

January 11, 2021, First day of class. The class meets twice a week on Mondays & Wednesdays from 8:30 to 9:45 am, and gets roughly 75 minutes of language instruction per class, depending on how much time is used to set the classroom up, and is only taught in the Spring semester. The class currently has 7 students enrolled. I began differently this semester and had students read an article by Clark Webb, a Gumbanggir language teacher in Australia, that documents how ASLA (Accelerated Second Language Acquisition) brought his community from no speakers in 2015 to producing 10 fully conversant teachers who by 2020 who then began teaching 700 students from preschool to adult. The article was used to discuss language loss and the effectiveness of ASLA in creating speakers. The discussion took up a little over 45 minutes. Language instruction began at 9:20 am. Am and ran until 9:50 am (30 minutes). I used Shay, who took the class Spring 2020 to model how instruction was done and also to demonstrate her level of language retention after a year of not having any language instruction. I kept her upfront for 90 seconds during which time she demonstrated cognition of 8 different words, before I had her sit down and I brought a new student to the class. Joshua demonstrated cognition of 12 words in Arapaho in 2 minutes and 10 seconds. I spent 2 ½ minutes with the next student who went through 16 items. The student missed three items ball, table and chair. Table and chair sound very similar and these two are most commonly mixed up initially so this was of no real concern. At this point, 6 minutes and 40 seconds were spent instructed in the language with three students to learn 16 items. Seven minutes in to the class I was working with a fourth student, went through the 16 items in 2 minutes missing two items – horse and mouse. This demonstrated another pattern that students fall into, that being tracking. As students learn they tend to track their responses, thus, if they get one thing wrong they will remember that they already selected that item so they most often will not repeat selecting the same item twice. The student chose cat when horse was heard, which is another common error because they sound similar in Arapaho. When cat was eventually said, however, the student correctly selected it, but then went on to select horse when mouse was said. The next student went through the 16 items in 2 minutes and 50 seconds but confused table for chair. At this point 12 minutes had been used to instruct four students who demonstrated their ability to recognize 16 single words in Arapaho. From here I moved the class onto listening to words paired together with the word “and”. For the last part of instruction I introduced the class to seven phrases in Arapaho; a man is jumping, a horse is jumping up above the ocean, a rabbit is running, a girl is running in the ocean, a rabbit is jumping over a fence and a baby is sleeping. Language instruction went for **28.5 minutes**. In this time the class was introduced to 33 ways of saying various words and phrases in Arapaho.

January 13, 2021 Class 2. This class began at 8:35 am. I had prepped material that brought the class through 37 single words, some of which were in combination with other words and phrases. I also prepared 11 different verbs (cry, dance, eat, hug, hold, jump, kick play, run, sleep, smoke) that were used in 16 different sentences, some of which were part of prepositional phrases. I moved students individually through about 50% of the material in about 35 minutes. I then was curious to learn what anyone could say on their own so I asked Joshua to tell me what he could say in Arapaho. He was able to say in Arapaho the first 16 words the class learned on Monday with out any assistance from me. What this means is this was accomplished after 60 minutes of language instruction

through ASLA. Towards the end of the class time I had Shay move through various phrases and concepts and used this time to introduce how to respond to when questioned in Arapaho who are you, and what is your name. Due to Monday being Martin Luther Day the class will be off for seven days before meeting again. Language instruction lasted **66 minutes**.

January 18, 2021. Martin Luther King Day, No Class

January 20, 2021, Wednesday. Class 3. Began with asking a student to say what he had retained from class 2, which happened 7 days earlier. His first word reflected what sometimes happens, when children combine two words into one, when he said hisei-hinen (woman –man). From here he went on to say in Arapaho man, car, boat, horse mouse, airplane, deer, table, cup, bird, and he did say chair but he said it with a beginning sound for an “s” rather than a “th”. I then asked assessed the second student to identify words that I said in Arapaho with what they are supposed to represent. Of the first 16 words given a week ago she was able to recognize 14 correctly. The two words incorrectly understood were chair and table, which to non-speakers sound similar. From here I went on to say, combinations of words some of which were a woman and a butterfly, a woman and a dog, and finished with the word 3ouyoteebexookee-lynx. She asked me to repeat the word, which I did. She pondered through possibilities and told me that she didn't know that, which I didn't accept and told her in English that she might try and guess, at which point she gave me lynx. I next called on Shay, who is on the class for a second time, to model in Arapaho the first 24 words learned, which she said in 80 seconds. After this I had to , who is Nakota, stand and brought her through several combinations of words in Arapaho that she had to successfully identify. After Ester I had a student who is Cheyenne stand and I assess him on what Arapaho he could recognize. Of some 24 words said in Arapaho he wasn't able to demonstrate that he understood chair, butterfly, table and foot correctly. This last word was particularly interesting since he did understand the word football in Arapaho, which is made up of foot and ball just like in English. What this is revealing is that he hears the word as one entity rather than recognizing the individual parts that make up the word. The equivalent would be a non-English speaker recognizing the word football in English when said but not the word foot when he heard it said in English. Some of the more complicated things he correctly understood were men and women are on a car-boat/amphibious car. I this point I began assessing what students understood when complete sentences were said in Arapaho. The first student was fine until he heard – a rabbit is sleeping. It took him some time to process it but he did get it correct. Some of the new sentences he got were men are jumping and dancing, boys are running playing ball, a man is kicking a bucket, After Joshua I had Shay let the class hear her say 16 new single words and 14 sentences in Arapaho. I also had them learn a new word for spur (what one has on a cowboy boot) in Arapaho. This class ran for **67 minutes**.

