

2011 CCSD Summer *Diné* (Navajo) Language Program Report

The 2011 *Diné* Language Summer Program was offered by Central Consolidated School District at Eva B. Stokely Elementary in Shiprock, NM, from June 6, 2011 to June 21, 2011. Seven teachers, five education assistants and a volunteer grandparent provided instruction in *Diné* language and culture to students in grades Pre-K to 6. There were seven classrooms, the highest level, grades 4-6, was combined into one. The purpose was to provide basic *Diné* (Navajo) language instruction, and to enhance the *Diné* students self-awareness and their identity as *Diné* people. The instructional theme centered on *k'e*.

In early June, an unprecedented 180 students applied to participate in the 2011 Summer Navajo Language program even when the parents understood that there would be no bus transportation for the program. However, when there was a schedule conflict with the Native Vision Sports Camp, also hosted by CCSD at Shiprock High School, a number of students chose to attend the sports camp, instead. Attendance ranged from a low of 83 on the first day to a high of 112 on the third day; the average was 100 students per day.

Several of the instructors involved, together with their teacher assistants, will be teaching fulltime Navajo Language Immersion classes in the Fall of 2011: grades K and 1 at Eva B. Stokely, and grades K at Nizhoni Elementary and at Mesa Elementary (one class per school). The teachers' and their aides' participation in the summer program allowed them to gain experience teaching in *Diné* for a greater length of time than the thirty minute sessions they normally experience with their students during the regular school year.

During the course of the summer program, in addition to the in-class language and culture instruction, there were guest presentations, a luncheon and a field trip. Some other whole-school projects included: staff preparation of traditional foods for tasting by the students, and simple weaving projects made by all of the students. The *Diné* language teachers developed the program schedule jointly. Although this was the first time that many of the teachers and education assistants worked together, their collaborative efforts were commendable.

Summer School Staff			
Coordinator: Marilyn Deal			
Grade	Teacher	Education Assistant	Students
Pre-K	Victoria Yazzie	Selena Horse	12
K	Esther Paul	Rose Mason	16
K	Marie Bigman	Peggy Phillips Stella Sloan, Volunteer	15
1	Mary Tohtsoni	Louise Johnson	18
2	Susie Kelewood	Peggy Lee	17

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3	Carmelita Lowe	Vounteer parent	15
4	Dionne Shepard		22
5			
6			

Note: Community members of the CCSD 20-Year Navajo Language Revitalization Committee Larry Emerson and Tina Deschenie also assisted with initial preparation, survey review and development, and data and report compilation.

Student Attendance	
Date	Number
6-6-2011	83
6-7-2011	93
6-8-2011	112
6-9-2011	109
6-13-2011	104
6-14-2011	108
6-15-2011	105
6-16-2011	102
6-20-2011	96
6-21-2011	96

Daily Schedule	
7:30 – 8:00 AM	Teacher prep
8:00 – 12:00	Instruction
12:00 – 12:30	Lunch, student departure for home
12:30 – 1:00	Lunch break for teachers
1:00 – 3:30	Teacher prep

Program Evaluations:

SURVEY 1: STUDENT SELF CONCEPT (N (pre) = 92, N(post) = 79)

Age of Respondents		
Age	Number (pre)	Number (post)
4	5	3
5	16	11
6	17	7
7	13	14
8	12	16
9	15	13
10	7	4
11	5	3

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12	1	2
None indicated		

Grade of respondents	Number	
Pre-K	10	11
K	22	10
1	13	14
2	11	12
3	17	14
4	1	5
5	8	4
6	6	2
None indicated	4	7

Gender of respondents	Number	
Female	58	43
Male	34	34

This survey included 15 questions that allowed for responses using the following 5-point rating scale:

1	2	3	4	5
I don't know anything about this	I know very little	No answer	I know a few things	I know this very well

Responses to five of the fifteen questions are shown below:

Question : I know all my four clans

Over 50% of the students (pre and post) indicated they knew their clans well or that they knew a few of their clans.

30% (pre) and 37% (post) responded "I know this very well."

24% (pre) and 22% (post) responded "I know a few..."

Question : I speak the *Diné* language

About 50% of the students (pre and post) indicated they did not know any *Diné* language or that they knew very little. Less than 40% indicated they knew the *Diné* language very well or knew some.

