

Teacher's Comment, March 30, 2016: After all students finished testing the last week of March, all but one student had gotten everything, plus extras, correct on their first and second oral exams. This has consistently been the case for the past 11 years.

January 25, 2016, First day of class. The class only meets on Mondays and Wednesdays. I decided to explain very little so I could get right to the business of teaching them Arapaho. I moved class through 20 words and 14 word combinations in about 20 minutes then moved on to sentences. Students demonstrated cognition of 30 phrases, some of which were fairly complex. Here are 10 of those phrases. A bobcat is eating a mouse, a rabbit is jumping over a fence, a baby is crying, a man and woman are walking holding hands, a boy and girl are dancing (here they also learn children are dancing), a girl is jumping down from a bench, boys are running playing ball, a man is falling into a pond when reading a paper, a man is walking holding a laptop computer and talking on a cell phone – Cebiseet hinen tónounó' hee'eiht noh heecis woteikuu3oone' heenetiit. If we look at the literal translation of this it is, he is walking a man holding a computer-it is knowledgeable, and on small phone he is talking. These are complex sentences and the students know them even though there has not been a single word of English used to explain anything. The class went for 56 minutes.

January 27, 2016, Second class day. Had the Blackfeet language teacher sit in and observe class today. Assessed students to see what they had retained from the first class. With the exception of one student misunderstanding one phrase all other students understood everything correctly and a number of students have already begun to start saying sentences in their own. As a result I was able to add another 15 phrases to the list of what they had been taught on Monday. In the **first week** students have received 2 hours of instruction and demonstrated that they now know 20 different words and between 40 and 45 different sentences, and have also demonstrated that they can say well over a dozen phrases on their own. Class went for 64 minutes. Essentially this means that they have learn over 60 ways to express themselves in Arapaho in 2 hours demonstrating a learning curve of a new expression every 2 minutes. The class went for 63 minutes.

February 1, 2016, Monday, class 3. Two new students were in the class so had to work with them to get them reasonably caught up with rest of the class. In addition to this I had to also work with two students whose first day was Wednesday last week. Lily was one of the new students from last week. I was very pleased that from her just observing me working with other students last Wednesday when I brought her up today she not only got everything I asked her correct but also was able to demonstrate cognition of new phrases I presented to the class. The new phrases she got were, an old man is laughing, a man is standing on a rock fishing, an airplane is flying by, an Indian is sitting holding a pipe, a man is smoking, an Indian is riding a horse. After working with the new students I went on to the rest of the class assessing what they still had from last week. This was a bit of a mixture of some students knew every thing to some struggling with some of the phrases they were presented with. Generally they weren't too

bad though. One of the phrases I gave Haley was of a frog swimming, the clever part though was that the frog was doing the butterfly stroke when Haley caught what was being said in Arapaho she busted out laughing at the idea of a frog swimming doing the butterfly stroke. I'm not entirely sure how many others caught it but I think of those that also laughed, there must have been a few others that actually got what had been said. On Wednesday I will work on getting more students to say more in Arapaho on their own by asking them specific questions that will require them to answer in Arapaho; plus I will add another 10 phrases to be learned completing that aspect of language skills. The class received 73 minutes of language instruction.

February 3, 2016, Wednesday class 4. I began class with those students who had enrolled late and those who were tardy on Monday. These students moved through material a bit slow but overall demonstrated that they knew what was being asked of them. Pronunciations are steadily improved as is their ability to say more sentences on their own. We got into some personal pronouns with my asking them who their mother and father were. Because they weren't initially sure what was being asked I changed to a question that asked "What is the name of your mother?" After asking them this I told them in Arapaho what my mother's name was and asked them again. Because in Arapaho my mother-neinoo shifted to heinoo-your mother, this caused some confusion but at least 3 students got it right away, which helped others to eventually get what was being asked. This allowed them to better understand when I stated "a woman and her baby are smiling" that I had shifted from baby to her baby. After this I moved students through the remainder of the second set of phrases. Before the class had started I didn't think that they would get through the remainder of the phrases so I wasn't prepared to start them on the next level. When I realized they were ready I called Ellie up and she showed complete understanding of 10 new phrases in 2 ½ minutes. I next brought up Sharelle and she went through the same 10 prepositional phrases in under 2 minutes. These are a few of the phrases they completely understood when I said them for the first time. A woman is standing in front of a car. A dog is lying on a rock. A woman is inside a box. A cow is lying on a car. A horse is standing under a tree. The class received 63 minutes of language instruction today. At this point students have received 4 hours and 15 minutes of language instruction, or 255 minutes, and have learned a minimum 38 words and 90 phrases in Arapaho. Thirty-five different verbs are incorporated within the 90 phrases learned. This now has students on a learning curve of having learned a new phrase or word every 2 minutes of classroom instruction. At the end of the class students expressed that they wanted me to ask them more types of questions to get them to respond more in Arapaho.

