

Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat:

*Dee-ni' Home Language Class*

A TERMINAL PROJECT PRESENTED BY

**Pyuwa Bommelyn**

TO THE LINGUISTICS DEPARTMENT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS IN LINGUISTICS

WITH A LANGUAGE TEACHING SPECIALIZATION

UNIVERSITY OF OREGON

August 2011

UNIVERSITY OF OREGON

DEPARTMENT OF LINGUISTICS, COLLEGE OF ARTS AND SCIENCES

MA TERMINAL PROJECT APPROVAL FORM

August 25, 2011

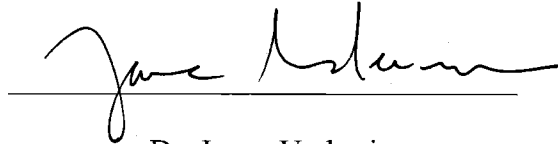
The examining committee appointed by the Department of Linguistics for the Terminal  
Project submitted by

Pyuwa Bommelyn

has read this terminal project and determined that it satisfactorily fulfills the program  
requirement for the degree of Master of Arts.

Project title: Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class*

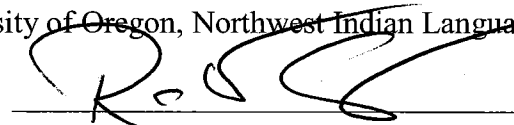
Committee Chair:



Dr. Janne Underriner

University of Oregon, Northwest Indian Language Institute

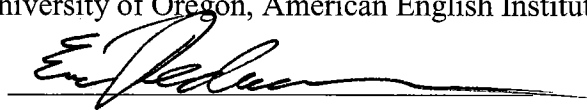
Committee Member:



Robert Elliot

University of Oregon, American English Institute

Department Chair:



Dr. Eric Pederson

Linguistics Department Chair

## ABSTRACT

Title: Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat:  
*Dee-ni Home Language Class*

Author: Pyuwa Bommelyn

Committee Chair: Dr. Janne Underriner  
University of Oregon, Northwest Indian Language Institute

Committee Member: Robert Elliot  
University of Oregon, American English Institute

Program: Language Teaching Specialization, Department of Linguistics

The Dee-ni' community has been subjugated to many acts of genocide and repression that began when Europeans invaded the Dee-ni' homelands. One result is language loss leaving our community with two remaining fluent speakers of Dee-ni'. The Dee-ni' community began its Language Revitalization efforts in the late 1960s with grassroots efforts to document the language. Despite these efforts, no fluent speakers have emerged and few language materials have been developed. Additionally Dee-ni' has been taught in a foreign language context for 28 years, but has not resulted in language use outside of the class. My project centers on revitalizing our language, therefore my literature review includes Language Revitalization, Autonomy and Task Based Language Teaching. In an effort to bring the

language out of the classroom and into the homes of the Dee-ni' decedents I have developed a course that focuses on language domains inside the home. My course design is a self-implemented course for the home which works with the limited resources that are available. The goal of *Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat* is to support beginning level language learners to reclaim language domains inside the home using the Dee-ni' language. Each domain is broken down into lessons that contain videos, an activity worksheet, pair and group dialogs and activities, and language tasks.

## TABLE OF CONTENTS

Abstract .....	i
Table of contents .....	i
Table of Tables .....	iii
Chapter 1 Introduction .....	4
1 Ghii Dee-ni': Nuw-wee-ya' (The Dee-ni': Our language).....	4
Chapter 2 Literature review.....	8
2.1 Literature Review Introduction .....	8
2.2 Language Revitalization - What it Means to Different Communities.....	8
2.3 Autonomy .....	16
2.4 Decision to Use Task Based Language Teaching .....	21
2.5 Conclusion .....	25
Chapter 3 needs analysis .....	27
3 Introduction to Needs Analysis .....	27
3.1 Survey.....	27
3.2 Interviews .....	35
Chapter 4 Course Design.....	37
4.1 Introduction of Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: Dee-ni' Home Language Class.....	37
4.2 Rationale .....	37
4.3 Organizing Principles .....	38
4.4 Goals and Objectives .....	39
4.5 Complete Syllabus with Scope and Sequence Chart.....	40
Chapter 5 Materials .....	49
5 Explanation of the Language Materials for the Course.....	49
5.1 Website .....	49
5.2 Lesson Plan Map .....	51
5.3 Task Checklist .....	53
5.4 Video .....	53
5.5 Worksheets .....	54
5.6 Posters.....	54
5.7 Labels.....	56
5.8 Audio Files .....	56

5.9 Flash Documents .....	56
5.10 Assessment .....	57
Chapter 6 Conclusion .....	58
6.1 Benefits of the Course .....	58
6.2 Limitations.....	58
6.3 Future Investigation and Development.....	59
References .....	61
Appendices .....	63
1. Map of Dee-ni' Aboriginal Territory .....	63
2. Survey.....	65
3. Interview Questions for Dee-ni' Teachers.....	71
4. Course Overview .....	72
5. Lesson Plans .....	73
6. Dialogue .....	82
7. Poster Example .....	83
8. Labels example.....	85
9. Task List.....	86
10. Website URL .....	86

## TABLE OF TABLES

Table 1. Suggested Interventions Based on Different Stages of Language Endangerment ...	12
Table 2. Where do you want to hear and speak the language? .....	29
Table 3. Where do you hear the language? .....	29
Table 4. Where do you speak the language? .....	30
Table 5. Who do you speak the language with? .....	31
Table 6. How many people are in your household? .....	31
Table 7. Time for Dee-ni' Language Learning. ....	32
Table 8. . Will you use language materials? .....	34
Table 9. Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: <i>Dee-ni' Home Language Class</i>	
Scope and Sequence .....	45

## CHAPTER 1 INTRODUCTION

### *1 Ghii Dee-ni': Nuw-wee-ya' (The Dee-ni': Our language)*

The Dee-ni' language was once spoken fluently by the indigenous people that live on the Pacific Coast bordered in the south by the town of Daa-ghestlh-'a~ (Wilson Creek, CA), extending north to K'wvt-t'uu-mvn (Sixes River, OR) and east into the drainages of Wilson Creek, Smith River, Winchuck River, Chetco River, Pistol River, Rogue River, Galice Creek, Applegate River, Eel River and the Sixes River. The language was spoken by more than 10,000 people before contact. The invasion of Dee-ni' territory began after gold was found in California.

The Dee-ni' Holocaust began in 1853 with a massacre during our world renewal ceremony at Yan'-daa-k'vt, our *Center of the World*. When the Dee-ni' Holocaust ended in 1856, the Dee-ni' population had been reduced by 95 percent. The 1910 census reported 121 Dee-ni' people in California, and 383 in Oregon. "The subjugation, murder and repression of the Dee-ni' continued through the 21<sup>st</sup> century" (Bommelyn 2006 p. vii). Today the majority of Dee-ni' people can be found as members in the Smith River and Elk Valley Rancherias located in Northern California and the Confederated Tribe of Siletz Indians in Oregon. Within these tribes the Dee-ni' have survived and now the Dee-ni' number into the thousands. Unfortunately, because of subjugation, murder and repression, the number of speakers does not represent the current population as there are only 2 remaining fluent speakers of Dee-ni'.

The steps needed to reverse language shift and create more speakers of Dee-ni' is a daunting task. Grassroots efforts began in the late 1960s and have continued with efforts led by one of our last fluent speakers, Loren Me'-lash-ne Bommelyn. His preservation and restoration efforts have resulted in: four dictionaries, 30 years of Dee-ni' language classes taught at Del Norte High



School, now recognized as a world language, and in 2004, the creation of the language department at the Smith River Rancheria. The first two dictionaries written in a moribund orthography, Unifon, introduced by Tom Parsons in the late 1960s, does not accurately represent the language for language learners. It is useless as a tool to communicate written language and it is impossible to text or e-mail using Unifon. The Dee-ni' Alphabet, which uses Roman characters and is keyboard friendly, was developed and first published by Bommelyn (2006) in the latest dictionary *The Taa-laa-wa Dee-ni' Wee-ya'*. Even with the change of orthography and the changing of technology, the materials for language teacher and learner is minimal.

The Dee-ni' classes taught at Del Norte High School have not produced speakers. The primary method of teaching has been grammar translation, and as grammar translation does focus on speaking, none of the students who have gone through the classes are fluent. Moreover, there is no integrated language curriculum that takes language learners from the beginning level and supports their language growth upward to advanced levels. However, a handful are still working on learning Dee-ni' and this is promising for the revitalization of the language in the community. The language department at Smith River Rancheria has established goals that include creating language learning materials for community classes and tribal members, and documenting the remaining speakers of Dee-ni'. Together with Me'-lash-ne, I have been working to document the speakers through a three-year Documenting Endangered Language project funded by the National Science Foundation. In addition to Smith River Rancheria, there are language programs at Siletz and Elk Valley that have community classes as well. Through these efforts, which include documentation of their elders and teaching Dee-ni,' the need for materials for language teachers and learners is great.

According to Reyhner's (1999) adaptation of Fishman's (1991) Language Status, the Dee-ni' are in the 8<sup>th</sup> Stage of language loss, only having a few elder speakers on the verge of extinction.

Reyhner suggest that implementing a "Language Apprentice" Model to create speakers will preserve the language from becoming moribund (Hinton, 1994). A few members of the Dee-ni' community, including myself, have gone through a Master Apprentice program, supported by Advocates for Indigenous California Language Survival (AICLS) and the Smith River Rancheria through a grant funded by the Administration for Native American (ANA). This has been most beneficial as we are growing our speaker base, but there is a clear need for more language learning opportunities.

In order for the Dee-ni' people to survive and thrive, a speech community is paramount. Efforts for thirty years to teach the language at Del Norte High School in an foreign language (FL) context have shown that this structure is not effective in creating speakers. Learners in the Master Apprentice program have a better understanding of Dee-ni' than students in the classroom, and are prepared to take the next step in revitalizing Dee-ni' by creating "Language Nests", after the Maori and Hawaiian models. In Language Nests, elderly speakers are teamed with learners to teach the language in small groups, or adult learners meet and voluntarily agree to speak no English. This may be the next step for our community but looking to other methods of language learning are needed as the population of the Dee-ni' is quite spread out. The language must move out of the classroom and be spoken in the home.

To meet this need, I have designed a course that will bring the language into the home. The course focuses on tasks the language learners will perform in domains of the home, which include the front door, kitchen, living room, bedroom and the bathroom. Language materials will support these lessons and also other potential activities which may be outside of the planned lessons. These materials include video, worksheets, posters, labels, audio files, and flash documents. The course is designed for beginning language learners in order to reach more potential students.

A typical lesson consists of both teacher and learner goals for each domain. Each lesson is structured into eight steps consisting of learning Dee-ni' sounds, watching a video and video segments of the target tasks, working through a worksheet that defines and clarifies learners' understanding of the functions and grammar, interactive language learning activities, reflection and assessing learning.

This paper presents the Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: Dee-ni' Home Language Class in detail. The following chapter discusses the literature that supports my course design. This is followed by a needs analysis in *Chapter 3* which discusses the results of 21 surveys of Dee-ni' decedents and two interviews with Dee-ni' language teachers, *Chapter 4* details the course design; materials are discussed in *Chapter 5*; and in *Chapter 6*, I conclude with limitations to the course and future considerations for the course.

## CHAPTER 2 LITERATURE REVIEW

### ***2.1 Literature Review Introduction***

I focus on three areas in my literature review: Language Revitalization, Autonomy and Task Based Language Teaching (TBLT). There is no literature that specifically addresses the context of Dee-ni' language learning, and because of this, my literature review is broader with the exception of articles that support my course design. In researching Language Revitalization, I worked to obtain a more comprehensive view of the revitalization efforts of endangered languages communities. After reading some of the literature on Language Revitalization, I was able to apply the literature to the Dee-ni' language which then brought me to consider the other areas. One of the principles of communicative language teaching is autonomy. This principle is relevant for language learners of Dee-ni' because there is a scarcity of available speakers and language learning materials, such that learners will have to be in control of their own language learning if they are going to be speakers of Dee-ni'. The literature in Language Revitalization made it apparent that learning language in the home is pivotal to being a fluent speaker. Thus, in considering a course design in the home, I saw immediately that TBLT was basic to the course design. Its principles and process fit seamlessly into tasks involved around the home.

### ***2.2 Language Revitalization - What it Means to Different Communities***

Coming to an understanding of what actions are integral to prevent the Dee-ni' language from dying is complex. The goal is simple: create more speakers, but the how, what, and where is not obvious. There are models to look at, but as Hinton (2001) discusses, Language Revitalization has a different meaning for different communities. In some communities such as the Navajo, which has a large community of speakers and the language is still used in the home, the meaning is vastly different from a community with two remaining fluent speakers such as the Dee-ni'.

Hinton goes on to say that it is important to determine the situation of the language before determining the goals for Language Revitalization. She offers these questions:

How large is the speech community? Are the potential language speakers geographically together or spread out? What level of political power does the community have? Can the language become a national language, such as Maori? What kinds of resources are available? What is the age of the native speakers, if there are any left? Is the language well documented and does it have a long history of being written? What kind of monetary support is there for Language Revitalization efforts? What kind of community support is there? (Hinton, 2001, p. 5-6)

Answers to these questions can be found by looking at the current situation of the Dee-ni' language and a brief history of the Language Revitalization efforts of the Dee-ni' community.

### ***2.2.1 The Case of Dee-ni'***

The Dee-ni' community has two remaining fluent speakers, Eunice Xash-wee-tes-na Bommelyn and Loren Me'-lash-ne Bommelyn. Eunice is in her early 80s and unfortunately is not in good health, and Loren is in his mid 50s. Current and potential language learners are spread out in a rural community and this does not include potential language learners that live outside of the area. Prior to 2004, Language Revitalization efforts had been grassroots efforts, but with the funding from Administration for Native Americans (ANA) in 2004 the, Smith River Rancheria created a language program. This program has been sustained by funding from grants and the tribe.

In the 1960s, the Dee-ni' community realized that many of the speakers of Dee-ni' were aging and began to document the language. Tom Parsons, of the Center for Community Development at

Humboldt State University, introduced an orthography called Unifon to the Dee-ni', as well as to the neighboring tribes of Yurok, Karuk and Hupa. This resulted in two dictionaries written in Unifon, spearheaded by Loren Me'-lash-ne Bommelyn in 1983 and co-authored by him in 1989. In 1993, after the community realized that Unifon would not suffice as an orthography for Dee-ni', Bommelyn published "Now you're speaking Tolowa," as his first attempt to create a Dee-ni' orthography. After linguistic study and attempts of practically using the Dee-ni' orthography, Bommelyn published "Taa-laa-wa Dee-ni' Wee-ya'" in 2006 with the official *Taa-laa-wa Dee-ni' Alphabet* that accurately depicts the phonemes of Dee-ni' for users and language learners. The alphabet is keyboard friendly, uses Roman characters, and can be used in email, text and other electronic programs without downloading a font.

As discussed above, the Dee-ni' community decided to teach the language in Del Norte High School in the late 1960s, and in 1981, Bommelyn became its teacher. In an effort to recruit more students for Dee-ni', the course was structured in the early 1990s to meet student's foreign/world language requirement for high school graduation and college entrance. The class has been taught at the high school for 28 of the last 31 years by Bommelyn. Regrettably the class has not created fluent speakers, yet a handful of students are continuing their Dee-ni' language learning.

### ***2.2.2 Documentation of Dee-ni'***

Unfortunately, there has been little effort from outside linguists to work on Dee-ni' and this has led to a relatively limited amount of documentation of the language. In the 1950s and 1960s, there was a small number of recordings done by Jane O. Bright, John Peabody Harrington, Victor Golla and Mary Westwood. In the late 1970s and early 1980s, Bill Seaburg recorded the most extensive number of elicitations with seven speakers of Dee-ni'. For the past two years I have been working on a National Science Foundation (NSF) Documenting Endangered Language

(DEL) grant with Bommelyn, creating a language database and recording the last speakers of the language - Eunice Bommelyn, Loren Bommelyn, and Margaret Brooks, who passed away a year into the grant. The Smith River Rancheria language program has also been working on documenting the language as well.

### 2.2.3 Stages of Language and Principles to Follow

Reyhner (1999) explores the concept of “reversing language shift” introduced by Fishman (1991). Reyhner looks at Fishman's eight stages of language and suggests actions for endangered language communities based on the stages as seen in Table 1.

