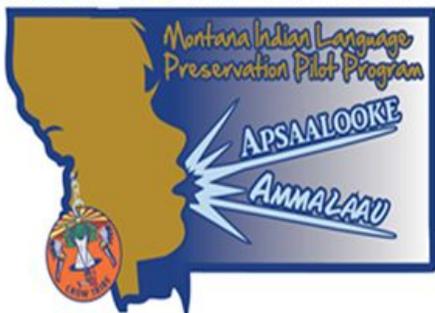




Crow Language Curriculum

APSAALOOKE LANGUAGE



2016-2017

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Introduction

The present curriculum for the Crow language, developed during August 2016, uses Task-Based Language Teaching (TBLT), an educational framework for second and foreign language teaching that is grounded in empirical research in a variety of domains including psycholinguistics and second language acquisition. By promoting the use of authentic and meaningful communication through real-world 'tasks', this approach is unique from many other language teaching methods. Examples of such tasks include ordering a meal or making a doctor's appointment in the target language (i.e. the Crow language). Students therefore learn by doing, and rather than explicit teaching of grammatical patterns. Instead, grammar rules and other linguistic properties are learned via incidental learning, that is, students discover these patterns on their own.

While TBLT and its effectiveness have been relatively well-studied among global languages like English, its impact on languages like Crow, where the number of native speakers are declining at an accelerated rate, are still relatively unknown. Extending research done on English Language Learners and other foreign language learners to learners of Crow should be exercised with caution because the contexts between these learners are vastly different. First, learners of foreign languages study the target language perhaps to travel to countries or areas where the language is widely spoken. On the other hand, learners of Crow already reside within a community where the speaker population is at its greatest. Second are the needs and the desires of the students in learning the language. For foreign language learners, they may need to learn how to order food or ask for directions in the target language. For Crow learners, there is no real 'need' to speak the language as the community is able to get by speaking only English, the dominant language, and those who do speak Crow can and often do speak English. Instead, they may be learning the language to preserve it as part of their cultural heritage and identity, and to maintain a bond with their ancestors. In addition, several scholars (e.g. Douglas Whalen, Daryl Baldwin, among others) have recently called attention to the correlations between the use of a Native language (for Natives) and/or cultural practices, and positive health effects (e.g. smoking, alcohol, suicide rates, drug abuse). Finally, English remains the most studied language to this day. Not only is there a vast body of research on the language, but also research on approaches for teaching and learning English. In contrast, methods and resources for teaching and learning Crow are severely understudied and there are also only a handful of grammatical analyses on the language, much of which are impenetrable for those without any linguistic training.

Language loss is the result, in part, by a decline in overall language use across social domains, and a social divide between the older and younger generations. While members of the middle generation (i.e. the parents) can understand Crow, many do not actually speak it. Children cannot acquire the language if they do not receive sufficient linguistic input, and as children age, acquiring languages become increasingly more difficult and less successful. The approach we take here therefore is to place an emphasis on the most pervasive social settings in which the Crow

language can be used. For example, expressions one might expect to find when learning a new language such as "What is your name?" or "Where are you from?" are absent from this curriculum; these phrases simply do not appear in daily conversations. Essentially, re-introducing and promoting language use in these domains is the first step towards the overarching goal of increasing proficiency rates in Crow Country.

In this curriculum, you will find three main tasks: salutations, small talk, and meal talk. These tasks were identified through a needs analysis, where we asked the community what they thought would be most useful for the kids to learn and use on a day-to-day basis. For instance, we attended the 107 committee of elders which meets once a week, discussed the current state of the Crow language and gathered their opinions about what the kids should be learning. We also asked several children of various ages what they would like to be able to say in Crow. This information was then used to shape the development of these tasks and also the materials accompanying them.

The success of this curriculum is dependent upon the community's investment, which include the learners, their parents and teachers who may also be learning the language, the elders, and others members in the community. It is simply not enough to just have a positive outlook surrounding these efforts; changing current linguistic habits and attitudes takes a significant amount of investment, and the whole community is encouraged to take part in this change in whatever capacity. For the Crow language to flourish, linguistic skills learned in classrooms must be transferred and supported outside, and permeate into households and other spaces of authentic language use.