January 25, 2021, Monday. Class 4 began at 8:35 with Ester. I wanted to see if she could say six different words in Arapaho, which she was able to do. After this I assessed her comprehension of different things said in Arapaho. As far as her comprehension went, she was able to demonstrate that she understood the words and phrases I said to her in Arapaho. I asked the next student to go through what he could say in Arapaho. He was able to produce 6 words, one of which he confused the word for horse for a mouse. I then assessed him on what he was able to correctly understand. When assessing him for comprehension, he then demonstrated that he knew mouse when he heard the word in Arapaho but he still is not clear on horse when he hears it said in Arapaho, since he confused the word with ball. What is important here is when he eventually heard the word for ball in Arapaho he correctly understood it. It is this process of identifying words correctly when heard that helps student narrow down their understanding of the words they confuse for other things. When he heard the word for horse, while he didn't confuse it with mouse or ball, he still was not clear on its meaning. At this point this student is not observing how other students are responding so he is only understanding about 50% of what is said in Arapaho; this will improve over the next three classes. I next brought up Shay to model in Arapaho 24 words in Arapaho, during which the class also heard me add complexity to a woman and butterfly by saying in Arapaho "a butterfly is on her back, that woman – Nii'oteibeihii teesiihi' hikoobe', hinee hisei. After Shay I had Joshua do the same thing. Joshua said all 24 words in the same amount of time as Shay; 90 seconds. It is worth saying that this is Shay's second time in the class, having taken the class last year, and this is Joshua's 4th class and he hadn't heard Arapaho before this class. I next had Kylie say what she could in Arapaho. Kylie said 23 correctly, only missing lynx, in 93 seconds; this is also Kylie's first time taking Arapaho and it's her 4th class. I next called on Ester and asked in Arapaho where is the football. She picked up on the word ball and decided I wanted a dog and ball. I then gave her dog and ball, which she got correct, then football again, which she then got correct, then the word foot, which she also got correct. This was followed the word for baby. With this word she took a fairly long time but I let her take her time (teachers can at time get impatient and decide the student doesn't know) and though she was tentative, she correctly understood. This was followed with a girl is hugging a kitten, which she also got correct. When I said a teen boy is dancing, she couldn't figure this one out so I gave her a man and teen boy, which she understood, and she then went to a teen boy is dancing. In all Ester understood 98% of everything that was said to her in Arapaho. I then began asking students whether they could dance so they could hear and learn when this type of question was being phrased. Kylie was next. She didn't understand an Indian is holding a pipe, but did understand a dog is playing with a ball. When I gave her a rabbit is running across snow she understood this as a rabbit is jumping over a fence, so I said a dog is jumping over a metal rod, which she understood correctly. I then said a rabbit is jumping over a fence, which she understood and I let her to sit back down, and had Shay model 24 more sentences in Arapaho. Once she finished I had Joshua try his hand at saying the 24 in Arapaho. One mistake he made was when he said something that sounded like he taste good instead of he is smoking. In all the class was exposed to 36 single words, 17 different word combinations, 20 different verb phrase in 24 different sentences and 4 different prepositional phrases. In all they were exposed to 66 different Arapaho expressions. The class went for **73 minutes**.

January 27, 2021. Today was **Class 5**. I inadvertently left my camera at home so the class was not filmed. Class began at 8:40 with me reminding the class that on Monday February 1, I would be testing them. While this is true, I didn't let them know that the test would begin with today's class. At this point students have had 2 hours and 50 minutes of language instruction. I started with Joshua and asked him to say as much as he could in Arapaho. Without any assistance Joshua produced 30 words in Arapaho, and nine sentences. Some of the words he said in Arapaho included; airplane, butterfly, dog, kitten, bobcat, badger, football, baby and bear. Some of the sentences he said in Arapaho included; a horse is jumping up above the ocean, a dog is jumping over a metal rod, rabbit s jumping over a fence, a girl is running through the ocean. All students were able to say at a minimum 10 different words in Arapaho, but al understood several more beyond these words. On Monday I will continue the test, which students will think is the first day of testing, to test their understanding of 26 different sentences when said in Arapaho. Because I didn't have my camera in class, and because there was a guest from last year's class, I ended my instruction at 9:40 – **60 minutes**. At 9:40 I invited the guest to say what he could say in Arapaho. He was able to produce over 28 single words and over 30 sentences in Arapaho.

February 1, 2021. Class 6 began at 8:35 am with students being tested orally. This first exam is a cognition test that is based on students' ability to recognize **30 different words** and **20 different sentences** totally 50 things said in Arapaho. I integrate my exams into what appears to be a regular class lesson, as a result of this, students are not always aware that they are being tested. Because the test will happen over two class periods I will give the results after Wednesdays class. The first student up heard me say in Arapaho, women and men and standing on a car boat, which she was able to correctly understand. After this I said a few single words which were not understood so I said the complete sentence "a man is jumping", which she understood as well as a rabbit is jumping over a fence. From this point the student got flustered for some reason and comprehension began to break down, with the student confusing nouns and verbs. An example when I said a woman is running-hisea nih'ikoohut, (this is actually a shorter version for nenih'ikoohut and will soon start giving them the longer way to this sentence) this was understood as a baby is sleeping-tei'yoonehihi' nookohu. This was quite puzzling for me since these words were understood earlier. I then asked her (in English) to say the first six words learned I Arapaho. These were hiseihihi, hono'ehihi, wo'ooo, hookuu, hinen, hisei, all of which she said correctly in Arapaho. I then said in Arapaho, a woman is running-hisei nii'koohut. The student was hearing words that she independently said on her own and began to get more flustered. I then gave her hiseihihi nih'ikoohut heeteci'- a girl is running in the ocean, and then a rabbit is running which she got correct. Next was a dog is jumping over a metal rod, and a rabbit is jumping over a fence which she also got correct. It seemed like I had gotten her back on track at this point, but when I went back to a woman s running the frustration was back and she began to shut down so I had her stop at this point. The next student was given a rabbit is running. When this was understood I added a rabbit is running across the snow. Then a girl is running through the ocean. This was followed with a baby is crying a woman is

jumping then a man and woman are dancing on a parking lot; all of these sentences were understood correctly. Next she got, a man and woman are walking holding hands. I worked with this student for about 7 minutes. The last sentences given were a mountain lion is chasing a rabbit and a girl is chasing a boy. Joshua was next up. Some of the more complicated sentences he was given in Arapaho were a man is falling into a pond because he is reading a paper a girl standing on a bench is now jumping down. I decided to stretch him a bit and said a man is swimming- hinen coowouwut, which he understood, at which point I sat him down after working with him for 5 minutes. The next student I kept up for 10 minutes. This student is not hearing words that the himself is saying correctly versus when I am saying sentences to hm. What happens is he may say man with no problem but when I say man in a sentence, he doesn't hear the word man and starts to guess. It took some work on my part to get this straightened out. At this juncture I extended their learning by exposing them to new and more complicated concepts that included a girl is kicking a ball (which I can morph into a girl is playing soccer), a man is playing cards, fish are swimming around (which later I will add in a lake), and a man is reading a book. They also learned a man is fishing using a fishing rod, and they began to learn how to respond to the Arapaho question "why". This was given with the question why is the man fishing? The response learn was the man is fishing because fish are swimming around in the lake. Integrated into instruction was me testing students. The class has now been exposed to over 80 different ways to express things in Arapaho. Instruction for this class lasted **68 minutes**.