**Table 1. (Reyhner 1999) Suggested Interventions Based on Different Stages of Language Endangerment (Fishman 1991)**

<i>Current Status of Language</i>	<i>Suggested Interventions to Strengthen Language of Language</i>
<b>Stage 8:</b> Only a few elder speakers are teamed one-on-one with young adults the language.	Implement Hinton's (1994) “Language Apprentice” Model where fluent elders are teamed one-on-one with young adult who want to learn the language. Dispersed, isolated elders can be connected by phone to teach others the language (Taff 1997).
Stage 7: Only adults beyond child bearing age speak the language	Establish “Language Nests” after the Maori and Hawaiian, models where fluent older adults provide pre-school child-care where children are immersed in their indigenous language (Anonby 1999 & Fishman 1991).
<b>Stage 6: Some intergenerational use of language.</b>	<b>Develop places in community where language is encouraged, protected, and used exclusively. Encourage more young parents to speak the indigenous language in home with and around children.</b>
Stage 5: Language is still very much alive in the community	Offer literacy in minority language. Promote voluntary programs in the schools and other community institutions to improve the prestige and use of the language. Use language in local government functions, especially social services. Give recognition to special local efforts through awards, etc.
Stage 4: Language is required in elementary school.	Improve instructional methods utilizing TPR (Asher, 1996) TPR-storytelling (Cantoni 1999) and other immersion teaching techniques. Teach reading and writing and higher level language skills (Heredia & Francus 1997) Develop two-way bilingual programs where appropriate where non-speaking elementary students learnt the indigenous language. Need to develop indigenous language textbooks to teach literacy and academic subject matter content.
Stage 3: Language is used in place of business and by employees in less specialized work areas.	Promote language by making it the language of work used throughout the community (Palmer 1997). Develop vocabulary so that workers in an office do their day-to-day work using their indigenous language (Anonby 1999)
Stage 2: Language is used by local government and in the mass media in the community.	Promote use of written form of language for government and business dealing/records. Promote indigenous language newsletters, newspapers, radio stations, and television stations.
Stage 1: Some language use by higher levels of government and in higher education.	Teach tribal college subject matter classes in the language. Develop an indigenous language oral and written literature through dramatic presentations and publications. Give tribal/national awards for indigenous language publications and other notable efforts to promote indigenous languages.



According to these stages, the Dee-ni' language is in Stage 8 of language endangerment. As Stage 8 interventions suggest, some members of the Dee-ni', including myself, have gone through a Master Apprentice program, either through the non-profit organization Advocates for Indigenous California Language Survival (AICLS), which Leanne Hinton advises, or with the Smith River Rancheria (SSR). Today, SSR is still implementing the Master Apprentice program with some of the former apprentices becoming master speakers for new language learners. The former apprentices are not fluent speakers yet, but as Hinton (2001) explains, language learners can become better speakers by having to teach the language to other language learners. This is also a way to address the issue of having a few fluent speakers and a few language teachers for the Dee-ni'.

The language program at SSR also teaches community classes on Tuesday and Thursday nights, and at their local Head Start. In the future they also plan to teach classes at local elementary schools that have students of Dee-ni' descent. In implementing these programs the Dee-ni' Community is on its way to move out of Stage 8.

Kipp (2000, in Reyhner 2003) lays out four rules he has developed based on his experience in Language Revitalization which include a language immersion school for the Blackfeet language: "1. Never ask Permission, Never beg to save the language. Go ahead and get started, don't wait even five minutes. Don't wait for a grant... 2. Don't debate the issues. 3. Be very action-oriented: just act. 4. Show, don't tell. Don't talk about what you will do. Do it and show it" (p. 3). The importance of these rules relates to the limited time we have left with our speakers and directs language activist to act and act now on Language Revitalization efforts. Considering these rules and bearing in mind the work of Smith River Rancheria, I return to the steps Reyhner (1999) suggests and have adopted Stage 6 – some intergenerational use of language in the home – as the

goal for my project design. Speaking the language in the home and within a family unit is necessary for the Language Revitalization of Dee-ni'. Language Revitalization efforts in much larger communities show us the importance of Stage 6.

#### ***2.2.4 Language Domains***

Warner (2001) discusses Language Revitalization efforts occurring in Hawaii. Of most interest to my project and this paper, he looks at the issue of language domains and identifies what domains immersion students use Hawaiian in. He states, "If Hawaiians harbor any genuine hope in reviving the language, it must be revived in domains outside as well in the classroom. A language cannot be perpetuated in a single domain..." (p. 141). Even though the Hawaiian students are in an immersion setting, they still only speak the language in the classroom and not in other domains at school. Dee-ni' is not taught in an immersion setting, but it is taught in a classroom setting as a world language. In this setting it faces the same issues and needs as other endangered languages to move the language outside of the classroom (Hinton, 2011). This points to the importance of bringing the language out of the classroom and into the home and to other domains.

Like the Hawaiian Language Revitalization efforts, the Maori language has many language settings, which include immersion schools, TV and radio programs in Maori, made possible as the Maori language is the national language of New Zealand. To augment these efforts they have created programs such as the Reo o te Kāinag home immersion program. The program focuses on the family using the language, and states families in the program have improved, "intergenerational language transmission and conversational language use within their homes" (Timutimu, et. al., p. 118). If it is important to have a home program for Language Revitalization efforts of larger languages, it will be important for the Dee-ni' as well. A home program will take

the language into other domains that language learners can use in their daily life. In so doing, their effort will be validated as they will be creating their own speech community. By using the language in the domain of their home, language learners take responsibility for their Dee-ni' language learning and will no longer completely depend on learning at a community class or school classroom.

### ***2.2.5 Community Concerns in Language Revitalization***

Hinton (2001) discusses three principles which she has found in working with indigenous communities in their Language Revitalization efforts: persistence, sustainability and honesty. When discussing persistence I find it most interesting when she says, "often the greatest resistance to Language Revitalization comes from within the community itself..., and a propensity to constant criticism are frequently a threat to progress of any effort" (p. 17). Sadly, this has been the experience of the Dee-ni' community. The resistance most likely stems from the history of how the language was lost and the pain that comes from that. Like the Maori, the Dee-ni' language was taken from the Dee-ni' people. The Maori address the feelings that could come from the history of language loss in the Reo o te Kāinaga home immersion program. Timutimu, Teraania Ornsby-Teki and Ellis (2009) state, "recognizing psychological impediments such as embarrassment, shame, ridicule, anger and fear require attention when designing curriculum" (p. 113). The psychological barriers discussed by Timutimu, et. al. are often not given specific attention in language curriculum. Implementing this concept into the curriculum may lessen resistance to learning and help students move beyond their psychological barriers to focus on their language learning.

## **2.3 Autonomy**

Many challenges arise while working on learning a language with little or no speech community. This is compounded by having very few language materials to use to learn the language. As discussed earlier, there are some community language classes offered through the Smith River Rancheria and classes are taught in some schools in Del Norte County. The current available language materials are not enough to help create a Dee-ni' speech community, even with the addition of my course design. Aiding and encouraging language learners to become autonomous will be vital for this reason. They will need to take control of their language learning to benefit from my course design, and their language learning in general.

It is difficult to find literature that pertains to my specific context, therefore I considered a broad definition of autonomy, and then focused on the aspects that are important in my course design.

### **2.3.1 Defining Autonomy**

The role of autonomy in English as a Second Language (ESL) and English as a Foreign Language (EFL) context is complex, and defining autonomy can be challenging. Little (2011) and Benson (2006) point out that the term autonomous is often confused with 'self-instruction', and Benson adds, 'self-access' 'self-study', 'self-education', 'out-of-class learning' and 'distance learning.' These terms refer to ways to learn language by oneself. Autonomy refers to the ability and attitudes towards learning the target language (Benson 2006). It is agreed that autonomy refers to the language learner taking some type of control or responsibility for learners language learning (Little, 2011; Benson, 2006; & Holec, 1981 in Benson, 2006).

### 2.3.2 Areas of Autonomy

Bouchard (2009) raises the question of different areas of learner control in autonomy. He looks at two different areas of autonomy and divides them into pedagogical and psychological areas of control. Pedagogical areas include aspects of control over the act of learning which include defining learning goals and selecting learning resources. Of most interest to my course design are the psychological areas which include learner's initiative, motivation, and personal involvement. Bouchard explains that adult learners can bring their life goals into language goals. Their life goals may be related to language goals but are not necessarily a language goal per se, such as learning a language for career advancement. For a learner of an endangered language, it may be to learn more about their culture, learning prayers, or learning songs. Goals such as these pertain to the identity of the community. It may be that life goals may have a significant impact on learners' language goals.

The reasons the Dee-ni' are facing language death are painful for the community because the acts inflicted on the Dee-ni' that caused language loss were done so by outside forces. The Dee-ni' did not have control over losing speakers of our language, but we do have control over whether the language dies out completely. This, plus psychological impediments discussed above (p. 14), contribute to what Bouchard terms the *conative baggage* of the language learner, (i.e., the influence of psychological components – historical as well personal for the Dee-ni' – on language learning). If language learners of Dee-ni' are committed to learning the language, they are also committed to combatting language loss. The *conative baggage* of their life experience can impact the motivation of language learning, and must be addressed in order for language learning to be successful.

### ***2.3.3 Context of Autonomy***

I have identified autonomy as an important principle in my course design, but the context of autonomy and whether it is culturally appropriate for non-Western societies is under question in the literature. Language classes in Asia (Lo, 2010) and in Africa (Sonaiya, 2002), have been questioned by educators whether autonomy is appropriate for these cultures. Benson (2006) points out that the concept of individualism, a requirement of autonomy, is a Western belief. Coming from a non-Western culture, the question of whether autonomy is a valid principle for Dee-ni' language learners must be raised. It could be argued that in Dee-ni' culture, the cultural practices are teacher centered, in that knowledge is passed down from elder or parent to child, and the path of knowledge and how it is passed down is determined by the elder or parent. However, Dee-ni' people have been assimilated into Western culture for at least a hundred years now, and therefore they may be comfortable using Western ideologies such as autonomy because of that. On the other hand, they may not embrace autonomy, innately rebelling against an ideology that represents individualism and the culture that has oppressed them.

Communicative language teaching requires that language learners become autonomous learners regardless of the state of the target language. In an endangered language learning environment, autonomy is a necessity, as learners are required to take command of their language learning due to the limited number of teachers and resources. Understanding the role of autonomy and its role in Language Revitalization raises awareness to potential learning problems in learning and therefore plays a critical role in my course design on a whole.

### ***2.3.4 Goal setting***

It is agreed that students who set their own learning goals or objectives are more likely to become autonomous learners (Cotterall, 2000; Lo, 2010; Murphy, 2008; & Reinders, 2010).

Students' goals need to be reasonable and obtainable to foster motivation (Reinders, 2010).

Therefore, students need to be shown models that support their learning process through scaffolding, where they are given smaller chunks of target language that build upon each other.

Murphy (2008) suggests that students' goals and objectives need to be incorporated into the design of classroom activities for successful learning. By doing so, the student will have more investment in the class, and having input will also increase their motivation. When setting goals, students often do not know what their language needs are (Reinders, 2010). They may know they need to work on a language skill, but will not know what in the language they need to work on to develop a particular skill. In order for students to be able to make better decisions about their goals, they will have to be made aware of ways to identify specific objectives, language needs, and resources that will help them reach their goals (Cotterall, 2000). Cotterall goes on to discuss that students will need to develop realistic goals requiring input of the instructor to help them construct smaller goals that will lead to their larger goal.

### ***2.3.5 Preparing Students for Autonomy / Progression***

There is an assumption in the literature that students will develop or become autonomous learners if the curriculum is designed for autonomous learning (Fotos & Browne in Reinders, 2010). Reinders recommends that if students are going to become autonomous learners, a great deal of preparation and support is needed for them to take on more responsibility. It is not reasonable to expect language learners to start out as autonomous. Reinders (2010) proposes that students will progress into autonomy and it is unrealistic to expect them take responsibility for their learning from day one - it may take months.

Given the status of the Dee-ni' language and speech community, students are going to need to learn to be autonomous learners. Therefore, from the very beginning, it is crucial that my course

design supports autonomous learning as well as language learning. Designing a course that teaches the learners to become more autonomous will be essential. Additionally, I included Cotterall's (2000) notion of transfer of responsibility of the learning process from teacher to learner, by setting goals, selecting strategies and evaluating the process of both language learning and autonomy.

### ***2.3.6 Reflection***

Incorporating reflection activities into a curriculum is agreed to be central for students to be autonomous (Cotterall 2000; Murphy 2008; & Reinders 2010). Rienders (2010) goes as far as to say, "reflection is the glue that holds autonomous learning together" (p. 50). Allowing students to reflect on their learning allows them to examine and identify their successful learning processes and learning strategies. Reflection can aid students by asking them to look at each decision they make. Reinders (2010) argues for the importance of recording students' reflection in a journal to allow the students to delve deeper into understanding the questions/challenges or successes they are experiencing. Murphy (2008) emphasizes the importance for students to look at what is working and how this can change student priorities and goals. Reflection sharing is optional; students can decide to keep their reflections private, to share them with the teacher or with the class.

Reflection could also be an opportunity for language learners to examine the emotional challenges that accompany the learning process of an endangered language. The language learners could provide support and feedback to one another on emotional aspects of the language learning process. As suggested above, language learners would decide whether or not to share their feelings. By sharing this aspect of the learning process, it may prove to be an avenue that



would strengthen the language learning community by being open with one another and knowing that others are going through the same process.

#### ***2.4 Decision to Use Task Based Language Teaching***

This is a critical time for the revitalization of Dee-ni' as our speakers are few and older and it has led to the Dee-ni' community to ask what is the best learning method to employ given our limited time to create language curriculum. The truth of the matter is, as emphasized earlier in discussing communicative language teaching approach, there is no best method that holds all the answers to create fluent speakers. There are examples of methods that do not work for creating speakers, such as grammar translation, which has been used to teach Dee-ni' at Del Norte High School. Nunan (2004) suggests that Task Based Language Teaching (TBLT) best fits into communicative language teaching approach, for it focuses on the learner's needs and on student centered activities. Looking at the context in which students will be using the curriculum that I will be developing, TBLT appears to fit our needs. Dee-ni' students are going to have to be autonomous learners, as discussed previously, and a curriculum that focuses on student centered activities will aid in creating better autonomous students.

The context in which a target language will be taught plays a major role in determining with which methods to teach a course. My course context has the following characteristics: 1) The language learners will learn the course of study in their home. 2) The language is endangered with no speech community, so the course may very well be their only exposure to the language. 3) The students must find value in learning the language; therefore it is crucial that the course focuses on using the language of everyday speech. In that these three factors will influence the development of the curriculum I am creating, it seems that a curriculum rich with student-centered activities will benefit the learners most. TBLT is appropriate for my design as it focuses on student needs as well as promotes autonomy.

### 2.4.1 Designing a Task-Based Curriculum

When designing a task based curriculum, Nunan (2004) lays out seven principles to follow: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. All of these principles will be important to consider when designing tasks for my course, but focusing on scaffolding, active listening, reproduction to creation, and reflection will be most vital. Scaffolding is a delicate process in TBLT. As Nunan discusses, TBLT is a holistic approach that requires learners to learn chunks of language, and it is important not to give the learners too much information to process, or the learning for the student may break down. At the same time, if the teacher keeps scaffolding for too long, the students will not develop the independence needed to be autonomous. Scaffolding in my context will be more difficult because the students will have to go through the course on their own as there will not be a teacher to monitor and guide the students through the curriculum.

Nunan (2004) discusses how TBLT classes should provide opportunities for language learners to use the language. This could be done in various ways from memorizing dialogues to filling in tables in a listening exercise. The key point is that the students are doing the work and not the teacher. In my course, the lessons will be done by the students as there will be few or no opportunities for the students to interact with the instructor on a person-to-person basis. To facilitate learning, I have integrated the principle *reproduction to creation* into my course design where students use models given for language reproduction to create language by mastering form, meaning, and function (Nunan 2004). This principle is most commonly used for students at least at an intermediate level but can also be used at a beginning level if carefully planned. Opportunities for language learners to reflect allows them to become aware of their own process

of learning. By becoming aware of their process and understanding why they are doing a particular language task, language learners will be better learners (Nunan 2004).

