

OSEA Intensive Maya Course Syllabus 2021

OSEA is committed to the well-being and security of the communities of student participants and Maya communities of Yucatán that we serve, including the OSEA teaching and service staff. The Summer 2021 Maya Course has gone fully online-remote.

The Name Maya, Maya Language, and Pedagogical Resources

This is an intensive Maya language course. Maya is an Indigenous language spoken in the Yucatán peninsula in México and one of the approximately thirty-two Mayan languages comprising the Mayan language family. It is the only Mayan language whose proper name is Maya. Linguistics have invented a scientific term “Yucatec Maya.” This name that has been imposed by Anglophone scientists and circulates in popular media even though it is inaccurate, incorrect, and a relic of scientific imperialism. This scholarly jargon term, “Yucatec Maya,” is neither intelligible to nor recognized by speakers of Maya and Spanish, nor by citizens of México. The name of the language is Maya and native speakers are known the proper ethnonym as Maya. As such, Maya is the term of self-identification and ascribed socio-ethnic name used by the people and government of México. There are approximately a million speakers and, although there is debate on this point, it may have been the Mayan language used to write the Pre-Columbian Maya hieroglyphs between 800 BCE and 1500s CE. Etymologically the word “Maya” is originally and continues to be used as an adjective by speakers of Maya and Spanish in México and elsewhere. Thus, the Anglicization of the name using the addition of an “n” to form an adjective is an incorrect usage and an error propitiated in popular discourses in social and news media, as well as in tourism contexts that cater primarily to Anglophone speakers from the USA.

Maya is a Less Commonly Taught Language and despite its historical and cultural importance there is a very restricted number of Anglophone Maya language resources. For example, there are no English language publications that offer: a) a complete grammar of Maya, b) a full pedagogical course textbook, and c) a complete Maya-English/English to Maya dictionary. The existing descriptions of grammar are unpublished scholarly texts that are not suitable for language pedagogy. There is only one complete Maya textbook which remains unpublished in its original form as a 1965 dissertation thesis (Blair and Vermont-Salas, *Spoken Maya Lessons*), which we use as secondary source textbooks. There is only one published dictionary in English (Bricker et. al, *Maya Dictionary as Spoken in Hocaba*) and this is designed for advanced linguistic research and is only Maya-to-English without an English-to-Maya component. All other published books labelled “Maya dictionary” are actually only glossary lists. Similarly, there is only one Maya to Spanish dictionary, which is an out-of-print volume that lacks a Spanish-to-Maya component; it is designed for scholarly research not pedagogical or common-use purposes. Spanish language pedagogical texts do not have effective pedagogical design since they presuppose extensive pre-understanding or experience of the language such as of a heritage speaker. Learning Maya is further complicated by the fact that although there is more than one normative standard orthography that are currently in use. Authentic Maya language publications in México, and all English language pedagogical materials, are written in 3-4 distinct orthographies. Learning to read, write, and speak Maya therefore requires learning proficiency in these four current orthographies in which one can read Maya.

Course Description

In this course students learn to read, write, speak, listen, and converse in Maya.

The OSEA Maya course relies on innovative methodologies using video, online, and written resources, including materials created for this course by the professor. Language competencies and proficiencies build on learning cultural knowledge about Maya peoples, histories, and society provided by the course. We focus on Maya conceptualization of time and how these temporalities are integrated into syntactical and conjugational verb forms. The course uses educational documentaries, Maya language videos created by the professor as well as available on YouTube, and authentic Maya language literature. There are no course prerequisites for Beginning Year One Maya. Spanish is not required for any Maya language course. Intermediate Level Year Two Maya requires one year of beginning Maya or equivalent, such as one intensive six week summer program, or equivalent (140 contact hours of instruction). Advanced Maya requires a minimum of two years or two intensive six week summer programs, or equivalent of Maya study (280 contact hours). The course at any level is a combined undergrad and grad level. The OSEA program accommodates graduate student research specializations in linguistics, anthropology, history, folklore, theatre, comparative literature, and social sciences generally with topical information and homework that is related to these disciplinary and research concerns.

Requirements

1. Beginning Maya, no prior coursework is required.
2. Intermediate Maya, one year or equivalent of Maya (minimum of 140 contact hours)
3. Advanced Maya, two years or equivalent of Maya (minimum of 280 contact hours)

Credits & Contact Hours

Coursework consists of 5 hours a day of classroom contact hours with the instructors; 5 days a week (25 hours a week, for six weeks of instruction)

- Beginning Maya is equivalent to 8 credits based on a total 150 contact hours
- Intermediate and Advanced Maya, 6 credit courses. Total 150 contact hours
- Advanced Maya: 150 Contact Hours

Course Materials included in program cost are:

- Spoken Maya Lessons by Blair and Vermont, hardcopy textbook and audio
- Ko'ox Kanik M'áaya T'aan (course textbook) by Quetzil Castañeda, textbook, audio, & video
- Supplementary Materials: glossaries & authentic Maya language texts
- Students buy out of pocket:
 - Dictionary of Maya as Spoken in Hocaba by Bricker et al.
 - Maya Dictionary
- Details on the textbooks, materials, and their use is discussed below.

Field trips and Homestays — not available in 2021

The 2021 OSEA Maya program is taught as a remote course with no on-site component.

General Daily Routine — Beginning Level Maya

All times are Pisté/Yucatán, México time zone

9:30 am – 10:50 am. Pronunciation Drills using combination of written texts, video, and oral instructions by instructor (10-15 min) (high prioritization wks 1-3 & phased out wks 4-6); Basic tsikbal—conversation—on previously covered topics with goal of student being able to have morning chit-chat entirely in Maya by end of course, identification of idiomatic expressions to be learned sans grammar explanations (20-30min); review of previous day homework with extended practice activities to consolidate proficiency (40-50 min); first week prioritizes pronunciation, learning orthographies to read and write, and distinct linguistic-cultural structures of time, person, verb types.

11:00 am-12:30 pm New course lesson: Introduction of learning objectives and the correlated vocabulary with dialogues and practice followed by discussion of syntax and grammar. Twice a week this time is used for reading and translation of select texts as vehicle for new vocabulary and grammar.

