

THE CONFEDERATED TRIBES LANGUAGE LESSON

Ichishkiin

winter stories

- Naktwanint**
take care of
- Nishaictpama**
Household
- Pt'ilimami**
girls
- lixt tikai-**
wash dishes
- Imařakt nisha-**
clean the house
- wiyaxaixt-**
everyday roles in life
- chau maan pawiyaniinxana-**
travel was limited
- Anmipa-**
winter time
- Kakyamaman-**
animals
- Ic'imachdash-**
to feed
- panaktkwaninxana-**
took care of
- painiixniixnaxana-**
fix
- wasat'awas-**
saddles
- Sacpac'anpawas**
-bridal
- Łpanak**
-saddlebags
- pawach'xnxana**
-chop wood
- Pasapsikw'anxana-**
teach
- Katkatmaman-**
young boys
- wiyaxaixdash-**
to live everyday

Numu

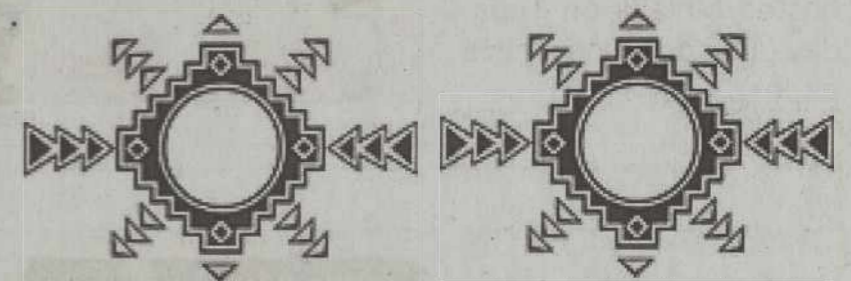
- soo paisa kwo no'oko mu hootzeba moohedu-**
how Blad Eagle became leader of all birds.
- hootzeba'a-**
bird
- moohedu-l**
eader
- moo'hoo'oo-**
owl
- atsabana'a-**
woodpecker
- no'yoona hootzeba'a-**
all the birds
- yuhubiwetsi-**
bluejay
- kweda'ga'gai-**
magpie
- pasia kwo-**
bald eagle
- nakai-**
hawk
- nu hootzeba poone!-**
i see a bird!
- natuwenge'e KWSOwi nakapunne!-**
listen to KWSO for story!

Kiksht

Bear and wiwnu story

Yaxka iyakshqalal kanawi dan iqaqshmit gachitxa
the great creator decreed
yaxka qidau iyaxqaqsh idunaiyax daxka dusqnamnat
bama nadidanwit adixibuxma.
that wiwnu would be out of the sacerd foods for the Indian people

Manux idunaiyax kaya dan isgaxus k'aya qengi aish pu dan atgigelglaya.
but the Wiwnu had no eye's and couldn't see
kanawi dan łqdiwi dan tgilglat
everything has feeling, everything sees,
yaxka iskwinta tai kanawa idunaiyax gachduxelm gadixelmax
an d bear ate the dickins out of it.
Kwapt galixatx uxaxilmax chayaxa dan itqaqmit gatqiqtk yama pu gatqiqtk p'ala iskwinta k'aya qidau kwatxala yaima gachdutexum idunaiyax
Finally the other creatures got together to punish bear;
Iskwinta chayaxa qengi gachxeltem pu isiaxus qengi gachdux qengi luxlux galaxtkaix awachi qengi qengi łqan
he offerd to give up part of the eyesight from both eye's
Manux k'axsh gatkiqix pu ixtga iyaxut galaixux
(because he didn't want to have just one eye)
Dan łqunba kwapt lqa kaxsh gaxiux isiaxus shit'ixmax pu gachlut dawchi qengi k'axsh gatgagix aunaiyax pu chayaxa isiaxus engi gachtx łxa qidau engi qanchipt aya kaxsh aiduxelmuxma idunaiyax.
he preferd giving up part of both rather than all of one;
K'ushdiaxa qidau engi aunaiyax ixt ichaxut
So now huchuckleberry has one the circle around the stem
Aga dauya wigwa,p'alalai it'ukdix Iskwinta kwadaw Aunaiyax ishkasiks.
in retur n, wiwnu and bear are now the best of friends,
Qidau engi aunaiyax aligima "Qanchipt yaxki k'axsh idulxelmuxa idunaiyaxa p'ala qidau adilxelmuxa"
and wiwnu said bear could eat as much of wiwnu as he wanted.



