

January 24, 2017, First day of class The class meets twice a week at 9 am for 65 to 70 minutes, depending on how much time is used to set the classroom up, on Tuesdays and Thursdays and only is taught in the spring semester. The class currently has 10 students enrolled.

I decided to move the class at a slower pace from how I have taught this class in past semesters. For the start of class I lectured on the state of Native languages in North America and abroad, and some of the issues faced when teaching Native languages. When finished with this the class was explained their responsibility as students in the class and how the class would be structured once the learning started.

Language instruction started at 9:55, and I moved students through 22 words and 6 word combinations in about 38 minutes of class instruction for this day. All students demonstrated cognition of all 22 words and combinations. I work with students individually for about 2 to 5 minutes per student, while others watch, listen and learn.

January 26, 2017, Class 2 began at 9:20 and students received 70 minutes of instruction. I learned that there isn't a class in the room before or after my class. This on average will allow me to have 70 - 75 minutes of language instruction per class. I began going over what was learned on Tuesday to assess what was retained. With the exception of one or two students the rest had no trouble demonstrating they knew all that was taught them on Tuesday's class. After moving students through Tuesday's material I moved them on to full sentences. With the exception of the two students who are lagging the rest of the class acquired cognition of 30 sentences in approximately 50 minutes. Some of the phrases they learned were; A rabbit is jumping over a fence, a man is falling into a pond reading a paper, men are dancing, a girl is chasing a boy, a woman is singing, a girl is jumping down (from an object), an old man is laughing. [Approximately 90 minutes of instruction over 2 classes]

January 31, 2017, class 3. Students were able to receive 75 minutes of classroom instruction. I began the first student by assessing what was retained from last week. The assessment showed 100% retention so I moved the student onto the new material. In moving the entire class of students through the learning material I noticed that the same two students continue to lag behind the rest of the class. I should also note that this class has no books or homework for students to do outside of class. By the end of class students showed competence in understanding a total of 25 single words and 55 full sentences. (To date students have received a total of 165 minutes or 2hrs and 45 minutes of language instruction)

February 2, 2017, Class 4 went 68 minutes and started with my saying the word wox to a student. With no hesitation the student demonstrated that she knew the word. From here I went to the sentence a woman is jumping, and again immediate recognition was demonstrated. The next sentence she was given was; 3owo3neniteenisei bete'eet - an Indian woman is dancing. This was followed with a few more sentences, one of which was a woman is rowing a boat, which she had no problem understanding. At this point in the class I started taking more time with students working on their pronunciation of certain words, like 3oowo3nenitee. Another sentence she was given was; a man is fishing, standing on a small rock. Things moved well until she heard a man is falling and confused this with a man is jumping. It took about 45 seconds before I was able to get her to understand what was being said. She also showed some problems with, a man is swimming but was able to get this sorted out after I said fish are swimming. The last two sentences she was given were a girl and man are playing cards, and a man is playing cards. These two sentences were important for my

getting students to hear the difference between playing something and playing with something. In this way I was able to expose each student in the class to a series of new phases. In all, the class heard about 20 words and 70 phrases over the last four classes. Of these, they have demonstrated that they know about 96% of all that they have heard.

February 7, 2017, class 5 went for 70 minutes and began with me assessing student's competency with some 25 words and 75 different sentences in Arapaho. For this I simply had students say to me everything they could in Arapaho. For the most part every student can competently say 25 words in Arapaho. Some of the words are; Indian, infant, bobcat, cards- as in playing cards, horse, deer, airplane. Some of the phrases are; a dog is playing with a ball, two kittens are sleeping in a bowl, an Indian is sitting holding a pipe, a woman is singing, a young woman is laughing, a man is reading a book. Students were also introduced to a few possessives plus family member terms – such my mother, her baby, his dog, his father, your father. At this point students have had a total of 4 hours of language instruction across 5 classes and are demonstrating cognition of over 100 terms and phrases.