#### ***2.4.2 Learners roles and needs in Task-Based Language Teaching***

Van Avermaet and Gysen (2006) discuss the fundamental question of what learners should learn. They go on to say that not all learners will have the same objective, and curriculum should be developed for different language groups with different needs profiles. Nunan (2004) points out if we are to develop a learner-centered curriculum, the language learner should be involved in the curriculum process which includes initial planning, implementation, and assessment and evaluation. Van Avermaet and Gyson further break learner's needs into objective and subjective needs. Objective needs are needs that are deduced by someone other than the learner. Language needs, language proficiency, choice of language use, etc. are assessed. Subjective needs are needs that are determined by the learner and may not coincide with objective needs. Subjective needs of the learner do not come from an objective point of view as the language learner probably not only has views of their goals, but also ideas on what and how the language should be taught to them. Language learners bring their own experiences to their language learning and sometimes their perceptions do not match their goals. Understanding language learners' goals will not only benefit a course design, but will contribute to the fostering of autonomous language learning.

As the Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class* course is for beginning level speakers and will be self implemented the goals and objectives for the course are already set and the goals of the language learners will not alter the course design. However, the goals that may be most beneficial to his/her learning are goals pertaining to an individual's investment in the class. As there are multiple members of a family, the investment that each member makes to the course may vary. For example, goals for one member may be focused

solely on language use, such as to learn all the dialogue in the lessons and use it whenever an opportunity arises; goals of another member may include adding to the curriculum by creating language materials that can be used by the family and future language learners. Other family members goals could be more basic, such as, using one-word phrases or working on pronunciation.

### ***2.4.3 Experiential Learning***

Nunan (2004) discusses the importance of the concept of experiential learning in Task Based Language Teaching (TBLT). The concept that a learner learns by doing is essential as students learn TBLT by performing tasks and reflecting on them. There are several points identified by Kohonen (1992, cited in Nunan, 2004) in his model for TBLT, that fit well into my course and foster autonomous language learners as well. These points are as follows: "1. Emphasize process rather than product, learning how to learn, self-inquiry, social and communicative skills. 2. Encourage self-directed rather than teacher-directed learning. 3. Promote intrinsic rather than extrinsic motivation" (p. 12). My course promotes each of these aspects of TBLT. Employing the process of experiential learning will validate the Dee-ni' language because the time and experience spent speaking Dee-ni' in the home will ultimately provide a rewarding investment, one that validates the efforts of learning and using the language to reclaim the domain of 'home.'

### ***2.4.4 Beginning – Zero Level Students***

Duran and Ramaut (2006) discuss whether TBLT is too complex a method for beginning level language learners. There have been some descriptions of TBLT for beginning level, however most of the research on TBLT focuses on more advanced skilled students (Duran & Ramaut, 2006). Conversely, they go onto propose that TBLT can be implemented for beginning

level language learners if certain features are met when designing tasks for the learners, which include:

1. Looking at the world of the learner and designing for the concrete here-and-now world of the learners; 2. Have much visual support for the tasks; 3. High level of redundancy and low information density; 4. Descriptive language use; 5. Non-verbal reflection; 6. Using high frequency vocabulary; 7. Using short simple sentences; 8. Using structurally explicit and clear text (which includes readings, visuals, or other language material); and 9. The text needs to be short. (pp. 52-53)

I have employed each of these features in my course design. I directly relate language lessons to the home environment – the here and now world of the learners. The language will be concrete, descriptive of the language learners' environment, redundant and visual. Using videos to introduce the targeted language of the lessons will also give learners concrete examples of how language is used, applying number 8 above, taking care that videos are clear in presenting the targeted language. The tasks in the videos will also be broken down into smaller sections, allowing the learners to focus on smaller chunks before learning entire tasks. Giving the language learners materials to put up such as posters, pictures and labels in the home will also help the language learners make concrete connections to the language and remind them of the high frequency vocabulary.

## **2.5 Conclusion**

In this section, I have looked at questions about learning that influence and support Language Revitalization efforts, and I have addressed these questions in the context of how they apply to the history and current status of the Dee-ni' language. My research supports the importance of learning the language in the home, (see Stage 6 Reyhner/ Fishman in Table 1 on Page 12) and in

considering this, discussed the critical role of autonomy and the need for task based language teaching as crucial elements of home based learning and course design.

## **CHAPTER 3 NEEDS ANALYSIS**

### ***3 Introduction to Needs Analysis***

The Needs Analysis consists of a survey sent to 46 Dee-ni' descendents which resulted in 21 responses, and a two interviews with Dee-ni' teachers. The results and benefits of the survey and interviews to the course design are discussed below.

### ***3.1 Survey***

As discussed earlier, there are and have been opportunities for Dee-ni' people to learn the language at Del Norte High School, in a community class or through a Master Apprentice program. Even though some of these efforts have been occurring for 30 years, the Dee-ni' community has not produced any fluent speakers. I proposed that a course designed for home use is needed, but I did not know if the Dee-ni' community identifies the same need. Considering this, I designed the survey to: 1) Determine if target students perceived the same need for home curriculum that I did; 2) determine if students would use the course design, materials or activities I was developing; and 3) involve target students in the process of my course design.

#### ***3.1.1 Participants***

The Dee-ni' people currently comprise the Smith River Rancheria, and parts of the membership of the Elk Valley Rancheria and the Confederated Tribes of Siletz. Other neighboring tribes such as the Yurok tribe and the Confederate Tribes of Grande Ronde have members with Dee-ni' lineage. Considering this information, I concentrated my survey on tribal members of the Smith River Rancheria as they all have Dee-ni' lineage. However, I also sent the survey to tribal members of other tribes that have known Dee-ni' lineage to see if there was any interest in their area for a home-based language course.

### ***3.1.2 Instruments and Procedures***

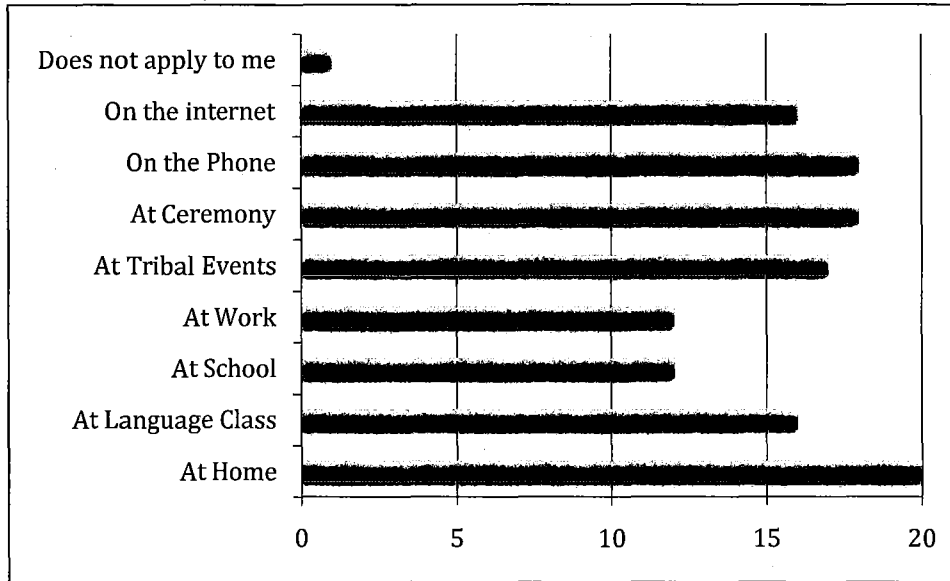
The survey consists of 20 questions: 10 multiple choice, seven Likert scale and two open-ended questions. In the hope of obtaining more responses, the survey contains mostly multiple choice or Likert scale questions that are easy to answer. I chose to use Likert scale questions on questions regarding where the participants speak and hear the language, who they speak the language with and potential language materials for the course, to gauge a range within the answers. I sent a link to the survey over a social network to 46 descendants of Dee-ni' that included members of Smith River Rancheria, the Confederated Tribes of Sietz, the Yurok Tribe and the Confederated Tribes of Grande Ronde. I received 21 responses to the survey. A copy of the survey can be found in appendix 2 or at this link [https://spreadsheets.google.com/spreadsheet/viewform?hl=en\\_US&formkey=dDBLbm5YYzILOHU4OFI4WVhfLXJDbmc6MA#gid=0](https://spreadsheets.google.com/spreadsheet/viewform?hl=en_US&formkey=dDBLbm5YYzILOHU4OFI4WVhfLXJDbmc6MA#gid=0).

### ***3.1.3 Results and Discussion***

The main premise of this course design is to bring language into domains that pertain to the home. I wanted to know if families would be interested in using the language in the home and whether my target students would be families or individuals. As seen in Table 2, the participants agreed with the importance of using the language in the home as evidenced by 20 of 21 participants indicating they want to hear and speak the language at home. None of the other proposed domains (Language Class 16, Tribal Events 17, Ceremony 18, On the Phone 18, On the internet 16, School 12 & Work 12) had as many votes as language use in the home.

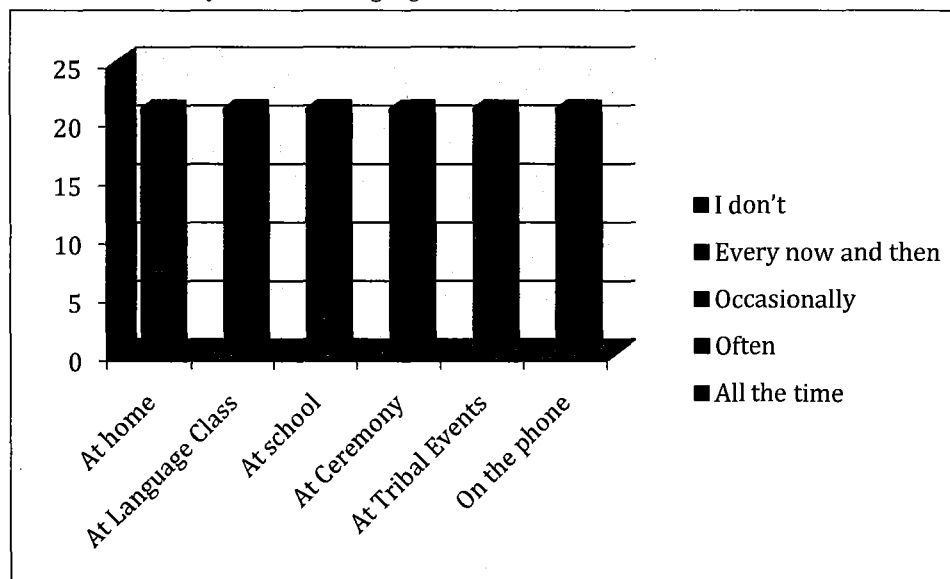


Table 2. Where do you want to hear and speak the language?



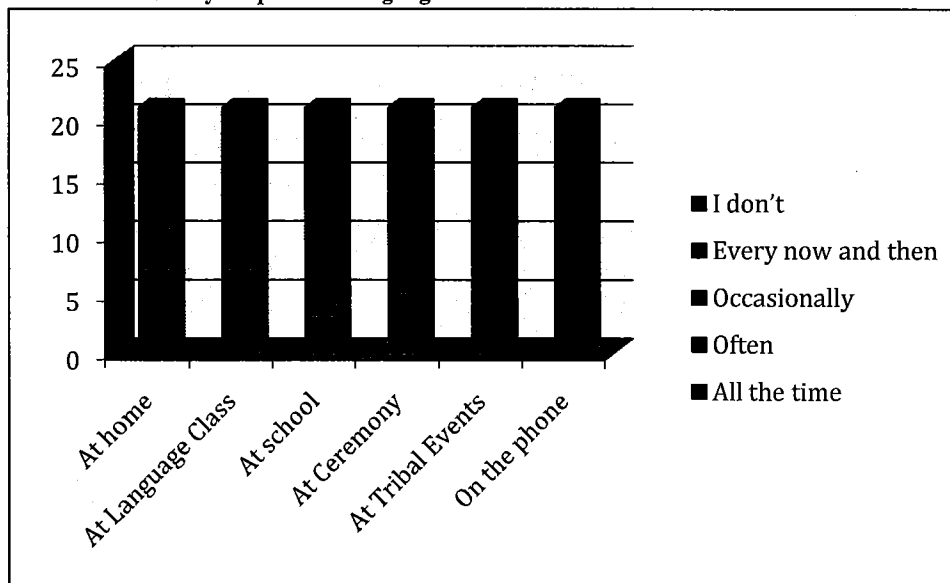
Even though the home is the most desired domain, only five participants hear and speak the language *all the time or often*, (Table 3, p.29, Table 4, p.30). An interesting discrepancy between hearing and speaking in the home is found in the *I don't* category. Six participants indicated *I don't* hear the language in the home, but only two indicated *I don't* speak the language in the home. It is encouraging as it seems that 17 of the participants are trying to speak the language at home in some capacity. Unfortunately they must not be conversing with anyone in the home as they are not hearing the language.

Table 3. Where do you hear the language?



Of the 19 participants that speak the language in the home, seven speak it *every now and then*. This leads me to believe that they are using small phrases or limited amounts of vocabulary. If the participants are willing to use the limited vocabulary that they possess, they most likely will use curriculum designed for the home to expand upon their limited vocabulary. Results for a Likert scale question on the use of language activities showed promising results. On a scale of one to four, with one being interested and four not interested, 14 participants marked one on the scale, six marked three on the scale and one marked three on the scale (Table 8). This, combined with the willingness the participants indicate to using the language, leads me to believe that the targeted participants would use the curriculum.

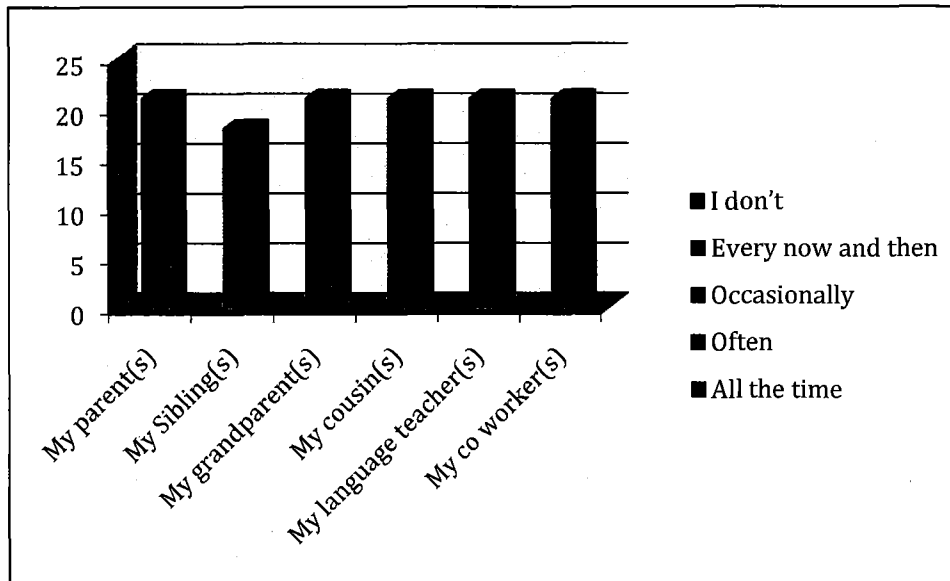
Table 4. Where do you speak the language?