February 3, 2021, Class 7. Instruction began at 8:44 am and with me completing the second part of the class' oral examination. This second part required students to demonstrate they understood 30 different sentences said in Arapaho. The result of the **50-point exam** that was all students in the class received a perfect score of 50. In addition to the exam, my plan was to take the class through 46 phrases, which was an increase of 11 new sentences over the 73 from last class, totaling 84. This was started with the first student hearing the following in Arapaho; A man is walking across the road and holding a cell phone, he is talking [here it is implied that he is talking on the phone]. The student couldn't figure this out so I gave him a man and woman are walking holding hands, which he understood. This switch was for me to determine whether he understood the verb for walking. When it was affirmed that he understood this I next gave him a man is walking, which understood, so I then added the more complex sentence I first gave him, which he then understood, and then had him say it after me. Next, I gave him a new sentence he had not heard before, a baby is laughing- tei'yoonehihi' hooxoonit. When I reviewed the film footage, I saw he accurately demonstrated he understood this exactly two seconds after I said the sentence. His pronunciation of baby was a bit off when he said the sentence so I got him to say it correctly. Next I said a man is swimming, which he didn't understand so I gave him a frog is swimming butterfly (as the swimming stroke swimmers do). This he also didn't understand so I gave him the earlier, woman and butterfly that the class learned on day one, which he understood but still didn't understand the frog swimming butterfly, so I switch his focus to a man is falling into a pond, which also didn't understand so I gave him a woman is falling. This took a little bit of time for him to process but he did so I next gave him a man is falling into a pond, which he then understood. I then added to the

sentence that the man was falling into the pond because he was reading a newspaper. After this he then got a woman is reading a book (book and newspaper are the same word), which he got without any delay. I then explained in Arapaho that the book is a bible (I have now figured out how I will get the class to understand this in Monday's class next week.). After giving the student a girl is chasing a boy, I asked Shay in Arapaho why is the girls chasing the boy. She didn't remember this from last year so I told because she loves him. There was a question in Shay's voice when she responded so I asked her in Arapaho; "Who do you love?" She wasn't sure of her answer so I prompted with hoowuuni – nothing (later I will get her to understand no person the equivalent for no one). She repeated this and then added, my mother, so I said for her in Arapaho neinoo – my mother, and I then taught her I love my mother -biixo3o' neinoo. At this point we were 12 minutes into class instruction. I next turned to Joshua and gave him a completely new sentence kittens are sleeping in a bowl, which he demonstrated he understood right away. Next I gave him another completely new sentence in Arapaho; a woman is rowing a boat. He didn't understand the verb for rowing that I used but he did understand that woman and boat were said in the sentence. So, I added to the sentence that she was rowing a boat floating on a lake. Once I added this to the sentence Joshua exclaimed "Oh" and demonstrated that he understood what was said. Less than 14 minutes of classroom instruction had elapsed. For the remaining time left to the class, I got students finishing up their first exam. By the end of **class 7**, students had been exposed to the following 18 verbs; chase, cry, dance, eat, fall, float, fly, hug, hold, jump, kick, laugh, play, read, run, row, sleep, smoke, and over 30 different nouns. Arapaho language instruction for this class lasted **62 minutes**. **The total amount of time students have received Arapaho language instruction after 7 classes has amounted to 7 hours and 4 minutes.**

February 8, 2021, actual Class 8, on video I wrongly state class 7. It had snowed from Feb 6 through to Tuesday Feb. 7, which kept students away from class. As a result of my waiting to see if students would turn up, I discussed aspects of underlying philosophy and constructs of language revitalization efforts with the students that showed up. At 9:15 am I made the decision to start with Joshua, whom I asked to tell me the first 24 words learned in class. I used this time to work on getting him saying his words in Arapaho properly. I next had Shay say the back grouping of words in Arapaho and then continue on with the first 6 sentences learned. After Shay I had Ben work through the first 24 words in Arapaho. Of the three Ben is having the most difficulties. Initially I wasn't sure why but when speaking with Ben he told me he has recorded these words and sentences onto his phone. While I'm not entirely certain about this, I suspect that his listening to the recording puts him in a situation of trying to memorize these At this point it is too much to memorize and creates a situation that is not language acquisition but more of language memorization, which isn't as effective. While there are those who might debate or question this, those that do have no real answer the other students who have not recorded any of the classes are not having the same difficulties. Some of the places where he is getting things confused are identifying kitten in instead of cat, confusing rabbit with mouse, which are almost identical except for the beginning consonant, cat with horse, which have some similarities in how they are pronounced. I suspect that when listening to his recordings he may at times get distracted and as a

result these sounds probably get crossed up in his mind so that when trying to recall them the sounds get transferred onto others. This can happen with fluent first language English speakers when they cross syllables and say something like beggs and acon. After working with Ben I had Joshua say in Arapaho the 18 words and sentences that Shay had said. A few of the words and sentences said were; a girl is playing with a toy airplane, a Indian is holding a pipe, a Whiteman is smoking, pail, bat and moon, football. I added a level of complexity to the sentence a horse is jumping up above the ocean by adding to the sentence, a woman sees a horse jump up above the ocean. Later I will get them to learn a woman is helping a horse jump up above the ocean. After Joshua I went back to Ben and had him go through the same phrases that Ben had said. I finished up with trying to get them to understand the word for sacred/holy by giving them a reference point of the Pope holding a bible. Unfortunately, this didn't help them understand the concept so I told them I would get it figured by the next class. Instruction for this class went for 39 **minutes**.