Methods and Techniques

Task-Based Language Teaching (TBLT) Methodological Principles:

Work in various fields including psychology of learning and cognition, general education, curriculum and instruction, linguistics, among other domains, provides valuable insights and motivates some of the methodological principles of TBLT (see Long 2009). A theory of language teaching seeks to capture what is *necessary* and *sufficient* to explain something, but in a way that is *effective*. Teaching requires making good choices, and good choices are typically grounded in theory and empirical support. It is important to note that while teacher instruction can facilitate a learner's language development, only the learner, not the teacher, have control over their overall progress. Thus, learner motivation is one of the most important indicators for success in language learning scenarios. Below are ten methodological principles proposed by Michael H. Long, one of the main proponents of TBLT, and his colleagues:

1. Use task, not text, as unit of analysis.

Rather than focusing on decontextualized sentence structures or a list of vocabulary items, or simply put, learning language as an object, build lessons around using the language to perform real-world tasks. Successful task completion should then allow learners to perform similar tasks in the target language outside the classroom.

2. Promote learning by doing.

Language can be acquired and integrated into long-term memory more successfully if it can be tied to a real life experience. Learning by doing, which includes role play or even observing role play, can also stimulate student interest and hold their attention over other forms of teaching.

3. Elaborate input (do not simplify; do not rely solely on "authentic" language).

Simplified language tend to be unnatural and genuine, authentic language is often too complex for beginning and sometimes intermediate learners. Elaborating or modifying real language by employing several techniques such as comprehension checks and repetitions can be used to support or 'scaffold' learners.

4. Provide rich (not impoverished) input.

Genuine and authentic language constitutes as rich input, whereas linguistically simplified input tends to be impoverished input. Providing learners with opportunities to hear and use language produced by native speakers can be incredibly enriching.

5. Encourage inductive (“chunk”) learning.

“Chunks” (or lexical collocations) include expressions or phrases like *ladies and gentlemen* and *put on*. These elements tend to “chunk” or go together and learners tend to process them as a whole rather than as discrete units. Learning in “chunks” can be especially effective as all learners have limited processing capabilities, and “chucking” can facilitate learning of an even greater number of vocabulary items. An example of a chunk in Crow is *hinne baape* ‘this day’ or ‘today’. The words *hinne* and *baape* in isolation mean ‘this’ and ‘day’, respectively. Teaching the chunk *hinne baape* can be a more effective way than teaching the words individually.

6. Focus on form.

Learners may continue to produce grammatical errors even after more than a decade of classroom immersion. Only providing input in the target language is therefore not enough to successfully learn the rules of a language. By utilizing pedagogic produces to induce ‘noticing’ of grammatical patterns, learners may be able to continue to learn the structure of the language incidentally, rather than through explicit instruction on grammatical constructs: this process is called *focus on form*.

7. Negative feedback.

Drawing attention to “errors” (either directly or indirectly) can help learner development. However, providing negative feedback should be carried out in a way that is supportive and encouraging.

8. Respect “learner syllabuses” / developmental processes.

Individual learners develop language abilities at different rates. It is important to note that what you teach will not necessarily be learned by every student at the moment it is taught. Some students may learn the content at a later stage, others may learn it earlier. Accommodating these individual developmental processes therefore is essential to maintain student motivation.

9. Promote cooperative / collaborative learning.

Cooperative and collaborative learning such as small group work has many positive effects on language learning in a variety of domains including attainment, motivation, and engagement. Students tend to find learning more enjoyable when their peers are also part of this interaction.

10. Individualize instruction (according to communicative needs).

Individuals differ in terms of their goals, interests, motivations, and learning styles. Tailoring instruction to accommodate these differences have long shown to display

many benefits. In a classroom setting with many students, this may mean changing up the activities that may better suit the needs of the learners.

Reference: Long, Michael H. 2009. Methodological Principles for Language Teaching. *The Handbook of Language Teaching*: 373-394.

Techniques:

Where Are Your Keys: Where Are Your Keys (WAYK) is a technique that utilizes sign language as a bridge language instead of English. Because of the different modality used with sign language (i.e. your hands instead of your vocal apparatus), this allows learners and teachers to stay in the target language without needing to take time explaining concepts or asking for clarification in English. In addition, WAYK encourages muscle memory (or Total Physical Response), which can be employed successfully for some learners. Because of its gestural nature, this technique can be appealing and engaging to some extent for many different kinds of learners. For more information regarding WAYK, visit <http://whereareyourkeys.org/>.

Scaffolding: One of the most prominent strategies in language teaching is *scaffolding*, which has been discussed in great detail by scholars including Jim Cummins, Lev Vygotsky and Stephen Krashen. Scaffolding is the support given to learners in order to achieve a deeper level of learning. Scaffolding comes in various forms. For example, gestures and 'acting it out' can be used as scaffolds or guides to explain the meaning of unfamiliar words. Repeating the word or phrase slowly can also be used as a scaffold if comprehension or pronunciation is a concern.