The course will be most effective with use in a family as it will create a small speech community of speakers who would share language learning experiences. Considering that 19 participants use the language in the home, it is interesting to see who they are using the language with. Regarding the question who the participants use the language with (Table 5), it shows 11 participants use the language *all the time* to *every now and then*, with their parent(s), 11 use the language *all the time* to *every now and then* with their sibling(s), five use it *all the time* to *every*

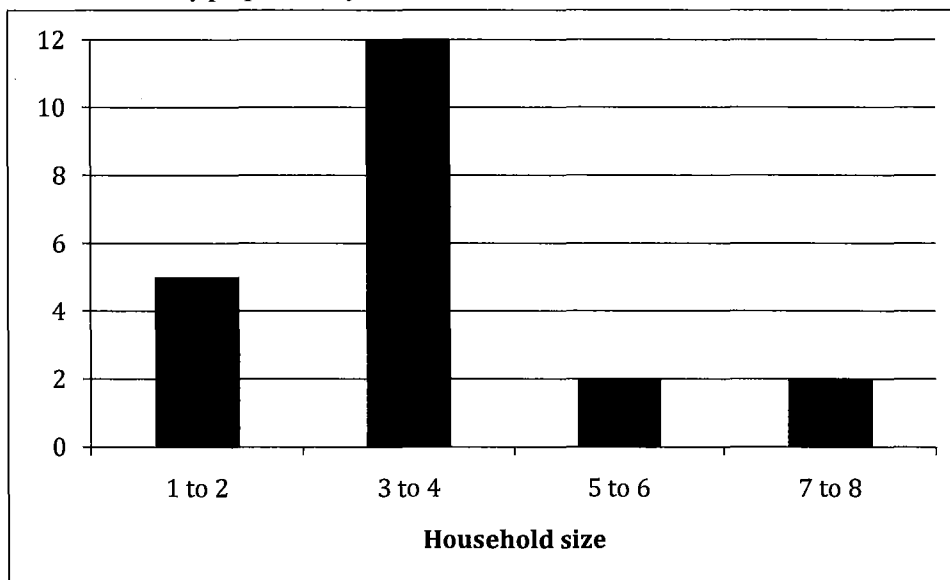
*now and then* with their grandparent(s) and 11 use it *all the time* to *every now and then* with their cousin(s). The survey did not include spouse/partner, child(ren) or grandchild(ren), which in hindsight is an error in my survey design.

**Table 5. Who do you speak the language with?**



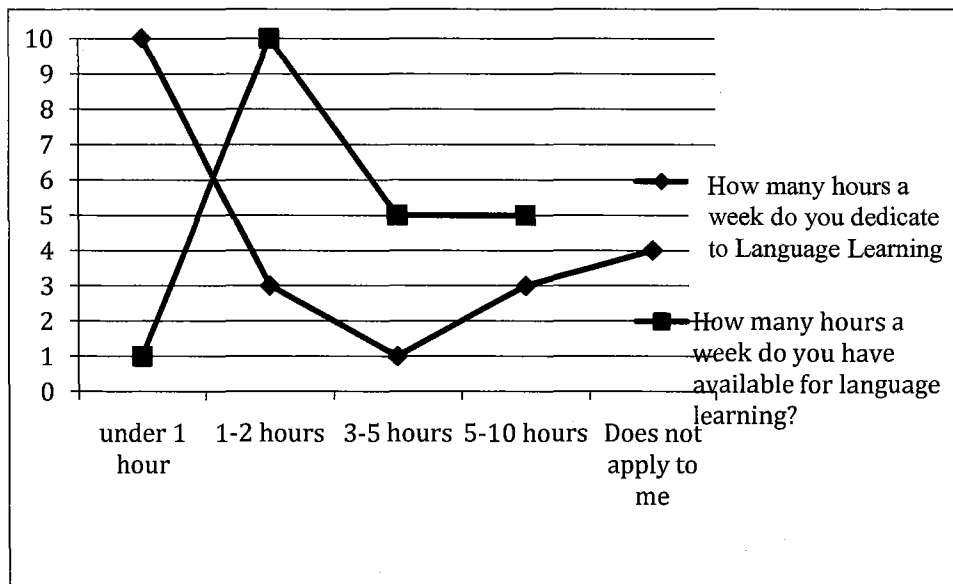
The household sizes of the of the participants were mostly families of three or more as 12 participants had households of three to four members, two households had five to six members and two households had seven to eight members in their house and five households had one to two members (Table 6). The majority of the participants are families, and having as many of these families involved in home-based learning will be crucial to my project.

**Table 6. How many people are in your household?**



Finding time to fit language learning into a week can be difficult and is evident in participant responses. Three of the participants spend five to ten hours a week learning language, three spend one to two hours a week on language learning, one spends three to five hours a week on language learning, ten spend under an hour on language learning and four do not spend any time on language learning. When this is compared to the number of participants that have access to a Dee-ni' language class, it is clear that they are not going to class. Twelve participants state they have access to community language class, but only seven spend an hour or more on language learning. If they were attending class, they would be spending at least an hour a week on language learning. On the other hand, six participants state they do not have access to a language class, but only four do not spend time learning language. At least two of these participants are learning the language on their own. Stating why participants do not go to class would only be conjecture.

Table 7. Time for Dee-ni' Language Learning



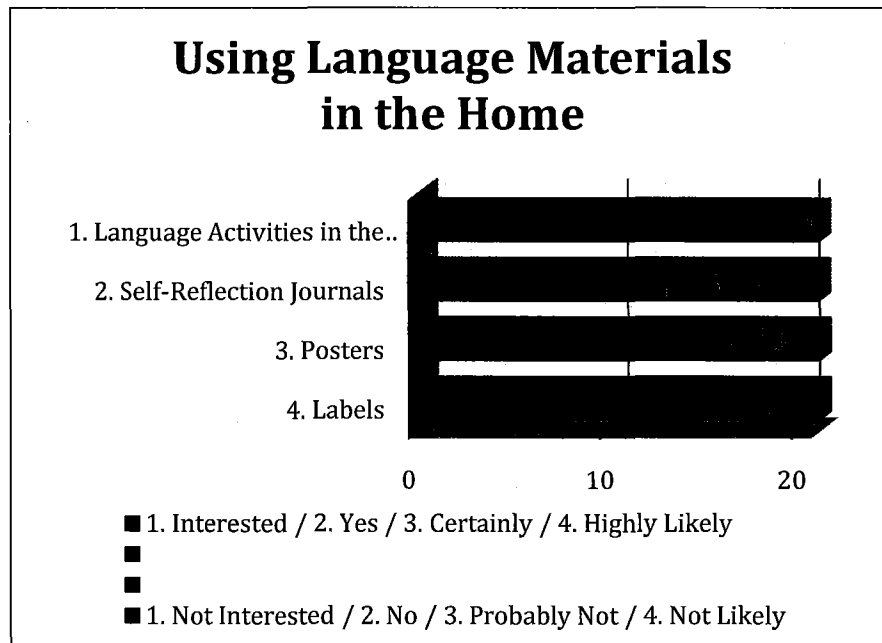
According to the participants, they have available time for language learning: four participants have five to ten hours available in a week for language learning, five have three to five hours available, nine have one to two hours available; and only one participant has under one hour

available. The location of the class or the time of the day may be reasons for not attending community classes. If the participants have the time for language learning but the classes do not fit into their schedule, a home course will allow them to learn the language during the hours they have available.

Some of the materials that I am looking into incorporating into my course are posters, labels and a reflection journal. The posters and labels are important because they will enrich the language learner's environment with more input. The reflection journal is important to help foster the language learner's autonomy. Both reinforce Durant and Ramat (2006) features for Task Based Learning Teaching (TBLT). I wanted to gauge whether the participants would be willing to use these materials in a course. Fifteen participants would likely use labels and seventeen would put up language posters in their home. The use of a journal for self-reflection on language learning was not as well received. On a scale of one to four, with one being yes and four being no, the results can be seen in the table below: as indicated in Table 8 number two for the question, "Would you use a journal for self-reflection on your language learning?", on Likert scale from one to four, one being yes and four being no, the majority of the participants, 13, would use a journal, as eight marked one on the scale and five marked two on the scale. Five marked three on the scale and three marked four on the scale. This suggests that five participants are hesitant to the use of a self-reflection journal, but are not completely opposed to the idea of using one. As the use of journal has received mixed results on its use by participants, it is clear that its role in the language learning process will need to be emphasized and built into the curriculum in order to get participants to buy into keeping a journal. The participants may not know the benefits of using a self-reflection reflection journal, but may begin to use a journal once he/she realizes that journaling allows them to identify how they learn best, and that it supports their success (Cotterall

2000; Murphy 2008; & Reinders 2010). Whether or not the language learners buy into the use of a self-reflection journal could predict the success of my course design.

**Table 8. Will you use language materials?**



The survey contained two open-ended questions, the most relevant answers to my course came from the question, "Is there anything you would like to add?" The first response was, "It is incredibly important to me, but it is also something that is very personal to me and relates to parts of my heritage and my life that I don't really know yet, so it scares me because it represents, to me at least, the Tolowa culture, and that is something that I don't really know or understand, it is scary to me. Incredibly important, but its something I don't know, so its scary." This quote supports the attention needed in my course design for psychological baggage and emotional aspects of learning an endangered language I discussed earlier in my literature review (Bouchard, 2009). Incorporating aspects in the course design which bring awareness to the feelings and emotions of the learning process is integral for the course. An understanding to the sensitivity needed to these aspects of learning process was exhibited by another participant, "I think it is really important that our language learning takes place in a comfortable non-judgmental environment." Creating a safe learning environment that encourages the language learners to share

and respond in a respectful manner will not only benefit the individual language learner, but also create a stronger sense community of language learners. A stronger language community would also mean a stronger Dee-ni' community as the language learners are strengthening their identities as a Dee-ni' person.

### ***3.2 Interviews***

The Dee-ni' community currently has three language teachers, which includes me, and because I wanted to include the other language teachers in the design of the course, this resulted in two teacher interviews. I asked some general questions about their language teaching strategies to better understand whether they would be open to methods and materials that I am applying to my course design. It was important to involve them in the process of this course design with the hopes they would become invested in the course design.

#### ***3.2.1 Process***

The 2011 Northwest Indian Language Institute offered a Dee-ni' language class which brought the other two Dee-ni' language teachers to Eugene. I contacted the language teachers during the Dee-ni' language class and set up a time to interview them at my home. The interviews took a half hour, and one hour. A copy of the questions can be found in the appendix 3.

#### ***3.2.2 Results and Discussion***

The literature (Warner 2001) supports the importance of teaching the language in the domain of the home, but I wanted to find out if other language teachers felt the same. One of the teachers strongly agreed that the language needs to be taught in the home. The other teacher was hesitant in his agreement. He believed that teaching the language to adults posed difficulties and thought that we need to focus our language efforts on teaching the youth. He believes we need to look at creating an immersion program for head start to kindergarten age children. I agree that a program

such as this would be beneficial but if the children are going to learn the language, their parents are going to have to commit to learning the language and speaking it to their children as well. Otherwise this brings up the same issue of speaking the language in one domain that Warner (2001) discussed earlier.

The interviews revealed difficulties of finding students for Dee-ni'. One of the teachers said he often only has two to three students attend the community language class he teaches. As discussed earlier, participants in the survey stated they had more time than they were spending to learn Dee-ni'. Many of them, 12, have access to community class, but do not attend. It would only be speculation why they do not attend, but possible issues could be time of the class or location. I hope that my course design will address this issue by increasing the accessibility of language learning because the course is self-implemented. By increasing the accessibility of language learning for Dee-ni' descendents I hope to reach potential language learners that currently are not learning the language.

Both teachers stressed the importance of having language lessons with concrete examples. I believe this speaks to the proficiency level of language learners that are currently attending language classes. The language learners are not moving past the beginning level in the current classes. There are many factors that could be contributing to this problem, including the lack of consistent student attendance and a lack of course design through multiple levels.



## **CHAPTER 4 COURSE DESIGN**

### ***4.1 Introduction of Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: Dee-ni' Home Language Class***

This chapter will introduce and explain the different components of Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class*. It will include a rationale for the course, its organizing principles, goals, and explanation of supporting materials.

### ***4.2 Rationale***

The decisions I made concerning the course design were driven by the status of the language and the unique context this creates. The challenges that make the Dee-ni' language unique are 1) There are two speakers of Dee-ni'; 2) there are three language teachers; and 3) A limited amount of language materials exist. Our limited number of speakers creates a language learning environment that limits access to the language input. Having only two fluent speakers indicates that we do not have an active speech community, and because of this, language learners do not hear the language communicatively. With only three teachers of the language, the number of classes and where classes are taught is determined by teacher availability. As I have noted, there is only a limited number of materials for language learners to use. This includes four dictionaries in three orthographies, two of which are of limited use to learners; limited audio files; posters; and little to no integrated course design to support the different levels of proficiency.

With this as a background for my project, and given the needs of my learners, I chose a design based on communicative language teaching incorporating the principle of autonomy and the method of task based language teaching.

### 4.3 Organizing Principles

When deciding what curriculum to design, the survey results and review of the literature directed me to addressing language use in the home. Looking at efforts of other communities, such as the Hawaiian and Maori language, the importance of language use in the home is fundamental to creating new speakers. Due to its size and other factors discussed, the Dee-ni' community cannot take the same actions that these larger communities have taken. However, we can heed their advice and learn from their experience on the importance of language use in the home, and develop a course design for the home.

Once deciding that a course design for the home was needed, how to implement this course became the question. In order to reach a larger audience and increase the accessibility to a teacher through the internet, the course has been designed to be self-implemented by the language learner. The course defines domains in the home that contain lessons which will help language learners perform tasks in Dee-ni'. The course has a website that is incorporated into the lessons as well as offers support for language learners. The diagram in appendix 4 titled "*Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat*", illustrates the course design delineated into domains and then into lessons.

Assessment is built into each area, course, domain and lesson, that will measure and reflect the goals and objectives of each area. These goals will become more precise and focus on smaller points of the language as they go from course to domain to lesson. The website will support the language learner as a place for obtaining the lessons and all language materials associated with the course, and provide space for learners to communicate with each other and the teacher. I explain the website further below in the materials chapter and a link can be found in appendix 10 and here <https://sites.google.com/site/deenimeene11/>.

#### **4.4 Goals and Objectives**

I used the knowledge, awareness, strategy and attitude (KASA) method developed by faculty at the Department of Language Teaching Education at the School for International Training to develop goals and objectives for my course (Graves, 2000, p. 83).

##### **Goals**

1. *Knowledge:* Language Learners will understand the function and form of language pertaining to domains inside their home and use this language in daily life.
  - a. Language Learners will participate in language activities (worksheets) that will clarify the function of target language.
  - b. Language Learners will be introduced to grammar points inductively by using listening skills and completing activities.
  - c. Language Learners will use speaking, listening, and reading skills in real world context to increase understanding of the function of target language.
2. *Awareness:* Language Learners will use metacognitive strategies to plan and reflect on their language learning process and language learning.
  - a. Language Learners will use a journal (electronic, written) to reflect on the progress of language skills and successes and difficulties in learning process.
  - b. Language Learners will share and respond to other journals posted by fellow language learners.
  - c. Language Learners will set language goals to reflect on and use in their self-assessment process.

3. *Strategy:* Language Learners will use speaking, listening, reading and writing skills to perform tasks in target domains.
  - a. Language Learners use speaking and listening skills in pairs or small groups after going through activities that include watching full videos, video clips and complete worksheets.
  - b. Language Learners will practice sounds in Dee-ni' and the corresponding letters in the Dee-ni' alphabet.
  - c. Language Learners will use signage in target domains to aid in the use of reading, and speaking the language.
4. *Attitude:* Language Learners will increase confidence in language learning by understanding their place as a Dee-ni' person through their learning of the language.
  - a. Language Learners will use journal to reflect on emotions that accompany the learning process.
  - b. Language Learners will create a language community within their home and with other Language Learners of the course by sharing their experiences.
  - c. Language Learners will support each other through the language learning process by giving feedback to each other's journals.

#### ***4.5 Complete Syllabus with Scope and Sequence Chart***

The scope and sequence is in a linear order through which language learners will progress. The target audience is beginning level students, and the scope and sequence is divided into nine columns - domains, topics, productive phrases, vocabulary-nouns, sounds, functions, grammar, tasks and language materials - and follows a sequence in a linear fashion to allow for scaffolding. Each is described below.

### **4.5.1 Domains**

One of the many challenges of learning an endangered language is figuring out how to learn a language that does not have a speech community. Determining what areas of the language to focus on and what language domains and functions to learn is difficult because there are few models to support learning in this way. To help language learners break their language learning into smaller attainable goals, we have to address learning within language domains. A language learner can then choose a domain and reclaim that domain for his/her target language. A domain can be as simple as a greeting, but a greeting can have multiple domains. It could be greetings with other language learners, at home or in the community; greetings with anybody including elders; with others who aren't learning Dee-ni'; or greetings in an email. A domain could also be a theme such as a place. The classroom is a domain, as is the grocery store, the home and so on. Within one domain there could be multiple language domains.