February 10, 2021, Class 9. I began by letting the class know that every one in the class had gotten 100% on the oral exam. I also let them know that in 16 years of teaching Arapaho, everyone has gotten 100% on the first oral exam, and that there isn't any other language course taught at a high school, college or university that can cite that statistic. What I didn't tell them was that the oral exam is more difficult that what it was in 2005. I started by asking Ester to say the first 24 words learned in Arapaho. All but one, lynx, were said with but a few minor mispronunciations that I got corrected. Next I had Shay go through the second 18 words and 6 sentences learned in Arapaho, which she said in 2 1/2 minutes. After Shay finished I added a level of complexity to the sentence "a horse is jumping up above the ocean by first getting the class to understand the phrase help me – niiteheibi, and then added that into the earlier sentence to make it a woman is helping a horse jump up above the ocean – hisei neniiteheiwoot woохhooх hiniicihceno'oot hicebe heetec. I next had Kylie go through the words and phrases that Shay had said in Arapaho. When Kylie got to an Indian is holding a pipe she had trouble saying the word for Indian so I told Shay niiteheibin (help her) Shay immediately understood and helped her say it. This is important because when I used this word neniiteheiwoot in the phrase with the horse jumping up, this is a bit different from me telling Shay t help Kylie – niiteheibin. With Shay immediately moving to help Kylie it demonstrates that Shay understood what the word is communicating. This has happened without ever using English to explain what the word means. Kylie had trouble with the word bat and moon. When Kylie got to a man is jumping, she not knowing actually said a man jumps. After Kylie I had Ester go through the second group of words and sentences in Arapaho. With this second group Ester needed a fair bit of assistance from me saying them. I broke away from Ester saying these and asked I Arapaho, what is your name? When it was clear they didn't know what I asked I said in Arapaho my name is Neniice'ooke and then asked Shay what is your name, which she answered in Arapaho, my name is Shay. From here I asked Ester in Arapaho what is your name and she answered Ester. I then asked Shay what is your mother's name and she said Shelly. From here I asked what is your father's name? This took some time to get this understood but when I said in Arapaho my father's name is Robert and asked Shay again she said "my father's name is James. I then went around asking what is mother's

name and then what is your father's name, which they individually told me. The last part of the class was spent getting them to understand the concept for sacred/holy so they could better understand what was being said when I said the word bible. I was able to get them to understand this by first getting them to understand house, then holy house for church. Next was father then holy father for priest and Pope, which was then followed with the Pope is holding a bible and then a little girl is praying because her mother is reading a bible. The class will not meet Monday February 16, President's Day. Students received **70 minutes** of Arapaho language instruction.

February 15, 2021, Presidents Day, No Class.

February 17, 2021, Class 10. Due to President's Day, a full week has gone since the last class. Since my goal is to get the class speaking more Arapaho I began by asking each student to say the first 24 words learned. Each student was able to do this, some with a little help, others without any help at all. When they got through with this, I had them do the same with the next 24 words and phrases. Within this group only seven are single words and the other 17 are complete sentences. Two of the sentences that were expanded on were a girl is hugging a cat, instead of holding a cat, a woman is helping a horse jump up above the ocean. I started asking questions with this run through. One of the questions I asked was, what is behind the car? I began using future and past tense here along with reflexive with a puppy and deer are going to kiss each other. Joshua asked are we talking past and future. I told him no English. Later I added a woman is helping a horse jump up above the ocean. I added more complexity to this sentence with a woman is helping a horse because she wants him to jump up above the ocean. After this why is the woman helping the horse Shay answered because she wants him to jump up above the ocean. When all students got through saying these sentences, I started asking questions of them that asked them to explain why certain things were happening. As example of this was why is the man fishing? What is he holding? I wanted to try and get the class to understand that the word for pail niice' nooo referred to the gray color of the item so I referred back to my name Neniice'ooke' – Greymorning by saying in Arapaho my name is Greymorning. I had tried this last year but I don't think students understood what I was saying. I asked Shay (in Arapaho) what is your name and she answered "Shay" I then asked her what is my name? She responded Neniice'ooke' but it didn't seem like the connection was being made so I asked what color is this, pointing to Shay's gray backpack. This still wasn't registering. I asked Shay again in Arapaho, what is your name and she answered Shay. Then I asked what is my name after she answered neniice'ooke, when I added Neyooxet Neniice'ooke' she went ooh and she made the connection between Greymorning and the color gray. Once this happened I asked more questions, why is the girl praying. I used this to get the meaning across for church, a holy man and bible/sacred book. This helped them understand that the girl was praying because the woman was reading a bible. Class instruction ended after **69 minutes**. **The total amount of time students have received Arapaho language instruction after 10 classes has amounted to 9 hours and 53 minutes.** Within this time period students have been able to understand over 30 different words in Arapaho and over 90 sentences.

February 22, 2021, Class 11. My focus with this class was to start focusing more on students' pronunciation of various words and sentences correctly. The process was not much different than the class before except I didn't start students from the beginning of what was first learned. What this meant is that even though students were only saying 24 things in Arapaho, because they are not saying the first 8 they are now moving through 7 sentences at the end of the 24. As students moved through saying these 24 I concentrated on getting them to say them more correctly. Once we got through with this, I had students say on their own 10 more words and 14 more sentences, with me working on how they pronounced them. With this second grouping of words and phrases, in addition to working on pronunciation I also asked questions in Arapaho. One such question was "what is the bat doing?" a response was it is flying. Next class I will get them to understand the difference between the words in Arapaho for flying and flying by an object or person. For the third grouping of 24 phrases, I asked one of the following three different questions; Where is..., Why is.., and what is ____ doing. This went like this, what is the old man doing? Because the class only knows of one action that involved an old man the answer is he is laughing. What is that young woman reading? The response is, a bible. Another question asked was why is the little girl praying? The response is because the young woman is reading a bible. Next class I will try and get them to understand that the young woman is the little girl's mother so that when I ask, why is the little girl praying the answer will be because her mother is reading a bible. Another question asked was why is the mountain lion chasing that rabbit? With this they learned the response, because he is hungry and he is going to eat that rabbit. Some of the sentences reviews were, a man and woman are dancing on a parking lot. A girl is kicking a ball. A man and woman are holding hands. Little girl is jumping down (from an object, in this example a chair.) I had wanted to exposed the class to some new concepts but ran out of time, but did get one new phrase across, a young man is playing cards. Ester had trouble understanding this so I instructed Joshua in Arapaho to help her but then instructed Ester to ask Joshua to help her by saying "help me" in Arapaho. Ester did this and Joshua helped her understand the sentence – A young man is playing cards. Ester finally got this and I ended class after **69 minutes** of instruction.