February 8, 2016, Monday class 5. First 40 minutes of class reviewed material with students. Students are demonstrating cognition of about 90% of what is said to them but are also increasing what they are able to say on their own. Moved class through about 90% of what they have learned then moved them on to new material. Was able to introduce 12 new phrases that they were able to get fairly easily. Some of

the new phrases were: A man is watching an eagle fly by above a lake. A man is sitting between windows. Fish are swimming in a pond. A man is thinking about him flying an airplane above a lake. A girl is riding a horse; they are jumping over a fence and stream. A woman is floating on a feather above the city. A man is sitting on a chair in front of a window inside a white house reading a paper. Class went for 63 minutes. Students are now demonstrating cognition of 40 words and over 100 phrases.

February 10, 2016. Wednesday began testing students, so there was no language instruction. Students were orally tested one at a time during class time. The exam, worth 60 points, consisted of students hearing 20 words and 40 phrases in Arapaho and demonstrating that they fully comprehend what was said to them. Students are asked certain questions and if they respond in the language properly will receive extra points. For example, upon demonstrating that when I say in Arapaho "An Indian is drumming." When I ask in Arapaho "What more is he doing?" and they respond in Arapaho, "he is singing" they get extra points. Another example, when it is demonstrated they understand, "A man is standing on a rock," when said in Arapaho, when I ask why is he standing on a rock? If answered because he is fishing, or because fish are swimming around under the water, they get extra points. At this point every student tested has received 70 points or better.

February 12, 2016, Friday class 6. This was an extra class due to Monday, Feb 15, being a holiday. During the first part of class I increased their phrases so they now have 38 prepositional phrases. In total they now have more than 20 words and over 100 phrases in Arapaho that they understand and can say. Some of the new phrases added were; Horses are running through snow. A woman is riding a horse jumping over a fence and stream. A lion is standing on a rock. A mouse is riding a flying elephant, his name is Dumbo." A cat is riding a girl; Here they also learned she is carrying him piggyback- 3enei'iiikohoot. During the second part of the class more students were tested.

February 15, 2016. President's Day no class.

February 17, 2016. Wednesday, Technically this was supposed to be the last day of testing but wasn't able to get through entire class. This is due to each student being orally tested one at a time. I was able to get through 2 more students during class time and part way through another student. The two students both got 100% plus. Thus far every student tested has gotten everything correct plus some extras.

February 19, 2016, Friday. Finished testing last two students, All students have now been tested and all have everything correct plus additional points for going beyond the testing material when asked more detailed questions. The lowest grade received on a 60-point test was 64. After testing there was enough time left to move students into additional phrases, some of which were, a bee is flying toward a flower, a pony is jumping over flowers, a woman is walking across a bridge, a child is walking between cars, a bear is jumping across a creek, two lions are walking across a meadow (or field). From start to finish, this class went for 71 minutes.

February 22, 2016, Monday class 7. Presented students with 32 new phrases, which they burned through with no problem. Some of the new phrases learned were: I see two cups on a table above two books. A woman is hold her baby, he is sleeping in a cradleboard. Two men are standing in front of a truck. Two girls are riding horses; they are walking through a stream. Two girls are jumping into water. Elephants are chasing a baby elephant. Five young women are smiling. The grammatical features of these sentences are such that adjectives, like number color, young or old, must conform to whether what is being spoken about is animate or inanimate. So a word like young must be pluralized and be made animate if there is more than one that it is referring to –wonoonei3i versus wonooneit if only one. However, if inanimate it becomes wonooyoo, if only one, and wonooyou'u if more than one. Students had no problem getting this. I should also add that English is not spoken to explain anything, and that nothing is read, and there is no homework. Since I will be away this afternoon until Sunday, class will not meet again until Monday, Feb. 29, next week.