3:20 to 5:30 pm Afternoon Session: 10 min check up on participant health & well-being. Starts with a 20 minute quiz on morning lesson followed by an identification of the learning objectives and concludes with a summary of objectives covered and description of homework assignments. The period consists of Learning Activities divided into 20-30 blocks including: watching video to learn to cultural knowledge along with vocabulary to describe activities; incorporation of native Maya speaking teaching assistants for one-on-one conversations on targeted situated speech; game and role-playing activities; and time for students to produce in writing and then present orally targeted speech; guided use of Hocaba dictionary to find vocabulary, conjugational forms, and etymologies.

Student participants of different levels (beginning, intermediate, advanced) are taught in separate classrooms by distinct instructors. For special activities classes may be merged.

Testing, Exams, Assessment

- Daily Quizzes of vocabulary, idiomatic phrases, and grammar objectives of morning session
- Weekly Oral Conversation Testing: 30 minute time oral quiz for Listening Comprehension & Speaking Proficiency based on lessons for week. Thurs afternoons
- Weekly Written Testing: 40 min timed quizzes: a) reading and translation of authentic Maya texts; or b) producing written descriptions of an image or video clip with prompts what are they saying/doing. Friday afternoons.
- Final Exam Assessments: Production of a written narrative (story or description) of 1-2 pages (5-10 mins) related to student research interests and video recorded performance followed by a 30 minute oral component in which the teaching staff asks questions of student presentation to elicit dialogue on topic.

Required Textbooks For Online Purchase by Participants

- Bricker et al *Dictionary of Maya as Spoken in Hocaba*, used \$30 to \$65 new
- Montgomery, *Maya Dictionary & Phrasebook*, \$10-14
- Recommended: William Hanks, *Referential Practice*, estimated \$30
- Recommended: Patricia Huichim, *Spanish-Maya Dictionary* is available in bookstores in Merida, Cancun, Playa del Carmen, & Chichén Itzá only. It is not available online

PDF Textbooks provided for FREE by OSEA;

These must be printed & bound by each participant for daily use

- Blair and Vermont-Salas, *Spoken Maya Lessons* and Audio,
 - o Lessons 1-6 for Beginning; L1-12 for Intermediate; Lessons 13-19 Advanced
- Castañeda, *Ko'ox Tsikbal Màaya!* Core textbook for Beginning, Intermediate, Advanced
- Ko'ox Tsikbal Màaya Workbooks* (workbooks for Beginner, Intermediate, Advanced levels)

Participants are provided a vast library of Maya language pedagogical materials (more than 4 gigs of materials), including glossaries, dictionaries, flashcards, video, audio files of music & conversation, as well as research publications in areas of Maya linguistics, history anthropology, culture, and archaeology.

Maya Language Teaching Staff

Dr. Quetzil E. Castañeda, OSEA Director is the Instructor of Record. Castañeda has designed the course and created the textbook course materials. Castañeda provides primary instruction on grammar, orthography, history, and textual exegesis. See attached curriculum vitae.

Edber Dzidz Yam (Masters in Linguistics 2020 from CIESAS México), OSEA Assistant Director and Maya Language Instructor, is a native speaker of Maya from the community of Tusik, Quintana Roo. Dzidz Yam provides instruction on communicative methods and activities that integrate practice with proficiency.

Additional Teaching Assistants include native Maya speakers from the community of Pisté and undergraduate Maya students and Maya language professors from the Universidad Intercultural Maya de Quintana Roo (UIMQROO). Teaching Assistants are selected for their specialized knowledge related to student areas of research interest and experience with non-native students of Maya.

OSEA partners with the Universidad Intercultural Maya de Quintana Roo (UIMQROO) to provide Intercultural Educational Exchange through the OSEA Ethnography Field School

Remote Course Structure for Intermediate & Advanced Levels

- Revised Dates for Remote Course: May 10 to June 18. Total contact hours 150

Weeks 1: Joint Intermediate & Advanced for Diagnostics; 25 contact hrs

Morning 9:30–12:30	Afternoon 3:30–5:30
Diagnostic Assessment: Situated Speech Event Dialogues, Monologues, Writing	Diagnostic Assessment: Grammar, Vocabulary, Conjugation, Reading, Translation

Weeks 2–3: Intermediate & Advanced separate; 25 contact hrs per week, 50 total

Morning 9:30–12:30	Afternoon 3:30–5:30
1.5 hr situated speech dialogues w/new vocabulary & cultural pragmatics; 1.5 hrs introduction of new speech topics based on participant interests, associated verbs and grammar, and in-class development of written sentence examples	Introduction of new vocabulary, grammar, & cultural pragmatics associated derived from: a) use of video, photos, or other prompts to generate oral and written descriptions or dialogues; b) reading or listening to & translating written or oral texts

Weeks 4–5: Intermediate & Advanced separate; 25 contact hrs per week, 50 total

Morning 9:30–12:30	Afternoon 3:30–5:30
2 hrs in one-on-one, Maya only, directed conversations; 1 hr assessment, consolidation of grammar notes, field dictionary, writing out key phrases & sentences for speech event/topic	Reading and translation of texts; writing assignments (stories, descriptions); production of speech based on video, photos, audio, or other source prompts; virtual visits to persons and places in Pisté who have special knowledge or that are of interest to participants' research interests

Week 6: Joint Intermediate & Advanced for Assessment; 25 contact hrs

<p>Final Week: maintain above schedule for 3 days (MTW). Thur-Friday are 5 hrs/day for final evaluation, assessment, & assignments</p> <ul style="list-style-type: none"> • Two Hour: Participants submit their field dictionary and notes for evaluation and assessment by the teaching staff; closed-door discussion of learning experience • Two Hour Written Exam covers grammar rules, conjugational models, vocabulary. • Two Hour Reading and Translation Exam of designated text not used in the course • Two Hour Presentation: Participants write an original 1000 word story or description, submit the written version and perform or read the story to OSEA instructors and remote attendees of the OSEA Clausura ceremony (public “graduation” event to demonstrate knowledge); includes audience question and answer • Two Hour: Participants engage in 30 minute dialogues with two different Maya speakers on two different topics selected by the participant followed by open discussion of participants proficiencies, strengths, and areas of improvement

Maya, Mayan, or Yucatec Maya?

