

Summary of Classroom Language Instruction

Jan. 13, 2020, Monday Class1. Today was the first day of class. Because there are 5 graduate students enrolled I decided to spend extra time explaining what is expected of them as students. I should also mention that one student from 2019 has reenrolled to repeat the class. I began actual language instruction when there was **42 minutes** of class time remaining. Within that 42 minutes students successfully demonstrated that they understood 16 single words, 14 word combinations and 12 full sentences in Arapaho, essentially demonstrating that for each minute of language instruction they had learned a new word, word combination and full sentence. Several of the sentences learned were, a girl is running through the ocean; men are jumping and dancing; a rabbit is jumping over a fence, a baby is sleeping and a man is holding a horse (that is) jumping up above the ocean.

Jan. 15, 2022, Wednesday Class2. On the second class day, I added seven new terms and expanded on several of the sentences. Some of the new terms added were foot, Indian, football, bear, baby, and several of the sentences that were expanded were a butterfly is on a woman's back, an Indian is drumming and singing, a man is walking holding a laptop computer - talking on a cell phone. It is important to note hear that these new words are not English words made to sound Arapaho. For example, laptop computer – hecesee'eit (a small knowledgeable entity), an Indian is holding a pipe, and man is smoking, a bobcat is eating a mouse (here two different Arapaho word forms for eating were introduced illustrating the two different ways this could be said.). The class was also exposed to how to answer several why questions, such as why is the bobcat eating a mouse, why is the baby crying, why is that man jumping, why is the baby sleeping, and by so doing they have learned words for because, hungry, angry, happy, and tired. This class went for **56 minutes**. Thus, in 97 minutes the class has learned 22 single words, 14 word combinations, 11 different verb usages incorporated into 21 full sentences in Arapaho, of which 3 were prepositional phrases for the prepositions through, over and above. This essentially means that in 97 minutes, students learned a new word, word combination and full sentence (totaling 68) every 1.5 minutes of instruction.

Jan. 20, 2020, Monday, MLK Day no school

Jan. 22, 2020, Wednesday Class3. Monday, Jan. 20 was a holiday so there was no class. The class has been away for an entire week. I inadvertently left my camera at home so the class wasn't filmed today. Class began at 9:45 am. I decided to move the class forward by introducing them to 20 new terms and phrases. In all the class has now been exposed to 24 single words, 14 word combinations and a little over 37 full sentences. I should emphasize that when students are learning Arapaho in class, English is not used to translate any word or phrase. One of the interesting things that happened in class was my introducing the word for **badger**. At the point of when I said the word there was almost immediate recognition of what was said. Class time was spent introducing a few new phrases and expanding on concepts and phrases introduced last Wednesday, such as, *a man is smoking, a man and woman are dancing*

on a parking lot, a girl is chasing a boy – here when asked why she was chasing the boy they learned how to answer *because she loves him*, Other phrases learned were *That man is falling into a pond because he is reading a newspaper, a little girl is jumping down off a bench, boys are running playing ball, a woman is signing, an old man is laughing, and a man is kicking a bucket*. Here they also learned the idiom – *he kicked the bucket*. At this point, this drew some discussion that happened in English over the new meaning of kicking it, which among today's youth refers to hanging out with one's friends versus dying. Students are already beginning to be able to saying words and phrases in Arapaho on their own. I introduced the class to being asked what is your name, his name, my name, which they understood because they responded properly, but it will take some time to get them to understand the difference between knowing “he is called and I am called and what are you called. The one student who took the class a year ago and reenrolled is able to say 60 of the 73 terms and phrases the class has been exposed to without any assistance. What she is not able to say are the new terms and phrases the class is learning that were not taught last year. Such as, *a man and woman are walking on a boardwalk holding each other's hands and the man is holding flowers in a basket*, with **boardwalk** and **basket** being new words. At this point, without question, students understand 16 different verbs when spoken in complete sentences in Arapaho. Class ended at 10:50, adding another 65 minutes of language instruction that has now totaled 162 minutes. By the end of this third class period, this now puts students in the class at having learned a new word, word combination and phrase every 2.25 minutes of language instruction.