In my course, the domain of the home is the focus as this is where the language needs to be spoken for successful Language Revitalization (Warner, 2001). The home is broken into domains which are the front door, kitchen, living room, bedroom and bathroom. The language learner can then reclaim these domains as places where they use Dee-ni' on a daily basis. How much speakers use the language in a given domain would be up to the language learner, but the intention would be to reclaim the domain for Dee-ni' only (i.e. never speak English or another language in these particular areas of the home). The term reclaiming domains also gives the language learners a sense of pride and empowerment. Reclaiming the language states that we are taking the language

back and standing up to the horrible acts that occurred in our history which took our language away. And speaking our language identifies us as being Dee-ni'.

#### ***4.5.2 Productive Phrases***

The course introduces Dee-ni' in chunks, and uses a top down method to introduce the language. In each domain there are phrases that are highly productive. These short phrases will be used frequently in each domain, as they are important for beginning level classes as discussed in the literature review by Duran and Ramaut (2006). These phrases will most likely be highlighted in posters that are developed for each domain.

#### ***4.5.3 Vocabulary-nouns***

In each domain, the targeted vocabulary items are listed. The list consists primarily of nouns and will be concrete examples of the vocabulary that they will be learning in the course (Duran and Ramaut, 2006). Dee-ni' verbs are complex and I do not want to highlight them in the scope and sequence because I would have to decide on what forms of the verb to include, first singular, second singular, third singular and so on. However, the verbs will be included in productive phrases. This will also help the students focus on the verbs in use instead of worrying about using the correct inflection on the verbs, which can be paralyzing to the learners.

#### ***4.5.4 Dee-ni' Sounds***

There are many sounds in Dee-ni' that are not found in the English language. By highlighting certain sounds, it will help students focus on these sounds in each lesson without having to worry about learning all the new sounds at once. The letters in the Dee-ni' Alphabet are also direct

representation of the sounds in the language. By learning a sound they are also beginning to learn the alphabet.

#### ***4.5.5 Functions***

Each lesson's language functions are detailed in each given domain. This section of the scope and sequence identifies those language functions for the teachers and learners, and in so doing provides scaffolding for autonomous learning. Focusing on the meaning and function of given in the examples will help the language learners go from reproduction to creation (Nunan, 2004)

#### ***4.5.6 Grammar***

In each lesson there will be a grammar point that will be highlighted that has been scaffolded to build on each other (Nunan, 2004). The language learners will be participating in a grammar activity that will require students to discover the grammar themselves after going through each lesson. It is important for the language learners to focus on the function of the language and how it is used communicatively, rather than the grammar which can be overwhelming for beginning level learners of Dee-ni'.

#### ***4.5.7 Tasks***

Once language learners have gone through the language lessons per domain, they will be able to perform the highlighted tasks in the language as they have seen concrete examples of the language, reproducing small chunks of language that will build up to a larger chunk of language (Nunan, 2004; and Duran and Ramaut, 2006). The tasks are listed as a support for autonomous learning because they can be attainable goals for the learners to strive for and as a self-reflection/assessment when they reflect on their performance.

#### ***4.5.8 Language Materials***

The following chapter discusses the language materials that learners will need to complete for each language lesson. Some of these materials can be used afterwards for review, such as audio files that can be played in their car on a cd or on their mp3 players. How to use these materials after the lesson and incorporate them daily, will be up to the language learner, but I will provide suggestions.

#### ***4.5.9 Scope and Sequence Table***

The following pages (44-47) detail the scope and sequence for the course.



Table 9. Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class Scope and Sequence*

Domain	Topics	Productive Phrases	Vocabulary-Nouns	Sounds	Functions	Grammar	Tasks	Language Materials
<b>Front Door</b>	Introduction	dv-laa-ha~ xaa-wan-t'i daa~-naa~-yash Dayn xuu ghalh.	det	lh & x a~ & a i & i'	*self-introductions *how are you	*possession inalienable nouns *1s,2s verb forms	greeting	*poster for door *video of introductions *audio of phrases / vocabulary
	Farewell	'alh-du' hvm'-chi nn-ghvsh-'ii~-te		lh & x		*possession inalienable	farewell	*poster for door *video of introductions *audio of phrases / vocabulary
<b>Living Room</b>	Time to visit	nn-da'-ye'-yu' Daa-'ee-la haa~ dee-dint-nish?	da'-ye'-yu' ta' k'waa-ga ch'ee-le' dee-sre'	nn & sh e & e' i & i~	*self-introductions *family introductions *expressing health *kinship terms	*future tense *1s,2s,3s verb forms *questions	discuss yourself and family	*poster of family *video of family interactions *audio of phrases / vocabulary
	Playtime	Day-la 'inlh-sri? Day-la 'vmlh-te mvlh nanlh-yi?	sraa-wvlh mvlh-na'srlh-yi	sh & sr a & a' t & t'	*expressing wants/needs *time	*future tense *1s,2s,3s verb forms	ask and decide what you want to play	*poster of actions *video of family playing *audio of phrases / vocabulary
	Relax time	Day-la 'vmlh-te tii~-i~? Day-la k'wii~-ii~-te?	natlh-srii~-aa-dvn min'-ch'v-ghvt-t'e'sr	t' & tr' m & m' k' & g	*expressing wants/needs *time	*future tense *1s,2s,3s verb forms	asking and deciding what you want to watch	*poster of actions *video of family playing *audio of phrases /

Domain	Topics	Productive Phrases	Vocabulary-Nouns	Sounds	Functions	Grammar	Tasks	Language Materials
								vocabulary *game
<b>Kitchen</b>	Clean the Kitchen	Gaa-si nashlh-te. Gaa-si nashlh-ts'a'.	gaa-si me'-tat-na	g & gh	*cleaning *expressing possession	*syntax *possession *1s,2s,3s verb forms	washing dishes / counter drying dishes	*poster of actions *video of washing dishes *audio of phrases / vocabulary *labels
	Clean the Floor	mvlh-tvt-tr'vt chvslh-telh	mvlh-tvt-tr'vt chvslh-telh me'-duu-wat-cha	s & ts' ch & ch' e' & e	*cleaning *expressing possession	*1s,2s,3s verb forms *syntax *possession alienable objects	sweeping and mopping	*poster of actions *video of washing dishes *audio of phrases / vocabulary*labels
	Put the Food Away	Srta~ chvslh-mvn min' num-'vsh.	me'-xvm-sk'e's me'-xwin-tvn mvsr-tan'-ne' duu-wa	k & k' x & h tr'-kr'	*cleaning *expressing possession *identifying foods	*1s,2s,3s verb forms *syntax *possession alienable objects	cleaning fridge putting food away	*video of putting food away *audio of phrases / vocabulary *labels
	Time to Cook	Day-la 'vmlh-te ch'aa~ya~? Day-la wee mee- tee-sii~ghvs? Svn chesh-t'as. Ch'aa-ghee-she' 'vshlh-t'es.	stra~ ch'ii-k'vn tvtlh-xvt / taa-gha'sr-na	i & i~ v & a n & n'	*time *use of question words *identifying foods	*questions *1s,2s,3s verb forms	what to eat? preparing and cooking food	*poster for fridge *video preparing and cooking food *audio of phrases / vocabulary *labels

Domain	Topics	Productive Phrases	Vocabulary-Nouns	Sounds	Functions	Grammar	Tasks	Language Materials
<b>Dinner Table</b>	Time to eat	Gaa-si k'xvt-ch'ee-tr'a~ k'wvt num-'ash. Lhuk ch'ee-sha~.	k'wvt-ch'ee-tr'a~ k'wvt-daa-tr'vs-da ch'vt-t'esh	p & b gh & g t' & t	*following orders	*questions *1s,2s,3s verb forms *syntax	Setting table and eating	*table mat *video of setting table *audio of phrases / vocabulary
<b>Bedroom</b>	Sleep	Shtin'-numlh-ya. Mvlh-shee-ghalh.	me'sr-tee-lalh me'sr-tee-lalh-nat-tr'vsh lhts'vs-t'a'-k'i	sr & s t & ' ts' & s	*daily routines	*questions *1s,2s,3s verb forms *syntax	Getting ready for bed	*poster of clothes and actions *video of getting ready for bed *audio of phrases / vocabulary
	Dressed for the Day	K'wee-nat-tr'vsh yee-naa-dvsht-k'ish. Day-la 'vmlh-te naa~-tr'vsh. Xee naa-'vshlh-tvlh.	k'wee-nat-tr'vsh lhts'vs k'wvt-nat-tr'vsh srdaa-k'vn xee	aa & a y & w k' & ' lh & l	*daily routines *identifying clothing	*questions *1s,2s,3s verb forms *possession alienable objects	preparing for the day	*poster of clothes and actions *video of getting ready for day *audio of phrases / vocabulary
	Bed	Ste' k'wvt-daa-tr'vs-t'i~ nush-lhch'vs.	k'wvt-daa-tr'vs-t'i~ ste'	k' & k d & t a' & a	*daily routines	*questions *1s,2s,3s verb forms *syntax	making a bed	*video of making bed *audio of phrases / vocabulary
	Clean room	Nat-tr'vsh naa~-nush-lhch'vs	ye'-lhts'vs k'wee-nat-tr'vsh lhts'vs	tr' & t' sh & sr ch & ch'	*daily routines *identifying objects in bedroom	*questions *1s,2s,3s verb forms *possession alienable	picking up room	*video of picking up room *audio of phrases / vocabulary

Domain	Topics	Productive Phrases	Vocabulary-Nouns	Sounds	Functions	Grammar	Tasks	Language Materials
						objects		
Bathroom	Toilet	'Vmlh-te 'ii~lak. 'Ush-lak. 'Vsh-sra'. 'Ii~sra' haa~.	me'-tr'e'sr-nvsh gvm'-ne mvlh-k'wee- lhch'vms	e' & e u & v n & n'	*daily routines *body parts	*possession inalienable nouns *1s,2s verb forms *questions	going to the bathroom	*poster of things done in bathroom *video of actions in bathroom *audio of phrases / vocabulary
	Tub time	Naa-dvsht-t'u. nn-nvst-'e'-nashlh-me'	me'-naa-tr'ee-t'u. nin'-mvlh-na'srlh-me' mvlh-naa-tr'vlh-t'e nin' k'waa-ne' ts'ee-ne' met	u' & u i & i' t & '	*daily routines *reflexive *body parts	*possession inalienable nouns *1s,2s verb forms *questions	washing / bathing / showering	*poster of washing *video of washing face, body parts and kids *audio of phrases / vocabulary
	Preparing for day	Ghu' nashlh-t'e. Shsi' tash-k'wvt.	Ghu'-mvlh-naa-tr'vlh-me' si'-mvlh-taa-tr'aa-k'wvt	u~ & u ay & i a~ & a	*daily routines *reflexive *body parts	*possession inalienable nouns *1s,2s verb forms *questions	brushing teeth / brushing hair	*poster for bathroom *video of brushing teeth and brushing hair *audio of phrases / vocabulary
	Time to shave	Nn-si's yaa-k'vsr. Shnin' dvsht-k'vsr	nin' ts'ee-ne'	e' & e	*daily routines *reflexive *body parts	*possession inalienable nouns *1s,2s verb forms	Shaving yourself and someone else.	*poster of shaving *video of shaving *audio of phrases / vocabulary

## **CHAPTER 5 MATERIALS**

### ***5 Explanation of the Language Materials for the Course***

I have developed language materials that support each lesson such as a website, video, worksheets, posters and a task check list. There are also language materials that will be used outside of the lesson such as labels, audio files, and a Flash document. In this chapter I first address the website as this is the hub that brings all the language learners together and provides access to the teacher. I then explain the lesson map that all the lessons in the course will follow and explain its sections, worksheets, posters and task list. Followed by an explanation of supplementary materials such as labels, audio files and a Flash document. I give an explanation of the assessment tools and how assessment is incorporated into other materials.

#### ***5.1 Website***

The website for the course will serve as another domain for the language learners to use the language, as a language resource, and to help foster the language learner's autonomy. The website will have sections that include lessons broken down by domains, a discussion forum for the language learners, a place to add their own video of the tasks in the course design, a place for the language learners to ask questions, and a place for a self-reflection journal. The self-reflection journal can be a blog on a website such as blogger.com and the website would be hub with links to the different blogs.

To reach a broader audience and to increase the availability of the course, I will place the language lessons on the website. This addresses the potential obstacle of distributing a hard copy of the lessons, and the costs of reproducing and distributing the materials. In the lessons portion, there will be a section with an introduction into the course which will include goals of the course,

an explanation of the materials, explanation for the steps of the lessons and an explanation of the importance of learning Dee-ni'.

The discussion forum will allow for a place for the language learners to discuss their successes in the course and what has not worked for them. It will provide a place for the language learners to support each other and hopefully create a sense of community. It will also help the language learners to reflect on their language learning process.

As part of the course I will encourage students to record themselves performing language tasks. This will be a document that can serve as an assessment tool and a benchmark that the language learner can refer back to when they assess themselves. I will also be able to provide feedback to the language learners on their performance. Providing a place to add their own videos of the tasks in the course will allow language learners to demonstrate their language learning ability and hopefully create some prestige for the language. A potential problem to this is getting people to upload their videos. The learners may not want to participate because they may fear criticism of their language ability. As part of the course, I will foster a healthy learning environment and will have a disclaimer stating that the website is a place for support and negative comments will not be tolerated. As found in the surveys discussed in Chapter 4, it is important to create a safe environment that encourages the language learners to take risks without the fear of unwarranted criticism.

The website could be created on a wiki, a website from scratch or a course management system, such as ANVILL (<https://anvill.uoregon.edu/anvill2/>). A course management system such as ANVILL may be the best option at the moment because it is cost effective (free) and it is geared towards oral skills. A course management system will be the best way to create a website, however because of my current skills it is currently located on Wiki. A link can be found in appendix 10 and here at <https://sites.google.com/site/deenimeene11>.

The course is self-implemented and individuals could go through the course at their own pace and on their own time schedule. However, it would be most beneficial to each language learner if multiple language learners were to go through the course at the same time. The website would be a place to set a timeline for the course. This would bring multiple learners together to support each other in their learning process.

### ***5.2 Lesson Plan Map***

A typical lesson has the following elements and procedures to support language learners' goals and objectives. Their goals can draw from course goals, but it is possible that they may differ from mine. Once the goals of the lesson have been established, the language learner will progress through the lessons' steps. As the language learners goals will not determine the content of the lesson, they may only pertain to their involvement in the process, such as only listening to the videos compared to participating in the language activities. This may not lead to much success in learning the language, but there are multiple members of the family and one member's goals may vary from another member. Setting a goal of investing in the language learning process is important and may spark an interest that could garner more involvement in the future.

Step 1 consists of a focus on two sounds and a review of Dee-ni' sounds and alphabet. The language learners may be new to some Dee-ni' sounds and the alphabet and need to work on recognizing and using sounds in the language. I decided to build this into the lessons instead of introducing the alphabet as a single lesson itself as I wanted to introduce the target language in a meaningful way in the context of the language.

Step 2: The language learner watches video of the target task in its entirety. This will allow the language learner to see the whole chunk of language that they will be learning. It will also give them a visual and concrete example of the goals of the lesson, as discussed in the Chapters 2 and 4.

Step 3: The language learner watches video clips of specific parts of the larger video they just watched. These specific parts are highlighted in the lesson they will go through.

Step 4: The language learner will explicitly be given vocabulary that is contained in the video shown in step 3.

Step 5: The language learner works through a worksheet that helps define the meaning and function of the target language in the video. The worksheet also highlights grammar points that the language learners will work through inductively.

Step 6: The language learner participates in an interactive activity that uses the target language from the previous steps.

Step 7: The language learners watches the video in its entirety again to review what they just went over, to assess their own learning that just occurred and to hear the language again in context.

In the last Step, 8, the language learner assesses and reflects on their language learning of the lesson.

### ***5.2.1 Lesson Plan Map***

Instructor Goal:

Instructor Objective:

Student Goals:

Student Objectives:

Each Domain outline consists of:

1. Review of Dee-ni' sounds and focused sound of the week's activities
2. Show video in entirety



3. Show video pertaining to each activity
4. Introduce vocabulary – practice language heard in video section
5. Worksheet – assists learners in better understanding language functions and grammar of lesson
6. Interactive activity to use vocabulary in context
7. Show video again
8. Wrap up and reflection

### **5.3 Task Checklist**

In order to help the language learner keep track of his/her progress through the lesson there is list of tasks that the language learner can do through the lessons. It will also give the language learner control over the tasks they do. The tasks include: the different ways of putting up a poster or creating a posters, using the language with family members, and making a video. This task list can be an assessment tool for the language learner to look back at their accomplishments.