February 24, 2021, Class 12. Shay had missed class on Monday so I decided to begin with her, and asked that she say the Arapaho for the third group phrases learned. Shay moved through the first 10 phrases in 1 minute. When she got to a girl is chasing a boy, she added because she loves him. This prompted me to ask her "who do you love?" She couldn't recall how to say my mother in Arapaho so she said it in English. I then told her how to say my mother in Arapaho, which she repeated. When she got to a man is swimming, I wanted to get the concept across that the word is referring to more than a verb to swim. I felt this would help them better understand why for fish I use a verb that sounds different. I went back to the image of a bat and moon and said the bat is swimming by the moon, instead of flying by the moon, Shay questioned this use by repeating the verb for swim by, and then I said a bat is flying by the moon, and then added an airplane is flying by above the city. I think the class understood this but will check next class with another example to see if I get the correct response. When Shay got further down the line she said in Arapaho, a man is standing on a rock fishing. Here I tried to get them to hear the difference between the Arapaho word for holding and using.

I also tried to get them to understand one of the other meanings of noyoot (noyoot can be said to represent four different meanings; fishing rod, rainbow and fish trap specifically, or generally just a trap). At 8 minutes into instruction Shay said a man is reading a book. I then asked why is the girl praying, to which Shay responded in Arapaho because she is reading a bible. At his point I said this girl is praying because her mother is reading a bible. After which I asked who is your mother, then who is your father. Class instruction as **61 minutes**

March 1, 2021, Monday Class 13. I spent too much time at the beginning of the class talking about aspects of language loss and language revitalization. Having a class begin too much English throws off their listening skill for Arapaho when they have to suddenly shift from English to Arapaho next class I will have to get right to Arapaho language. With the second oral exam coming up soon, I wanted to get an idea how prepared students are for it. I had the first student begin with Arapaho, but right from the start the student was stumbling trying to get Arapaho going. After about two minutes she began to settle in with the language and moved through the back twenty-five words more fluidly. Along the way of I asked in Arapaho what is behind the car-boat (amphibious car), to which she replied in Arapaho a boat. Next up was Ben. Starting off he said chair for a table, but said chair when he go to chair. I will have to work more with Ben from a cognitive position as that is a much stronger position to work from and let his speaking ability develop from there. After Ben I had the next student tell me the next group of words and sentences. The student got through this stage but needed too much assistance pronouncing phrases. Stepping back and observing what is going on with the class, I may have moved them too quickly from cognition to speech production. On Wednesday, next class I will move into prepositional phrases to transition them back into a cognition stage. The next student was Shay and I had her move onto the next twenty-five sentences that increase in complexity. Shay moved through these fairly easily only minor assistance. She faltered a bit with a man is swimming in a swimming pool. Some of the questions I asked Shay were why is the Native girl dancing, to which she responded, because a man and a woman are singing. Another question asked was, why is the girl praying, to which Shay answered, because her mother is reading a bible. A few of the more complex sentences Shay said in Arapaho were a man and his daughter are playing cards, a girl is tickling another girls and now she is laughing. A man is watching television. A boy and his dog are praying. Two elephants are walking across a meadow. Children are floating in a pool. A mother and her infant are smiling –this was also learned as a child and his mother are smiling. **In addition to the following 18 verbs they are able to use in sentences**, *chase, cry, dance, eat, fall, float, fly, hug, hold, jump, kick, laugh, play, read, run, row, sleep, smoke*; the following three have been added, *smile, tickle and watching*, along with new nouns for; *television, baseball field, and elephant*. Class ended after **61 minutes** of instruction.

March 3, 2021, Wednesday Class 14. After time lost with Monday's class I got right to the task of instruction. I started by asking Joshua a question about where a horse was standing. He got this correct and said a horse is standing under a tree. While I was working with Joshua Shay walked into the class and asked me in Arapaho if I was OK. I answered back that I was Ok, then asked her how she was, to which she told me in Arapaho that she was OK. I next asked him what a pony was standing in front of. He had never heard the word pony before so I told him in Arapaho that a pony was a small horse because the class understood horse and small. Joshua was able to say the pony was standing and a fence; filled in the gap for him and told him that the pony was standing in front of a fence, because the class already understood the word for fence. With these two sentences the class got new words for tree under, in front of and pony. In total the class was exposed to five prepositions in across 24 phrases, plus a new verb for riding. Some of the sentences they were introduced to were. A dog is sleeping, laying under a car. A cat is standing under a chair. A man is sitting on bench a pony is jumping over. A woman is in a box. A man is reading a book sitting on a chair in a house in front of windows. Indians are sitting in a Teepee drumming and singing. One boy is standing behind a child sitting on a chair between two standing boys. Every student in the class was able to demonstrate they understood all **25 sentences**. After demonstrating cognition of these 25 new sentences, I reviewed and reinforced several words and 49 verb phrases. During the last part of the class they learn children playing on a baseball field, and a bobcat siting on a cactus. Class instruction was 79 minutes long.

March 8, 2021, Monday Class 15. Only two people were present at the start of class so I didn't film. After waiting 20 minutes I decided I wanted to have them do the written exercise. This was a translation assessment that let me know whether students actually understand certain phrases the way the phrases are supposed to be understood. If they aren't understood properly, then I get an idea what is not connecting and then have to figure out how to fine tune what is not quite right so they understand the phrases properly. I only gave them 10 phrases. A few of the concepts they had trouble conceptualizing were mostly new terms that contract two different concepts, such as the word for soccer ball, which were translated literally as kickball. The word for the concept of smiling was thought of as laughing or happy, bowl was thought of as a flowerpot. Some of these will get sorted out as they learn more words – such as the word for flower/s and the word for happy, and I see if understanding sugar in a bowl will help them understand the word for bowl. One of the concepts not understood properly was for flying by, which one student understood as jetting by. I tried for about 15 minutes to try and get them to understand differences between flying, flying around and flying by, by using an example of a man is swimming and fish are swimming around, and a bird is flying and a bird is flying around, a helicopter is flying around and an airplane is flying by. I then

reviewed some things already learned. Instruction lasted approximately **40 minutes**.