Jan. 27, 2020, Monday. Class3 began at 8:35 with Madeline. I asked her to name what she could in Arapaho. She named 6 single words, 3-word combinations and 1 phrase - A man is holding a big cat. After this she demonstrated she understood 12 phrases that I said in Arapaho. Several of those phrases were; A bobcat is eating a mouse, A baby is sleeping, A dog is jumping over a metal rod, Boys are running playing ball, A man is walking talking on a cell phone holding a laptop computer. Another student, who is Quinault added the following to what he understood in Arapaho; One boy is running holding a ball, A girl is playing soccer, A young man is playing cards, A rabbit is jumping over a fence. A third student with any assistance said in Arapaho A man is holding a pipe. Some of what he understood that added to the list; A horse is jumping up above the ocean. A different student, Caspian, added to the list what she could say in Arapaho An Indian is drumming and singing, A man and woman are holding hands walking and the man is holding flowers, A man is smoking. I then asked her in Arapaho “Do you smoke? She shook her head no and then learned how to say I don’t smoke in Arapaho. The class went for 68 minutes.

Jan. 29, 2020, Wednesday. Class4 began at 8:55. I had 70 concepts, mostly full sentences that I wanted to get the class through. The class was also not aware that the class was also an exam prep so I could get an idea of what students knew before the testing begins on Friday. I wanted to learn what students knew on their own. Up to this point nothing has ever been said that stressed students should know how to say things in Arapaho on their own. Shay said she could say a lot. She was able to say 13 words, 3 different word combinations and a phrase on her own without my having tried to get

students speaking. I moved her through several phrases one of which was a girl is chasing a boy. When Shay demonstrated she knew what was said I asked her in Arapaho why is the girl chasing the boy and used this to continue teaching the class how to hear and respond to a question. The answer in this case was (the) Girl is chasing a boy because she loves him. This was then expanded by asking individuals who they loved, which allowed them to learn words for my mother, your mother, his mother and my father, your father, and his father, as well as them learning to respond to what is your mother's/father's name? After about 8 minutes I called on another student, Chloe, who was immediately curious about a frog. I began with her demonstrating she understood me when I said an Indian is holding a pipe. This was followed with Heniikikotii kohkoho'owoo - A dog is playing ball. (Later I will expand that to A dog is playing with a ball.). Next Chloe demonstrated she understood A butterfly is on a woman's back, A man is smoking, a rabbit is jumping over a fence, A girl is running through the ocean. When I then said a girl is holding a cat, Chloe corrected me by saying in Arapaho – A girl is holding a kitten – which she was. This is quite impressive since the class had only heard the word for kitten about 4 times in the earlier classes. Next Chloe showed she understood a man is holding a big cat. After about 9 minutes I called on Madeline. After moving through a few words Madeline demonstrated she knew a woman is holding(onto) a horse jumping up above the ocean/s (In a few classes the class will learn the Arapaho word for ocean foam or surf). I asked Madeline (in Arapaho) why is that bobcat chasing that rabbit, to which she first answered in Arapaho because she loves him – then laughing she realized what she had said and changed it to because he is hungry. Wanting to take her to something completely new I said a man is swimming and even though there were 70 images on the board and the class had never heard the verb for swim, she went to the image of a man swimming. I then said a frog is swimming butterfly (the swimming stroke name) and Madeline wen to the frog that Chloe was so interested in. Next Madeline heard me say in Arapaho a girl is playing soccer. And even though this was the first time the class had ever heard this Madeline went to the girl kicking a soccer ball. After a few more phrases I got to guide the class, through Madeline, to a new concept by first saying A man is falling in(to) a pond because he is reading a paper. I then went back to a man is swimming and expanded the sentence with a new term a man is swimming in a swimming pool. This moved into the student's confusion over the word nih'oo3oo, which she thought might mean the word for "in". When this wasn't confirmed she then thought it might mean "lake", but when I gave her the word for lake she then went to the frog swimming and pointed to the water he was swimming in- which was good enough for me to affirm because he was in a swimming pool. She then went to an image of a man who was white but when she followed that up with pointing to white snow, she learned the word does not really refer to something being white. She nonetheless conceptually ended up with knowing that the word is to be used when referring to Whiteman. Later the class will learn what the word derives from. I sat her down after 10 minutes but then called her back up. Moving through a few more phrases, I said; A little girl standing on a bench is now jumping down. I told Madeline in Arapaho to stand on a chair, which she did, which confirmed that she knew what I had said and I sat her down (I had worked with her for about 13 minutes). This also demonstrates two things; 1) the level of complexity ASLA