### **5.4 Video**

Each lesson is introduced with a video to give the students examples of the language in a context. Choosing to begin the lessons with created videos was decided after considering the ways to introduce language in a communicative fashion. If I am unable to introduce the language using existing video resources, for example with a teacher, or other speakers or audio files, I must then create my own videos. Language learners will be going through the language lessons on their own, in their home. There will not be a teacher in their home to lead them through the lessons. There is nowhere in the world where language learners can participate in the language in a communicative fashion, but they are still going to need to see and hear the language in a communicative situation. The target language learners are beginners, and as Duran and Ramaut

(2006) discuss, will need concrete examples for the tasks at hand. Each lesson video will be broken into parts that highlight the language in the targeted activity. Videos are also a resource for the language learners for future use and reference, they will be archived in the website.

### **5.5 Worksheets**

Each lesson contains a worksheet that addresses and supports each video, which the language learners will work through after watching the video. It is possible for the language learner to work through the worksheet without watching the video if his/her language proficiency is high enough and he/she does not feel the need to watch the video. This gives the language learner some options and gives the learner more control over his/her learning; they can choose to watch the videos or not. I will encourage the language learners to watch the videos though, as they contribute to each lesson and provide real language in context.

A future use for the worksheet is to make it an interactive document by adding audio links to a pdf. The advantages of this is the addition of audio links to Dee-ni' words or phrases in the worksheet which would allow the language learner to hear the language as they go through the document. Example worksheets can be found in appendix 5.

### **5.6 Posters**

The posters for the course serve multiple functions. First, at the end of the lessons, I encourage the language learners to put up a poster in the target domain which will aid them in his/her performance of a task. For example, the front door domain has a poster with the different greetings that he/she can say; a poster with body parts for the bathroom will help the language learners talk about parts of the body while they are washing. There will be posters that have images with examples of the tasks that are performed in the bathroom, such as brushing teeth and brushing hair. Second, by putting up posters, the language learners will be increasing the amount Dee-ni' input they are getting. It may appear that the posters will not provide good input because

they will be written words and not audio. In order to connect the written language on the posters, there be will images on the posters that will demonstrate the language.

A potential concern with the posters is whether or not the language learners will be able to read the language as they are written in an orthography that is new to them. To address this, each lesson opens with a Dee-ni' sound and its associated orthographic symbol. The posters reference language that is in the videos and audio files which will be available on a CD or computer. Third, hanging posters in their home, the language learners will be making a statement to themselves and others that he/she are committed to learning the language. The posters will also aid them in his/her commitment by being a constant reminder to use the language in the different domains.

Deciding how to design the posters has brought up the issue of whether or not to provide completed posters or to have the students create their own. The advantage of having the language learner create his/her own poster is that it would help make the lesson more student centered and give the student more responsibility over their learning process. It would increase the language learner's investment in his/her language learning process. The downfall of this is that target learners may not have the time to make a poster. As a solution I will offer two options: First, I will create a poster that the language learners can use. Second, I will create a template for the posters so that language learners can add photos of themselves or family members, or use as a reference to create a completely new poster.

The posters must be appealing to language learners if it is expected of them to put them up around his/her home. To address this I incorporate cultural aspects that reflect the culture of the Dee-ni' people as they pertain to the subject matter of the lesson. For example, in the kitchen I will incorporate traditional cooking items on the poster, and in general I will also incorporate traditional basket designs into the posters when appropriate. Example posters can be found in appendix 7.

### **5.7 Labels**

To enrich the language learner's environment and aid them in language use I will create labels they can use to label items in their home. The labels are not only the vocabulary contained in the videos; there will be additional vocabulary (including label vocabulary) available on audio files. Increasing the language learner's vocabulary will be difficult if only the video vocabulary is available. This will require the language learner to use supplementary materials, such as labels. Like the posters, the labels will also be a reminder to use the language, and will show a commitment to speak the language. I will need to make labels appealing, and provide a template for learners to make their own. Example labels can be found in appendix 8.

### **5.8 Audio Files**

I will include audio files for all language used in the lessons, and for other potential language that the language learner may listen to. The audio will be of objects for potential responses for some of the tasks. In the future the audio files could be used in an interactive document that could be placed on the website. The audio files could also be put on a CD or on a digital music player.

### **5.9 Flash Documents**

The flash documents allow the language learners to hear specific language examples and sounds. Currently there is one flash document of the Dee-ni' alphabet with an audio sample of each letter and the sound it represents. Each sound has an example of it being used in a word. In the future I would like to add documents that incorporate phrases of the lessons that can be used as a review of the lessons.

### **5.10 Assessment**

The language learner's assessment will be recorded in a number of ways throughout the course. In the beginning of the course I will have language learners complete a short survey and/or a can do statement that will be used as a reference point for assessments in the future.

The worksheets themselves are an assessment language learners can review and reflect on. As part of the course, the language learners are setting goals for themselves to use as part of their self-assessment. The students will also record videos of themselves that they will submit to me and keep as a point of reference for his/her own assessment. When the language learners submit their video to me I can give them feedback on what they are doing well and on areas that need improvement. The language learners will not only be assessing their language ability but they will also be reflecting on his/her language learning process. This will help him/her become more autonomous language learners by helping them figure out what works best for them and what does not. Ultimately the primary assessment will be whether the language learners are using the language in his/her home.

It is important to set milestones for the language learners that will allow them to reflect on their language. After completing three domains, the language learners will reflect on their language use and whether it matches their goals. They can use the survey in the beginning of the course and other recorded materials of his/her language use as a reference during this reflection. This will be a good point to look for improvements and acknowledge his/her accomplishments. If they are on pace to match his/her goals, it will motivate them to progress because they are doing what they set out to do. If he/she is not meeting his/her goals, they will need to figure out why they are not meeting them. Goals may have been too lofty; there may be something in his/her learning process that needs attention; or if it is a pattern seen across many of the language learners, a flaw in the course design.

## CHAPTER 6 CONCLUSION

### ***6.1 Benefits of the Course***

This course design addresses multiple needs, as suggested in the literature review and needs analysis, for the Language Revitalization efforts of Dee-ni' community. This includes a course design for home language use, creating more learning materials for Dee-ni' language learners, fostering autonomous language learning, and increasing accessibility to language classes. In creating a course for the home, language learners will begin to use the language communicatively with their families. Learners will also learn about their own identity as a Dee-ni' person and people which may raise sensitive cultural issues. By learning in the comfort of their own home learners will be encouraged to use the language without fear of judgment by others.

The course fosters autonomous learning which will not only benefit the language learners in my course, but will support any language learning of Dee-ni'. By helping learners become autonomous they will learn to take control over their learning, and this may lead them to taking control of their learning in other cultural aspects of the Dee-ni' community. This will not only aid in creating and strengthening a speech community for Dee-ni', but also strengthen the Dee-ni' community as a whole.

### ***6.2 Limitations***

As discussed earlier, language materials and access to speakers is limited for Dee-ni' language learners. This course is designed to work around this limitation, but it does not solve it. Language learners in my course will have little or no face-to-face interaction with the instructor as the

interaction between the learners and teacher will be facilitated through a website. This may pose many problems such as teacher assessment and feedback will be limited, the teacher will not be able to adjust the course, and the feedback on the course will most likely be summative rather than formative.

The materials for learning will be limited mostly to the materials that are provided by the course design. The decisions on which language materials to use in the course design will be limited to what I create. This may pose a potential obstacle in helping the language learners become autonomous as he/she will not be able to make his/her own decision on what language materials to use. It may make the language learner dependent on me as I am the one designing the course and I am making the decisions on what the language materials are. Thus, creating language learners that are dependent on the teacher for his/her language learning instead of taking control of his/her learning and relying on themselves.

### ***6.3 Future Investigation and Development***

Currently I have not designed an opportunity within the course structure for the language learners to use the language outside of his/her home. A possible way to solve this is to facilitate a gathering that occurs after multiple families have gone through the course. This would give the language learners an attainable goal they could work towards. It would also give the language learners another domain in which to use the language, and strengthen the community of language learners.

As discussed in Chapter 5, the materials for the class could be made more interactive. The worksheets could include audio, and there could be more Flash documents with interactive activities. The videos could also be made into interactive videos for the language learners. Unfortunately, this would take many hours and a skill set that I currently do not possess. The

advantages of making more interactive materials are that they would be electronic and could fit onto the website, and this could increase the accessibility to more language learners who use digital media.



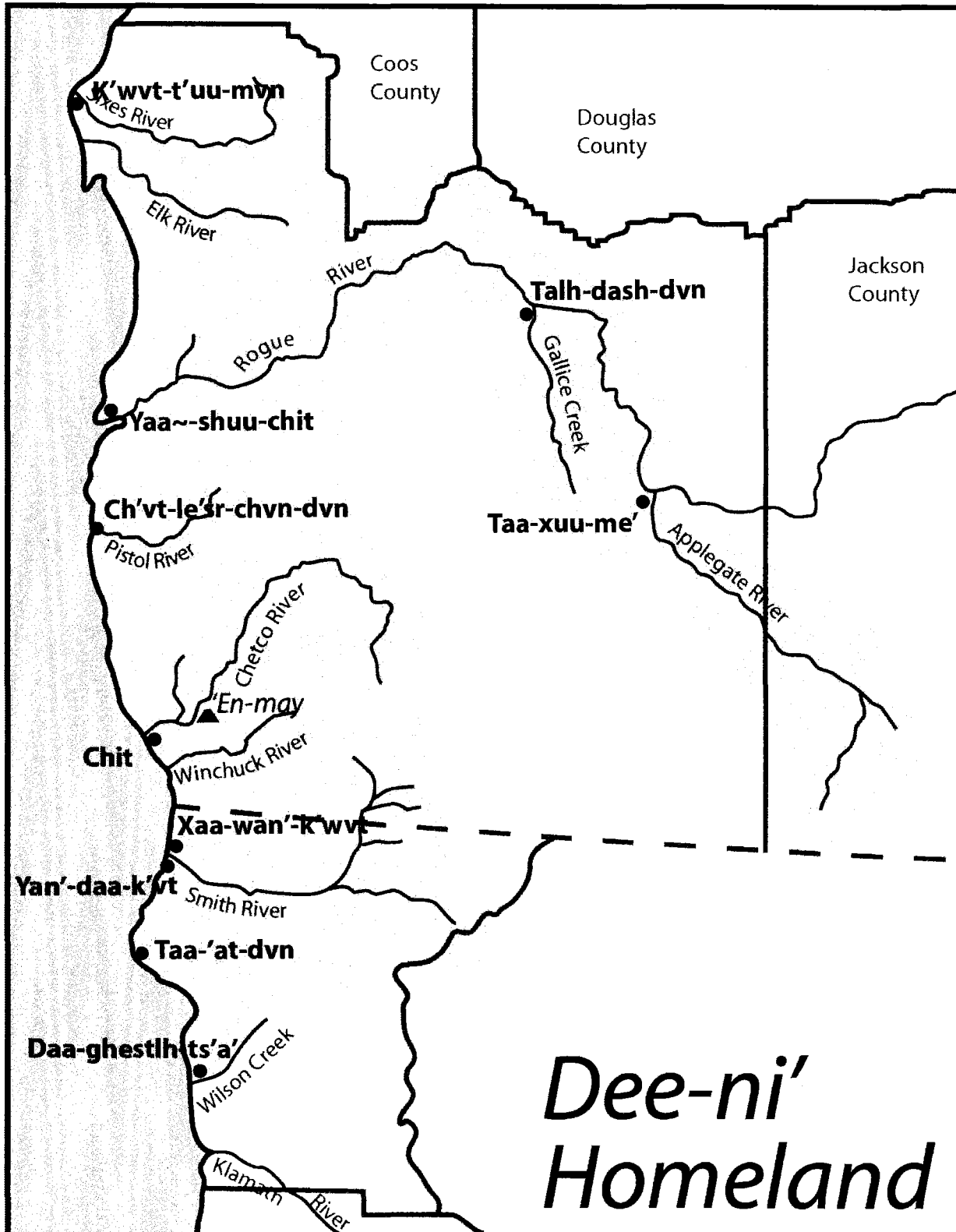
## REFERENCES

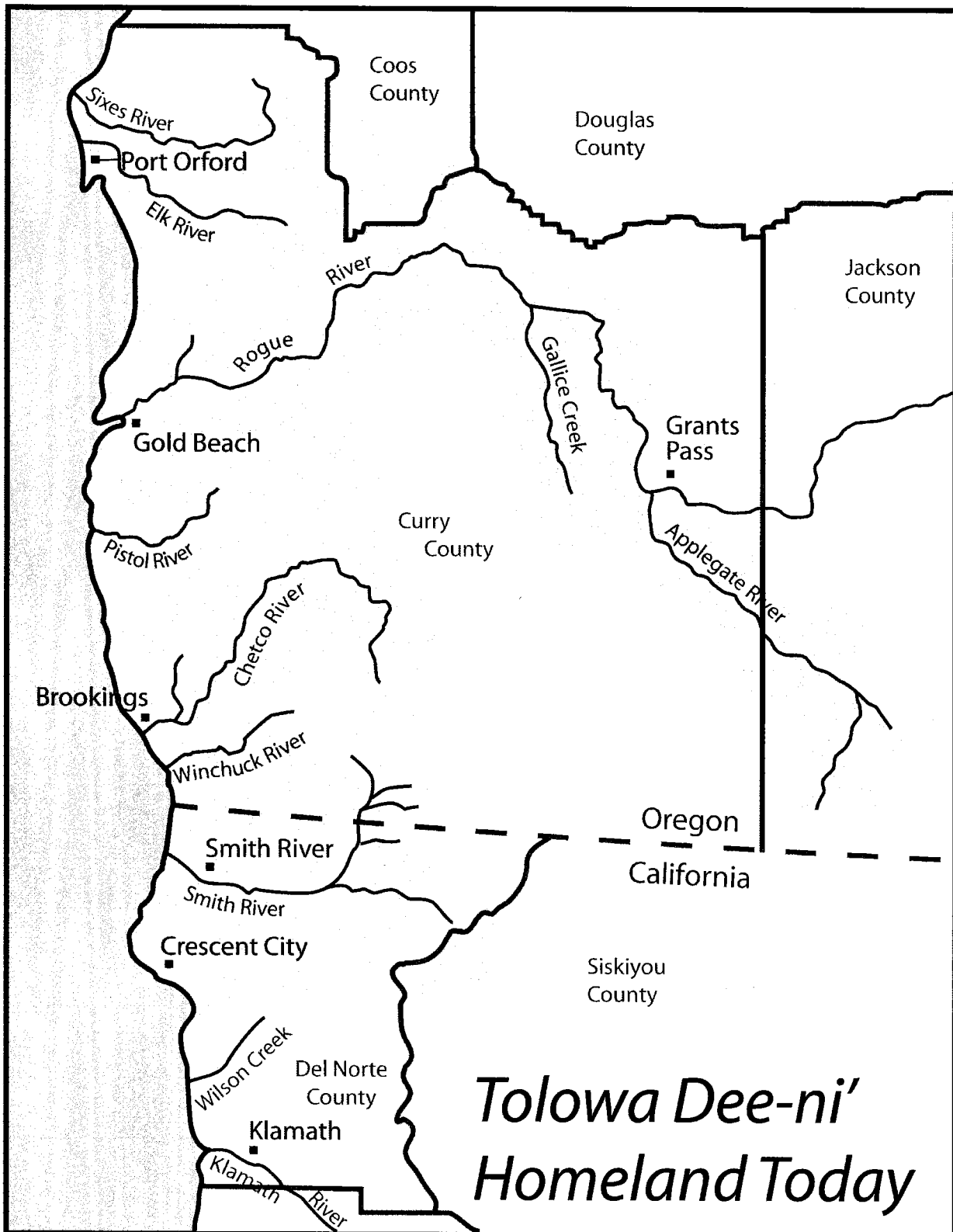
- Anonby, Stan. (1999). Reversing language shift: Can kwak'wala be revived *Revitalizing Indigenous Languages*, 33-52.
- Benson, P. (2006). Autonomy in language teaching and learning. *Language Teaching*, 40, 21-40. doi: 10.1017/s02061444806003958
- Benson, P. Autonomy in Language Learning. Retrieved on August 10, 2006 from <http://ec.hku.hk/autonomy/what.html>
- Beaumont, J. (2010). A sequence of critical thinking tasks. *TESOL journal*, 1(4) 427-448. doi: 10.5054/tl.2010.234763
- Bommelyn, L., Humphrey, B., & Tolowa Language Committee. (1989). *Xus we-yó: Tolowa (Tututni) language dictionary*. Crescent City, California: Tolowa Language Committee.
- Bommelyn, L. M. (1997). *The prolegomena to the Tolowa Athabaskan grammar*.
- Bommelyn, L. M. (2006) *Taa-laa-wa Dee-ni' wee-ya': Tolowa people's language*.
- Bouchard, P. (2009). Some factors to consider when designing semi-autonomous learning environments. *Electronic Journal of e-Learning*, 7(2) 93-100.
- Branden, K. (2006). Introduction: Task-based language teaching in a nutshell. In Branden, K. (1-16). *Task-based language education: From theory to practice*. Cambridge England: Cambridge University Press.
- Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 54(2) 109-117.
- Duran, G. & Ramut, G. (2006) Tasks for absolute beginners and beyond: Developing and sequencing tasks at basic proficiency levels. In Branden, K. *Task-based language education: From theory to practice* (48-75). Cambridge England: Cambridge University Press.
- Graves, K. (2000) *Designing language courses: A guide for teachers*. Boston, Massachusetts: Heinle.
- Fishman, Joshua. (1996). Maintaining languages: What works? what doesn't? *Proceedings from Stabilizing Indigenous Languages*.
- Hinton, L. & Hale, K. (Eds). (2001) *The green book of language revitalization in practice*. San Diego, California: Academic Press.