Immersion

Why Immersion?

As indigenous people around the world begin to lose their languages, teachers reach out for language methodologies that permit rapid and complete acquiring of what should be "first" languages, but have become "second" languages. Where possible, immersion becomes the methodology of choice to bring a people back to their language of heritage. It cannot replace "mother and father to child," the natural means of transmission of language, but it duplicates this process as best it can.

What is Immersion?

Briefly defined, immersion is a way of teaching that bathes the student in a language situation where none of the first language is used (i.e. English). All shared activities between the teachers and their students are accomplished in the target language. Gone are the lengthy grammar explanations and word lists. Students "naturally acquire" the language without the fuss and muss of an academic grind. In sessions that meet daily for extended time periods, the focus is on meaningful activities to be accomplished together, not formal language instruction. In this sense, it is more natural in approach.

Cautions of Immersion

As described above, immersion seems like a universal panacea for intensive second language acquisition and for restoring languages. It is not quite that simple. The method is time consuming, exhausting for the teachers, demanding in preparation and not always feasible. It requires nearly fluent speaker-teachers with enough energy to sustain extended periods of instruction. On top of that, there is a heavy emphasis on making oneself understood without resorting to everyone else's first language, hence the exhaustion. Teachers become singers, dancers, pantomime experts and artists in their attempts to communicate language.

Down the road, some grammar has to creep in. Simply correcting someone's speech may not be enough for the advancing learner to begin to clear up syntactical misconceptions in languages which are grammatically complex, as many of the indigenous languages are.

Why it works

A typical immersion program is housed in a setting where students come daily for three to four hours. The room is prepared with many visual aids and objects that can be touched or pointed to. There is a routine during which the same phrases and expressions are repeated daily (sample topics: greetings, calendar, weather, counting, prayer, singing, eating together, etc.). With such a structure, students are exposed, day after day, to the same vocabulary and activities. The learner is calmed because even though he or she may not understand what is being said, the routine is predictable and comfortable. The teacher uses full language but is very aware of which words or morphemes are needed to be stressed for language acquisition to take place. If the teacher evaluates accurately what the students comprehend, then new material can be added daily. What promotes language acquisition is the repetitive use of certain key phrases and vocabulary on the part of the teacher. Students need to hear certain streams of speech over and over before they can adjust to them and make them their own. During this process, students may not be speaking but simply reacting (i.e. Sit down! Listen!)

Once they have internalized the daily routines and associated certain language utterances with it, the brave ones will begin to mimic the teacher verbally. Others may remain silent for a longer period of time. Typically in daily immersion, students return from

Christmas Break (4 months of absorbing language if started in September) ready to be encouraged to speak themselves, and confident about the routine and what is expected of them.

All learners are different. Each person will begin to speak at a different time depending on their language acquisition rates. Lots of hearing the same thing over and over is critical to being ready to speak independently. The teacher must gear all activities to the repetitive use of language.

Differences in ages

The ideal age for immersion is the toddler. Day care centers on or around the reservations would be wise to hire caretakers who are speakers. If this is not possible, then Head Start programs are an ideal place to begin immersion. Children at this age internalize language naturally with help (song, dance, visual aids, story books, daily repetitive language, art activities, walks, physical education, meal time and play time). Immersion can work with any age group. However, the older the learner the more difficult the pronunciation becomes.