can move students to in a short time, and 2) the amount of writing it takes to explain what happens in a classroom when only 35 minutes is being summarized.

Feb. 3, 2020, Monday. Class5 began at 8:35. Although I had prepped 82 concepts that I planned to work the class through, there were some loose ends that had to be tied up with 3 students' oral exam in which I had not given them the proper number of language items for the exam, plus one other student who has yet to be tested. Once the 3 students' exams got finalized, the results had all but one student in the class getting 100% on the oral exam. I will start testing the one remaining student on Wednesday. Students are beginning to understand when a question is being asked, which allows for very basic conversations to start. Question formations they are beginning to understand and are responding to when asked in Arapaho are; What is he/she doing, Are you, Where is, Why is. These questions are used when asking what is the little girl doing, to which students are able to respond in Arapaho – she is standing on a chair and jumping down. What is the young woman reading? Students can answer this with she is reading a bible. Where are the man and woman dancing? They are dancing in a parking lot. Why is the mountain lion chasing that rabbit? To which more than half the class know how to answer, the mountain lion is chasing that rabbit because he is hungry. The class lasted **70 minutes**.

Feb. 5, 2020, Wednesday. This, the 6th meeting of the class, began at 8:45 am. I had wondered how much material might be too much. With a total of 90 language concepts I had hoped to work the class through, they may have hit a saturation point. On the plus side students have increased the number of Arapaho phrases they can say without assistance or prompting. What may contribute to some confusion is their being exposed to grammatical features that do not necessarily occur in English the way they do in Arapaho. Also, there is a lot of over thinking on their part to a point of not realizing some basic language attributes. A new concept that I had not tried with any class before today caused some confusion and took a bit of work on my part to get the class to understand. Earlier they learned a bobcat is eating a mouse. Today I wanted them to learn a bobcat is holding a mouse in its mouth To'uu3eebexookee neniiwoheet hookuu. technically this would be said; Hookuu neniiwoheet hinee to'uu3eebexookee, but had I said it this way it would have been more difficult for them to understand. A problem for them is that the word that conveys holding in his/her mouth does not have in it the word for mouth (Betii). Additionally, the word is said differently if one is holding a pen or some other object in their mouth. In most circumstances a language instructor would just translate the meaning to English. However, English translations are not used in class so while it took some work to get them to understand, after a while they were able to understand. Another thing that was understood after first being introduced to the class a week ago was the concept of jumping down from something. They still are a bit uncertain about walking across or running across; as with "a rabbit is running across the snow", or "elephants are walking across a field", but they should have this understood in about three more classes. A concept that was understood this class was the term for "with". The understanding for this came in the phrase "a horse is playing with a ball", and "a dog is playing with a ball." A new concept introduced this class was the personal pronoun for "his". This was understood with the phrases "a boy and his dog are

praying"; and "a woman and her infant/baby are smiling." Students are now at a point where they understand the following 26 verbs in sentences; **chase, cry, dance, fall, fish, float, fly, hold, jump, kick, laugh, love, play, read, row, run, sing, sit, sleep, smile, smoke, stand, swim, talk, tickle, walk**. In addition to these verbs, they also know close to 30 nouns and a few prepositional phrases.