Props, visual aids, and role play: The use of props, visual aids and role play limit the use of English and is a form of 'experiential' learning. In other words, students learn via their experiences, a strategy employed in various other teaching scenarios. Experiential learning is a form of *learning by doing*, one of the methodological principles of task-based language teaching discussed in the previous section.

Recasts: One kind of negative feedback is recasting, which is most effectively employed when a teacher uses the correct form immediately after a learner produces an incorrect word or phrase. For example, upon hearing a student say "cats no like dogs", a teacher would say "cats *do not* like dogs", thus signaling the appropriate form.

Repetition: Repetition can be used to place emphasis on complex or important linguistic structures. It can also be used as a means to aid comprehension.

Requests for clarification and comprehension checks: For various reasons, some students tend not to ask for words and phrases to be repeated, or for further elaboration. Therefore, occasional requests for clarification can be useful to assess the students' progress and reception to specific tasks.

Signage / Labeling: The use of signs and labels can be placed on physical objects or in locations with the Crow word or phrase written on them. Not only can this aid vocabulary building, but it can also create a safe space for students to practice speaking Crow.

Use of English: Although we strongly believe that English should not be used so liberally and be limited as much as possible, there may be times when students feel frustrated if comprehension is a constant issue. In these cases, it is suitable to use English to alleviate the situation. In addition, building a native-like vocabulary is a long and arduous process. For unfamiliar words, learners may opt to use (or mix in) English with their Crow. Some people may disagree with language mixing, but it has become a natural part of language use. For words that do not exist in Crow, the English is often used. Furthermore, learning a language is immensely difficult and one of the main indicators of success is learner motivation. If learners are to use only Crow, it is easy for motivation to decline, especially in the early stages. As students progress, then it may be more appropriate to substitute Crow words.

Language Materials

This curriculum utilizes technology-enriched materials that are housed on-line, which can also be printed out for use in the classroom or at home. These task-based materials were designed to support task completion, but may also be used on their own. These materials incorporate sound recordings of fluent speakers saying the words or phrases relevant to the task, and also visual aids to limit the use of English. For many of these resources, hovering over a word reveals the English translation, and clicking on a word plays an audio recording of a Crow speaker saying that word. The language materials can be found on this site: <http://eddersko.com/crow/>, and can be printed for use in classrooms or at home.

How to print

First, go on either of on-line resources displayed below:

Alphabet: <http://eddersko.com/alphabet?print-pdf>

Greetings: <http://eddersko.com/crow/greetings?print-pdf>

How are you?: <http://eddersko.com/crow/howareyou?print-pdf>

How to say...: <http://eddersko.com/crow/howtosay?print-pdf>

Friends & Family: <http://eddersko.com/crow/friendsfamily?print-pdf>

Weather: <http://eddersko.com/crow/weather?print-pdf>

Pointing Terms: <http://eddersko.com/crow/pointing?print-pdf>

Stories: Coming soon...

Note: The resulting page will look distorted. Don't worry!

Using Google Chrome

1. Right click on the web page.
2. Select **Print...**
3. Locate your printer and click **Print**.

Using Firefox

1. On the toolbar located at the top of the Firefox application, select **File**.
2. Select **Print...**
3. Under the section **Orientation**, select the landscape icon.



4. Locate your printer and click **Print**.

Task I: Salutations

Subtask A: Greeting someone (as you pass by them on the street).

<i>Shootaachi/Diishootaah</i>	'How are you?'
<i>Diiawakaam itchik.</i>	'It's good to see you.'
<i>Sap' dialaah?</i>	'What are you doing?'
<i>Dish baape shootaah?</i>	'How's your day?'
<i>Shoosh daleh?</i>	'Where are you going?'
<i>Shianak diiawakaawik.</i>	'See you later.'

Online resource: <http://eddersko.com/crow/greetings>

Subtask B: Addressing family members.

<i>Ikaah</i>	'Mom!' (Boys only)
<i>Basakaah</i>	'Mom!' (Girls only)
<i>Axe</i>	'Dad!' (Boys only)
<i>Basaakaah</i>	'Dad!' (Girls only)
<i>(Basa)kaale</i>	'Grandma!' (Both boys and girls)
<i>Axe isaake</i>	'Grandpa!' (Boys only)
<i>Kaakaah</i>	'Grandpa!' (Girls only)

Online resource: <http://eddersko.com/crow/friendsfamily>

Task II: Small talk

Subtask A: Ask about the Crow language.

<i>Apsalook baliywaak.</i>	I'm learning Crow.
<i>___ hua biiluke alashio saakio?</i>	How do I say ___ in Crow?
<i>___ hua baashchiliilauh saakio?</i>	What does ___ mean?
<i>Kalachii.</i>	Say it again.
<i>Ahookaataa shiah.</i>	Say it slowly.