12% (pre) and 18% (post) responded "I don't know any..."

39% (pre) and 32% (post) responded "I know very little"

6% (pre) and 13% (post) responded "I know this very well"

33% (pre) and 30% (post) responded "I know a few"

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Question : I am proud to be *Diné*

A majority of the students (pre and post) indicated they are proud to be *Diné*. 73% (pre) and 76% (post) responded with a "5," the highest rating

Question : In the future I plan to learn more about my *Diné* language, history, culture and identity

A majority of the students (pre and post) indicated they plan to learn more about *Diné* studies.

73% (pre) and 68% (post) responded with a "5," the highest rating

Question : In this summer school, I want to learn the following (there were 44 responses written in on the pre-survey):

A majority of the students indicated they wanted to learn to speak the *Diné* language.

Learn to speak *Diné* 31

Learn *Diné* arts and crafts (weaving) 5

Learn about culture/traditional values and stories of life/songs 4

Learn about history 3

Learn about my clans 2

Learn about nature (plants) 2

Learn how to cook (tortillas and food) 2

I want to have fun with classmates 1

Learn to be a good girl 1

Learn to be a real Navajo 1

Learn about leadership 1

SURVEY 2: *Diné* (NAVAJO) LANGUAGE IMMERSION TEST

N = 63 (tests with both pre and post test scores)

This test was given in the *Diné* language and contained four questions that could be answered with commonly known *Diné* words for family members.

Grade	Students Tested
Pre-K	2 (only a few of the 'Pre-K' students could respond)
K	9 (only a few of the 'K' students could respond)
1	19
2	17
3	14
4	8
5	5
6	2

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No ID

3

Question 1: Name four family members.

Of the eight terms listed, the terms *shimá*, *shizhi'é*, and *shimasáni* were the most frequently known.

There were gains in the responses provided across all the tested grade levels. On the post-test, some students added more terms, which indicated an increased understanding.

Question 2: How do you address four members of your family?

Of the twelve terms listed, the terms *shimá* and *shizhi'é* were most frequently known. There were gains in the responses provided across all the tested grade levels. On the post-test, a few students added more terms which indicated an increased understanding.

Question 3: Name your grandparents (*cheii* and *nali*).

There were more responses provided on the post-test which indicates increased understanding of the terms.

Question 4: How are they your *cheii* and *5nali*? (This question required the students to explain *k'é* relations in more depth).

Less than 15 students could respond to this question; none of the kindergarten students responded.

Whole Class *Diné* Language Knowledge Levels

On the surveys, none of the students individually tested above the novice level.

Grade	Novice	Intermediate	Advanced	Proficient
Pre-K	10			
K	9			
1	19			
2	17			
3	14			
4	8			
5	5			
6	2			

SURVEY 3: SUMMER SCHOOL STAFF REPONSE TO THE GUEST PRESENTATIONS/FIELD TRIPS/OVERALL SUMMER SCHOOL (Plus/delta exercises were conducted by the school staff.)

Presentation on Clans (June 6, 2011)*Pluses:*

- It was short and sweet for the little ones
- (2) Presenter talked at the kids' level/simple for kids' level

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- It was short but gave good info on White Shell Woman
- (2) Gave good information, some stuff I didn't know
- Very informative
- Overall the presentation was excellent
- Excellent, in short period of time, lot of information

Deltas:

- Should provide illustration
- (5) Time too short, too fast/ran out of time

Weaving Presentation (June 8, 2011)

Pluses

- (2) The students enjoyed it, they listened
- The weaving demo was good
- Had enough time
- Gave kids a chance to ask questions
- Friendly
- (3) Displayed a variety of rugs
- (3) Hands-on information was good, on warping the loom
- Variety of info
- (2) Named all the tools in Navajo, their meaning, history, told story of weaving
- Presenter was wise, knowledgeable in her skill

Deltas:

- Didn't name tools used for weaving
- Needed to show the plants used to dye the wool
- Couldn't really hear the presenter, maybe microphone would help
- Each step should be demonstrated
- Should face the students when talking

Trip to Monument Valley (June 9, 2011)

Pluses:

- (3) Kids had fun, some had never been there/enjoyed themselves/pretty exciting for the children
- (2) Food was good/lunch was good
- (2) Wow, beautiful scenery
- Tour bus driver gave information on rocks
- (4) We all enjoyed the trip / Liked the tour, thank you for the opportunity/Okay
- (2) The scenery and environment was a blessing/ we had good weather