Pre-Program Readings and Preparation: OSEA Google Drive

- Restall, “Maya Ethnogenesis” (2005) *JLAA*, vol. 9
- Restall & Gabbert “Maya Ethnogenesis and Group Identity in Yucatán, 1500–1900” in LeCount, ed., *The Only True People Linking Maya Identities Past and Present*.
- Castañeda, “Maya or Mayans?” pdf; see also chap 2, Part 1, in *Ko’ox Tsikbal*, and the abbreviated version online http://www.osea-cite.org/program/maya_or_mayans.php
- Castañeda, “Heritage and Indigeneity” in CEDLA *Cultural Tourism in Latin America*
- Castañeda, “Spiritually Seeking the Maya” article under review; focus on sections 1 & 2

Summary Points on the name and use of the word, Maya

- Maya is the proper and correct name of the language in this class.
- Maya is spoken in the Yucatán peninsula of México.
- Maya is the cultural-ethnic label of identity.
- Mayan is NOT an ethnic name of a culture. This is an erroneous but common mistake.
- Speakers of Maya are Maya.
- Maya is correctly used in both singular & plural.
- Maya is both a noun (ethnic identity) and adjective: thus use Maya in phrases like Maya culture, Maya calendar, Maya civilization, Maya house, Maya food, etc.
- The word “Mayan” is always erroneously and incorrectly used in the above examples. **Do not ever use phrases like *Mayan culture, *Mayan civilization, *Mayan prophecy, etc. This is an error based on incorrect understanding of Anglophone authors and editors.**
- **There is no place called “Maya.” America is a place, so is England, France... the name of the native people from those places are named after the place.**
- Maya (language, persons) should not be called “Mayan” nor “Yucatec Maya” — these are technical terms used by linguists & equivalent to calling the Spanish language, Romance; the German language, Germanic; and an English speaker a Germanic or an Indo-European.
- “Mayan” is the name of a language family consisting of 28-32 distinct languages
- Maya is one of these 28. Maya is a Mayan language, but it is the only Mayan language that has the proper name Maya.
- Speakers of this language call it “Maya” – linguists scientifically label it “Yucatec Maya” or even just “Yucatec.” These labels are inappropriate scientific and neo-colonial impositions.
- **The word “Mayan” is only correctly used to refer to** (a) the Mayan language family; (b) one of the 28 or 32 Mayan languages of the Mayan language family; (3) the Proto-Mayan origin source language or ur-language of Mayan languages; (4) the linguistic fact of a person being a speaker of a Mayan language (i.e., similar to use of Indo-European). Both Mayan and Indo-European are not ethnic, racial, cultural, national, religious, social, or political identity labels.

Maya Language and Culture Bibliography

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Modified FLAS Criteria for Evaluation of Proficiency in LCTL

Objectives provided by U.S. Dept. Education Foreign Language Area Studies (FLAS) for the evaluation of students receiving FLAS grants to study LCTL Less Commonly Taught Languages. Modified by Dr. Quetzil Castañeda for learning Maya language

Beginning Maya (Year One) Situational Proficiency Objectives

- The student can make social introductions and use greeting and leave-taking expressions.
- The student can ask and answer simple questions about where someone is from, where they are going, who is with them, nationality, marital status, occupation, etc.
- The student can order a simple meal and have a basic conversation about food, eating, drinking, and meal-taking; including core knowledge of names of foods.
- The student can tell/ask someone directions, for example how to go to or find the town plaza, hotel, a restaurant, post office, church, bus and taxi, a friend's house, market, pharmacy or doctor.
- The student can make simple purchases, including asking for and giving information about the details of a hotel room or taxi ride, groceries, clothing, or other everyday commercial products.
- The student can handle conversations about familiar topics in an organized way, such as related to the weather, specific meals, work or employment, routines, family members (how many siblings, ages, occupations, residence; whether alive or dead).
- Rudimentary conversations about whether something is pleasing, liked, appreciated or not.
- Basic conversation about where someone has traveled/visited; questions about travel (durations, distances, costs, transportation).
- Basic conversation related to identifying common animals, including pets, farm animals, insects (mosquitoes, bugs), wild things (snakes, spiders, scorpions, birds)
- Basic conversation about sleeping and waking up; using hammocks; washing and bathing.
- Being able to locate objects in space and indicated and understand basic spatial relations of proximity and distance.
- Being able to talk about pain in the body, whether one self or other persons are feeling good or bad.
- Basic conversation and meta-communicative messages regarding understanding, repeating, learning, studying, thinking, hearing, saying; how to learn names of persons and things, including being able to ask for information about how to say specific words, phrases, and ideas.

Intermediate Level (Year 2) Situational Proficiency Objectives

- Be able to initiate conversations with all the question words – how, when, where, who, how much – and to follow the gist of explanatory answers that go beyond yes or no. Be able to maintain a conversation with follow up questions that are appropriate to the cultural context, semantic content, and speech situation
- Be able to answer yes or no questions through the re-formulation of the core verb or noun phrase that forms the question; be able to answer yes or no in linguistically and culturally appropriate ways involving the rephrasing of questions.
- Be able to follow and participate in the rhythm of conversational speech through the use of intonations, restating phrases, and the use of stock expressions of interest, attention, understanding, and cultural commentary
- Be able to participate in conversations by contributing some brief, matter-of-fact, uncomplicated informational content related to the topic and theme with the use of ongoing-incomplete or if possible with simple past conjugations
- Be able to listen to and follow short conversational descriptions or accounts of activities or events; be able to ask basic questions to clarify your understanding and knowledge of the content of the description in terms of who is doing what, when, where, why.
- Be able to verbally recap the main ideas of a conversation, description of an event or activity involving someone else, or an interaction.
- Be able to listen to short stories of a structured type and follow the storyline, plot, main action, the gist of the story; and then be able to recount in a minimalist manner the main storyline or action in increasing degrees of coherence and completeness
- Be able to listen to everyday conversation and understand double meanings in everyday speaking and be able to attempt to make quick simple sentences rejoinders, questions, or comments that acknowledge the double meanings and references; in other words be able to start thinking about how to formulate jokes through appropriate responses
- Be able to ask how to do some common work or play activity, listen to and understand the description of how it is done; be able to repeat the key ideas.
- Be able to generate ideas in descriptive sentences about immediately accessible experience; create descriptions or descriptive accounts of actions, objects, occurrences, interactions, activities;
- Comprehensive controlled use of Ongoing Incomplete with major aspects and the Simple Past of Transitives and most Root Intransitives,
- Be able to use and understand other person's use of the Reflexive, Hortative, and Imperative
- Be able to identify and make sense of other persons' use of the Passive Voice and Subjunctive conjugational forms and Positional verbs; limited use of recurrent idiomatic expressions or common content phrases with these forms and verbs