February 9, 2017, class 6 went for 74 minutes. Began prepping students for first exam. The exam is structured as an oral exam with students having to show competency in understanding 25 single words and 35 full sentences. Essentially the prep is just reviewing what students have learned to date. [Students have received 5.5 hours of language instruction]

Friday February 10, 2017, testing students. The exam consists of 25 words and 35 sentences, worth 60 points, with 8 extra sentences as bonus points. Even though this first test was a cognition exam, I allowed students to first demonstrate what they were able to say in Arapaho. Even though I have never focused on getting students to memorize these words and phrases, all but two of the students in the class were able to say 24 of the 25 words on their own with out assistance, as well as the first 15 sentences in Arapaho. Some of the sentences they are able to say are: A man and woman are dancing. A baby is crying. A rabbit is running. A baby is sleeping. An Indian girl is dancing. A man is walking. Boys are playing ball. One boy is running holding a ball. A mountain lion is chasing a rabbit. An old man is laughing. Each student thus far tested took 30 minutes to get through this first exam. At this point, on a 60-point exam, the lowest scored student received 62 points and the highest scored student received 68 points. There are two more students left to test.

Tuesday February 14, 2017, class 7. One of the remaining students needing to test came in late to class so I stopped class instruction and started testing him; the other student was absent. Got through half the test with him and decided to use rest of time to work with rest of class learning new sentences in the language. I introduced them to 25 new phrases. Some of the new sentences learned were: A man and woman are reading standing in front of an airplane. Indian men are drumming sitting inside a tepee. A pony is standing in front of a fence. A man is sitting between two windows. A woman is riding a horse in the ocean. A cow jumped over the moon, a little dog laughed and a bowl ran away with a spoon. A dog is sitting between a man and a woman. A man is sitting on a chair in a white house reading a paper in front of a window. All students easily understood this new material. Instruction went for 72 minutes.

Thursday February 16, 2017, No class had to leave on Wednesday to travel to the Wind River reservation to meet with language teachers in the immersion preschools so class did not meet.

Tuesday February 21, 2017, class 8. Students have gone a full week with no instruction so I wanted to see what students were able to say in Arapaho on their own. For the most part all but two students can say with understanding over thirty sentences in Arapaho and at least two students are able to say close to 40. From this exercise I moved on to focusing on one of students who is lagging behind and trying to figure out why that is the case with him; the other student left class as she stated she was feeling ill. The student appears to be having issues with focus, concentration and listening, which in turn has impeded his retention and ability to transfer what he hears to recognition and then speech. After working with him for about 12 minutes I moved on to focus on the rest of the class and reviewed the new material they received last week.

Thursday February 23, 2017 class 9. Initially I had wanted to move students onto new material but ended up assessing them on material they have already been exposed to, some of which would be new as of last week. I did get to work with the student who has missed a number of classes and observed that in some areas she appears to be Ok but in other areas she is behind demonstrating knowledge of about 20% of the material that the other students know.

In the last 12 minutes of class I moved onto new material and was able to work two students through 23 new phrases. At the end of class students decided to hold a study group on Sunday and asked for my assistance with that, so I prepared material for them that I put on reserve. It will be interesting to see whether that has helped the class in general and the two students specifically.

Tuesday February 28, 2017, class 10. Began class introducing new material. The first student I worked with had problems understanding a number of the new sentences; like a lion is standing on a rock. When I gave him the phrase “a boy is standing on a rock” to try and assess where the problem might be he seemed to understand that phrase. What was giving him trouble was hearing the word dog embedded within the word lion. It took a while to get this sorted out, without just telling him what the word meant, which is what too many teachers would tend to do. After working the new material through three more students I turned their attention on to the older material to see how much they could say on their own and was surprised that what they were able to say had actually increased over last week. The first student said over 60 phrases of her own and the second student was close to this. After this I worked with two more students with the new material. I had the next student begin with saying the most she could in Arapaho. She was able to say around 60 phrases in Arapaho. Some of what she and the other students articulated were; A little girl is jumping down from a chair, Hiseihihi 3ii'ookuut teesihi 3ii'ookutoone honoowceno'oot. A baby is crying- tei'yoonehihi beniiwoohut, A man is singing- hinen neniibe'it, A man is standing on a rock. When I asked the student in Arapaho why is the man standing on a rock, she answered because fish are swimming. A horse is playing with a ball. A man and girl are playing cards – Hinen noh hiseihihi sei'kuu3ei3i. A man is watching television (here she need help with the word watching but knew the word for television. Class went for hour and 10 minutes; only last 21 min of class was filmed.