March 10, 2021, Wednesday Class 16. Class began around 8:50, filming started at 8:56 am the mid term oral exam. I brought in a digital camera so the class could hear the difference between camera and picture, which are very close – wo3ooninoo'oo3oo and wo3oninoo'oot. After this I wanted to get the problem, with not understanding the word for bowl sorted out. I did this by first getting the class to understand the word for glass. Since they understood window I vacillated between a glass jar that had water in it by saying in Arapaho glass and then going to window saying window in Arapaho and saying in Arapaho the window is glass. I then showed them a glass sugar bowl and told them in Arapaho "this bowl is glass". I deviated here and gave them the word for doll and got them to understand that the word derived from shell. The reason I did this is to get them to here the ending soo, which attaches to various words that communicate a concept of a baby, an infant or with animals this could be understood as a puppy, kitten, duckling, calf, duckling, etc. when attached to the general term. They also heard the word for beach. This was followed with getting the class to understand the some that can attach to fly, walk or swim that communicates moving by, such as with fly by walk by, swim by, because this was not clearly understood in class on Monday. I integrated a second meaning for bei', by having Shay stand up and I told her to pretend (bei') she was a duck and to walk like a duck. I used the word pretend with each student telling them to pretend they were a specifically named animal and to wither walk or holler like that particular animal. I next said to pretend you are a wolf and holler like a dog. Shay was not getting it but Joshua started barking like a dog, so I knew he got it. Once I did this the others understood, so to check I said to Ester, "pretend you are a cat, now holler like a cat – and she went meow, meow. I reinforced by saying in Arapaho now I am going to pretend I am a crow and holler like a crow. All of this was done in less than ten minutes. On Monday I will assess whether this was understood by having them pretend the are a specific animal and have them either walk or holler like that animal. After this I gave them the name for a helicopter. Then I went over different items that represented a container. After this, I had Joshua do part of his oral exam. This delay was a strategic delay so the class nor Joshua would know I had entered into testing and he was being tested. When Joshua got to an Indian is holding a pipe, I wanted the class to hear the subtly between to hold and to use so I went back to the sugar in the sugar bowl and told them in Arapaho that I **use** (tonounowoo) sugar on cereal, I use sugar in coffee. I then asked Joshua in Arapaho "*Do you use sugar?*" To which he responded "tonounowoo but he did not follow with any item.SO I told him in Arapaho "tell me what" "chi'ei'towuuni heeyou" so he said "heeyou" (ha, ha, classic joke). He didn't know what word to use so to get him to better understand the word for "what", I took him through a few of the new words learned, which also served as a review, by asking what is this (helicopter), then when I asked him what is this, he responded with metal woman (for Statue of Liberty). As a side

note at the start of class when I first used this word for statue, Joshua laughed and said jokingly, “Margaret Thatcher, which immediately told him he understood the word. I then brought Joshua back to the exam, for which he had no idea he was being tested. Josh couldn’t recall the verb for smoking so he adlibbed by saying a white guy was holding a cigarette, which I’ve let count as correct. Having moved Joshua through 50% of the oral exam, I moved onto Ester. Ester missed only one word out of 22 words and correctly said 15 of the 20 sentences in the Arapaho part of the oral exam. Shay was the next person to go, and she got 22 words out of 22 correct and 24 sentences out of 24 sentences correct. After Shay I had Ben get a turn at listening me say several new sentences to see if he understood them. The ones he understood were, a bird is chasing after a dragonfly, a cat in a hat, men are standing in front of an airplane, a big cat is lying on a chair, a man is standing under an airplane. Of the 60 minutes that this class lasted roughly 25 minutes were testing and **35 minutes** was instruction.

March 15, 2021, Monday Class 17. This class was a combination of two different assessments that serve two different purposes. One assessment was part of a graded assignment for the class. The other was not graded and served to give me an idea of what students understood and how that was expressed in English. This second assessment consisted of me saying two different sets of five sentences. With each sentence said in Arapaho they saw a depiction of what was being said. In spite of the directions being very explicit telling them that the sentences had to be grammatically correct in English, much of what was written was very puzzling because it did not represent correct English grammar. Almost with every case, students added details in what was written as English translations to phrases that did not have such details expressed in Arapaho. For example, even though the class has heard me use numbers, when I said kittens are sleeping in a bowl – what got translated was two kittens are laying together. This is particularly puzzling because the class understands a rabbit is sleeping and a baby is sleeping. What seems to be an answer for this is, when I increase the complexity of the sentence, they stop listening to verbs they already know and start guessing because the sentence is longer. What is interesting that contradicts this is several students translated “children are playing soccer”, as kids are playing kick ball – which- is a literal translation for soccer. However, when I said a “little girl is kicking a ball”, this got translated as “a girl kicks a ball.” This is not much of a problem and can get sorted out fairly easily but it doesn’t explain that a person would not normally say when speaking to another person, “she kicks a ball.” After this exercise I had two more students get through more of the oral portion of the exam. When finished, there was **33 minutes** of class left, so I worked on reinforcing phrases students had already heard.

March 17, 2021, Wednesday. Today’s class was spent repeating the exercise from Monday. When the results had not altered much I spent the time debriefing the class on what I discovered and trying to assess why this had happened. As a result of this, there

was no language instruction today.