Maya Language Learning Objectives: Beginning

- Learn Background Cultural Knowledge: Geography, Identity, History, Language
- Learn debates about Maya Orthography and Spelling;
- Gain high proficiency in use of contemporary orthography and ability to read other orthographies present in newspapers, dictionaries, and published texts
- Learn differences and relationships between Spoken and Written forms of Maya
- Learn Difference between Transitive and Intransitive Verbs
- Learn basic Morphophonemic Changes of verbs
- Learn and Master Pronouns: Set A, Set B, Independent Pronouns
- Learn absence of Gendered Pronouns and Gender Marking of Nouns
- Master Verb Compound Paradigms for Ongoing Incomplete and Simple Past
- Master Ongoing Incomplete Models for Transitive and Intransitive Verbs
- Master Simple Past Completive Models for Transitive and Intransitive Verbs
- Master Aspects for Ongoing Incomplete
- Master Basic Possession paradigm with Set A and **-il** or **Ø** suffix
- Master Question Words & the Formation of Questions
- Master Plural Marking, Numbers, Numeric Classifiers
- Master basic conjugational prepositions: And, With, co-, **yeete/yete, yetel, eet-**
- Learn Basic Negation and use of Negative markers
- Learn Basic Maya Sentence Structures: VOS, States of Being, Topicalized
- Learn Basic Vocabulary, Persons (friends and family)
- Learn Basic Vocabulary, Body Parts
- Learn Basic Vocabulary, Animals
- Learn Basic Vocabulary, Food
- Learn Basic Vocabulary, Colors
- Learn Verb Vocabulary, related to Greetings, Visiting, Coming, Going, Eating, Speaking, Asking, Studying, Learning
- Learn basic prepositions: as far as, until,
- Gain conversational proficiency of To and At — **ti'i** and **te'**
- Gain proficiency of Locatives, Demonstratives, Spatial Reference, Proximity
- Master basic greetings, goodbyes, questions and answers about simple activities in the ongoing incomplete related to actions happening in the same speech context
- Basic reading abilities to differentiate types of texts and words; be able to read and grasp meaning of some words without basic understanding of text as whole.

Maya Language Learning Objectives: Intermediate

- Vocabulary Expansion and Pragmatics: Body Parts, Animals, Food
- Vocabulary Expansion and Pragmatics: Styles & forms of Eating and Drinking
- Conversation & Vocabulary: Washing, Bathing, Swimming
- Conversation & Vocabulary: Building and Making “Things”
- Conversation & Vocabulary: Cooking and Food Preparation
- Conversation & Vocabulary: Health, Sickness, Medicine
- Conversation & Vocabulary: Making Milpa and Bee-Keeping
- Conversation & Vocabulary: Listening to and Telling Stories
- Conjugational Forms: Passive, Antipassive, Active, Middle Voice
- Mastery of Conjugational Forms: Reflexive and Imperative
- Derived Intransitives from Nouns and Adjectives with **-tal**, **-chahal**
- Mastery of Difference Between Stative “When” and “Then” / **le ka**, **le ken**, and **ka**
- Advanced proficiency in use of Locatives and Demonstratives
- Basic Rules and Concept of Subjunctive; the Optative/Irrealis Mood
- Double Verb Compound Syntax
- Proficiency in Reading, Transcribing, and Translating Distinct Orthographies
- Intermediate Reading Proficiency (read, understand, discuss short texts)
- Competency in writing and reading to short descriptions and to speaking and listening to conversation on thematic topics given in the Modified FLAS conversational themes (see below)
- Develop proficiency in reading longer stories or narratives of 3-4 pages.
- Proficiency in Situated Conversations (topics defined by student specialized interests)
- Competency in oral and written forms of Marking Possession: three types of associated and Inalienable Possession
- Proficiency in use of Hocaba dictionary to explore cultural logic of words through etymology
- Proficiency in use of Hocaba dictionary to explore and learn morphological verb changes in deriving nouns and adjectives from verbs and vice-versa.
- Beginning knowledge of the formation of adjectives and adjective suffixing
- Beginning knowledge of formation of noun and verb compounds

Specific Conjugational Forms and Structures

- Competency in Maya Prepositions: Because, Why, Therefore, Thus, And then
- Negative and Negation, Advanced Level (negation of double verb compounds)
- Distinguishing Near Sounding Words: **ka, ka'a, kaah, ka'ah, ka'ahs, ka'an**
- Temporal Adverbs for constructing narrative past times
- Four “Past” Auxiliary Markers for Historical Narrative — Recent, Historical, Long Time Ago, Ancient Time
- Intentional Future with **Bin Káah Bin**
- Dependent Future, Direct Object Focused Transitives, with **K-Æ-N h**
- Formation of Transitives from Nouns and Adjectives with **-kuuns/kunsik, -kiintik/kintik**
- Subordinate Clause Subjunctive, **ka'ah** “might/could that”
- More advanced work on Temporal aspect markers of the Past
- Conjugational Form: Positional Verbs, Present and Simple Past
- Conjugational Form: Present Perfect; **-a'an** and **-mah**
- Conjugational Form: Past Perfect, use of **ts'o'ok** + subjunctive
- Derivational Suffixing for Intransitives from Transitives, Nouns and Adjectives
- Words and Verbs related to Completion: **Ts'o'ok, Sáam, Xup,**
- Words and Verbs related to Starting/Beginning: **Ho'op, káah, lek, chuun**
- Formation and Use “Heart” for Emotions and Feelings
- The use the Celeritive Adverbial Qualifiers in slot -.5 following Set A Pronouns
- Agentless Intransitives from Nouns and Adjectives with **-p'ahal**
- Conversation & Vocabulary: Study, Learning, Research
- Advanced use of Double Verb Compounds
- Situated Speech Logics: Use of Subjunctive vs Ongoing Incomplete
- Situated Speech Logics: Advanced Deixis — Spatial Referencing
- Sentence Structures and Mapping: VOS, VS, V, Affirmatives, States of Being
- Stative “When” Sentences

