

SHAHAPTIN INDIAN LANGUAGE II
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WI96

SYLLABUS

Theories of Second Language Learning

The language learners have at their disposal two distinct and independent way of developing competence in a second language:

Acquisition: a subconscious process children utilize in acquiring their first language. Acquisition comes about through meaningful interaction in a natural communication setting. Speakers are not concerned about *form*, but with meaning. There is no explicit concern with error detection and correction. This contrasts with the language learning situation in which error detection and correction is typically the case in classroom settings, where formal rules and feedback provide the basis for language instruction.

Language can be acquired in the classroom when the focus is on communication through dialogues, role-playing, and other forms of meaningful interaction.

Sometimes there is acquisition without learning very many rules consciously. (some individuals have considerable competence in a second language but do not know many rules.)

There are cases where learning never becomes acquisition; for example, a person can know the rules and continue breaking it. No one really knows all the rules.

THREE CONDITIONS FOR MONITOR USE:

1. **Time:** in order to think about the use of conscious rules effectively, a second language performer needs to have sufficient time. For most people, normal conversation does not allow enough time to think about and use of rules.

2. **Focus on form:** to use the Monitor effectively, time is not enough. The performer must also be focused on form, or thinking about correctness. Even when we have time, we may be so involved in **what** we are saying that we do not attend to **how** we are saying it.

3. **Know the rule:** this may be a very formidable requirement. Linguistics has taught us that the structure of language is extremely complex, and it claims to have described only a fragment of the best known languages.

Learning a language must be considered a benefit, if no reason than for its value. The student will use the text, *Flutes of Fire*, to learn the the following:

1. Learn to study the educational value of a native language.
2. Preserving a vital aspect of a culture which is possibly in danger of becoming extinct.
3. Listen to, and identify vital aspects of a spoken Shahaptin language.
4. Learn to translate Shahaptin language written form.

Required texts and materials

1. Text, *Flutes Of Fire*, a textbook available in the Heritage bookstore.
Handouts:
2. A Xerox'd copy of the Yakima Indian Language Dictionary, by Dr. Bruce Rigsby, Alexander Saluskin, and Virginia Beavert. CR 1974
Published by Johnson O'Malley Consortium, Toppenish, WA 98948
3. Klilkatat Legends by Dr. Melville Jacobs, University of Washington, Seattle, WA

Requirements

1. Frequent short quizzes (25%)
-Making up for a quiz is permitted if it is done before the following class.
2. Frequent take-home exercises (25%)
3. Students will develop children's teaching materials (25%).
4. Attendance and participation in classroom activities (25%).
- Since frequent quizzes and discussions of exercise will be done in class, your participation is crucial.