March 22, 2021, Monday, Class 18. Class began with an emphasis on getting students to increase what they were able to say in Arapaho. About half of the class have been a bit deceptive in that they do not necessarily fully know or understand what is being said to them in Arapaho but can pick out certain words that give the impression that they understand. This isn't a major issue since children when learning their first language often say words and sentences correctly but may not necessarily know the meaning of words they speak in sentences. The more I am able to get students to say they more they will begin to understand. This became clear with the first student. Part of this student falling behind can be attributed to the student missing several classes, and as a result of this they are to some degree bluffing their way through to try and compensate for classes missed. The student had difficulty doing this. After about 10 phrases I shifted the student to cognition and started with a woman is inside a box, which the student had no problem demonstrating that this was understood. When I gave the student children are floating in a swimming pool, the student interpreted this as a woman is holding a baby in a cradleboard, which confirmed my suspicion. I next gave the student a boy is standing on a rock in the ocean, which the student decided meant a man is standing on a dock at a lake. This is clearly illustrating that instead of listening to what is being said, because the student clearly knows in Arapaho the word for man and the word for boy, the student is not listening and is guessing. My job now is to get the student to listen. I next gave the student a horse is standing under a tree, which was understood correctly. I then gave the student A baby is sleeping in a cradleboard, which the student understood correctly, demonstrating that this should not have been what the student interpreted when I said "children are floating in a swimming pool." I next gave the student a man is sitting between windows, which the student decided I said a boy is standing on a rock. By not telling students that they get something correct or wrong, it forces them to listen more closely to what is being said. Because I wanted the student to hear the difference between sitting and standing, which are very close in how they are spoken, I next said a woman is standing in front of a car, which was understood correctly. When I said a bird is walking across a road the student decided this was a bird is chasing a dragonfly. This is very frustrating for me to observe because I know the student understands how to say chasing so the student is just guessing. Technically I should have given the student a girl is chasing a boy to prove the student knew the verb for chase, instead I gave the student a boat is floating under a bridge, which the student seemed to understand. At this point I switched to a stronger student and had this student go through the same phrases but saying them in Arapaho rather than listening to me say them in Arapaho. By doing this the other student, if they listen and pay attention will be able to figure out where they made errors. In this exercise the student got about 96% of everything correct, but because the student is speaking Arapaho rather than, when the student

mispronounces a word I am able to correct the pronunciation. Deviating, at this point it has taken me a full page to summarize what happened in 14 minutes, out of 73 minutes, of class instruction. This is why I state when asked why I haven't written a book on ASLA instruction, if I were to do that it would have so many volumes to it that no one would read all of it. For the remainder of the class I switched between instructing for speech production for the stronger students, which helps the weaker students to hear, and cognition with the weaker students, which helps to lay down a foundation that will help with their speech production. In the last 25 minutes of class I introduced students to material that exposed them how things are said in Arapaho when pluralized. Class instruction went for **73 minutes**.

March 24, 2021, Wednesday, Class 19. I started class off with Shay and had her go through twenty four prepositional phrases in Arapaho on her own. The first phrase she said was a lion is standing on a rock in from of the ocean. I added complexity to this phrase by adding a lion is standing on a rock in front of the ocean and behind that lion is a setting sun. At a boat is floating under a bridge she had problems with floating and said rowing and then swimming before she got out floating. Next was a child is walking between cars, but had trouble with the reposition between. Next she said people are walking across a bridge. To this I added four people are walking across a bridge above a creek/stream. After this she said a little dog is laughing at a cow jumping over the moon. Farther down her list of phrases Shay said, an elephant, his name is Dumbo, and a mouse is riding him. After this she moved into more complex phrases that included plurals. The last two phrases she said were dogs are lying on grass and a woman is holding her infant sleeping in a cradleboard. Shay was able to say 23 different phrases in 13.5 minutes, roughly 35 seconds per phrase. After Shay finished I randomly went through the phrases Shay had said one at a time with another student assessing them for their ability to hear the phrase and recognize what was being said. The first phrase I said was a man is watching television. The student took a while to think about it but then correctly demonstrated what was said. Next I said a pony is jumping over flowers, which was correctly identified. I realized that with this student what they were doing was to cue off of known words, so when I said lions are walking across a meadow, the student did not anchor off meadow because the student is not listening to all words said and was not able to bring meaning to the phrase. I next gave the student a phrase that should have been known, dogs are lying on grass, but this wasn't understood either. I moved the student on to a lion is jumping across a stream, and then on to lions are walking across a meadow, both of which were now understood. Next was a lion is standing on a rock in front of the ocean, which was correctly understood. Next I had Ester up. The first sentence I gave her was people are walking across a bridge. She didn't recognize the sentence so I switched a man, woman, and children for people and then she understood what was said. Next I threw her a problem by contracting the word for Indian/Native and

boys into one word and said Native boys are sitting on the ground. Ester understood this fairly quickly. Next was a man is watching television, followed with a pony is standing in front of a fence; both of which she demonstrated she understood. I next gave her a man in sitting between windows, which she also understood. This is different than the student before who instead of listening to the complete sentence is only listening to words that can be picked out and understood. As a result the student is slowly having more difficulty understanding more complicated sentences. I should be able to get this corrected. I next gave Ester horses are running through snow. I then gave here a really difficult sentence that had not been heard before. I man is standing on a dock (wooden-water-road) watching an eagle fly by above a lake, which she understood. I followed this with an added-on; Now he is thinking about yesterday when he watched an airplane flying by above that lake. Ester wanted to let the phrase overwhelm her and signaled me that she didn't understand. I repeated it again slower, and she heard the airplane flying by above the lake; I then helped her understand the part about the man thinking. Getting the class to understand the yesterday will take a little more work on our parts but should happen possibly on Wednesday March 31. After this I called on Ben and assessed him for cognition of sentences in Arapaho. He told me straight off the word for infant, which he had been having problems with. Hearing this I first gave him a woman and baby are smiling. He seemed stumped by this and said that he was not going to guess, which was good. But I didn't take that for an "I don't know". After a while he recognized the sentence and was able to show me that he understood what was said. Ben was able to demonstrate cognition of over 20 phrases. At this point we had completed 40 minutes of instruction. For the last 15 minutes of class we moved on to sentences that dealt with plural forms of expression. This instruction was done through cognition. Entire class instruction lasted **71 minutes**.

March 29, 2021, Monday, Class 20. Class instruction began at 8:40 am. I had the first student up to say the first full 25 sentences learned in Arapaho. I was curious to see how much time would be used to say these so I timed the student. The student had no problem doing this and completed it in roughly 2 minutes and 30 seconds. This is referred to as modeling and was done so the other students could hear the phrases. Some of the more challenging Arapaho sentences said were; *a man is kicking a bucket, a man in walking across a road holding a computer and talking on a cell phone, an Indian is drumming and singing in a field, a man and woman are walking holding hands, a man and woman are dancing on a parking lot.* The second student I called on went through the same sentences in 3 minutes and 40 seconds. When modeling in this way I usually start with the strongest students. This also provides me with information on how close all students are to each other, which is one of the reasons by the end of the semester all the students in the class are all hovering around in the same level of language proficiency. Even though the next student, who is Lakota, is quite shy, and