Deltas:

- A bit disorganized
- (3) Tour bus broke down/Microphone wasn't working in our tour bus, hard to hear
- McDonald's was too crowded

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- (6) Guide didn't tell history of the rocks
- Poor roads

Father's Day Lunch (June 16, 2011)

Pluses

- (2) Food was good
- Students and parents had a delicious mutton feast
- Everyone did their part to help as much as they could, i.e., cooking
- Ladies that butchered, Ladies that cooked and prepared the meal, Thank you!
- We had a great turn out. Staff did an excellent job in communication and collaboration
- (6) Everyone had something to eat
- It appeared some younger students were not familiar with traditional foods
- (2) Everyone enjoyed the luncheon
- Good crowd
- Lots of food

Deltas

- Fathers and grandfathers should have been served first
- Saw that some families were not appreciative of our efforts
- (2) Way too many people
- I shouldn't have had to serve
- Everyone needs to help with cooking and serving (Teachers/EAs)
- Set a day aside just for feast or Kids only
- Have kids watch a movie to free up more staff to help
- We should have talked with parents at the beginning for the purpose: Father's Day
- Parents couldn't hear what was being said
- Little children needed help with carrying food
- Parents should have helped their own kids
- It was not really organized
- Find a better way to serve the little kids and seat them first
- (2) Not enough parents helped to serve food, should not just be the EAs

Presentation on Łíí' (Horse) (June 20, 2011)

Pluses:

- Good information provided at the students' level (4)
- Students enjoyed the horse ride, maybe for some, it was a first-time experience (7)
- I learned a lot, things I didn't know, like how the horse became part of - Navajo society (2)
- The students participated in the question and answer session
- The presenter's family helped with the presentation

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- Some traditional information was shared

Deltas:

- Time too short
- More elaboration was needed
- More horse stories were needed
- The presentation was too simple for some students
- The presenter's children had to be told to keep quiet

2011 Navajo Summer Immersion Camp (June 6-21, 2011)

Pluses:

- (2) Students enjoyed the weaving projects
- It was a fun 10 days
- Students learned their clans
- Students enjoyed coming to class
- I thought the students enjoyed the program, they did their best to come every day and there were compliments from the parents
- Good experience, students enjoyed it
- Field trip, good parent involvement
- Mrs. Deal is a good coordinator
- All the teachers, EAs, coordinator were able to improvise and work with what was available
- The presenters were a good addition
- Our enrollment was consistent
- The outcome was very successful, all the students and staff, great job!
- Enrollment of students participating and hearing the students speak Diné was amazing

Deltas:

- Tests/Surveys: on one, the questions and responses didn't match, there should be yes/no answers, rather than rate 1-5
- A concrete curriculum should've been written. K'é was a broad topic, should have been broken it down further
- Pre/Post test was difficult to understand and to interpret what was being asked
- Need a day of classroom preparation- materials, resources, etc.
- Time too short
- Need two coordinators
- Increase the days of the school
- Needed a color printer
- There were a few minor things that needed attention with more discussion
- Should have had an all-group performance, a show n' tell

SURVEY 4: PARENT SATISFACTION SURVEY

Table 1. Student Characteristics (Age, Gender, Chapter)

--Marilyn Deal, Carmelita Lowe, and Tina Deschenie compiled this report, with input from Dionne Shepard, Larry Emerson, the summer school staff, the students, and their parents.

Table 1 displays descriptive characteristics of participating students. Of 63 students, over half were seven years of age or younger. Nearly two-thirds of the respondents were female. Almost half (the majority) of the respondents indicated Shiprock as their chapter.

Age (n = 70)

Age	4	5	6	7	8	9	10	11	12
Student	3	14	12	14	5	7	4	2	2
Age	29	30	36	40	65	None			
Parent	1	1	1	1	1	2			

Gender (n = 71)

Female	45		
Male	26		

Chapter (n = 69)

Chapter	#	
None indicated	5	
Shiprock	32	
<i>Gadiiahi</i>	8	
Sanostee	8	
<i>Tse Daa K'aan</i>	5	
San Juan	4	
Kayenta	3	
Tecnospos	1	
Rock Point	1	
Red Valley	1	
Beclabito	1	
	69	

Question 1: Do you see a positive change in your child? (n = 70)

Over 90% agreed or strongly agreed that there was a positive change in their child.

