

Beginning Language Unit: School Language

Introduction to Instruction Methodology

This method is based on visual and auditory learning. Students experience target vocabulary by seeing pictures and hearing the Tlingit language that represents the picture. Students learn the language by hearing the words repeated several times by instructor and peers.

Duration of unit: 7 Days for 15-20 minutes a day

Materials Needed:

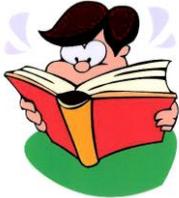
Tlingo Kit

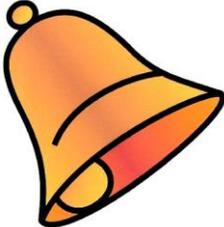
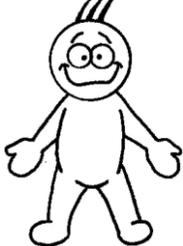
20 Tlingit Vocabulary Posters

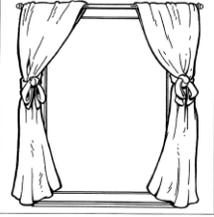
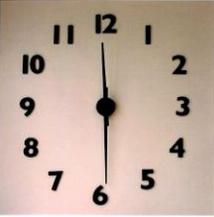
50 BINGO cards

CD/DVD - With Tlingit Language (to be developed)

Tlingit Language	English Translation
<u>K</u> óo at latóowu	Teacher
Sgóonwaan	Student
Tléik'	No
Aaá	Yes
<u>G</u> ayukí	All sit down
<u>G</u> anú	Sit (Singular)
Gaydanaak	All stand up
Gidaan/Gidahaan	Stand up (Singular)
<u>X</u> 'aháat	Door
Aankwéiyi	Flag
<u>X</u> aawaagí	Window
Nadáakw	Table/Flat surface
Káayagjeit	Chair
S'eenáa	Light
<u>K</u> aashaxáshaa	Scissors
Kooxéedaa	Pencil
Du toow x'úx'	Reading book
Gaaw	Drum/Clock/Bell
T'aa ka <u>G</u> áach	Floor rug

	<p>T'aa ka <u>G</u>áach</p>	<p>Floor rug</p>
	<p>Gaaw</p>	<p>Drum</p>
	<p><u>K</u>óo at latóowu</p>	<p>Teacher</p>
	<p>Sgóonwaan</p>	<p>Student</p>
	<p><u>X</u>áháat</p>	<p>Door</p>
	<p>Aankwéiyi</p>	<p>Flag</p>
	<p>Nadáakw</p>	<p>Table/Flat Surface</p>
	<p>Tléik'</p>	<p>No</p>

	<p>Aaá</p>	<p>Yes</p>
	<p><u>G</u>anú</p>	<p>Sit (Singular)</p>
	<p><u>G</u>ayukí</p>	<p>Sit (Plural)</p>
	<p>Gaaw</p>	<p>Bell</p>
	<p>Gaydanaa<u>k</u></p>	<p>Stand (Plural)</p>
	<p>Gidaan/Gidahaan</p>	<p>Stand (Sigular)</p>
	<p>Káayagijeit</p>	<p>Chair</p>

	<p><u>X</u>aawaagí</p>	<p>Window</p>
	<p>Du toow x'úx'</p>	<p>Reading Book</p>
	<p>Kooxéedaa</p>	<p>Pencil</p>
	<p><u>K</u>aashaxáshaa</p>	<p>Scissors</p>
	<p>Gaaw</p>	<p>Clock/Time</p>
	<p>Séenáa</p>	<p>Light</p>

Instructions

Day One:

Bring in an Elder/Someone who can help with pronunciation of Tlingit Language.

Classroom discussion:

Ask students if they ever heard the Tlingit Language before?

Ask them what words they might know.

Facts:

Let your students know that they are going to be learning one of the oldest and hardest languages in the world. The Tlingit languages is over 10,000 years old, has 54 sounds and 2 sounds that are not found in any other language in the world (you can compare English Alphabets to Tlingit Alphabets). Tlingit Language is becoming endangered with less than 100 fluent speakers in Alaska.

Prepare the students:

Inform the students that in order to learn a new language you have to hear the word over 500 times before it stays in your memory. So when students are volunteering to go to the front of the class, the students that are seated need to use their good eyes and ears by listening to the instructor and watching their peers, so that they will be ready when it is their turn.

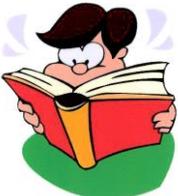
Introduce the first 4 pictures:

Teacher, Student, No and Yes. Place them where all the students can see them (tape them on the black board or wall).

Step 1:

Instructor will bring a student to the wall with the pictures and points to a picture, and say the Tlingit word for that picture. Student then repeats the word after the instructor. Instructor repeats all four pictures at least 4 times, to make sure student has heard the word and can repeat it back.

Example:

	<p>Instructor points to the picture and say: Kóo at latóowu</p> <p>Student repeats the word: Kóo at latóowu</p>
	<p>Instructor points to the picture and say: Sgóonwaan</p> <p>Student repeats the word: Sgóonwaan</p>
	<p>Instructor points to the picture and say: Tléik'</p> <p>Student repeats the word: Tléik'</p>
	<p>Instructor points to the picture and say: Aaá</p> <p>Student repeats the word: Aaá</p>

Step 2:

With the same student, instructor will ask the student to touch/point to a picture at random. Student then has to point/touch the picture the instructor is asking him to do in Tlingit. If student makes a mistake have them sit down, then bring up another student and start with **Step 1** over again. (This will allow the last student to correct themselves by watching and hearing the next student go through the same process.) Do this method until a student can complete this process.

Example:

<p>Instructor will inform student: Now I will say the Tlingit word and you will point to the picture.</p> <p style="text-align: center;">Aaá</p>	<p>Student will listen for the Tlingit word and will try to touch/point to the correct picture.</p> 
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Continue this process until all pictures have been introduced. Once you have introduced all the pictures you are ready to play “TLINGO”.

Day Two:

Review: Teacher, Student, Yes and No.

Introduce: Sit (singular and plural) Stand (singular and plural).

Day Three:

Review: Teacher, Student, Yes, No, Sit (singular and plural), and Stand (singular and plural).

Introduce: Door, Window, Flag and Drum

Day Four:

Review: Teacher, Student, Yes, No, Sit (singular and plural), Stand (singular and plural), Door, Window, Flag and Drum.

Introduce: Table, Chair, Floor rug, Clock

Day Five:

Review: Teacher, Student, Yes, No, Sit (singular and plural), Stand (singular and plural), Door, Window, Flag, Drum, Table, Chair, Floor rug and Clock.

Introduce: Pencil, Reading book, Scissors, Light and Bell.

Now you are ready to play TLINGO!