Proficiency Benchmark Criteria for Maya

Created by Quetzil Castañeda Based on ACTFL Criteria

Reading

BEGINNING LEVEL: (Equivalent to ACTFL Novice-High & CEFR A2)

- Readers can read IPA and contemporary Yucatec-Maya orthographies and can translate orthographic differences of spelling and writing norms from one system to another.
- Readers can identify, understand, and differentiate between written forms of Maya that are based on rules of writing versus based on oral forms of pronunciation of spoken language.
- Readers can understand short, simple texts of three to five sentences consisting of high-frequency words and phrases derived from everyday Maya life.
- Readers can identify and understand the main verb compound of the core 100 verb-actions in texts in written in ongoing incomplete and simple past.
- Readers understand imperative commands and exhortations with high-frequency words and phrases related to basic actions of everyday life.
- Readers can follow and understand simple texts based in dialogue derived from basic everyday life activities (eg., eat, sleep, go, study, plant, buy, visit, enter, dance, leave)
- Readers can get the gist if not the story and details of simple, 2-3 paragraph length stories about traditional Maya cultural personages, e.g., xtabay, alux, Juan T'ul, animals fables, or traditional genres, e.g., songs (not Bombas), jokes, riddles, cuentos
- Categorical types of examples that are typically given for other languages **but that do not exist in Maya are**: advertisements, brochures, menus, standard routine or form letters, post cards, time-tables, and short descriptive articles

INTERMEDIATE LEVEL: (Equivalent to ACTFL Intermediate-High & CEFR B1)

- Readers can effectively use the Hocaba dictionary to explore if not resolve identification and interpretation of meaning of new vocabulary, of conjugational forms, and of syntactical structures.
- Readers can understand longer texts based in simple narrative description and dialogue.
- Readers can identify and understand temporal frames and shifting time references of verbs and verb-actions in narratives.
- Readers are able to differentiate the component units of whole sentences and to differentiate the ubiquitous over-long, run-on passages in Maya into discrete sentences, sentence-ideas and sentence structures in order to identify and interpret the written meaning and idea.
- Readers are able to identify dialectical-regional or other rare uses of grammatical structures, conjugational forms, and vocabulary to make plausible sense of these.

ADVANCED LEVEL: (Equivalent to ACTFL Advanced-Mid & CEFR B2)

- Readers can read and understand a variety of texts based on knowledge of the language itself without heavy reliance on topical knowledge
- Readers can identify the main ideas and supporting details of a variety of texts.
- Readers can identify and differentiate viewpoints or perspectives in argumentative texts.
- Examples: clearly written news articles, social commentaries, descriptions, and reports
- At this level, readers might have still some difficulty with low-frequency words and phrases, and complicated texts.

Listening

BEGINNING LEVEL: (Equivalent to ACTFL Novice-High & CEFR A2)

- Listeners can understand basic, contextualized information in short, sentence-length speech about everyday matters when they are delivered slowly and clearly.
- Listeners can recognize the main points of short, clear simple messages containing high-frequency words and phrases.
- Listeners require repetition, rephrasing, or slowed speech for comprehension.
- Examples of Situated Speech Events: greetings, meals, observation of a social event or activity, interactions in the home, pragmatic interactions during travel or visiting, and other core topics of everyday life or about persons that are immediately visible and a material reference in the interactive context.

INTERMEDIATE LEVEL: (Equivalent to ACTFL Intermediate-High & CEFR B1)

- Listeners can hear the difference of vowel tones and glottalization so as to differentiate words and to break down sound flow into discrete sentences or idea-units.
- Listeners can understand information in spoken dialogue and interactive speech events when clearly and slowly articulated in the dialectical speech style of the learner.
- Listeners can understand the dialogue and speech of older generation or rural speakers.
- Listeners can identify and recognize word play joking, even if the humor and references are not intelligible or easily/always understood
- Listeners can identify the main points and specific details about the speech of familiar issues conveyed in clearly structured manner.
- Listeners can follow the thread or gist of audio-visual recordings of speech or simple, repetitive lyrics by being able to identify and understand key words and references.
- Examples of Situated Speech Events: face-to-face conversations on topics that can reference persons, activities, events or situations outside of the immediate visible and material context of interaction only to the extent that listener has shared personal knowledge of the referenced activities or if topics reference familiar everyday themes and are clearly delivered in standard speech

ADVANCED LEVEL: (Equivalent to ACTFL Advanced-Mid & CEFR B2)

- Listeners can understand information related to both abstract and concrete topics delivered in a familiar dialect by speakers who do not use excessive contractions, idiomatic speech phrases, or fast street talk mixed with Spanish
- Listeners can identify the main points and supporting details from connected discourse conveyed in a standard dialect at normal speed.
- Listeners can understand humor and joking expressed through word play
- Listeners can track complicated references to persons, things, actions that are not present
- Listeners easily follow spoken references to relative spaces and situational knowledge
- Listeners can understand conversations beyond their topical or experiential knowledge
- Examples: Live or recorded news stories, radio documentaries, and animated conversation with native speakers

Speaking

BEGINNING LEVEL: (Equivalent to ACTFL Novice-High & CEFR A2)

- Speakers can communicate in simple, routine interactions using stock phrases and memorized exchanges such as greetings, farewells, and self-introductions.
- Speakers can answer and respond to questions about familiar, quotidian activities in short phrases using conjugations and vocabulary that are incomplete or inaccurate
- Speakers can exchange information on familiar topics at sentence-level length, but without contributing additional or original information that expands the dialogue.
- Examples of Situated Speech Events: short conversations in structured situations (e.g., expressing gratitude, apologies, invitations); statements of fact about material topics near at hand, experienced topics, or topics established by shared knowledge.