Types of Immersion

1. Making traditional wear or items (workshops)

Gathering students together around the theme of practicing traditional ways of doing things is an ideal means of providing an immersion setting for older children and adults. There is a concrete task at hand and the goal of making something gives everyone a motivation to learn vocabulary. It is very hands on and the learner can begin to comprehend what is being said through demonstration of the task. The students will forget all the language they've learned if there are not multiple opportunities to continue the learning process. Immersion is a long process.

2. Retreat weekend

Gathering people together for a weekend of daily life and meaningful activities is another means of immersing people. They will be sharing breakfast, lunch and dinner and many daily routines. Because speaking is one of the last skills to develop when learning a language, it would be important to have a phrase book available so people can try to communicate with one another even though they haven't internalized enough vocabulary to do so.

3. Children in the home

The tasks we do at home provide a rich opportunity to learn language. The table always needs to be set, there is food to prepare, garbage to be taken out and floors to be swept. Apart from daily chores, the children should be engaged in a variety of activities like song, dance, crafts, art, stories, baking, sports and the playing of games.

4. Summer camps

Because there are so many fun things to do outdoors when the weather is nice, summer camps provide for the use of vocabulary in a natural setting. Here again there is daily life to attend to. A handy phrase book would be useful if there is a requirement that there will be no English spoken. The days and evening should be well planned and numerous speakers should be available to model the language being learned.

5. Public school

Immersion has proven to be a very successful means of language acquisition when real school subjects are taught in the new language. There is, however, a tremendous burden placed on the teacher to translate textbooks and to have a wealth of literature in the language. If this seems overwhelming, then the immersion part of the day could be limited to art, music, P.E., and some hands-on

science.

6. Master - apprentice

When the people involved are trained to make this method work, the master-apprentice model of immersion is tremendously successful. An elder or a younger speaker is paired with an apprentice (learner) in a one-on-one relationship for a couple of hours a day for a few years. As they go about the tasks of daily life, language is learned. There must be a pact that no English will be used. Both people must do their best to be mutually understood.

Characteristics of a Great Immersion Teacher

The ideal teacher is able to key into what students are not understanding and is able through whatever means (drawing, mime, pictures etc.) to make him or herself understood.

The teacher uses full language but stresses the key nouns or verbs that carry meaning in the sentences being spoken.

He or she is constantly repeating what is being said giving the students ample opportunity to hear and internalize the language.

A good teacher will think of countless hands-on ways to conduct the learning process so that the learner is not bored.

Immersion Instruction

1. It takes many forms but is essentially a situation where students are bathed in the full target language to meet their daily needs for an extended time period.
2. The curriculum is measured so that language is comprehensible to a certain extent.
3. The curriculum is either based on normal classroom instruction math, science, social studies, reading, writing etc. or it is a curriculum based on meaningful activities age appropriately designed for the student arts/crafts, cooking, sewing, physical education etc.
4. Formal classroom immersion attempts to duplicate the regular curriculum students are learning in the public classroom.
5. The intent of immersion is to bathe the student in the language with the hope that repetitive use of the language permits the student to grab essential vocabulary for daily functioning.
6. In immersion, only the target language is spoken. It implies that the instructor is fully fluent in the target language.
7. Periodic classroom instruction
8. Given limited time constraints and the lack of daily contact, this form of language instruction is carefully measured taking students from point A to point B. Lessons are sequenced and only a certain amount of language is presented per session.
9. Students are asked to practice at home to fill in the gap of daily prolonged instruction.
10. Every moment is considered essential and teachers are burdened to provide maximal input for the short time periods.
11. Active learning is critical. There are few quiet times. This handout is from our dear friend Judith Fernandez who taught French immersion to the Warm Springs Language Teachers.

YOUTH PROGRAM COORDINATOR
ACTIVITIES-FEBRUARY
2ND CAROLS ROOM-ICHISHKIN COMMAND
BINGO
9TH AFTER SCHOOL ACTIVITY- PRINT MAKING STYLE2
EDUCATION BUILDING3:30-4:30