February 29, 2016, Monday class 8. It has been an entire week since class last met. As a result of running slightly behind I wasn't able to get the camera set up in time so this class was not filmed. I decided to see where students were with their ability to say things on their own in Arapaho. I had each student speak for about 10 minutes each saying what they cold in those ten minutes. I started with Marley, then onto Michael, then Zoe, Haley, and Rhiannon; students could not repeat what students before them had said. Working this way this group of students moved through around 60 different phrases all said in Arapaho. For a half a dozen phrases student's pronunciation needed to be corrected. A few of the sentences were; A girl is standing in front of a green fence, a man is standing behind the fence and one other girl is standing on the fence. A man is standing on a rock fishing. When further asked why is he fishing, the student answered in Arapaho "Because fish are swimming around under the lake. A cougar is chasing after a rabbit. A girl is reading a bible. After an hour of this I moved the class onto reviewing the new phrases learned last Monday. In this they review 44 of these, some which were; lions are walking across a field, children are running, a wolf is howling in front of a moon, a woman is walking across a bridge, a boat is floating under a bridge. All-in-all the class is doing great with the number of complicated sentences that they are saying.

March 2, 2016, Wednesday class 9. Students have another test coming up next week. Because of the number and complexity of sentences they are learning, I am concerned that they may not be able to say all that they will be tested on next week. As a result of this, the first 43 minutes of class was spent listening to students say what they could in Arapaho. On an average, students are able say at least 75 full sentences in Arapaho. What I will work on next Monday is trying to get students to say all that will be expected to say in Arapaho for their test on Wednesday. On the last 20 minutes of class I worked on students learning a rhyme in Arapaho that goes like this in English; berries and table, plate and bread, I'll eat cake before I go to bed. It was challenging getting them to understand the concept of "before" without

saying it in English. However, because I knew they understood how say swimming and eat in Arapaho I said to them “Don’t eat before you go swimming” and by saying and using that concept in Arapaho they then understood the word in Arapaho for “before.”

March 7, 2016, Monday class #10. The first 50 minutes of class was spent reviewing phrases they are learning. The last 15 minutes of class was spent learning various types of food items.

March 9, 2016, Wednesday class #11. This class was not filmed because the battery was dead. The first 50 minutes of class was used testing students. The test is oral with no writing involved and consisted of me saying 21 words and 30 phrases in English that had to be translated into Arapaho. Here are a few of the phrases that students had to translated from English to Arapaho: Boys are playing ball. Fish are swimming around in the lake. A woman is rowing a boat on the lake. A girl is praying. A young woman is reading a bible. A baby and his mother are smiling. An old man is laughing. Some of the sentences students had to translate from Arapaho to English were: An Indian is sitting on a chair holding a pipe. Indians are drumming and singing sitting in a Tepee. A man and woman are writing standing in front of an airplane. An elephant is flying; his name is Dumbo. A dog is sleeping lying under a car. A baby is sleeping in a cradleboard. So far all students tested have scored 100%. This was followed with me saying 10 phrases in Arapaho that students had to translate into English. The last part of the exam was me saying 10 phrases in Arapaho with each of the students being tested having to carrying out the appropriate action to demonstrate they understood what was communicated to them in Arapaho.

The second part of the class was spent working more on the rhyme so they could say it followed by them learning new phrases. Almost all of the class can now say and understand the rhyme. Some of the new phrases learned are: A bird is swallowing a fish. A woman is nursing her baby. A man is drinking coffee. A man is sitting at a table eating a sandwich. A man is cooking. A woman is eating fruit. A girl and kitten are drinking milk.

March 11, 2016, Friday Examination. The test was worth 50 points and consisted of students saying 20 words and 30 phrases in Arapaho after hearing them first said in English, followed with them translating 20 different phrases to English after hearing them said in Arapaho. They earn ½ a point for the first and third parts and a full point for the 30 phrases said in Arapaho. Thus far all students have gotten 100% on this oral exam. A few of the phrases said in Arapaho are: A girl is jumping down (from an object). A cougar is chasing a rabbit. A man is standing on a small rock fishing. With this phrase I usually will ask the student in Arapaho, why is he fishing? To which I usually hear: Because fish are swimming under the lake. A few of the phrases translated from Arapaho to English are: A woman is rowing a boat on the lake. A baby and his mother are smiling. A boy and his dog are praying. A man is reading the paper sitting on a chair in front of a window inside a white house. Thus far all students tested have gotten 100%. One of the students tested completed the exam in 16 minutes.