INTERMEDIATE LEVEL: (Equivalent to ACTFL Intermediate-High & CEFR B1)

- Speakers can create a series of connected idea-sentences in paragraph like units.
- Speakers can narrate events and describe material situations with high level of conjugational accuracy in the temporal modes of Ongoing Incomplete and Simple Past for Transitives, Intransitives and a majority of Positional verbs
- Speakers can use word play to express humor and joking as well as ironic references
- Speakers can express their feelings and personal views on familiar and concrete topics.
- Examples of Situated Speech Events: Discussion on topics of interest; both familiar routine and non-routine matters; conversation about abstract ideas

ADVANCED LEVEL: (Equivalent to ACTFL Advanced-Mid & CEFR B2)

- Speakers can converse about concrete and familiar topics with ease, accuracy, and complexity using Incomplete, Simple Past, Subjunctive and Present Complete
- Speakers can converse about general material and conceptual topics including communication of opinions, explanation of ideas and argumentation or reasoning
- Examples of Situated Speech Events: contemplative conversations, descriptions and commentary on events, activities, non-human realm; reasoned arguments; creative expression

Writing

BEGINNING LEVEL: (Equivalent to ACTFL Novice-High & CEFR A2)

- Writers can produce sentences based in Transitive and Intransitive verb conjugations in the Ongoing Incomplete and to a limited extent Simple Past of everyday verbs
- Writers can generally produce accurate of spelling with frequent errors of length and tone
- Writers rely upon a vocabulary restricted to core Maya 100 verb-actions of everyday life and limited to core food, color, animal, persons, and body part vocabulary
- Writers are able to translate basic ideas to/from Maya from/to native language
- Examples of Text Production: greetings; basic dialogue about meals; expression of desire related basic everyday life; dialogue about understanding/listening, reading/writing;

INTERMEDIATE LEVEL: (Equivalent to ACTFL Intermediate-High & CEFR B1)

- Writers can use the contemporary Yucatec-Maya orthographies with errors restricted to vowel tone and length of new or relatively unfamiliar vocabulary
- Writers can produce connected ideas in sentences of paragraph length on familiar subjects using Transitives, and Intransitives verbs in conjugational forms of Ongoing Incomplete, Simple Past, Subjunctive and Present Completive
- Writers can create ideas and sentences with Positional verbs, State of Being structures, and the formation of adjectives
- Writers have mastered use of topicalization of sentences, negation of verb, and referential deixis using locatives and demonstratives
- Writers can create descriptions and narratives using narrative and temporal frames to express personal experiences and activities or familiar topical knowledge
- Writers can create ideas with double verb formations although not always used in accurate syntax or grammatical structure.
- Writers can narrate and describe in different time frames about their own personal experiences and activities.
- Writers have an expanded vocabulary that includes a grasp of the nuanced meanings of synonym sets of core everyday verbs
- Examples of Text Production: narratives of past events; expository texts on familiar matters; simple argumentative texts based in assertion; use of simple explanation of abstract and material causes.

ADVANCED LEVEL: (Equivalent to ACTFL Advanced-Mid & CEFR B2)

- Writers can create abstract ideas in sentences and paragraph length expressions.
- Writers can produce clear connected texts in multiple paragraphs.
- Writers can narrate and describe in detail, and can write extensive summaries of topics of personal or general interest, including both material situated and abstract concepts
- Writers are able to use an extensive vocabulary with Positionals, Adjectives,
- Examples of Text Production: complex texts on both concrete and abstract topics; argumentative texts with thesis and supporting statements

OSEA — Beginning Maya Vocabulary

Learning Schedule Basic Nouns, Adjectives, Prepositions, References

Week One

Week One: Day 1-2: Basic Greetings, Pronouns and Question Words

- | | | | | |
|-----------|-----------|---------------|-----------------|-----------------------|
| 1. Town | 7. Where | 13. Straight | 18. “Yes”-Truly | 23. Like so, Likewise |
| 2. Square | 8. Who | 14. Also | 19. Very-Really | 24. Pronouns Set A |
| 3. House | 9. How | 15. Thing | 20. Very nice | 25. Pronouns Set B |
| 4. Good | 10. Hello | 16. Heart, #1 | 21. Like That | 26. Independent |
| 5. Nice | 11. Happy | 17. Truth | 22. Like This | Pronouns |
| 6. What | 12. Road | | | |

Week One: Day 3-4: Persons, Numbers and Basic Words for Conversation

- | | | |
|---|-----------------------|--------------------------|
| 1. Day, Time, Sun | 9. Brother (older) | 20. Person |
| 2. When Question #1:
“What time/day” | 10. Sibling (younger) | 21. One |
| 3. Numerical Classifier
Animate | 11. Sister | 22. Two |
| 4. Numerical Classifier
Inanimate | 12. Father, #1 | 23. Three |
| 5. Food | 13. Mother | 24. Human |
| 6. Water | 14. Child | 25. Female |
| 7. Breakfast | 15. Baby | 26. Male |
| 8. Drink | 16. Girl | 27. “As for” topicalizer |
| | 17. Boy | 28. “As for” question |
| | 18. Baby boy | 29. Companion (“friend”) |
| | 19. Baby girl | 30. Family/Relative #1 |

Week One: Day 5-6: Possession, Spatial Reference, Articles, Adjectives for Size & Age

- | | | |
|-------------------------------|------------------|---------------------------|
| 1. Interrogative Marker | 14. To, At | 27. Later, As for later |
| 2. “Repeat” (do again) | 15. A little bit | 28. Now |
| 3. Here (locative) | 16. Few | 29. Which |
| 4. There (locative) | 17. Small | 30. All of them |
| 5. This here (demonstrative) | 18. Just | 31. None of them |
| 6. That there (demonstrative) | 19. Young | 32. Some of them |
| 7. Surely will yes | 20. Big | 33. Many, a lot, lots |
| 8. This | 21. Old | 34. Slow, slower |
| 9. That | 22. If | 35. Fast, faster |
| 10. The (definitive article) | 23. Or | 36. Strange, different |
| 11. “a” (indefinite article) | 24. No, not | 37. Possession marker –il |
| 12. Here (this place here) | 25. Neither, nor | 38. Possession marker –al |
| 13. There (that place there) | 26. Never, don’t | 39. Possession Marker –Ø |

Week Two:

Week Two: Day 7-8: Basic Foods, Colors and More Numbers

- | | | | |
|-----------------|------------------------|-----------------|--------------------|
| 1. Half | 9. Salt | 15. Bad | 23. Red |
| 2. Middle | 10. Chocolate | 16. So-so | 24. White |
| 3. Piece, slice | 11. Tortilla,
bread | 17. Eyes | 25. Black, word #1 |
| 4. Tomato | 12. Sweet
orange | 18. Mouth | 26. Black, word #2 |
| 5. Avocado | 13. Atole | 19. tongue | 27. Green |
| 6. Coffee | 14. Pozole | 20. face | 28. Blue |
| 7. Milk | | 21. Tasty | 29. First |
| 8. Sweet | | 22. Aroma, odor | 30. Pretty |