Feb. 10, 2020, Monday. Class7 began at 8:38 with students demonstrating what they were able. Say in Arapaho on their own. The students speaking ability is showing improvement and is expanding. I am able to ask different types of questions that students are able to answer. They are also understanding that honooxuseet refers to walking across (as a bridge or road) versus just walking. They are also getting a grasp of the concept to run away, swim away, walk away from. They now fully understand the concept of jumping up and jumping down and can say that on their own. Half the class can now say in Arapaho a young woman is laughing because another woman is tickling her- wonooneit hisei hooxonit hookoh cese hisei hooxooxeenoot, and are starting to also add that the woman laughing is wearing glasses. Toward the end of the class I introduced them to a few prepositional phrases. At this point they have demonstrated that they understand 60 different phrases in Arapaho. The class went for 76 minutes.

Feb. 12, 2020, Wednesday. Class8 I started this class by having each student say a number of different phases in Arapaho on their own. In total over 80 different phrases were said. Some of the new phrases said with minimal help from me were: A boy and his dog are praying; A woman is rowing a boat on a lake, A girl is tickling another girl and she is laughing; Three children are floating in a swimming pool; a horse is standing under a tree; Kittens are sleeping in a bowl; A man is watching television; A young man is playing cards; A girl and her father are playing cards; A man is laying on a cloud floating above a city; A baby elephant and his mother elephant are walking across a field; That girl wearing glasses is laughing because another girl is tickling her; A young woman is sitting in a chair reading a bible. When this was done they learned ten more new phrases some of which were: A dog is sleeping laying under a car; A woman is standing in front of a car; A cat is standing under a chair; A man is sitting on a bench a horse is jumping over; A man is inside a house sitting on a chair reading a paper in front of windows. This class lasted 73 minutes. At this point students understand the meaning of 30 different words; 14 word combinations and 90 different sentences. Of this number they now can say in Arapaho 30 different single words, and 30-40 sentences. The Arapaho language class meets only on Mondays and Wednesdays and now they have had a total of approximately 9 hours of language instruction.

Feb. 19, 2020, Wednesday. Class9. A number of students were out sick today. This won't be good as far as them keeping up because Monday was a holiday so there was no class. It has been 7 days since we had a class. For those who missed class today, they will be away for 12 days before they are back in class. I started by having each student go through 24 phrases in Arapaho. This was a progressive list of phrases, which meant where the first student left off the next student had to pick up with 24 different phrases. When 80 phrases were reached, I had the class begin learning new

phrases. The new list of sentences learned consisted of 18 prepositional phrases, some of which included

the following: A Woman is standing in front of a car; A Horse is standing under a tree; A Cat is standing under a chair; A horse is jumping over a bench a man is sitting on; A pony is standing in front of a fence; Four Men are standing in front of an airplane; A boy is standing on a rock, it is in the ocean; A boat is floating under a bridge; A child is walking between cars; A Dog is sitting between a man and a woman; A Man is reading the papers sitting on a chair, inside a house in front of a window; A woman is walking across a bridge; A cow is jumping over a moon. In two more classes they will learn - A cat and a fiddle, a cow jumped over the moon. A little dog laughed and a dish ran away with a spoon. The class ended at 9:53 after 65 minutes of instruction. **Students have had approximately 9 and one half hours of language instruction.**

Feb. 24, 2020, Monday Class10 began with me asking to student to run through what they were able to say in Arapaho. This is so I can start correcting pronunciations. The first students went through 12 single words and 13 phrases. When finished with this I said several phrases in Arapaho to determine how well the were following. The first phrase I said was "a boat is floating under a bridge." This was followed with "a dog is laying under a car." Other phrases given were "fish are swimming around in a fish pond." "a lion is standing on a rock in front to the ocean." This phrase initially gave the student some trouble because the student had never heard the word for lion before. Initially she thought it was a woman on a horse in the ocean, but when realizing horse and woman were not in the phrase, she made the correct selection. After this she successfully got; Indians are sitting in a teepee drumming and singing; an Indian woman is sitting inside a teepee; horses are running through snow." After this I brought up another student and gave him "men are standing in front of an airplane;" The phrase a "a kitten is in a hat," this gave him trouble – he thought it was a cat is laying on a chair, so I changed it to a woman is inside a box so he could hear the proposition "in". This he got correct. I then gave him "a girl is holding a kitten," which he also correctly understood. But, when I again gave him "a kitten is in a hat," he thought that was a cat under a chair. So, I said in Arapaho "a man is holding a big cat," which correctly understood. Then I went back to "a girl is holding a kitten," then gave him a kitten is in a hat," which he then correctly understood. Other phrases he understood were "a woman is riding a horse in the ocean; a dog is sitting between a man and a woman on a coach in front of windows; a man is reading the paper sitting on a chair inside a house in front of the windows." The last part of the class was spent reinforcing several other prepositional phrases, plus learning a rhyme in Arapaho – "Berries and table, plate and bread, I eat cake before I go to bed." **This class went for 71.5 minutes.**