Thursday March 2, 2017, class 11 went for 65 minutes. Had a few early meetings that interfered with class start, so class started at 9:30 and went to 10:30, of which I was able to film the last 21 minutes. I started this class with a student who had missed a few classes and had him say as much as he could in Arapaho. When he reached all he was able to say I began saying phrases in Arapaho and had him demonstrate that he was able to understand. At the end of this exercise he demonstrated understanding about 20-25 phrases. I next worked with a student who was struggling a bit understanding certain concepts and worked him through some of his difficult areas. After working with him I started working with a strong student covering much of the same material from the previous student so that he and the other students would benefit from seeing and hearing a student move correctly through the material. I then brought up a second strong student to work through more challenging material. At this point the concept of seeing was worked with from the perspective of first person. So students were getting phrases like I see two cups on a table above two books. I see three men standing on a boat. After working with stronger students I brought back up one of the students who was slightly behind in understanding the language material and worked him back through older and new material. At the end of class I instructed the class to listen to something I was going to say to them. In Arapaho I said; Nonohootowoo yeneeyouni neehii3ei neniisouni booo, and them asked them if they understood. Half the class chuckled and said that they understood. One of the students then went to the board and drew out what was said, which was I see a fork in between the fork of a road.

Tuesday March 7, 2017 class 12 went for about 75 minutes. I was able to get into the classroom ahead of time so the room was set up when students entered. I had a few new terms for them to learn; a man is going bald, a man is bald, lynx, a girl is playing soccer (here I use a term kicking ball in order to distinguish it from football which I say literally that way.). I had to finish testing the last student, who had to reschedule do to car issues - he travels 70 miles to class. As with the other students, although this first test is cognition, he said about 20% of the exam in Arapaho All students received 100% on this oral exam. After this student tested I had other students say what they could in Arapaho before moving into the cognition part. I gave them two of the four new terms; lynx and a girl is playing soccer, which they understood. Because of the closeness in the language between teese'eit and tese'eit – he is going bald and he is bald, through examples I explained in Arapaho to get them to hear and see the difference. With the case of lynx, they already know the word for tepee -3ou'yokoy, so I got them to carefully hear and understand what that word actually refers to and then gave them the word for lynx, 3ouyotee bexooke. With this example students were led to understand what this new word referred to.

Thursday March 9, 2017 class 13; students received 70 minutes of language instruction. **Today's class was amazing!!** I invited Michel Valentin, a French professor of 30 years at the university, to observe the class. I started by introducing the concept of past and future events, but also integrated other concepts at the same time. An example of this was my saying the woman laughed because she saw a man standing between a fork in the road. Yesterday I ate eggs and bacon, and then asked individuals; what did you eat yesterday? Most of the first 50 minutes of class was me asking various questions that they had to answer in Arapaho. Why is the girl sleeping? Answer given, because she is tired. Why is the man standing on a rock in the lake? Answer given because fish are swimming in the lake and he is fishing. What is the young girl doing? Answered; Reading a bible. I moved various students through about 40 verb phrases this way and then moved them to identify prepositional phrases such as where is the dog sitting? Answered between the man and woman. What is the bear doing? Answered;

Jumping across a stream. What is the rabbit doing? Answered, jumping over a fence. Other questions asked were where is the bee? Answer, flying toward a flower. What are the girls doing? Smiling. Where is the dog? Answered; Lying on top of the snow. Students now understand a reflexive form for future tense; two mice are going to kiss each other. As well as knowing what is being said when told to kiss yourself, he is kissing himself, a bee is flying toward a flower, two flowers are in a glass of water. After this I moved the class onto new phrases that dealt with food items. Here they got phrases that dealt with eating and drinking various food items, such as; a woman is drinking water, a man is drinking tea, **an infant is nursing; a woman is nursing her child; a child is nursing (from a bottle), a man is eating a sandwich sitting on a chair in front of a table, and on the table is soda and a plate.**

In all this class has reached a point of competency with their learning curve that is weeks ahead of any class that preceded them and have demonstrated an ability to say over 200 phrases and terms as well as be in a class for 70-75 minutes per class where only Arapaho is spoken 98%, or more, of the time.

