	9%
4	<u>Independent User (B1): Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</u>		7	20%
5	<u>Basic User (A2): Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</u>		9	26%
6	<u>Basic User (A1): Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</u>		15	43%
	Total		35	100%

User proficiency

Across all programs

		In what area are you currently employed?				Total
		Academic/Education/Research Institution	Government Organization	Non-Government Organization (NGO)	Other	
I currently use Nahuatl for the following reason(s): (Check all that apply)	I do not use the language	3	0	0	3	6
	In my career	8	0	0	1	9
	For research	17	0	0	4	21
	For government service	0	0	0	0	0
	For conversational purposes	6	0	0	3	9
	To read older texts	17	0	1	4	22
	For interpreting	3	0	1	2	6
	For teaching	10	0	0	2	12
	Other	1	0	0	1	2
Total	25	0	1	9	35	

Nahuatl usages by field

#	Question	Between having studied the language and now	Currently	Responses
1	I did not/do not use the language	<u>4</u>	<u>8</u>	12
2	In my career	<u>14</u>	<u>12</u>	26
3	Research	<u>19</u>	<u>19</u>	38
4	Government service	<u>1</u>	<u>0</u>	1
5	Conversational purposes	<u>8</u>	<u>8</u>	16
6	Reading older texts	<u>20</u>	<u>20</u>	40
7	Interpreting	<u>9</u>	<u>7</u>	16
8	Teaching	<u>10</u>	<u>9</u>	19
9	Other (please specify)	<u>4</u>	<u>4</u>	8

Other (please specify)
In my art
Art/Indigenous Issues
Also has helped me learn Kichwa which is the language spoken where I work now in the Ecuadorian Amazon.
to preserve my identity, culture, and language
this question is not clear

Nahuatl usage post-program

Please evaluate your proficiency in Modern Nahuatl:(Ranking is listed here from most advanced (Profi...								
		Proficient User (C2): Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	Proficient User (C1): Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.	Independent User (B2): Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Independent User (B1): Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	Basic User (A2): Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Basic User (A1): Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Total
Had you used or studied Spanish prior to taking the Nahuatl course?	Yes	0	1	3	7	7	14	32
	No	0	0	0	0	2	1	3
	Total	0	1	3	7	9	15	35

correlation: Spanish and Nahuatl

Should Spanish be a requirement or recommendation?

Strengths

- * Valuable resource to the academic community
- * Taking classes in both Old and Modern Nahuatl is the best way to learn the language
- * There has been a radical improvement in the Nahuatl program
- * (UG) fueled my interest in indigenous culture
- * Some very effective teachers; continue in contact with them and practice with them
- * Forged lasting friendships and stayed connected with Nahuatl scholars
- * The two programs are fantastic in different ways

Areas for improvement

- * The goals for learning outcomes should be clear to both instructors and the students
- * Spanish should be a stated prerequisite
- * Program should be in Mexico when at all possible
- * The “vetting” of the village (Oapan) important; health concerns were an issue

Areas for improvement

(continued)

- * Strengthen structure and methodology of the Classical course
- * Native teachers are “not all on the same page” about usage
- * Need for opportunities to continue studies through Academic Year
- * Modern Nahuatl class needs to be more communicative and task-based
- * Distance learning is not as effective

Key points

- ✱ All indicators show that we should continue to combine study of Classical and Modern
- ✱ Distance Learning methodology has not worked
- ✱ Most desirable to have the program in Mexico

Goals

- * Highest quality program
- * Well-trained native language speakers
- * Best curriculum and materials available
- * Best usage of appropriate technology