Feb. 26, 2020, Wednesday Class11 began the same way that I began class 10, by having individual students go through 25 different ways of expressing concepts in Arapaho. This time, however, I timed each student to get them to speak as quickly as they could so they wouldn't spend a lot of time thinking about what they were saying. As they went along I would correct them whenever something was mispronounced. After listening to what students were able to say, I reinforced some of the prepositional phrase they began to learn on Monday they had given them some problems learning,

such as; "a man is sitting between two windows, people are walking across a bridge a woman is riding a horse jumping over a fence and stream, Indians are sitting in a teepee drumming and singing. **The class ran for 65 minutes.**

Mar. 2, 2020, Monday Class12. For this class, I had students switch around saying 24 phrases that one of the other students had said during class 11. Collectively the class can get say a little over 70 phrases in Arapaho. What will be focused on over several classes will be pronunciation, and expanding on what they are able to say in Arapaho. During this class I introduced them to another concept in the language. Here must confess that I cheated by bringing in English, which I don't usually do. I asked the class in English what does the ending "er" on drum refer to. Students responded, "the one who drums." I then refer to Wo'teiheihi in the film Bambi in the Arapaho language that they have and said that the ending heihi does what er does in English. I then asked in Arapaho; Hene'ehehk woteiheihi [essentially, who is the drummer, to which Chloe answered in Arapaho 3oowo3nenitee [an Indian]. At this point students are able to respond in Arapaho to the following types of questions when asked in Arapaho: Where is he or she? Where is it? What is he or she or they doing? Why is he or she doing X (meaning a certain action)? Are you, or is he or she questions, such as are you hungry, are you sleepy, are you tired? Can you questions, such as can you dance, sing, walk, run, or swim? Who is questions, such as who is your mother, father, who are you, who is he/she, and what is my name, your name, or his name? The last 15 minutes of the class time was spent working through 17 propositional phrases. **Students received 63 minutes of in class language instruction.**

Mar. 4, 2020, Wednesday Class13 I started with Shay and had her name as quickly as she could 11 single words in Arapaho that included; lynx, football, deer, butterfly, and badger, followed by her saying in Arapaho 14 sentences that included; a dog is jumping over a metal rod, a woman is holding onto a horse jumping up above the ocean, a man is kicking a bucket, a man is smoking, a baby is sleeping. It took Shay 2 minutes to say all 25. I repeated this exercise with the rest of the class, until the class got through saying 80 plus sentences in Arapaho. After this I asked different students various questions, like; do you like to play cards, do you like to eat? Are you hungry? Do you like to dance? Were is the dg sitting? Where is the dog sleeping What are the children doing; to which answers were given in Arapaho with minimal help from me and frequently with no assistance from me. In the last 15 minutes of instruction I went over 25 prepositional phrases that included a boy is standing behind a child in sitting on a chair between two boys. Next class I will add the word **other** after between. Two of the more complicated phrases they learned was; I man is watching an eagle fly by above a lake and now he is thinking yesterday when he saw an airplane fly by above that lake. The other sentence is; a woman is riding a horse jumping over a fence and stream. Class instruction went for **66 minutes. Students have now had 14 hours and 30 minutes of language instruction.**