Online resource: <http://eddersko.com/crow/howtosay>

Subtask B: Telling someone how you feel.

<i>Bii-itchik.</i>	I'm good.
<i>Bixawik.</i>	I'm bad.
<i>Balasitchik.</i>	I'm happy.
<i>Balaskawik.</i>	I'm angry.
<i>Bihamishik.</i>	I'm sleepy.
<i>Biihawatduwilik.</i>	I'm confused.
<i>Balasduupak.</i>	I'm undecided.
<i>Baliishik.</i>	I'm hungry.
<i>Biiwakatchik.</i>	I'm thirsty.
<i>Bi taxpashik.</i>	I'm full.

<i>Biiitchisaak.</i>	I'm not good.
<i>Bixawisaak.</i>	I'm not bad.
<i>Balasitchisaak.</i>	I'm not happy.
<i>Balaskawisaak.</i>	I'm not angry.
<i>Bihamishisaak.</i>	I'm not sleepy.
<i>Biihawatduwilisaak.</i>	I'm not confused.
<i>Balasduupasaak.</i>	I'm not undecided.
<i>Baliishisaak.</i>	I'm not hungry.
<i>Biiwakatchisaak.</i>	I'm not thirsty.
<i>Bi taxpashisaak.</i>	I'm not full.

<i>Dii itchih?</i>	Are you good?
<i>Dalaskawih?</i>	Are you angry?
<i>Dihamnishih?</i>	Are you sleepy?
<i>Diihawatduwilih?</i>	Are you confused?
<i>Dalasduupah?</i>	Are you undecided?
<i>Daliishih?</i>	Are you hungry?
<i>Diiwakatchih?</i>	Are you thirsty?
<i>Di taxpashih?</i>	Are you full?

Example Dialogue #1

A. *Shootaachi/Diishootaah?*
'How are you?'

B. *Itchik.*
'Good.'

Example Dialogue #2

A. *Dalaskawih?*
'Are you angry?'

B. *Eh, balaskawik. / Baaleedaah, balaskawisaak. Balasitchik.*
'Yes, I'm angry.' / 'No, I'm not angry. I'm happy.'

Online resource: <http://eddersko.com/crow/howareyou>

Subtask C: Talking about the weather.

Hinne baape apaaxe shootaah? What's the weather like?

<i>Axxashik.</i>	It's sunny.
<i>Apaaxpishik.</i>	It's cloudy.
<i>Hutpishik.</i>	It's windy.
<i>Xalaak.</i>	It's raining.
<i>Suuk.</i>	It's thundering.
<i>Biipik.</i>	It's snowing.
<i>Taweek.</i>	It's hot.
<i>Chiliak.</i>	It's cold.

<i>Awaxaachiak.</i>	It's not sunny.
<i>Apaaxdeedak.</i>	There are no clouds.
<i>Hutpishisaak.</i>	It's not windy.
<i>Xalaasaak.</i>	It's not raining.
<i>Suusaak.</i>	It's not thundering.
<i>Biipisaak.</i>	It's not snowing.
<i>Taweesaak.</i>	It's not hot.
<i>Chiliasaak.</i>	It's not cold.

<i>Axxaashih?</i>	Is it sunny?
<i>Apaaxpishih?</i>	Is it cloudy?
<i>Hutpishih?</i>	Is it windy?
<i>Xalaah?</i>	Is it raining?
<i>Suuh?</i>	Is it thundering?
<i>Biipih?</i>	Is it snowing?

Taweh?
Chiliah?

Is it hot?
Is it cold?

Example Dialogue #1

A. *Hinne baape apaaxe shootaah?*
'How's the weather today?'

B. *Axxaashik.*
'It's sunny.'

Example Dialogue #2

A. *Taweh?*
'Is it hot?'

B. *Eh, taweeek. / Baaleedaah, taweesaak. Chiliah.*
'Yes, it's hot.' / 'No, it's not hot. It's cold.'

Online resource: <http://eddersko.com/crow/weather>

Task III: Meal talk

Subtask: Pointing out an object.

<i>Hinneek!</i>	This one! / It's here!
<i>Eekook!</i>	That one! / It's there!
<i>Iwakook!</i>	That one over there! / It's over there!
<i>Hinnekusaak!</i>	Not this one! / It's not here!
<i>Eekusaak!</i>	Not that one! / It's not there!
<i>Iwakusaak!</i>	Not that one over there! / It's not over there!
<i>Hinneh?</i>	Is it here?
<i>Eek koolaah?</i>	Is it there?
<i>Iwakoolaah?</i>	Is it over there?