	1-Strongly disagree	2-Disagree	3-Don't know yet	4-Agree	5-Strongly Agree
#	2	0	4	35	29
%	3%	--	6%	50%	41%

Question 2A: Please describe the changes in your child's behavior. (n = 51)

There were multiple single-word responses such as: happy, enjoys, positive, good. There were also several positive references to the students' learning of the

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Diné language and of *Diné* cultural knowledge. It was noted the students were asking questions of their family members about language and culture.

Question 2B: Please describe your child's awareness of *Diné* culture. (n = 54)

The students' learning was extended to the home when they began asking questions of their family about the language and the culture. The students were also reportedly speaking *Diné* words (and singing in *Diné*) at home. It was noted the students were "trying hard" to practice their language at home.

Question 2C: Please describe your child's identity. (n = 57)

There were several responses about how the students had learned about their clans and about how to introduce themselves. Pride in being *Diné* or Navajo was also mentioned: "blossomed, she looks at Navajo differently, an eye-opener." A couple of students even wanted to style their hair traditionally: "was able to learn some *Diné* male roles and *Diné* culture, usually doesn't wear a bun but asked one day to have a bun because its part of who he is."

Question 2D: Please describe your child's attitude toward his or her family and friends due to *k'e* teachings at school. (n = 58)

Two respondents indicated their children are taught about *k'e* at home but the majority of the responses indicated the students were learning about *k'e* for the first time. Many wrote about the students' outreach to their elders and other family members. One parent's comment summarized the students' exposure to teachings on *k'e*: "He is just starting to learn about Navajo education."

Question 3: I will support my child's *Diné* language and culture education in the future. (n = 70)

Nearly 95% indicated they would support future *Diné* language and culture education for their child.

Question 4: I would like for my child to continue in a class of this nature during the regular school year. (n = 71)

Over 90% indicated they would like their child to continue in a class of this nature during the regular school year.

Question 5: The most important things for my child to learn are: (n = 64)

A majority of the respondents indicated the learning of *Diné* (Navajo) language – speaking and understanding – was most important for their children to learn.

They also indicated culture, identity, and traditional teachings as important aspects of their child's learning.

K'e	Clan(s) (24); <i>k'e</i> (4)
<i>Diné</i> language	Language (13); <i>Diné</i> language (4); Navajo (6); understand and speak <i>Diné</i> (4); speaking (4)
Culture	<i>Diné</i> culture (12) Respect for the culture What our culture is The culture and what it means to her and us To interact with culture teachings
Identity	Navajo; identity (2); identity as a Navajo child; who he/she is in Navajo; <i>asdzani idliinigi</i> respect for oneself as <i>Diné</i> woman (2) Be more self assured as a Navajo Where she/he comes from (3); What tribe he belongs to
Traditional teachings	Respect; greeting relatives Herbs, what they are used for Teachings of <i>Diné</i> (2); Navajo traditions (2) Blessings, getting up early in the morning to pray (2) Navajo history How to do a rug
Other	Being able to walk in both worlds, Navajo and Western; As much as she can (2) through education and traditions; A lot of things His education; general education; Healthy living; As much as she can; First grade standards; Communication; Positive systems to instill quality learning

**Question 6: The main purpose I enrolled my child in summer school was:
(n = 68)**

A majority of the respondents indicated either *Diné* language or *Diné* culture as the primary reason for their children's enrollment. Several also specifically indicated they wanted their children to learn their clans, about *k'e*, or to affirm their identity as a *Diné* people.

<i>Diné</i> language	To learn the <i>Diné</i> /Navajo language (speaking, awareness, reinforcement, enhancement, understanding) – (30) She had a hard time speaking Navajo, now she is inspired To learn <i>Diné bizaad</i> and to get over his shyness To get excited about enrolling in Navajo language as an elective
Culture	To learn about <i>Diné</i> culture/ways (awareness, gain better understanding, appreciation) (31) To learn the stories, songs, and to know where he comes from
<i>K'e</i> /clans/identity	Clans and <i>k'e</i> (11) Exposure to learn about <i>Diné</i> , understand the gifted aspects of being <i>Diné</i> Understand how there is so much knowledge and teaching in <i>Diné</i> that can be applied to everything in life So he is surrounded by other students who also want to learn about their culture and gain appreciation for his culture To be more aware of her culture and to have better self-esteem to learn To become more aware of who she is and to walk proudly To be where students are drawn together by mutual caring and concern To learn who she is and where she comes from and that she is a very special person To introduce him to clans and his environments To learn about his background and clan To become aware of her identity For awareness of her <i>Diné</i> side To learn more about <i>Diné ways</i> in a positive atmosphere
Other	To learn more (7) To keep them busy (3)