March 14, 2016, Monday, class #12. Class started at 9:50. I used first 30 minutes of class to get two students through first half of the mid-term exam. After this I prepped class to start beginning to learn their first story in the language. The language of the story requires that I get them to understand certain concepts. This is where the average language class misses why not using English to get concepts across is better than having students learn a story using English to get them to understand. When using English, students take much longer to learn. Teachers are aware of this as they experience students having to have the language repeated and reinforced numerous times as students keep letting the teacher know that they have forgotten how to say what they are trying to learn. The underlying reason is because the native language is being filtered through English. Some of the concepts they had to understand in the language were, walking down along, personal possessives as with my, your, and his hand. Another concept; to mimic an action, as in, walk like an Egyptian, waddle like a duck, or grunt like a pig. The class was able to understand about three quarters of the story, and say the first quarter. On Wednesday I will see how much they have retained, hopefully bring them to understand the full story, and see how many I can get them to say at least half of the story on their own without my prompting them.

March 16, 2016, Wednesday, class 13. Class started around 10 am. Did some general review of concepts and phrases with class I then shifted to the rhyme to see how many students were able to recite the rhyme in Arapaho. About half the class were able to say the rhyme and the other class were having difficulty with a few concepts and parts of the rhyme. After working with the class with the rhyme for about 30 minutes, I got started on them learning a story in Arapaho. I was surprised that they were picking the story up as quickly as they were.

March 18, 2016, Friday Continuation of Students Being Administered Oral Exam

All exams that students take in this class are oral exams. The exam is worth 50 points and it can take a student from 35-50 minutes to complete the exam. As result of only a few students get scheduled to take the exam during class time while the rest of the students are given the exam outside of class time. This is done so that class time can be used for language learning. I tested three students today. One student received 50 points, a second received 51 for saying extra in Arapaho, and the third received 48 points out of 50.

March 21, 2016, Monday, class 14. About a third of the class was absent, so I decided to have the students play a little game. The goal was to see who could go the farthest with what they were able to say in the language. I did this with four students for about 35 minutes. Having students do this enabled me to identify areas that I will need to work on with them. Generally they did Ok and were able to say about 25 different phrases with no real problem. The best a student did was to say 37 different phrases. After this I checked to see who could say the rhyme on their own; almost all can now say it. The last thing I did with the was to work more on the story. Which is coming along nicely. The class went for 72 minutes.

March 23, 2016, Wednesday, class 15. The math class that is in the room before my class let out late so my class started late today. As a result of the late start, students only received 43 minutes of instruction. Since there are no books or homework with this class, I was curious to see if the students could go any further from Monday. Where two of the students got stuck at the same place they did on Monday, Elle went from 25 to 52 phrases, and Michael went from 37 phrases to 57 phrases. It is interesting that they are getting stuck with the word mountain lion rather than the sentence of a mountain lion chasing a rabbit. Four of the students are now pretty close to being able to say the entire story on their own. I suspect that they should have it down by Wednesday. On Monday we will do the game for about 30 minutes than, work more on the story, and learn some new phrases.

March 29. One student had been sick and has missed two weeks of classes. She was the last student to be tested. I was concerned that she was not going to do well on the exam as the content requires that they know and be able to say in Arapaho over 20 different verbs, 4 different prepositional phrases in 50 complicated sentences. As it turned out she got the highest score in the class. The exam was worth 50 points. Students were able to score above 50 by saying extra sentences. For instances they would have to say a man and woman are walking on the road. But if they say that they were holding hands or a woman was holding flowers, then they would get an extra point. Another example would be where they would have to say a man is falling, but if they add because he is reading a paper, then that would get them an extra point. Student scores for this exam ranged from 48 to 58.

March 30, 2016, Wednesday. Class 16 went for 46 minutes. Now that all students have taken their exam, I was able to get back to new material. Even though it has been almost two weeks since we last worked on plurals, the class had no problem recognizing the various phrases I said to them. I spent about 25 minutes working them through about 40 different phrases. After this students had to individually recite the Arapaho rhyme, which they were all able to do. In the last 12 minutes of class I had several students tell the story, class went for 46 minutes. This is the last class before Spring Break. Students will be back in class Monday April 11.