Tuesday March 14, 2017, class 14. With this class students began to understand the difference between a girl is playing soccer, a girl is play with a soccer ball and a girl is kicking a soccer ball. They are also beginning to understand the difference between a man is holding a woman's hand, a man and woman are holding hands, and a man and woman are holding each other's hands. They readily understand and respond correctly when asked what are they doing, what is he doing, where is he or where are they or where is it. We worked on the following poem at the end of class, Berries and table, plate and bread, I eat cake before I go to bed. In a few more classes I will have them learn the poem using a future tense at – I will eat this cake before I go to bed. They are also beginning to grasp that you have to say colors differently for different situations; in Arapaho there are about 8 different ways to say each color, depending on the situation being described.

Thursday March 16, 2017, class 15. Began mid term testing, class not filmed

Spring Break Mar 20-24, 2017

Tuesday March 28, 2017, class 16. This was the first class for students after a 10 day Spring Break. I selected a student to start off by saying all he was able to in Arapaho. He fumbled a bit with a few phrases where he was using the verb for walking when there was something else being done, but he corrected himself almost every time. Some of the sentences that I thought would be more difficult, like an old man is laughing, he said with no trouble. When he said in Arapaho, A mountain lion is chasing a rabbit, and I asked him in Arapaho why is the lion chasing that rabbit – 'On notou beexooke yeneihonoot hinee nooku? He answered hookoh heesneet – because he is hungry. By answering this way I am led to believe that he is beginning to realize that a verb does not represent a single word in Arapaho. Where he had trouble with a man is standing on a rock fishing, he had no problem saying a young girl is reading a bible. After he produced about 30 sentences in Arapaho on his own, I said things to him in Arapaho that he had to demonstrate he understood. One of the sentences he had a little trouble figure out was; A man is sitting inside a house reading a paper in front of a window, but got it figured out after about 3 minutes. The rest of the students did about the same as this first student with some saying a little more and some a little less. Generally, after 10 days the class showed about 98% retention of all they have learned in Arapaho.

Thursday March 30, 2017, Testing. Two students had to finish their midterm oral exam. The exam consisted of students saying in Arapaho 20 words (worth 10 points), and 30 sentences (worth 30 points). This was followed with students having to translate 10 phrases from Arapaho to English for a total of 5 points. The last part was listening to 10 phrases (worth 5 points) in Arapaho and demonstrating that they understood what was said. The exam was worth 50 points, and every student in the class received a score of 100% on the exam.

Tuesday April 4, 2017, class 17. I began by having various students see how much they could say in Arapaho 7 minutes. The first student got through 38 phrases in 7 minutes. The fastest student got through 58 phrases. After this I moved students onto newer material to see what they could say. At present the class seems to be able to say over 60 different phrases in Arapaho but can understand over 210 phrases. Of the base phrases that they now can say I have calculated that they can interchange parts of phrases to create new phrases that boosts what they can now say to over 150 phrases and understand over 800 phrases. For example I asked them to say, which I had never said to them, a plate is between a knife and fork on a wagon. I then said in Arapaho Cih beniwoohu niiciihehe with almost no hesitation Stephen say, Cry me a River; They had never heard me ever say anything like this before. From this point I worked with them with concepts of drinking and eating food. The class went for 84 minutes.

Thursday April 6, 2017, class 18. 76 minutes of language instruction. On the way to the university I saw a turkey cross the road where the track is, so when I got to class I told them in Arapaho Nuhu nooke'ehk nih nohowo' bees cenee honooxuseet booo toot nonoonoo'oekoohu3i. Normally I don't ask that things get translated into English but this time after about 4 to 5 minutes I asked them to translate, which they successfully did. The first student went through about 30 phrases in Arapaho before I started to work with her on a new concept of kicking. After this she went on to say 30 additional phrases. I wanted to get them to understand the concept of when, which is not that easy when you are not going to use English. I thought I would be cheeky, so I gave them Arapaho lyrics for When Irish eyes are smiling, not realizing that only one student in the class knew the song. They figured out the lyrics but didn't know it went to a song. At this point after having worked with students with 95 different phrases in Arapaho, I moved them on to 78 more phrases, 30 of which dealt with things that involve various food items. The last 12 minutes of class was spent having students learn a story about an Indian that too a walk along a river and encountered a Whiteman.

Tuesday April 11, 2017, class 19. 77 minutes of language instruction.

Thursday April 13, 2017, class 20

To date the class has had a about 20 ½ hours of language instruction