

THE CONFEDERATED TRIBES LANGUAGE LESSON

Language Teachers give insights of attending the 2 week long Northwest Indian Language Institute at the Oregon State University.

"Mamshnai"
(Pam Cardenas)

It'ukdi Kadux - Good Morning

It'ukdi Wigwa - Good Day

It'ukdi Chushdix - Good Evening

Greetings from Kiksht/Wasq'u Language very thankful to have been a part of Northwest Indian Language Institute held yearly (17 years) at the University of Oregon, Eugene Oregon held June 20 - July 2, 2015.

There are many people in our community and other reservations that accomplish their part with Culture of our people each day. There are those from generations of the past and those of today and those of the near/far future. Thankful to those who are living the culture as examples to all of us following in which can help with survival of "native", native people of this land. Attending this gathering gives a person a neutral atmosphere to learn and be amongst people that have common appreciation for their languages. One of the classes shared some simple games regaining language and two classes that I attended gave each participant a large binder with ideas for all ages of learning language. The instructors of the classes are Linguists some Instructors have accomplished Degrees of being elders of their Tribes / Community. Another one of the classes was getting familiar with "Apple" I-pads and laptops these enable a person to connect with teaching tools for language. Fortunately we stayed in a dorm ate our meals with all the other "NILI" participants. In the cafeteria there were some young people that graciously came over and took our trays or asked if we needed anything, come to find out these students were in a Salmon Camp which was affiliated with Lane Community College Springfield across the bridge Willamette River where James Florendo Tribal Member from Warm Springs is faculty working with native students. The high school students attending this camp invited us to their graduation at Lane Community in the new beautiful Longhouse, of course there was salmon for the evening meal Students were given awards and were outstanding in micro-biology, Political Science and other fields of interest, some of the instructors are Native American and former Graduates of the University of Oregon, a couple instructor's are still going to school for more degrees in other states returning each summer for

students / young people.

Congratulations to the young people hope you continue on for yourselves and proud of you Mr. James Florendo. Again, thanks to all NILI Staff and Volunteers and Elders. Take care **"Atqalma Aeymshgelglaya"** See you all later.



We had 2 youth from Warm Springs that participated in NILI Summer Institute, Keeyana and Soraya.



This group attended NILI Summer Institute at the University of Oregon at Eugene. We had several out of state attendees which were from Alaska, California, Idaho, Washington. Warm Springs participants this year. (not in order), Pam Cardenas, Dallas Winishut, Keeyana Yellowman, Soraya Mendez, Jefferson Greene, Richard Tewee, Elfreda Mitchell, Nola Queahpama, Arlita Rhoan, Jermayne Tuckta, Annie Kirk, Katrina Greene, Suzie Slackish



The youth were involved going to NILI Summer Institute. This year there were six youth attending, two of which was Keeyana Yellowman and Soraya Mendez. They did excellent student work with Ichishkiin. Their presentation was well done on introducing themselves and learning language and what were their thoughts and plans for the Ichishkiin Language. They wrote it in Ichishkiin and had Arlita proof read their work.



Jermayne Tuckta took the class on "Technology Documentation Methods". Annie Kirk also took documentation methods. I assisted Jermayne with historical story, translated LeAnne Smith childrens story book in Ichishkiin.

I didn't take any classes, I assisted Dr. Virginia Beavert teach Ichishkiin class for the third year.



This class was "Teaching Methods" for everyday language. Seven (7) adults & two (2) youth attended this class for two weeks from Warm Springs. This class taught the students lesson planning by using five steps in a lesson plan to teach language learning. In the steps you need to have, activity, games in group, pair, work to learn language. To learn you need practice individually, group or as a pair. Then you need activity to assess your students to check if your students are learning the language you are teaching them.

This year we taught on a story book "Wiggy ku Nancy" which was taught in Yakama dialect and Warm Springs Ichishkiin dialect. This story taught language for our way of life with native foods, how we learned as children about our way of life in this story.

