Cartoons, Video, Singing and Playing in Yokot'an:

A proposal for revitalization and maintenance. "The Yokot'an Kids Animation Project".

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Leiden University and Escritores de Lenguas Originarias en Tabasco.
Outline

- The Yokot'an context.
- The goals of the project.
- How do we work?
- The animated doodles!
Yokot'an (Chontal de Tabasco).

- Mayan linguistic family.

MAYA-CHOLAN-TZELTALAN-CH’OL-CHONTAL-YOKOT’AN.

Tapotzingo in the State of Tabasco, Mexico.
Historical background of Yokot'an.

- Before the Spaniards.
  Multilingual, bilingual speakers: the elites and the men.

- During the 1919's and 1934's.
  Yokot'an is forbidden.

- Since 1972's "Bilingual Education School".
  Untrained teacher.
  Teachers do not speak the language.

## Attitudes

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Yokot'an</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>Yokot'an</td>
<td>-low status</td>
<td>-prestige</td>
</tr>
<tr>
<td>Spanish</td>
<td>-low status</td>
<td>-prestige</td>
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<td></td>
<td>-folklorist</td>
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<tr>
<td>Stakeholders</td>
<td>San Simon</td>
<td>Tapotzingo</td>
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<tr>
<td>Elders</td>
<td>+</td>
<td>+</td>
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<tr>
<td>Adults</td>
<td>+</td>
<td>+</td>
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<tr>
<td>Kids</td>
<td>+</td>
<td>-/+</td>
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<thead>
<tr>
<th>Domains</th>
<th>San Simon</th>
<th>Tapotzingo</th>
<th>Mazateupa</th>
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<tbody>
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<td>Home</td>
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<td>+</td>
<td>-/+</td>
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<tr>
<td>School/Work</td>
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<td>Church</td>
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<td>Square</td>
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The Yokot'an Kids Animation Project.

- How did it start?
- The needs...

Linguist

Yokot'an writer

The community
Our goals.
- Creating new domains of use.
- Awakening sleeping speakers and emergence of new speakers.
- Improving reading and writing skills in Yokot'an kids.
- *Having fun!!*

Our targets.
- Kids (non-speakers, semi-speakers, fluent speakers)
- Adolescent. *(future)*

The reality.
- No money.
The type of speakers we are working with.

- All attend Yokot'an "bilingual" school.
- Not all kids speak Yokot'an.
- Different ages.
How do we work?

- We choose two linguistic themes to work on.
- We choose a song to practice Yokot'an writing and reading.
- We illustrate the song.
- We create four groups of children with one fluent speaker playing the role of a monitor to invoke a conversation within the group.
- We animate the song with illustrations made by the children.
- They make an "official" presentation to the community and neighbour communities.
Yokot'anjob animation workshop in Tapotzingo.

We choose two linguistic themes to work on.

Body Parts

Topological relations.
• We choose a song: Ajpin pon.
  - They write the lyrics of the song to practice their writing.
• They read the lyrics of the song to practice their reading skills.
  - They sing Ajpin pon!!
• We record the kids singing the song.
• We animate the song with the illustrations made by the kids.
• 1. Discussion of Body Parts by creating our main character.

• 2. Discussion of topological relations while they are illustrating each verse of the song. The monitors only speak Yokot'an.
● The animation is created.

http://www.youtube.com/watch?v=HD7rk7BUfiM&feature=share

● The animation is ready to be presented to the community!
Conclusions.

- We were all more motivated to continue working on the language.
- The kids found a new sphere to speak Yokot'an.
- We created literature in the language and want to keep working in the documentation of Yokot'an.
- Domingo has someone to read his books!!
- It is something possible to do!!
- We had fun!!
Ka' Dios...
Gracias...
Merci...
Thank you..
Dank u wel.