

## **'Immersion for Native Languages'**

### **Indigenous Language Documentation and Revitalization Seminar**

**in cooperation with the Oklahoma Native Language Association (ONLA).**

**April 11-12, 2013, Northeastern State University**

#### **Agenda**

##### **Thursday evening session, 6 pm – 8 pm**

Mary Linn, University of Oklahoma: "*Acting Global, Talking Local*"

Colleen M. Fitzgerald, The University of Texas at Arlington: "*Immersion Programs in Oklahoma and Beyond*"

Joshua D. Hinson, Chickasaw Nation: "*Anompa Ithána' - Ithána'chi*" (*Chickasaw Master-Apprentice Program*)"

##### **Friday Morning session 8 am – 12 pm; and Afternoon session 1 pm - 4 pm**

**Morning session:** Colleen Fitzgerald, University of Texas at Arlington: "*Introductions*"

Tracy Hirata-Edds, University of Kansas: "*The Basics of Language Immersion*"

Ryan Mackey, Cherokee Nation: "*Language Immersion Techniques in Practice: Midwifed TPR for Adult Learners*"

Tracy Hirata-Edds: *Debriefing and discussion of immersion techniques and more*

Brad Montgomery-Anderson, Northeastern State University, Moderator: *Panel on Perspectives on Immersion from Tribal Language Programs*

*Planning session in language groups for immersion set*

**Afternoon session:** Hands-on development of props to produce an immersion language set for your language

#### **Upcoming Events and Resources (note: many websites have training resources)**

American Indian Language Development Institute, June 3-28, 2013, University of Arizona

<http://www.aildi.arizona.edu>

Master Apprentice Training, hosted by AILDI July 8-12, 2013

Oklahoma Native Language Association Fall Workshop, date and location TBA (October 2013)

<http://oknativelanguage.com/>

"Talking Dictionaries for Indigenous Languages," Indigenous Language Documentation and Revitalization Seminar at the 42nd Symposium on the American Indian, NSU (April 2014)

<https://www.facebook.com/Native.American.Languages.Lab>

2014 Oklahoma Breath of Life Workshop – one week training workshop for OK language communities with no or very few fluent first-language speakers; at Sam Noble Oklahoma Museum of Natural History/OU

<http://nal.publishpath.com/okbol>

Institute on Collaborative Language Research (CoLang/InField) – two week training institute on indigenous language documentation and revitalization, June 2014, University of Texas at Arlington

<http://www.uta.edu/faculty/cmfitz/swnal/projects/CoLang/>

Indigenous Languages Institute <http://www.ilinative.org/>

Advocates for California Indigenous Language Survival <http://www.aicls.org/>

Consortium for Training in Language Documentation and Conservation

<http://ctldc.org/>

Resource Network for Linguistic Diversity

<http://www.ilinative.org/> and on Facebook: <https://www.facebook.com/groups/259697359829/>

InField 2010 at the University of Oregon: <http://linguistics.uoregon.edu/infield2010/home/index.php>

CoLang 2012 at the University of Kansas: <http://idrh.ku.edu/colang2012/>

*Bringing Our Languages Home: Language Revitalization for Families* by Leanne Hinton. 2013. Heyday Books.

*How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning.* by Leanne Hinton. 2002. Heyday Books.

Zepeda, Ofelia and Susan Penfield. 2008. "Grant Writing for Indigenous Languages." Arizona Board of Regents

[http://www.endangeredlanguagefund.org/lib/pdf/grant\\_writing.pdf](http://www.endangeredlanguagefund.org/lib/pdf/grant_writing.pdf)

Our Language: Native American Language Revitalization

<http://www.ourlanguage.org/>

**This Workshop's resources online at <http://www.uta.edu/faculty/cmfitz/swnal/events/>**

Contacts: Colleen Fitzgerald at [cmfitz@uta.edu](mailto:cmfitz@uta.edu) or Brad Montgomery-Anderson at [montgomb@nsuok.edu](mailto:montgomb@nsuok.edu).

Handout courtesy of Dr. Racquel Yamada, University of Oklahoma; Adapted from materials developed by Leanne Hinton at University of California, Berkeley and by the Northwest Indian Language Institute (NILI; University of Oregon)

### Lesson Plan Elements

**Objective:** What students will be able to do with language at the end of the lesson

**Materials/Handouts:** What teacher will need to present lesson including content and/or handouts

<b>Vocabulary:</b>	}	Content to be included in lesson
<b>Grammar:</b>		
<b>Culture:</b>		

---

### Procedure

(times are approximate for a 50 minute lesson--may require more or less time for a particular step)

**Focus & review (2 minutes):** Something to get students interested in lesson. May be just some focus questions from the teacher to introduce the lesson content, an audio or video recording, pictures, or realia.<sup>1</sup>

**Presentation of new material (5 minutes):** Material to be learned & practiced for remainder of lesson

- Part of this section may include introducing new vocabulary (see 5 steps below)
- Teacher may use 5 steps to introduce vocabulary, and then continue with a dialogue or other context-rich content

**Guided practice (5-10 minutes):** Students practice new forms/functions with teacher's input

**Independent practice (20-30 minutes):** Students practice independently in pairs or groups

**Assessment (5 minutes):** Students demonstrate they've "gotten it."

**Homework:** Students practice independently

---

### Five Steps to Presenting New Vocabulary

1. **Present:** T presents vocabulary using pictures or real objects.