- Little, D. (1996) Learner autonomy: Some steps in the evolution of theory and practice. *Teanga*, 16 1-13.
- Little, D. Learner autonomy and second/foreign language learning. Retrieved on May, 14, 2011 from <http://www.llas.ac.uk/resources/gpg/1409>
- Lo, Y. (2010). Implementing reflective portfolios for promoting autonomous learning among EFL college students in Taiwan. *Language Teaching Research*, 14(1) 77-95. doi:10.1177/1362168809346509.
- Malone, D. (2003). Developing curriculum materials for endangered language education: Lessons from the field. *International Journal of Bilingual Education and Bilingualism*, 6, 332-348.
- Murphy, L. (2008). Supporting learner autonomy: Developing practice through the production of courses for distance learners of French, German and Spanish. *Language Teaching Research*, 12(1) 83-102. doi: 10.1177/13621
- Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*, 35(5) 40- 55.
- Reyhner, Jon. (1998). Strategies for keeping indigenous languages alive. *Paper Presentation at the Annual Meeting of American Association for Applied Linguistics*
- Reyhner, J. (1999). Introduction: Some basics of language revitalization. *Revitalizing Indigenous Languages*. Northern Arizona University. v-xx
- Reyhner, J. (2003). Native Language Immersion. *Nurturing Native Languages*. Northern Arizona University. 1-6
- Van Avermaet, P. & Gysen. (2006). From needs to tasks: Language learning needs in a task-based approach. In Branden, K. *Task-based language education: From theory to practice* (17-46). Cambridge England: Cambridge University Press.

## APPENDICES

### 1. Map of Dee-ni' Aboriginal Territory





## 2. Survey

Wee-ya' Survey

---

# Wee-ya' Survey

---

Dv-laa-ha~, my name is  
 Pyuwa Bommelyn and I am currently a graduate student in the  
 Language  
 Teaching Specialization Program at the University of Oregon. I  
 am  
 conducting a language survey for Dee-ni' as part of my schooling  
 and I  
 am asking for your participation. Your participation in the survey  
 is  
 on a voluntary basis. The survey is anonymous and does not ask  
 for any  
 personal information that can identify you. The survey will take  
 approximately 10 to 15 minutes to complete.  
 Shu'-shaa-nin-la (Thank You),  
 Pyuwa

\* Required

---

### 1. What is your age? \*

- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51 and above

---

### 2. How many people are in your household? \*

Please select one.

- ☐ 1-2
  - ☐ 3-4
  - ☐ 5-6
  - ☐ 7-8
  - ☐ 9-10
  - ☐ 11-12
  - ☐ 13 or more
- 

[https://docs.google.com/spreadsheet/viewform?hl=en\\_US&formkey=dDBLbm5YYZlLOHU4OFI4WVhfLXJDbm6MA#gid=0](https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dDBLbm5YYZlLOHU4OFI4WVhfLXJDbm6MA#gid=0)[8/24/2011 3:48:11 PM]

## Wee-ya' Survey

**3. I have access to Dee-ni' language class? \***

Please Check all that apply

- ☐ At Community Language Class
- ☐ At my school
- ☐ Head Start
- ☐ Work
- ☐ I don't
- ☐ Other:

**4. Where do you hear the language? \***

	All the time	Often	Occasionally	Every now and then	I don't
At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Language Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Ceremony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Tribal Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Where do you speak the language? \***

	All the time	Often	Occasionally	Every now and then	I don't
At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Language Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Ceremony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Tribal Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Who do you use the language with? \***

All the  
time      Often      Occasionally      Every  
now and  
then      I don't

## Wee-ya' Survey

My parent(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Sibling(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grandparent(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cousin(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My language teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My co worker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**7. Where are you taught the language? \***

- ☐ Home  
☐ Community Language Class  
☐ School  
☐ Does not apply to me  
☐ Other:

---

**8. How many hours a week do you dedicate to language learning? \***

Please check one

- ☐ under 1 hour  
☐ 1- 2 hours  
☐ 3-5 hours  
☐ 5-10 hours  
☐ Does not apply to me

---

**9. How many hours a week do you have available for language learning? \***

Please check one

- ☐ under 1 hour  
☐ 1- 2 hours  
☐ 3-5 hours  
☐ 5-10 hours

---

**10. Where do you want to hear and speak the language? \***

Please check all that apply

☐

Wee-ya' Survey

At home

- ☐ At Language Class
- ☐ At school
- ☐ At work
- ☐ At Tribal Events
- ☐ At Ceremony
- ☐ On the Phone
- ☐ On the internet
- ☐ Does not apply to me
- ☐ Other:

---

**11. What types of materials are helpful to learn the language? \***

Please check all that apply

- ☐ dictionary
- ☐ audio recordings
- ☐ handouts
- ☐ posters
- ☐ video
- ☐ I don't know
- ☐ Other:

---

**12. What types of materials do you use to learn the language? \***

Please check all that apply

- ☐ dictionary
- ☐ audio recordings
- ☐ handouts
- ☐ posters
- ☐ video
- ☐ Does not apply to me
- ☐ Other:

---

**13. Would you use labels in the language to label items in your house? \***

1 2 3 4

Highly Likely ☐ ☐ ☐ ☐ Not Likely



## Wee-ya' Survey

---

14. Would you put up language posters in your house? \*

1 2 3 4  
 Certainly ☐ ☐ ☐ ☐ Probably not

---

15. Have you used a journal for self reflection? \*

☐ Yes  
☐ No

---

16. Would you use a journal for self reflection on your language learning? \*

1 2 3 4  
 YES ☐ ☐ ☐ ☐ NO

---

17. Would you be interesred in using language activities at home? \*

Please select on.

1 2 3 4  
 Interested ☐ ☐ ☐ ☐ Not Interested

---

18. Do you have access to the internet? \*

Please check all that apply

- ☐ At Home  
☐ At Work  
☐ Public Library  
☐ On my phone  
☐ I don't  
☐ Other:

---

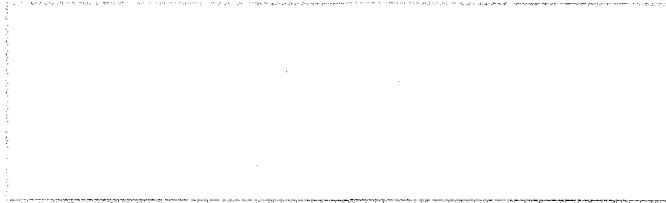
19. Do you agree or disagree with this statement, "It is important to learn Dee-ni'" If so, why or why not?

Wee-ya' Survey



---

*20. Is there anything that you would like to add?*



**Submit**

Powered by [Google Docs](#)

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

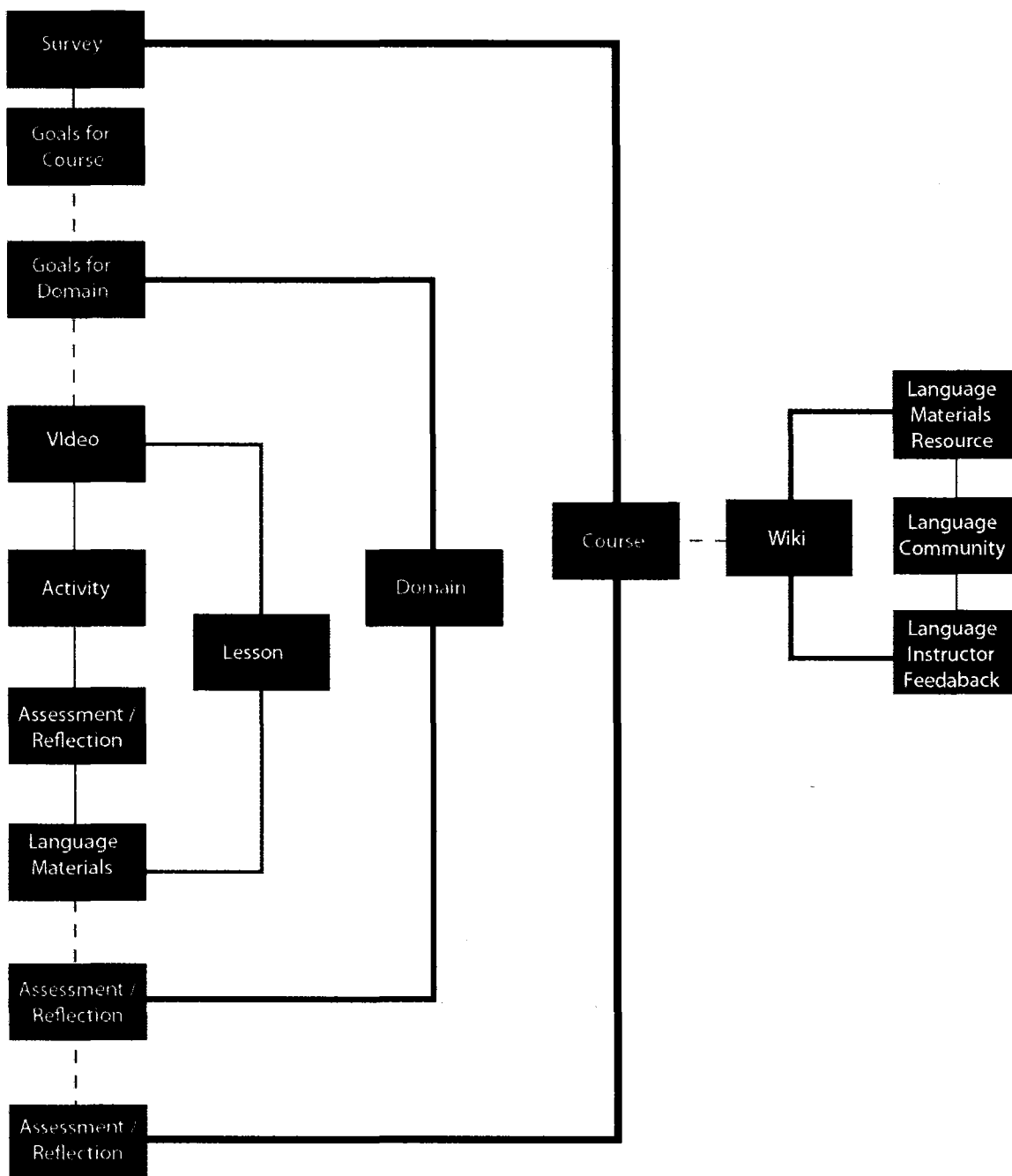
### **3. Interview Questions for Dee-ni' Teachers**

1. How long have you been teaching Dee-ni'?
2. Where do you teach the language?
3. What methods do you use to teach the language?
4. What type of activities did/do you do?
  - pair work? Group work? Individual work? Listen and respond? Worksheets?
  - Verb paradigms?
5. What activities have been the most effective?
6. What types of materials do you use to teach the language?
7. Do you agree with this statement? "In order for the language to be revitalized it will have to be spoken in the home?" Please explain why or why not
8. How about, "Grammar focused lessons help students speak the language?"
9. Have you used a journal for students to reflect on their language learning? Why or why not? Would it be of interest to you?
10. What type of materials would be helpful to you in teaching Dee-ni'?
11. What do you feel are some of the challenges of teaching Dee-ni'?
  - Are you able to work past these challenges? If so, how?
12. Is there anything that you would like to add that we haven't talked about?

#### 4. Course Overview

## Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat

### Dee-ni' Home Language Class



## 5. Lesson Plans

Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class*



### Front Door: Lesson 1

#### 1. Review of *Dee-ni'* sounds

You will find the sounds and alphabet chart on the Flash document and audio files on the Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat website labeled **Dee-ni' Alphabet**.

You are probably aware that *Dee-ni'* has some sounds that do not occur in English, and that these sounds will require practice to say correctly. Remember, if you find some of them difficult, you are not alone! This lesson will focus on the contrast between [x and lh].

- x      the voiceless velar fricative, is made by placing the back of the tongue at the back of the mouth and moving air between the tongue and roof of the mouth.
- lh      this sound is called the 'barred l'. To say it, your tongue is at the same place in your mouth as the [l] sound in English (the alveolar ridge), but it is made by forcing air to roll over and around the sides of your tongue.

*Examples:*

x

lh

xaa-ts'a'      *bowl*

lhtaa      *some*

xvm-srvn      *grass*

lhaa      *stop it*

#### 2. Front Door Video

First we will watch the videos of *front door* greetings. Then, we will watch sections of the video that relate to each lesson. But before watching the video, see if you can answer question 1:

1. What introductions do you know in Dee-ni'?

#### 3. Language Learning Activity 1: Watch Video of introductions

There are four parts to this Activity:

- Watch video clips for front door lesson 1
- Practice the dialog with a family member taking turns until all

of the family has practiced with each other  
 - Discuss/answer Activity Sheet 1  
 - Create your own dialogs

- a. Lesson 1 Video clip
- b. Practice the dialog with family members.
- c. Now discuss and answer the following questions on the Activity Sheet with your family and friends:

1. What are three different introductions in Dee-ni'?

- |                       |                          |
|-----------------------|--------------------------|
| a. <i>Dv-laa-ha~</i>  | d. <i>Daa~-naa~-yash</i> |
| b. <i>Xash-mvlh</i>   | e. 'alh-du'              |
| c. <i>Xaa-wan-t'i</i> | f. 'vn-dan'              |

2. Who would you say *dv-laa-ha~* to?

- |            |                    |
|------------|--------------------|
| a. Mom     | d. Friend          |
| b. Dad     | e. Cousin          |
| c. Brother | f. An Acquaintance |

3. Where would you say *dv-laa-ha~*?

- |              |                  |
|--------------|------------------|
| a. The store | d. The park      |
| b. My house  | e. The river     |
| c. At work   | f. At a ceremony |

4. Where would you say *xaa-wan-t'i*?

- |              |                     |
|--------------|---------------------|
| a. My house  | d. At park          |
| b. The store | e. My parents house |
| c. My office | f. At the ocean     |

5. Where would you say *daa~-naa~-yash*?

- |                  |                   |
|------------------|-------------------|
| a. In the car    | d. At the store   |
| b. In your house | e. In your office |
| c. At the park   | f. At School      |

6. When do you say *daa~-naa~-yash*?

- a. To welcome someone back
- b. To get rid of someone

7. Why would you say, *dayn xuu ghalh*?

- |                               |                               |
|-------------------------------|-------------------------------|
| a. To tell someone to go away | c. To ask who is coming       |
| b. To ask to eat something    | d. To tell someone to come in |

8. Where would you say *dayn xuu ghalh*?

- a. At home

- b. While sitting in the car
- c. At work
- d. At someone else's house

d. And now use the answers as vocabulary to create your own dialogs.

