

# SAHAPTIN INDIAN LANGUAGE 102/109

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## WHAT IS LANGUAGE

There are two factors involved for describing language. Some studies in language acquisition statement require explanation: In this case we will discuss the native language.

**First:** A child becomes aware of language from his first language environment. He learns by listening to adults speak around him. He learns it from the television, or by listening to other children say [túta], dad, [íta] mom, [yáya], older brother, [nána], older sister. In order to have his caretaker fulfill his desires he will learn how to express his needs by learning to use the word that describe what he wants to communicate in indian baby talk: pápa, I want food, lúlu, milk, máma, I want to sleep, ánana, I hurt, pú, I want to defecate/ I have defecated, háam, I have/want to urinate, t!í! I'm scared/ there is something scary there.

**Second:** An adult learns grammar from a teacher.

**Phonology** is learning how sounds are made in Sahaptin and its involvement in learning the rules of phonology. How the sound is made in the oral cavity, tongue, and lips, and how the sound is put together to form words: áyat, woman, íwínsh, man, áswan, boy, pt'íniks, girl Imáma, old woman, xwísáat, old man.

**Grammar**, is learned when the teacher instructs the student how words are formed in Sahaptin. The student reinforces this when listening, writing and spelling each letter forms the word, and how words are put together. And how the relationship among these words and the arrangement of words make a sentence.

**Syntax** makes rules when the words are put together to make a sentence. The noun is followed by a verb. **Aswan i-wayxtisha**. The boy is running. **Ayat i-kuukisha**. The woman is cooking. Then we can go on and describe how that boy is running, is he running slow or fast. **Aswan kítu iwayxtisha**. The boy is running fast. **Ayat ikuukisha lakamiin**. The woman is cooking lakamiin.

**Semantics** describes how to interpret the meaning of the words in the sentence. The student is required to learn how to recognize words in Sahaptin that identify parts of speech, **noun, verb, adjective, adverb**, how to recognize, define, and write them down. In addition, the student learns the **time element, the present tense, past tense, future tenses**, by the suffix and prefixes in the native language.

1. Sentence, **Aswan kítu iwayxtisha íniitkan**. This sentence answers these questions. Who is doing what? How is it done? What is being done? To Where is it done (adverb)

**The boy fast running to the house.. or The boy is running to the house fast.**