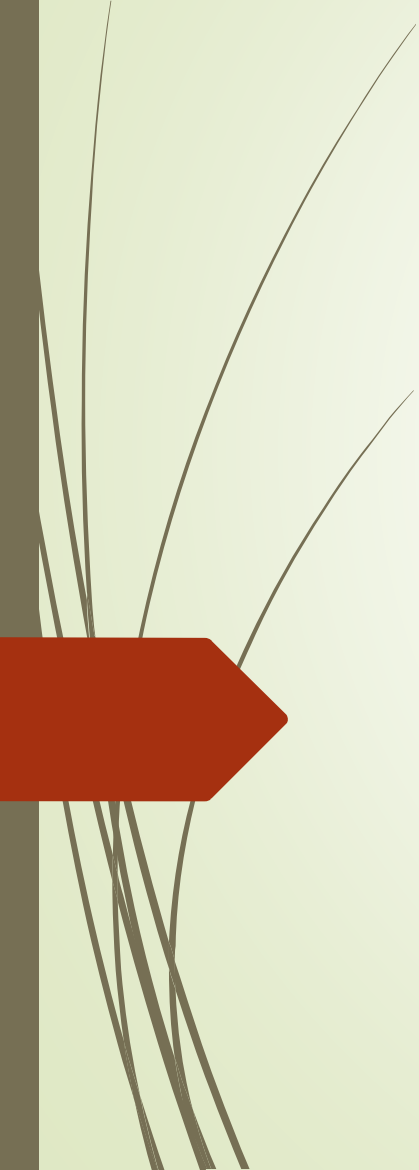


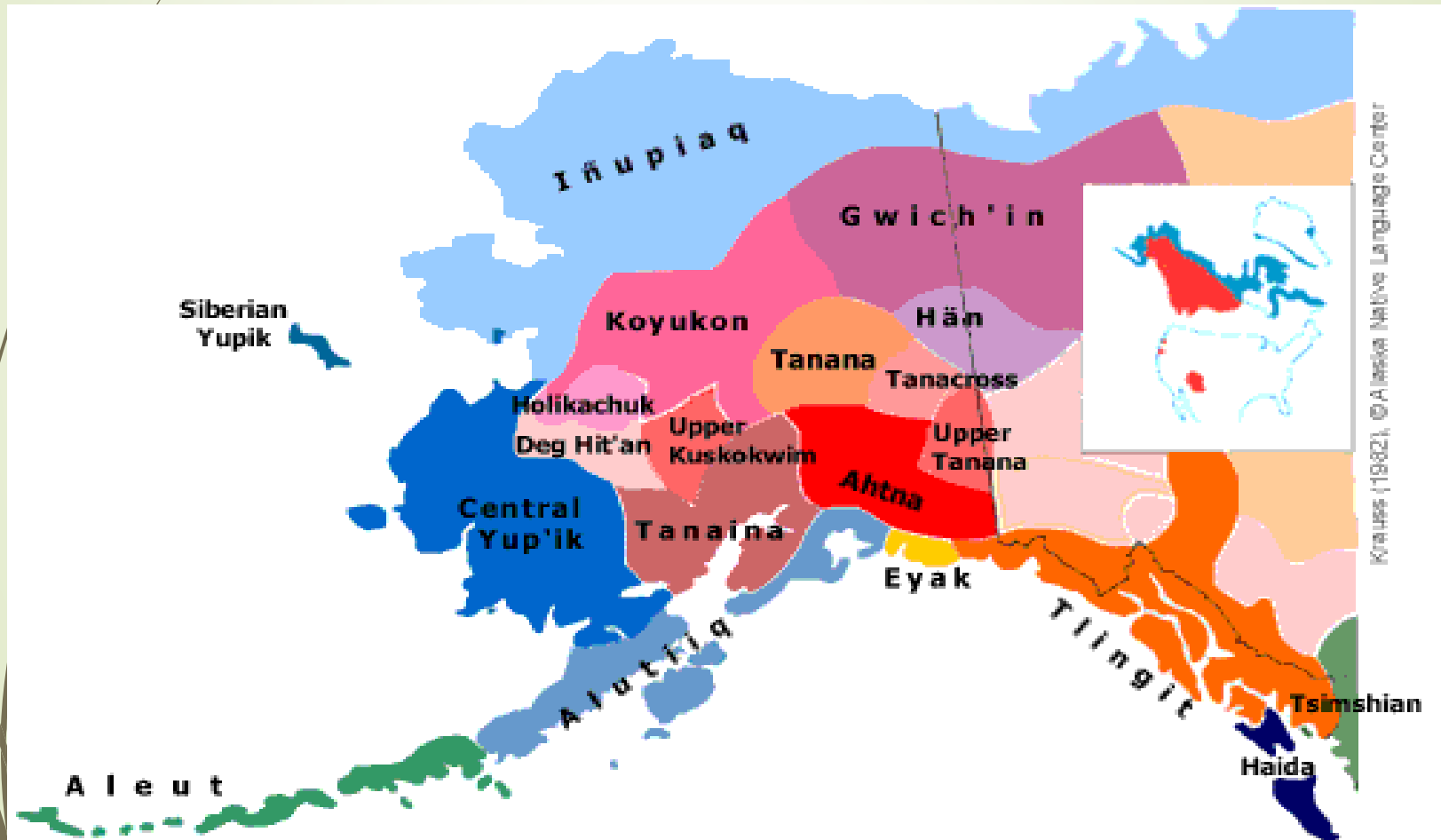
Teaching an Alaskan Indigenous Language

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Indigenous Languages of Alaska