hasn't demonstrated confidence in class thus far, the student only took 4 minutes and 30 seconds to say the 25 sentences. The next student went through in 4 minutes and 20 seconds. The last student in class went through it in 5 minutes. This was repeated with the next 24 sentences learned, which increased in complexity. Some of the more complex Arapaho sentences spoken were as follows. *The girl standing on that cement bench* (3io'kuutoo'onookee-rock chair) *is jumping down. A man is falling into a pond because he is reading a newspaper. A little girl is chasing a boy because she loves him. A man is standing on a small rock. He is holding a fishing rod and fishing because fish are swimming in that lake. A girl is kicking a soccer ball. A man is playing cards. A little girl is praying because her mother is reading a bible to her. A woman is rowing a boat on a lake. A man and woman are holding hands walking down a dirt road. A mouse is riding a flying elephant that elephant's name is Dumbo. A boy and his dog are praying.* The first student went through these first 25 sentences in 8 minutes and 50 seconds. One of the reasons this took longer was because I instructed more with this group of sentences, than I needed to do with the first 25 sentences, by correcting words not said correctly and sometimes explaining how some things could be said differently. The second student went through the same sentences in 9 minutes and 55 seconds. The longer time was mostly due to my correcting more words within sentences so the sentences were said properly. At this point the in class students went through 49 sentences. In addition to this the class knows over 35 single words. After doing this with the class I started working with them on a group of 48 new phrases. Some of these included; Children are playing soccer. A mother and daughter are sitting at the beach. Two men are standing in front of a truck. Two girls are riding horses across a river. A mother is holding her infant; he is sleeping in a cradleboard. Five deer are sitting under a trampoline (I actually took a picture of these deer under my neighbor's trampoline. A man is riding a wagon. This part of classroom instruction is done through cognition.

After I finished this, I started the class on a poem I crafted in Arapaho. The translation of the Arapaho poem is; berries and table, plate and bread I eat cake before I go to bed. Class instruction went for **70 minutes**.

March 31, 2021, Wednesday, Class 21. Class instruction began at 8:46 am. I switched the order of the first and second starters Monday and began with the student who was the second student on Monday. It took 45 minutes to get the class through the first 49 sentences this way. When this was completed I had Joshua say the Arapaho for the next 23 sentences learned. Joshua started by saying in Arapaho, a girl is laughing because another girl is tickling her. Some of the other sentences Joshua said in Arapaho were a girl and man are playing cards. Children are floating in a pool. A horse is playing with a big ball. A woman is lying on a feather floating above a city. A woman is walking down a dirt road. A man is sleeping on a cloud floating above a city. A man is going bald. When Josh finished I worked on Ester's cognition for next 24 sentences. With the completion of

these sentences the class had gone through 76 full sentences in Arapaho. With the last 10 minutes of classroom instruction, I continued to with Ester and Ben cognition of 41 new sentences a majority of which dealt with plurals. All of what they heard they got correct. A few of the sentences were; two men are standing in front of a truck. A bee is flying toward a flower. A bird is chasing a dragonfly. Girls are jumping into a body of water. The last 5 minutes were spent working on the poem. This class went for **73 minutes. Total class instruction for all classes now equals 21 hours across 21 classes.**

April 5, 2021, Monday, Class 22. I began this class a little differently. I wanted to see what students could creatively do with the language so I asked them to create mini-stories from what they knew. I had them do this because I wanted to learn if they were able to bring together phrases in a meaningful way to create a story out of the language they knew. Their efforts showed that they confused meanings of words that sounded similar, words like laugh and tickle. This is easy to understand because the word for tickle infers to make one laugh. The first student wanted to say an old man is laughing at an elephant, but instead said an old man is tickling an elephant. Ester created an eagle is chasing a rabbit because he is hungry. After this I assessed Ben on his understanding of several sentences. After Ben I did this with Ester. A few of her sentences were a man is laughing because his wife and daughter are tickling him. A woman is lying on a feather floating above the city. Children are floating in a pool. A bat is fly by beneath the moon. Elephants are chasing after a baby flying elephant. After Ester I called on Kylie. A few of Kylie's sentences were, an old man and a little girl are playing cards. Children are playing soccer. A woman is riding a horse jumping over a fence and creek. A man is thinking about an airplane flying above a lake. **After this I asked Ester try her hand at saying a second group of 24 full and compound sentences in Arapaho.** Here are some of the sentences Ester said in Arapaho. 1) A little girl is chasing a boy 2) because she loves him. 3) A mountain lion is chasing a rabbit 4) because he is hungry. 5) A man is chasing a flying dog. 6) A man is smoking. 7) A man is swimming in a pool. 8) A man is standing on a rock. 9) He is holding a fishing rod and fishing 10) because he is hungry and 11) fish are swimming in the lake. 12) A girl is kicking a ball. 13) A man is playing cards. 14) A frog is swimming butterfly (the swimming stroke). 15) A man is reading a book. 16) A young woman is reading a bible. 17) A little girl is praying. [After Ester said this I added complexity to get her to say the following mini story. **A little girl is praying because her mother is reading a bible to her.**] 18) Kittens are sleeping in a bowl. 19) A woman is rowing a boat. 20) An infant and its (gender is neutral in Arapaho) mother are smiling. 21) A man and woman are walking down a dirt road. [Here I explained that the phrase honoowunihisee3i (walking in a downward direction) also means walking east. I did this by pointing to the sun outside and saying in Arapaho sun, then I said in Arapaho rising sun (also giving them the sign for rising sun, then I said in Arapaho I am walking east (as I physically walked toward the rising sun). Since students knew the

word for river, I explained in Arapaho that the phrase can also mean walking down river.] 22) Elephants are walking across a field. 23) A boy and dog are praying. 24) A man is sitting on a chair watching the television. 25) A girl is laughing because another girl is tickling her. It took Ester 14 minutes to get through the second group of sentences. Most of the assistance I gave Ester was with pronunciation, which added on to the amount of time this took. At this point Ester has demonstrated her ability to say well over 50 sentences in Arapaho and over 40 single nouns. When this phase of instruction finished I moved the class onto 48 new phrases that demonstrated how nouns, verbs and prepositions are pluralized in Arapaho. Students received 55 minutes of Arapaho language instruction. At this point in the semester, in addition to what student are capable of saying in Arapaho they also understand over 50 different nouns and over 150 different phrases in Arapaho, after 22 total hours of language instruction.