Week Two Day 9-10: Time Words and References

- | | | |
|--------------------------|--------------------|------------------------------------|
| 1. “tardy” (taking time) | 9. Midnight | 16. Two days before |
| 2. Hour | 10. Month | 17. Three days before |
| 3. Morning | 11. Year | 18. Additional “When”
questions |
| 4. Dawn | 12. Tomorrow | 19. Number of Times #1 |
| 5. Mid-day/noon | 13. Yesterday | 20. Number of Times #2 |
| 6. Afternoon | 14. Two days ago | 21. When/Then |
| 7. Evening | 15. Three days ago | |
| 8. Night | | |

Week Two Day 11-12: Familiar Animals, More Food, and Reference Words

- | | | | |
|-----------------------------|-----------|------------------|--|
| 1. Price/Cost | 9. pig | 18. chile | 27. All of it |
| 2. Payment | 10. bone | 19. gravy, sauce | 28. All of them |
| 3. How much
(price/cost) | 11. pork | 20. Chaya | 29. How much (weight,
amount, length) |
| 4. Measure | 12. beef | 21. papaya | 30. “Feathered Serpent” |
| 5. Length | 13. meat | 22. round | 31. Skin, Animal |
| 6. Size | 14. cat | 23. Mosquito | 32. Skin, Human |
| 7. cow | 15. dog | 24. flesh/meat | 33. Leather Shoes |
| 8. chicken | 16. snake | 25. another #1 | |
| | 17. corn | 26. another #2 | |

Week Three

Week Three Day 13-14: Body Parts

- | | | | |
|-------------------------|------------------|------------------|------------------|
| 1. Front of | 12. Nostril | 23. Fingers | 34. Leg |
| 2. Back, Back of | 13. Tail | 24. Palm of hand | 35. Knee |
| 3. Head 1 st | 14. Tongue | 25. Back of hand | 36. Foot |
| 4. Head 2 nd | 15. Teeth | 26. Wrist | 37. Toes |
| 5. Hair | 16. Neck | 27. Chest | 38. Palm of foot |
| 6. Face | 17. Ear | 28. Breast | 39. Back of foot |
| 7. Eyes | 18. Back of head | 29. Stomach | 40. Ankle |
| 8. Forehead | 19. Shoulder | 30. Female parts | 41. Muscle |
| 9. Check | 20. Arm | 31. Male parts | 42. Heart #2 |
| 10. Mouth | 21. Elbow | 32. Butt | 43. Blood |
| 11. Nose | 22. Hand | 33. Anus | 44. Soul |

Week Three 15-16: Spatial and Bodily Reference, the Question Why

- | | | |
|------------|-----------------------|----------------------------|
| 1. Above | 9. In Front Of | 17. Theirs |
| 2. High | 10. Behind | 18. In order that, so that |
| 3. Up | 11. Side /To the Side | 19. Because (reason why) |
| 4. Below | 12. Mine | 20. By (caused by) |
| 5. Beneath | 13. Yours | 21. Why Question #1 |
| 6. Low | 14. His/Hers/Its | 22. Why Question #2 |
| 7. Left | 15. Ours | |
| 8. Right | 16. Your-all's | |

Week Three Day 17-18: Prepositions and Narrative Frames

- | | | |
|---------------------------------|------------------------|----------------------------|
| 1. Until (spatial): "As far as" | 10. "well" (filler) #2 | 19. Bench |
| 2. Until (event) | 11. Everyday | 20. Toilet |
| 3. Almost (ongoing activity) | 12. All day | 21. Well |
| 4. Almost (past event) | 13. Constantly | 22. Wall (stone wall) |
| 5. "Afterwards", "next" | 14. Hammock | 23. Wall (brick, block...) |
| 6. Before, Previously | 15. Table | 24. About #1 |
| 7. "Then" (standalone frame) | 16. Chair #1 | 25. About #2 |
| 8. Then (filler words) | 17. chair #2 | |
| 9. "well" (filler) #1 | 18. stool | |

Week Four

Week Four Day 19-20: Cultural Features, Things and Ideas

- | | | |
|-----------------|-------------------------|----------------|
| 1. Backyard | 7. Weed, plants | 13. Stone pile |
| 2. Milpa, farm | 8. Tree | 14. Pyramid |
| 3. Farmer | 9. Tree Trunk | 15. Earth |
| 4. Ancient road | 10. Tree Branch | 16. Forest |
| 5. Alux | 11. Stone (one) | 17. Land |
| 6. Xtabai | 12. Stone (rock, large) | 18. Corn |

Week Four Day 21-22: More Animals and Nature

- | | | |
|-------------------------|-------------------|-----------------------|
| 1. Ant | 8. Eagle | 15. Gun |
| 2. Scorpion | 9. Flower | 16. Dead (adj.) |
| 3. Jaguar | 10. Honey | 17. Alive (adj.) |
| 4. Turkey, domesticated | 11. Corn seed | 18. Frightened (adj.) |
| 5. Turkey, wild | 12. Corn cob | 19. Sàaskab |
| 6. Wasp | 13. Metate | 20. Fire |
| 7. Bee | 14. Fish (animal) | 21. Glass |

Week Four Day 23-24: More Questions and Culturally Specific Nouns

- | | | |
|--------------|--------------------|-----------------------|
| 1. Car | 6. Clothes | 11. Bowl |
| 2. Train | 7. Dress (woman's) | 12. Drinking vessel |
| 3. Bicycle | 8. Machete | 13. Mirror |
| 4. Money | 9. Knife | 14. How Much (cost) |
| 5. Underwear | 10. Spoon | 15. How Much (amount) |

Week Five

Week Five Day 25-26: Directions, Temperature, Routine Descriptive Adjectives

- | | | | |
|----------|---------------------|-----------|------------|
| 1. East | 7. Sweaty | 13. Spicy | 19. Short |
| 2. West | 8. Humid | 14. Rich | 20. Long |
| 3. North | 9. Cold, climate | 15. Poor | 21. Thin |
| 4. South | 10. Cold, temp. | 16. Dry | 22. Fat |
| 5. New | 11. Smelly-has odor | 17. Wet | 23. Fleshy |
| 6. Ripe | 12. Hot, warm | 18. Tall | 24. Loud |