This year was my first year at NILI a Great Experience. I learned so much in those 10 days. I brought back teaching methods and materials to use in our community. We also earned 4 credits in Linguistics. I am looking forward to next year. **Katrina Greene**

Dallas Winishut ku **Tanan Wanicht Wiyanashat.**

Niix Pachwai Nami tananma ku naimu

What I learned at the training at U of O this year 2015.

The first class was about Advocacy, which was in the political area, and what ideas we had to start getting our community people to start speaking our tribal languages. My first thought was we are already doing that task for our community and is up to each language group or tribe to support that.

My next class was Ichishkin Linguistics. Greg Sutterliet was our Instructor. We did more on covering in our Ichishkin languages. There was a story from Warm Springs that each student read and had a choice of reading in the Yakama dialect or the Warm Springs dialect. That was the Wiggy Ku Nancy story. I proudly read in both dialects because my natutas is Warm Springs ku inmi iha Yakama.

Survival sentences: speaking in the language without going back to English, using flash cards.

Question:

1. Tun chi iwa?
2. Mnanam Nischaichsha?
3. Shinmashwa Nattas?
4. Mishmashwa Timat'awas

Answers:

1. Iwa Timash
2. Tenino Nischaicht Nishaichtpa
3. Natutasnashwa Atwai Dallas Winishut Sr.
4. Ii washash ai timt'awas awala chauashwa tun timat'awas.

The next class was "Teaching Methods" with Ruby Tuttle and Judith Fernandez.

This class consisted of making teaching materials and speaking in the mother tongue or tribal language.

The intro was just get talking. We were put in different language groups but eventually put in our language teams from home. There was preschool lessons, teenage and adult lessons.

We had students that didn't have no speakers, all they could learn from was archived dictionaries or recordings of speakers. There was a Northern California Tribe (Wailiki) that are slowly bringing their language back which has been asleep since the 1970's.

Also, we learned how to speak if you don't have a speaker.

The last class was Our Technology with Richard Tewee, Pam Cardenas and Elfreda Mitchell, our presentation was that of a song and some active hands on teaching techniques that

Greg Arquette, Josie Blackwolf & Shayleen Macy did in our Autni Ichishkiin Sapsikw'at class at Early Childhood Education, with honorable mention of Atwai Anna Clements, this was one of the lessons she used as well. **Niix Maicqi Xatwai, Niix Maicqi Xatwai, mishnamwa chikuuk? Mishnamwa chikuuk? Niixnam ikwi'ta Nixnam ikw'ita, chikuuk, chikuuk.**

Our "Good Morning song"

"T'Quanmy"
Annie Kirk

I enjoyed my experience at the University of Oregon Northwest Indian Language Summer Institute.

Each day we had to take 5 courses, each class varied by the language and if we were a beginner of Linguistics/Teaching. Our day started with our Advocacy Class with Kelly LaCourse, which was combined with all of the NILI students. In this course we heard a lot of introductions and goals from all the students. We all moved onto the linguistics, Each language had their own linguistics class and also a "intro to linguistics course". The class we had to be in was the Ichishkiin (Sahaptin) linguistics with Greg Sutterliet and the elders, Arlita Rhoan and Dr. Virginia Beavert. This class was also combined with the Sahaptin language class and the elders were the teachers. In this course, we compared the Warm Springs / Yakama dialects, and how different they are and their own writing alphabet. It was helpful to learn this way with the classes combined. We had an option of choosing our courses in the afternoon of "Teaching or Documentation Courses". I chose the "Documentation Course", it was something I've already learned on my own or through previous workshops. I was more comfortable in this course. There we learned about how to use "Audacity, ELAN, WOLF (Dan Harvey, Southern Oregon University) programs/software, and how to use "meta data" for our Archiving. All programs / software are free-source programs, that are viable in the Linguistics field. Using one of these programs, we had to create a dictionary or some type of project to show at the end of the two-week workshop. I had created a iMovie, using one of the previous sequences taught to us by Arlita Rhoan. I had asked her to record this sequence, and I edited it in Audacity. I then finished my editing in iMovie and presented to the remainder of the students/teachers at the closing of NILI at Straub Hall Auditorium.

This experience has been great. It was a college experience that I would want to continue as a full time student at U of O in Linguistics at the Native Language Department