

Community – Based Teaching Methodologies for The Recovering of Indigenous Languages in Chile: The Case of *Chedungun*

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Abstract

Chedungun is the language spoken by *Pewenche* indigenous group that lives in the Andean valleys of south-central Chile and adjacent Argentina. Although their native language, *Chedungun*, has been recognized as a dialect of *Mapudungun*, some of its features remain understudied and its degree of endangerment underdetermined. A relevant fact about the *Pewenche* is that they constitute the only indigenous group within the Araucanian sphere that has been said to have an independent origin. Henríquez (2014) suggest that *Pewenche* people still have a strong cultural identity that let them continue using their language as a means of communication looking for self-determination. In this context of self-determination, they have been proposing, creating, and trying to validate their own teaching methodologies for their language teaching and transmission.

Pewenche methodologies are uncover considering a narrative and community-based research (Tuhivai, 2021; Chilisa, 2020) which aims to validate *Pewenche* principles and cultural values that guide the methodologies for *Chedungun* language teaching at primary and secondary schools.

Preliminary results confirm that teaching indigenous languages is not same as teaching dominant languages. As stated by Rose (2016); Stucki, (2012) and Redwing (2007) teaching indigenous languages involves a spiritual element which is not present in most of dominant languages. Therefore, these results suggest that dominant languages teaching methods would not become models for *Chedungun* language and transmission, but a community-based pedagogy is necessary for *Pewenche* language and culture recovering.

Keywords: language revitalization; language teaching; minority languages; intercultural education, bilingual education