Example Dialogue #1

A. *Shooh awaxoose?*
'Where's the salt?'

B. *Eekook!*
'It's here!'

Example Dialogue #2

A. *Shooh awaxoose? Eek koolaah?*
'Where's the salt? Is it there?'

B. *Eh, eekook! / Baaleedaah, hinneek!*
'Yes, it's there!' / 'No, it's here!'

Online resource: <http://eddersko.com/crow/pointing>

Subtasks: Identifying an object or a property.

<i>Hinne</i> ____-k.	This is ____.
<i>Eek</i> ____-k.	That is ____.
<i>Iwak</i> ____-k.	That one there is ____.
<i>Hinne</i> ____-saak.	This is not a ____.
<i>Eek</i> ____-saak.	That is not a ____.
<i>Iwak</i> ____-saak.	That one there is not a ____.

Example Dialogue #1

A. Shootaah?
'How is it?'

B. Hinne chiikuak!
'This is tasty/sweet!'

Example Dialogue #2

A. Taweh?
'Is it hot?'

B. Eh, tawEEK. / Baaleedaah, taweesaak. Aliadeedak.
'Yes, it's hot.' / 'No, it's not hot. It's fine.'

Online resource: <http://eddersko.com/crow/pointing>

Subtask: Describing an object.

Hinne _____-k.

Eek _____-k.

Iwak _____-k.

This ___ is ___.

That ___ is ___.

That ___ there is ___.

Hinne _____-saak.

Eek _____-saak.

Iwak _____-saak.

This ___ is not ___.

That ___ is not ___.

That ___ there is not ___.

Example Dialogue #1

A. Eek buluhpashua chiikuah?
'Is that apple sweet?'

B. Eh, eek buluhpashua chiikuak. / Baaleedaah, eek buluhpashua chiikuasaak.
Eek bulupashua xawik.
'Yes, that apple is sweet.' / 'No, this apple is not sweet. This apple is bad.'

Subtasks: Asking someone to give you or someone else something.

Eek ___ bakuh.

Eek _____-sh kuh.

Eek ___ (eek/hinne/iwak) kuh.

Give me that ___.

Give ___ that ___.

Give ___ this/that person ___.

Example Dialogue #1

A. *Shooh awaxoose?*
'Where's the salt?'

B. *Hinneek.*
'It's here.'

A. *Awaxoose bakuh.*
'Pass me the salt.'

B. *Aa!*
'Okay!'

Example Dialogue #2

A. *Saapa eek?*
'What is that?'

B. *Eek awaxoosak.*
'That's salt.'

A. *Eek awaxoose Mary-sh kuh.*
'Pass that salt to Mary.'

B. *Eh!*
'Okay!'

Appendix I: Classroom Management

Students

Aleelaxua kush baaleewe heh?
Baalaah bilish bi iwi heh?
Ehwacheek.
Baalaaxdak.

May I go to the restroom?
May I go drink water?
I know.
I don't know.

Teachers/Staff

Diiluu.
Awaachi.
Awaadaalah.
Awaadak xachisaah.
Baaliikukuh.
Diikukuh.
Dische baxiah.
Dishtuah baaxialah.
Diliah hissiak xiaseetah.
Biileelih.
lilak eekah.
Chichekah.
Koocheesah.
Hiishtaah.
Saappaachih?
Tateeshtak.
Chilaakshilak.
Chilaakshilak bihaammuk.
Dishpaawalaatua duushtaalah.
Iwaah daawalaatua duuttaalah.
Hinne baalaachih.
Oochia.
___ daak dinnah.

Stand up.
Sit down. (One person)
All of you sit down.
Sit down and be still.
Listen to it.
Did you listen?
Raise your hand.
Everybody raise your hand.
Speak loud and clear.
Come in.
Know that.
Remember it.
Don't do that.
Faster.
What's the problem?
Very capable.
I will see you tomorrow.
We will finish tomorrow.
Take out your paper.
Get your pencil or pen out.
Write this down.
Stop.
Go talk to ___.

Appendix II: School Management

Students

Aweelash beewuk.
Koosh paau.

We are going outside.
I am going there.

Teachers/Staff

Baawahluusaalah.
Diileh.
Diih ishkuwualulak diilaalah.
Xuluushe.
___ piisheen diluuh.
Dualah.
Dische iishuwih.
Aweeleen iawaannialah.
Baalalashdeelak iiliibaahaachilimah.
Aashichishih.

Don't fight.
Walk.
Walk when you are inside.
Run.
Stand behind that person.
Come over here.
Wash your hand.
Play outside.
You will be fortunate if you show kindness.
Cheer them on.