Background

- 
- Adult language learner
 - Use experiences of learning and pass this knowledge on to other adult learners
 - Be patient, kind, and enunciate when teaching
 - Create a safe environment for speaking




Beginning University of Alaska Gwich'in Class

- Adult language learners
- 5 days per week, 15 weeks, one hour per day
- High expectations
- Rules



Curriculum

- Introductions
- Kinship
- Kinship, Negation, Grammar
- Greetings, Feelings
- Adverbs
- Weather, Foods
- Adjectives
- Postpositions
- Duals
- Body Parts
- Intro. To Animals



Second Language Acquisition

Obstacles

- ▶ Time
- ▶ Practice opportunities
- ▶ Ridicule

Strategies

- ▶ Language learning takes time, so if your goal is to learn a language, you need to make time
- ▶ Practice with other students; visit the instructor; church
- ▶ Develop a good sense of humor



Goals & Objectives

GOAL

- ➔ Learn the Greetings and Feelings in the language

OBJECTIVES

- ➔ Introduce new vocabulary and practice – how are you?, to be happy, to be cold



Language Lessons (Parts 1 & 2)

► Part 1:

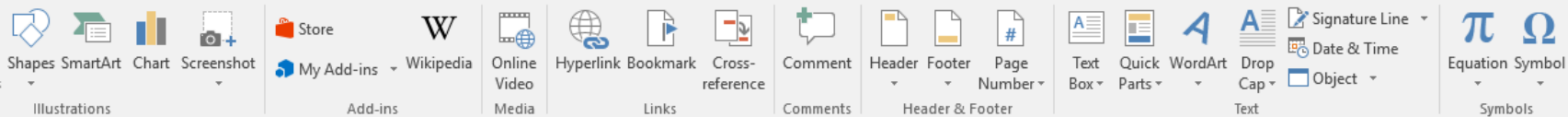
Objectives:

- Review and practice kinship
- Introduce new vocabulary and practice – how are you?, to be happy, to be cold
- Students will be able to know and use the various tones in Gwich'in
- Students will be able to know what nasals are in Gwich'in

► Part 2:

Materials:

- Feelings Cards
- Kinship Cards
- Spinners (Conjugation)



Tr'ookit Gwich'in k'yaa Girinkhii
ANL 141 – Day 14

Dinjik Zhrii 15, 2017

Objectives:

- Review and practice kinship
- Introduce new vocabulary and practice – how are you?, to be happy, to be cold
- Students will be able to know and use the various tones in Gwich'in
- Students will be able to know what nasals are in Gwich'in

Materials: Feelings & Kinship Cards, Spinners (Conjugation)

A. Review

1. Elicit: my family, my boyfriend, my girlfriend, my wife, my husband, my child(ren), my friend, my father, my grandfather, my grandmother, I love/like you
2. Elicit: how are you?, how is your mother?, my grandmother is cold

B. Group students & conjugate following on whiteboard

1. to be cold
2. “to be”
3. how are you?

C. Erase all but “to be”

1. Group students
 - a. Conjugate “to be happy”

D. Introduce “to be cold”

1s <u>shòo ihlii</u>	1s I am happy
2s <u>shòo inlii</u>	2s you are happy
3s <u>shòo nilii</u>	3s she is happy
1p <u>shòo tr'inlii</u>	1p we are happy
2p <u>shòo ohlii</u>	2p you guys are happy
3p <u>shòo ginlii</u>	3p they are happy

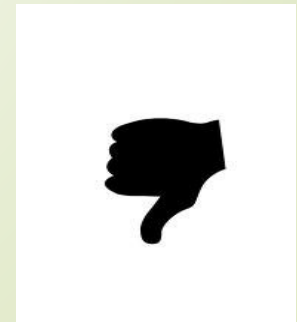
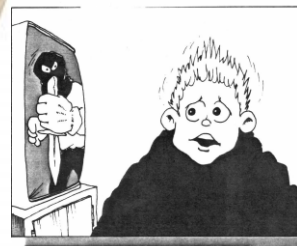
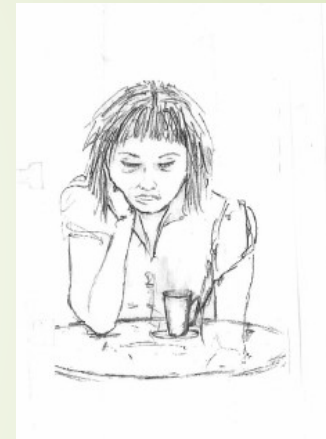
E. Feelings and Kinship Cards Practice

1. Same groups of three students
2. Provide pictures of “to be happy” and “to be cold” with spinners for conjugations
3. How are you? and answer.
4. How is your kin? and answer.
5. How are your kin? and answer.

Activities



Card Games; Worksheets; Game Boards; Go Fish;
Guess Who?; Spinners to conjugate Verbs;
Shoots and Ladders



Ako' t'ee Hai' Choo!!

