

SHAHAPTIN INDIAN LANGUAGE
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WI96

SYLLABUS

CONCEPT:

1. Speaking is a result of acquisition and not its cause. Speech cannot be taught directly but 'emerges' on its own as a result of building competence via comprehensible input.

2. If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order—it will be provided in just the right quantities and automatically reviewed if the student receives a sufficient amount of comprehensible input.

3. Language is complex, beyond association of words and meanings.Not in the order of lines and symbols(linear), but in higher order (hierarchy).There are universal principles of language; inborn, and also language specific principles, acquired.

4. Language is highly creative. It cannot be explained by rote-learning and imitation. The child has to process it for herself.

OBJECTIVE:

The objective of this syllabus is designed to teach teachers of children, and students learning a second language and student-speakers learning to write. The lessons will facilitate teaching to read and write Shahaptin language at the elementary level. The student will learn how to identify nouns, verbs, adjectives, and speak short phrases.

Necessary materials: A textbook entitled Flutes of Fire. A large notebook, paper, pencils, and blank cassette tapes. In addition, a blank video-tape to duplicate the Introduction to the Yakima Alphabet for the student's personal use.

Flutes of Fire explains how the California Indians are reviving their native language and culture with the assistance of the local community and education institutes. They are utilizing their Elders and Linguists to write down important information for the future generations. This text is to illustrate and expresses how important the American Indian language and culture is for tribes to survive as native People of this continent. The book is available at the Campus Bookstore.

1) A three-hole- punch notebook with dividers is to preserve the lessons and handouts. 2) The blank tapes are to copy recorded lessons for review. All of the lessons are not recorded. Those tapes are for the student's personal use and not to be sold or used for instruction except by teacher-students of Heritage college 3) The blank video tape is to copy a video with Introduction to the Alphabet by an instructor. It explains the linguistic scriptive letters and phonetics with nouns and word-illustrations. It also includes days of the week, numbers and relationship terms. This is an important tape for home use, and there are no restrictions for its use around the community. It should not be "sold", however.

BASIC VOCABULARY FOR EVERYDAY GREETINGS

morning greeting		Shix Maytski	Good morning
Mid-day greeting		Shix Pachway	Good day
Evening greeting		Shix Kwlaawit	Good evening
Friends & Relatives		Ay, x'itway	Hi, friend/ relative
Parent	Fe.	Shix maytski ila.	Good morning Mom.
	M.	Shix kwlaawit tuta.	Good evening Dad.
Grandparents	FaFa	Shix pachway pusha.	Good day grandfather.
	FaMo	Shix Maytski Ala.	Good morning grandmother.
	MoFa	Tila	
	MoMo	Kala	
Siblings	YoBro	Litsa	
	YoSi	Patsa	
	OIBro	Yaya	
	OISi	Nana	