

Time & Place:

1:00p.m. – 4:30 M
Room COE 349

Instructor:

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Course Description:

Native American language teachers in a number of communities have been working over the past several decades to develop language education programs, usually with extremely limited technical resources. Unlike teachers of European languages, they often lack not only usable grammars and dictionaries of the languages they are teaching, but also curricula and language teaching materials. This course begins with hands-on experience on how languages are structured, and proceeds on applying the structural knowledge to developing language teaching materials including games, books, videos, and computer-assisted materials.

????Meets bilingual/ESL endorsements for linguistics; meets ESL endorsement requirements for nature/grammar of English.

What's This Course About:

Human languages are remarkably similar, and yet they show such diversity in all levels – from sound system to the organization of how things are said. Both similarities (or universals) and differences (or diversity) demonstrate the creativity of human mind. In one Native American language (Kiikaapotaowaachiki), we find:

- | | | |
|----|--------------|------------|
| 1. | apenooha | 'child' |
| | apenoohaki | 'children' |
| 2. | pihchoo'a | 'donkey' |
| | pihchoohaki | 'donkeys' |
| 3. | amehkwaani | 'spoon' |
| | amehkwaanani | 'spoons' |
| 4. | ahtoopooni | 'table' |
| | ahtoopoonani | 'tables' |

The examples above show that expressions in 1) and 2) end with the same way (-a for singular; -aki for plural) while examples 3) and 4) end in -ani for singular and -anani for plural. They tell us that the Kiikaapotaowaachiki speakers differentiate the universe into two parts (animate and inanimate) through their language. When new cultural items come into a language community, it has different ways to meet them: the community may

reject them, it may borrow terms from the donor language, or it may create new terms. The Walbaya speakers chose to create their own terms for the following:

5. gwèjiviyá:di
gwe-ji-viya:d-i
thing-Cause/make.possible-fly-Instrument
6. gwèjiviya:da
gwe-ji-vi-ya:d-a
thing-Cause/make.possible-fly-Agent (person)

Creation of new terms shows us that the capacity of language (and therefore the speakers of the language) is limitless.

In this course, we will explore both similarities and differences among languages by examining how each language may express actions, feelings, and thoughts. The goal of the course is to utilize the knowledge we will obtain about our languages in creating songs, stories, and skits. The products may include games, books, videos, and computer-assisted materials.

Requirements:

1. The course will focus on examination of each of our languages and participation in the class activities will be crucial.

2. There will be four projects during the institute:

- a. **Project 1 (individual or group):** What's in the noun?
- b. **Project 2 (individual or group):** What's in the verb?
- c. **Project 3 (individual or group):** What's in the story?
- d. **Project 4 (individual or group):** Preparation of a unit (language material with at least three lesson plans – pre-lesson, actual use of the material, and post-lesson) on a theme related to the previous weeks' materials

3. Grading

Your institute grade will be based on the following:

- Attendance & class participation (20%)
- Project 1 (20%)
- Project 2 (20%)
- Project 3 (20%)
- Project 4 (Unit, Lesson Plans, and Language materials; 10%)
- Final examination (10%)

Textbooks:

Developing Materials and Activities for Language Teaching (Awakening Our Languages Handbook Series 2). Santa Fe, NM: Indigenous Language Institute. 2008. \$5.50

Training Our Language Teachers (Awakening Our Languages Handbook Series 7). Santa Fe, NM: Indigenous Language Institute. 2008. \$5.50

Wordless books (to be determined)

Class Schedule:

Week	Date	Topic and Assignments
Wk 1	June	4 (W) AILDI Orientation [Welcome Reception- SU Tucson & Catalina]
		5 (R) Library Orientation Sheilah Nicholas: Legacy of Emory
		6 (F) Microteaching Orientation at Himdag Ki Tohono O'odham Nation Mueum Tour
		7 (Sat) Kitt Peak trip (voluntary)
Wk 2		9 (M) "How are languages similar and how do they differ?" [Event] 4:30p.m. ~ 5:30pm: Follow-up Library Session
		10 (T) "What kinds of materials are there in our languages?" Verbs, Nouns, and other things – what can we create? Begin Project 1
		11 (W) "What have we found about our languages?" What are our nouns like and what do they do?
		17 (T) "Expanding our nouns" Modifiers and nouns
		12 (R) "Introduction to our action- and state-words" [Event] 10:30a.m.: Commissioner Quannah Crossland Stamps
		13 (F) 1:00 ~ 2:45 [Reports and Presentations of Project 1] [Event] 3:00 ~ 4:00: Graduate Programs Information Session
		14 (Sat) Marge Pelligrino's Writing Workshop (9:00a.m. ~ 2:00p.m.)
Wk 3		16 (M) "What do our action and state words look like?" Start Project 2
		17 (T) "Who and how many are doing it?" Concept of Number in our languages [Event] 10:30a.m.: Marion Bittenger/Rosetta Stone

- 18 (W) “When is this happening?”
Concept of Time in our languages
- 19 (R) “What do our action and state words do?”
- 20 (F) 1:00 ~ 2:45: special assignment
[Reports and Presentations of Project 2]
[Event] 3:00 ~ 4:00: Graduate Programs Information Session

Wk 4

- 23 (M) “Let’s see how our languages work!”
Start Project 3: Creating stories
- 24 (T) “Let’s see how our languages work” continued
[Event] 10:30a.m.: Debbie Reese
- 25 (W) **[Reports and Presentations of Project 3]**
- 26 (R) “Putting all these together”: preparation for microteaching
Project 4
Course Evaluation
- 27 (F) (Regular Class) 1:00p.m. ~ 4:30p.m.
[Reports and Presentations of Project 4]
[Event] 11:45a.m. ~12:45p.m.: AIS 344/595a Brownbag Session
- 28 (Sat) Bahidaj Gathering

Wk 5

- 30 (M) 1:00a.m. ~ 4:30p.m.: Microteaching
- July 1 (T) 7:45a.m. ~ 11:30a.m.: Microteaching
1:00p.m. ~ 4:30p.m.:
AILDI Evaluation
Closing Session
Closing Dinner
- 2 (W) Checking out
Individual Sessions

[Note 1] The class schedule is a guideline. Depending on the progress, we may modify the schedule.

[Note 2] Any student in this course who has a disability that necessitates accommodation should contact me personally as soon as possible to discuss the appropriate accommodations necessary to complete the course requirements.