Question 7: I will recommend classes like this to my friends and relatives. (n = 71)

Nearly 95% agreed or strongly agreed that they would recommend classes like this to others.

Question 8: I helped my child apply what he/she learned at school at home. (n = 71)

87% of the respondents agreed or strongly agreed that they had helped their children with their summer school learning at home.

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Question 9: My child learned the following in summer school: (n = 63)

The majority of the respondents indicated their children learned about k'e and their clans, followed by traditional life skills/crafts such as weaving, and how to speak some *Diné* language.

<i>K'e</i> /clans/Identity	Clans, introductions, greetings, <i>k'e</i> , how to respect her <i>k'ei</i> , (41) <i>adoone'e adlinigii</i> She was proud to say all her four clans in order Learned about <i>k'e</i> among family Family tree Extended clan groups Family and friends at summer school Learned importance of our <i>k'e</i> system
Traditional lifeskills/crafts	Weaving projects (36) Plants and herbs (3) Traditional foods/blue mush (7) Sheep butchering (1) Care of horses (6) Monument Valley trip (4) We brought yarn home and so far she's made two rugs. He loved making rugs out of yarn.
<i>Diné</i> language	Learned the <i>Diné</i> /Navajo language (words, sentence structure,) (23) Songs/morning song (13) He talks more Loves her positive output on the Native language Becoming aware of her language Starting to speak her language, short songs, she sings for her little sister Greater confidence in his language
Culture/heritage	Learned about <i>Diné</i> culture/ways (10) Engaged in a positive atmosphere with <i>Diné</i> peers, learning <i>Diné</i> teachings and songs Appreciation of Mother Earth His favorite was the storytelling.
Other	Rules, he is more happy, eating and waking up early for school Students and teachers stand by each other with understanding and support his clan Waking up early, being responsible for his take-home project and socializing with other kids Twinkle star song She enjoyed herself

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	Thank you (2) Thank you for keeping programs in Shiprock, we want more programs It was a very good program Getting along with her peers Dealing with conflict Being more alert when observing his surroundings
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Conclusion:

In a few hours everyday for ten days, the students were taught some basic *Diné* language skills and concepts around the theme of *k'e*.

The students' responses to Survey 1: Student Self-Concept presents the big picture: several students indicated they knew some of their clans while many students indicated they did not know the *Diné* language. Most importantly, a majority said they are proud to be *Diné* and that they want to continue to learn *Diné* and about being *Diné*. When asked what they wanted to learn before summer school started, the majority indicated they wanted to learn to speak the *Diné* language.

Survey 2: The Navajo Language Immersion Test, when given all in *Diné*, was incomprehensible to most of the pre-kindergarten, kindergarten students and many others. While students had said they knew some of their clans, they could not explain *k'e* relations. Most only knew the most basic of family terms, like *shimá*, *shizhi'é*, and *shimasání*. However, the post-test results did show some progress. All of the students were classified as novice *Diné* language speakers.

Survey 3 captures a glimpse of the staff's trials and tribulations. Most of the staff comments were very positive. Survey 4: Parent Satisfaction Survey is very complimentary. The parents were very satisfied with their children's learning. They provided detailed answers to the various questions. They indicated their children were happy and excited to learn *Diné* and about being *Diné*. They indicated their children were asking questions and wanting to practice their language and to learn more at home. Most excitingly, the parents observed and noted increased interaction between their children and their elders. The most important things for their children to learn, according to the parents, in order of priority were: speaking the *Diné* language, learning about the *Diné* culture, learning *Diné* identity, and learning traditional teachings.

The 2011 Summer *Diné* (Navajo) Language Immersion Program did strive to meet the parents' expectations, and from the parents' comments, progress was made. The staff, students and parents together illustrated how a focused effort on *Diné* language and culture can work, even in just ten days.

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