#### **4. Activity 2**

1. With pictures of different possible introductions.

Ask what introduction you could say for each picture?

Ask why you would use that introduction?

2. Practice greeting family members using vocabulary introduced in this activity.

#### **5. Reflection**

1. What greetings do you know in Dee-ni'?

2. During the lesson what part worked best for you and why – what did you learn about your own learning?

- a. The video examples?

- b. The multiple choice questions?

- c. The pictures?

3. Sounds

What sounds in the language are you having trouble hearing? Saying?

#### **6. Making a *Dee-ni'* house**

*Poster:*

Now put the poster of different introductions on or near door.

The poster will have a picture greeting on top and pictures of situation where you use greeting.

*Labels:*

Label the door and other areas where you and your family will be using *Dee-ni'* greetings.

Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class***Front Door: Lesson 2****1. Review of *Dee-ni'* sounds**

You will find the sounds and alphabet chart on the Flash document and audio files on the Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat website labeled **Dee-ni' Alphabet**.

You now are probably aware that *Dee-ni'* has some sounds that do not occur in English, and that these sounds will require practice to say correctly. Remember, if you find some of them difficult, you are not alone! This lesson will focus on the contrast between [i and i'].

i this is a front closed vowel. In in English it sounds like the "e" in "feet".

i' this is a front closed vowel that is ended with a glottal stop. A glottal stop is when you stop the air used to speak at your glottis. In English a glottal stop is used when you say "uh-oh." Now combine an *i* sound in Dee-ni' with a glottal stop and you get the *i'* sound.

*Examples:*

i'

i

yee-li'	he/she/it ties	'vs-waa-li	snail
si'	hair	nii-pash	cheek(face)

**2. Front Door Video**

First we will watch the videos of *front door* greetings. Then, we will watch sections of the video that relate to each lesson. But before watching the video, see if you can answer question 1:

1. How would you tell someone your name in Dee-ni'?
2. How would you ask someone there name?
3. How do you say dad, mom, sister and brother in Dee-ni'?

**3. Language Learning Activity 1: Watch Video of introductions**

**There are four parts to this Activity:**

-Watch video clips for front door lesson 2



- |  |
|--|
| -Practice the dialog with a family member taking turns until all of the family has practiced with each other<br>- Discuss/answer Activity Sheet 2<br>- Create your own dialogs |
|--|

Lesson 2 Video clip  
Practice the dialog

a.  
b.

with family members.

c. Now discuss and answer the following questions on the Activity Sheet with your family and friends:

1. What does *shxuu-shi'* mean?

- |            |           |
|------------|-----------|
| a. my mom  | c. my dad |
| b. my name | d. my dog |

2. What does *nn-xuu-shi'* mean?

- |             |                |
|-------------|----------------|
| a. you name | c. your sister |
| b. your mom | d. your dad    |

3. What does the phrase "*Day-la nn-xuushi?*" mean?

- |                       |                        |
|-----------------------|------------------------|
| a. what do you want?  | c. what are you doing? |
| b. what is your name? | d. what color?         |

4. Circle what makes this phrase a question.

*Day-la nn-xuushi?*

5. What does *day-la* mean?

- |        |         |
|--------|---------|
| a. how | c. who  |
| b. why | d. what |

6. How would you ask, "What is your dad's name?"

- |                                     |   |
|-------------------------------------|---|
| a. <i>Day-la nn-ta' xuu-shi'?</i>   | c. <i>Daa-'ee haa~ nn-ta' dee-dvt-nish?</i> |
| b. <i>Dayn-la nn-ta' yvlh-t'es?</i> | d. <i>Dee-dvn-la nn-ta' ghalh?</i>          |

7. How would you say, "My mom's name is *Suu-si'*"

- |                                 |  |
|---------------------------------|--|
| a. <i>shk'aa-ga yvlth-t'es.</i> | c. <i>shk'aa-ga xuu-shi' Suu-si.</i>       |
| b. <i>shk'aa-ga xuu ghalh.</i>  | d. <i>shk'aa-ga Suu-si mee-la naa-gha.</i> |

8. Circle what the difference is between these uses of the term mom.

- |                     |                      |
|---------------------|----------------------|
| a. <i>shk'aa-ga</i> | b. <i>nn-k'aa-ga</i> |
|---------------------|----------------------|

9. What does *sh-* in *shk'aa-ga* mean?

- |            |                 |
|------------|-----------------|
| a. my/mine | c. his/hers/its |
| b. your    |                 |

10. What does *nn-* in *nn-k'aa-ga* mean?

- |            |                 |
|------------|-----------------|
| a. my/mine | c. his/hers/its |
| b. your    |                 |

d. And now use the answers as vocabulary to create your own dialogs.

#### **4. Activity 2**

1. Practice introducing yourself and family members using vocabulary introduced in this activity.

#### **5. Reflection**

1. how would tell someone your name, and the names of family members in Dee-ni'?

2. During the lesson what part worked best for you and why – what did you learn about your own learning?

a. The video examples?

b. The multiple choice questions?

c. The pictures?

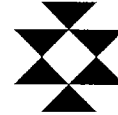
3. Sounds

What sounds in the language are you having trouble hearing? Saying?

#### **6. Making a *Dee-ni'* house**

*Poster:*

Take pictures of family members and have each family member create a family tree with the provided templates. If there is not a template that fit your family, email the instructor what is needed and he will send you a template. For words of family members not in exercise look up in Taa-laa-wa Dee-ni' Wee-ya'.

Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat: *Dee-ni' Home Language Class*

### **Front Door: Lesson 3**

#### **1. Review of *Dee-ni'* sounds**

You will find the sounds and alphabet chart on the Flash document and audio files on the Dee-ni' Mee-ne' Wee-ya' Lhetlh-xat website labeled **Dee-ni' Alphabet**.

You are now aware that *Dee-ni'* has some sounds that do not occur in English, and that these sounds will require practice to say correctly. Remember, if you find some of them difficult, you are not alone! This lesson will focus on the contrast between [a and a~].

a is a back open vowel. In English it is the same sound as the "o" in "olive" or the sound you make when you might see a cute baby, "awe."

a~ is a back open vowel that has a nasal feature. It is produced when the velum is lowered in the mouth and sound comes out of your nose and your mouth.

*Examples:*

a~

a

tee-la~

*whale*

shee-la

*with me*

shaa~

*only*

shaa

*for me*

#### **2. Front Door Video**

First we will watch the videos of *front door* greetings. Then, we will watch sections of the video that relate to each lesson. But before watching the video, see if you can answer question 1:

1. How do you say good and bad in Dee-ni'?

#### **3. Language Learning Activity 1: Watch Video of introductions**

**There are four parts to this Activity:**

- Watch video clips for front door Activity 1
- Practice the dialog with a family member taking turns until all of the family has practiced with each other
- Discuss/answer Activity Sheet 1
  - Create your own dialogs

- a. Lesson 3 Video clip
- b. Practice the dialog with family members.
- c. Now discuss and answer the following questions on the Activity Sheet with your family and friends:

1. What is a correct reply to the question, "*Daa-'ee-la haa~ dee-dint-nish?*"

- |                                |                                     |
|--------------------------------|-------------------------------------|
| a. <i>shxuu-shi'</i>           | c. <i>shu'-ch'i'</i>                |
| b. <i>shu' dee-dvsht-nish.</i> | d. <i>shu' daa-maa-dvshtlh-'i~.</i> |

2. What makes this utterance a question?

- (a) *Daa-'ee-la haa~* (b) *dee-dint-nish?*

3. What do you think the speakers are asking?

- |                             |                                |
|-----------------------------|--------------------------------|
| a. how does the fish taste? | c. how are you feeling?        |
| b. how did you make this?   | d. how is your garden growing? |

4. What are two possible responses to the question, "*Daa-'ee-la haa~ dee-dint-nish?*"

- |                                |                                  |
|--------------------------------|----------------------------------|
| a. <i>shu' dee-dvsht-nish.</i> | c. <i>duu-wa dee-dvsht-nish.</i> |
| b. <i>shu' dvsh-yvn.</i>       | d. <i>duu-wa nash-lhda.</i>      |

5. What does "*Shu' dee-dvsht-nish*" mean?

- |                 |                 |
|-----------------|-----------------|
| a. I look good. | c. I run well.  |
| b. I eat well.  | d. I feel good. |

6. What does "*Duu-wa dee-dvsht-nish*" mean?

- |                |                 |
|----------------|-----------------|
| a. I walk bad. | c. I feel bad.  |
| b. I swim bad. | d. I dance bad. |

7. What does *shu'* mean?

- |         |            |
|---------|------------|
| a. good | c. maybe   |
| b. bad  | d. sort of |

8. Circle what is the difference between these forms.

- |                          |                         |
|--------------------------|-------------------------|
| a. <i>dee-dvsht-nish</i> | b. <i>dee-dint-nish</i> |
|--------------------------|-------------------------|

9. *When does the speaker use dee-dvsh-nish?*

- |                                    |                                  |
|------------------------------------|----------------------------------|
| a. talking about the other speaker | c. talking about someone else    |
| b. talking about himself           | d. talking about someone unknown |

10. *When does the speaker use dee-dint-nish?*

- |                                    |                                  |
|------------------------------------|----------------------------------|
| a. talking about the other speaker | c. talking about someone else    |
| b. talking about himself           | d. talking about someone unknown |

11. What does the "-sh-" in *dee-dvsht-nish* mean?

- a. me/I
- b. you
- c. him/her/it

12. What does "n" mean in *dee-dint-nish*?

- a. me/I
- b. you
- c. him/her/it

d. And now use the answers as vocabulary to create your own dialogs.

#### 4. Activity 2

1. Practice greeting family members using vocabulary introduced in this activity.

#### 5. Reflection

1. How do you ask someone, "how are you feeling," and how do you reply?

2. During the lesson what part worked best for you and why – what did you learn about your own learning?

a. The video examples?

b. The multiple choice questions?

3. Sounds

What sounds in the language are you having trouble hearing? Saying?

#### 6. Making a *Dee-ni'* house

*Poster:*

Now put the poster of different feelings.

The poster will have a picture different people expressing how they are feeling.

## 6. Dialogue

### 7. Dialogue 1 (show variation of dialogue at home/office/store)

8. P1: Dv-laa-ha~
9. P2: Dv-laa-ha~
10. P1: Daa-'ee-la haa~ dee-dint-nish?
11. P2: Shu'-dee-dvsht-nish. Nvn-chu daa-'ee-la haa~ dee-dint-nish?
12. P1: Shii-chu shu'-dee-dvsht-nish.
13. P2: Shu'-chi'.
14. P1: Shu'-chi'.
15. P2: 'Alh-du'.
16. P1: 'Alh-du'.

17.

### 18. Dialogue 2 (show variation of dialogue at home/office)

19. P1: Dv-laa-ha~
20. P2: Daa~-naa~-yash. Daa-sin-da.
21. P2: Daa-'ee-la haa~ dee-dint-nish?
22. P1: Shu'-dee-dvsht-nish. Nvn-chu daa-'ee-la haa~ dee-dint-nish?
23. P2: Shii-chu shu'-dee-dvsht-nish.
24. P1: Shu'-chi'. hvm'-chi.
25. P2: hvm'-chi.

26.

### 27. Dialogue 3 (show variation of dialogue at home)

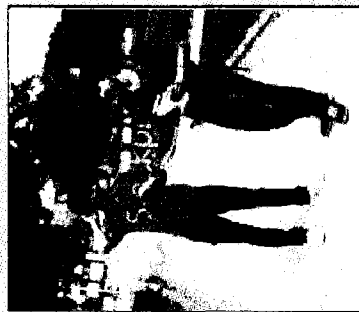
28. P1: Dv-laa-ha~.
29. P2: Xaa-wan-t'i. Daa-'ee-la haa~ dee-dint-nish?
30. P1: Shu'-dee-dvsht-nish. nvn-chu daa-'ee-la haa~ dee-dint-nish?
31. P2: duu-wa dee-dint-nish.
32. P1: Day-'ee-wvn duu-wa dee-dint-nish?
33. P2: shmet din-tr'at
34. P1: Nn-ta' daa-'ee-la haa~ dee-dvt-nish?
35. P2: Hii shu'-dee-dvt-nish?
36. P1: Nn-k'aa-ga daa-'ee-la haa~ dee-dvt-nish?
37. P2: Hii duu-wa dee-dvt-nish. Hii ts'ee-ne' din-tr'at.
38. P1: dee-'ee-sri. tee-sin-ghvs haa~.
39. P2: 'Ay~, tee-sii-ghvs.

40.

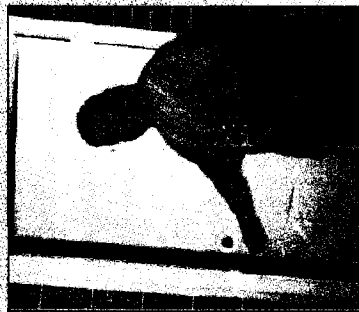
### 41. Dialogue 4 (show variation of dialogue at home / office)

42. Dv-laa-ha~
43. Dayn xuu ghalh.
44. nn-laa-sri' xuu ghalh.
45. Daa~-naa~-yash. Daa-sin-da.
46. Daa-'ee-laa-ha~ dee-dint-nish?
47. P1: duu-waa-dee-dvsht-nish. shk'aa-ne' din-tr'at. nvn-chu daa-'ee-la haa~ dee-dint-nish?
48. P2: shu' dee-dint-nish.
49. P1: Nn-dee-sre' daa-'ee-la haa~ dee-dvt-nish?
50. P2: sh-dee-sre' shu'-dee-dvt-nish?
51. P1: Nn-ch'ee-le' daa-'ee-la haa~ dee-dvt-nish?
52. P2: shch'ee-le' hii-chu shu'-wa dee-dvt-nish.
53. P1: Shvm. tee-sin-ghvs haa~?
54. P2: 'Ay~, shii tee-sii-ghvs.

**Dv-laa-ha~**



**Xaa-want-t'i**



**Daa~-naa~-yash**



**Dayn xuu ghalh?**







8. Labels example

mash	det	ts'uu-svn'
mash-lhts'ay	lhdaa~-k'ay-k'vsh-t'uu-'u'	'ee-pvlh-t'uu-'u'
me'-xvm-sk'e's	me'-xwin'-tvn	ch'is
bv-nee-nvsh	lhdaa~-k'ay-k'vsh	'ee-pvlh
k'aa-bi	'ee-pvlh	ch'ee-sraa~-t'i~sr
dee-chii-sla	dee-chii-slaa-lhts'ay	ch'ee-svn'-t'u
tvth-xvt	ts'uu-svn'-lhts'ay	san-ch'vn
ch'ee-svn'	ch'ii-k'vn-svn'	mush-mush-svn'
chi'-yay-tith-xvln- syn'	si's-sla	me'-tat-na
lhuk-svn'	baa-shuk	xaa-ts'a

**9. Task List**

Lesson \_\_\_\_\_

**Task List****Completed**

- |   |                          |
|---|--------------------------|
| 1. Review Dee-ni' sounds with Flash document. | <input type="checkbox"/> |
| 2. Watch video                                | <input type="checkbox"/> |
| a. complete video                             | <input type="checkbox"/> |
| b. video clips                                | <input type="checkbox"/> |
| 3. Complete worksheet                         | <input type="checkbox"/> |
| 4. Practice language with family member       | <input type="checkbox"/> |
| 5. Use the language from lesson with:         | <input type="checkbox"/> |
| family  | <input type="checkbox"/> |
| friends                                       | <input type="checkbox"/> |
| visitors                                      | <input type="checkbox"/> |
| 6. Use language materials                     | <input type="checkbox"/> |
| Put up poster from language lesson.           | <input type="checkbox"/> |
| Use labels in language lesson.                | <input type="checkbox"/> |
| 7. Create language materials                  | <input type="checkbox"/> |
| Create a poster after language lesson.        | <input type="checkbox"/> |
| Make my own labels.                           | <input type="checkbox"/> |
| Other: _____                                  | <input type="checkbox"/> |

**10. Website URL**<https://sites.google.com/site/deenimeene11/>