- Touch picture and say word
- Hold up object and say word
- Mime action and say word

2. **Hear:** T provides an opportunity for Ss to hear the vocabulary many times. Using the pictures or objects, ask Ss to:

- Give me the...
- Pass me the...
- Give the ... to...(name someone in the class)
- Pick up the...
- Put down the ...
- For verbs, ask them imitate the action with you as you say it and then stop.

3. **Recognize:** Ss demonstrate that they recognize the vocabulary (without having to speak).

- Place several picture cards on table. Ask Ss: Touch the...
- Give several cards to S. Ask S: Show me the....
- Show a card. Ask Ss: Is this a..? (yes,no activity)
- Sock ball toss activity
- Fly swatter activity

---

<sup>1</sup> Realia: real-life objects or materials used as teaching aids

**Handout courtesy of Dr. Racquel Yamada, University of Oklahoma; Adapted from materials developed by Leanne Hinton at University of California, Berkeley and by the Northwest Indian Language Institute (NILI; University of Oregon)**

- Snap, clap, stomp activity
- Circle the word on the board
- Concentration game with picture cards and words

4. **Mimic:** Ss mimic the vocabulary (Ss repeat after T says new word in context).

- Show a card. Ask S: Is this a... or a ..?
- Ask Ss: Where is the ...? Ss respond: Here is the...
- Pass out the picture cards for the Ss to hold up and ask who holding which vocabulary word. S names the holder and what is being held.

5. **Produce:** Ss produce the vocabulary without help.

- Ball toss (hold up picture card or object, person catching the ball names the object)
- Chain drill (What's this? This is a...)
- Which one is missing activity
- Picture card game (T flips over card, first S to name the card gets it--person with the most cards wins)
- What's this? It's a...
- What am I doing? You're...
- Pictionary (guessing the word from a drawing)

## TIPS FOR MICROTEACHING

The goal of microteaching is to create a language lesson that is useful and relevant for the learner that conveys cultural knowledge, in which the learner will be able to speak and use the language learned.

### Microteaching Feedback Form

31st Annual American Indian Language Development Institute (2012)  
Microteaching Demonstration Feedback

Date: \_\_\_\_\_ Presenter(s): \_\_\_\_\_

Target Language: \_\_\_\_\_ Topic: \_\_\_\_\_

	Never	Sometimes	Frequently	Always
1) The presenter(s) spoke clearly.	1	2	3	4
2) The presenter(s) modeled natural dialogue with complete sentences.	1	2	3	4
3) The presenter(s) slowed down their speech for the learners.	1	2	3	4
4) The presenter(s) used repetition.	1	2	3	4
5) Appropriate visual aids and props were used.	1	2	3	4
6) Hand gestures and facial expressions were used.	1	2	3	4
7) The presenter(s) interacted with the learners.	1	2	3	4
8) The presenter(s) was (were) aware or "in tune" to the learners.	1	2	3	4
9) The presenter(s) encouraged the learners to use the target language.	1	2	3	4
10) The presenter(s) used comprehension checks.	1	2	3	4
11) The presenter(s) demonstrated creativity in their presentation.	1	2	3	4
12) The presenter(s) used visual or audio resources and/or technology appropriately in the lesson.	1	2	3	4
13) Did the presenter(s) stay in the language?	_____			
14) Were students immersed in the target language?	_____			
15) Was any English/Spanish used to teach the lesson?	_____			

20 minute language lesson  
Engage the learner; use games, songs, physical activities, etc.  
Comprehension checks should be embedded in the lesson.  
Some guided learner practice should be embedded in the lesson.

### **Rationale for Immersion Language Teaching:**

Richard Littlebear, Cheyenne, says communities engaging in language revitalization should decide whether to:

1. Teach about the language (linguistic knowledge);
2. Teach with the language (medium of instruction)
3. Teach how to read and write the language, or
4. Teach the language to produce speakers.

**AILDI advocates and promotes the oral immersion approach in order to "teach the language to produce speakers of the language"**

Immersion gets people used to hearing the language in natural discourse and to show that learning it can be fun.