Week Five Day 27-28: More Adjectives

- | | | |
|--------------|--------------------|------------------|
| 1. Handsome | 8. Sour | 15. Level, plane |
| 2. Virginal | 9. Salty | 16. Hill |
| 3. Very #2 | 10. Bitter | 17. Cenote |
| 4. Strange | 11. Thick tortilla | 18. Mountain |
| 5. Difficult | 12. Thick | 19. Shade |
| 6. Hard | 13. Deep | 20. Cloud |
| 7. Perhaps | 14. Sticky | 21. Ocean, Sea |

Week Five Day 29-30: Some, Any and -Ever Words

- | | | |
|-----------------------|---------------|--------------|
| 1. Who's that? | 9. Somewhat | 17. Anything |
| 2. Where's that? | 10. Something | 18. However |
| 3. How's that? | 11. Some time | 19. Whatever |
| 4. What's that? | 12. Anywhere | 20. Wherever |
| 5. What's that thing? | 13. Anyhow | 21. Whoever |
| 6. Someone | 14. Anyway | 22. Whenever |
| 7. Somewhere | 15. Anytime | |
| 8. Some how | 16. Anyone | |

Week Six — Review, Synthesis and Consolidation of Learning

Learning Schedule of Core Maya Verbs

This is a weekly schedule for learning 300+ core Maya verbs. Look up each word in the Hocaba Dictionary and in the Shigeto Verb Dictionary. First find the correct spelling of the verb root and identify the Root Type, determine the intransitive and transitive forms for Ongoing Incomplete and Simple Past. This information must be integrated into your Field Dictionary. Include sample sentences for transitive and intransitive, for both Incomplete and Simple Past and identify any irregularities or peculiarities of the verb.

Week One

- | | | |
|------------------|------------------|--------------------|
| 1. Know (Person) | 11. Passby | 21. Chat |
| 2. Know (Thing) | 12. Buy | 22. Write |
| 3. Make | 13. Walk | 23. Finish |
| 4. Do | 14. Sleep | 24. Pay |
| 5. Drink | 15. Wake Up | 25. Sell |
| 6. Eat | 16. Say | 26. Reply |
| 7. Read | 17. Listen/ Feel | 27. Understand |
| 8. Learn | 18. See | 28. Get |
| 9. Go | 19. Show | 29. Give |
| 10. Come From | 20. Think | 30. Ask It/Want It |

Week Two

- | | | |
|----------------------|----------------------------|--------------------------|
| 1. Enter | 11. Fall | 21. Distribute |
| 2. Exit | 12. Sweep | 22. Receive |
| 3. Swim | 13. Measure | 23. Clear Milpa |
| 4. Wash | 14. Remember | 24. Guard, protect |
| 5. Bathe | 15. Forget | 25. Close |
| 6. Consume, “finish” | 16. Play Music | 26. Start/Revive Fire |
| 7. Work | 17. Sing | 27. Turn On |
| 8. Raise | 18. Pour, scatter | 28. Open (covered thing) |
| 9. Rise | 19. Search, look for, find | 29. Speak, Talk |
| 10. Lower | 20. Turn In | 30. Grab |

Week Three

- | | | |
|---------------------|------------------|-----------------------|
| 1. Die | 11. Burn (Fire) | 21. Protect, guard #2 |
| 2. Cure, medicate | 12. Burn (Sense) | 22. Help |
| 3. Shoot | 13. Grind | 23. Make Hole |
| 4. Cut, slice | 14. Plant | 24. Fight With Fist |
| 5. saw, break, tear | 15. Weed | 25. Slap |
| 6. Return | 16. Wait-Expect | 26. Overflow |
| 7. Swallow | 17. Shape | 27. Sprinkle |
| 8. Leave, remove | 18. Throw-Toss | 28. Paint |
| 9. Position | 19. Throw-Aim | 29. Start, Begin |
| 10. Peel, Skin | 20. Pull | 30. Teach |

Week Four

- | | | |
|---------------------|--------------------------|-------------------|
| 1. Urinate | 12. Bite | 23. Gather |
| 2. Defecate | 13. Chew | 24. Lie |
| 3. Vomit | 14. Nibble (Teeth) | 25. Born |
| 4. Fart | 15. Eat Fast, stuff-face | 26. Give-Gift |
| 5. burp | 16. Fry | 27. Loan |
| 6. Stick | 17. Chop | 28. Mash |
| 7. Move | 18. Dig | 29. Make Tortilla |
| 8. Stir, mix, beat | 19. Scratch Earth | 30. Laugh |
| 9. Moistened, wet | 20. Spit | |
| 10. Extend | 21. Expel | |
| 11. Snap, Break Off | 22. Strength | |

Week Five

- | | | |
|----------------------|----------------------|---------------|
| 1. View-Enjoy | 11. Make/Move Far | 21. Stand |
| 2. Play | 12. Happen, Occur | 22. Lay Down |
| 3. Dream | 13. Exist | 23. Rest |
| 4. Hunt, Complete | 14. Twist | 24. Change |
| 5. Hang | 15. Make Become Good | 25. Wait-Stop |
| 6. Extend | 16. Make Become Fine | 26. Open Eyes |
| 7. Curse | 17. Make Become Bad | 27. Tie |
| 8. Anger | 18. Arrive | 28. Live |
| 9. Flee | 19. Perforate | 29. Allow |
| 10. Make/Bring Close | 20. Sit | 30. Let Loose |

Week Six: Review and Five Basic Positional Verbs Plus Fun Extras Reside

- | | | |
|-----------------------------|--------------------------------|---|
| 1. Sit | 6. Swell Up | 11. Stoop, Squat, Crouch |
| 2. Lay | 7. Curl Up, Twist, Bend | 12. Stretch Out, Spread
Out |
| 3. Stand | 8. Curl Up, Fold | 13. Throw Arms Around
Neck; Embrace, Hug |
| 4. Kneel | 9. Lie Folded Up, | |
| 5. Stand With Feet
Apart | 10. Bend, Arch; Bend,
Twist | |