

Acquiring Secwepemctsin: Successful Approaches

By

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Title of Thesis/Project/Extended Essay

Acquiring Secwepemctsin: Successful Approaches

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Abstract

The project set forth to reveal the extent of language loss effects of language loss, and the importance of Secwepemctsin. In it I assert that acquiring and revitalizing Secwepemctsin is different from acquiring other second languages due to the historical factors affecting language speakers and learners. The project presents a unit to assist in the revitalization of Secwepemctsin

The Secwepemctsin unit is appropriate for use with beginning learners of any age or language level. It incorporates the principles of the Communicative and Natural Approaches to language acquisition. These approaches are deemed most similar to how native speakers acquired Secwepemctsin. The unit enables students to acquire, rather than learn Secwepemctsin. Affective factors are incorporated in the lessons.

The unit assumes that language acquisition takes place effectively when certain conditions are met. Successful programs must include: as much comprehensible input as possible; language that is meaningful and used in context; full participation of the learners, and an environment conducive to acquisition.

The unit is organized into ten lessons with six new words added in each lesson. The lessons rely heavily on the Total Physical Response method of teaching new vocabulary. Each lesson reviews words and phrases from previous lessons. The lessons quickly

combine nouns, verbs, adjectives, and conjunctions to enable the students to begin understanding and speaking phrases and short sentences.

The goal of the unit is to provide a model for learners to acquire basic Secwepemctsin, develop a positive attitude toward Secwepemctsin, and motivate learners to expand acquisition, and to promote language in the home, community, and Nation. The devastating consequences of language and culture loss and subsequent loss of unique Secwepemc identity can no longer be ignored. Revitalizing Secwepemctsin and the Secwepemc culture will facilitate re-emergence of unique Secwepemc identity.

Dedication

To all the Secwepemc Elders who have committed much dedication, time, effort, and energy to ensure Secwepemctsin survives for future generations. To the staff and students of Chief Atahm School who have showed tremendous courage and leadership in ensuring Secwepemctsin remains a living language. To my daughters, Christine and Minnie, for all the years they spent acquiring Secwepemctsin.

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Chapter 1

A. Purpose of the Project

There are two purposes of this project.

The main purposes include:

- a. to create an awareness of the extent of language loss (Secwepemctsin) and offer a plan to begin the revitalization process needed to restore the language.
- b. to understand the positive benefits of having one's language intact and motivate Secwepemc people to learn Secwepemctsin.

The specific purposes include:

- a. to develop a Secwepemctsin unit which includes effective, efficient lesson plans for beginner learners of any age group to begin acquiring Secwepemctsin (understanding and speaking) and which includes the affective factor.
- b. to make the unit available for other Secwepemctsin programs.

Acquiring Secwepemctsin is vastly different from acquiring a second language, for example, French. In order to revitalize any indigenous language, the historical and psychological effects of language suppression must be examined. The barriers preventing language revitalization must be overcome, so that the process of restoring Secwepemctsin to a vibrant, living language will begin.

B. Background

Historical Information

The Secwepemc are the indigenous peoples of the south central interior of British Columbia. Their traditional territory covers a vast area; approximately 180,000 square km. They have lived on their traditional territories since the beginning of time when they were placed there by the Creator and his helpers Old One and Seklep (Coyote). The Creator gave the Secwepemc their culture and language. Old One and Seklep made the world right for the Secwepemc and instructed them in their responsibilities to always take care of the land, people, language, and culture. (SCES website)

Secwepemctsin (the language of the Secwepemc) contains spirituality, values, beliefs, folklore, songs, stories, social and political structures, technical and ecological knowledge and all other aspects of life. The Secwepemc knowledge system (transmitted through their language) provides the people with a clear understanding of the social and ecological implications of their actions. The Secwepemc lived on their lands, their culture and language intact, for thousands of years before the arrival of the Europeans in the early 1800s.

Importance of Secwepemctsin

Larson and Smalley (Brown, 1994, p163) described culture (including language) as a blueprint that “guides the behavior of people in a community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up their

expectations. Culture helps us know how far we can go as individuals and what our responsibility is to the group.....”(Brown, 1994, p.164) and that “culture thus establishes for each person a context of cognitive and affective behavior, a blueprint for personal and social existence” (Brown, 1994, p.164).

The Fate of Secwepemctsin

Today the language, culture, and way of life of the Secwepemc are being severely endangered and are on the verge of extinction. The onslaught of colonization and forced attempts at assimilation and acculturation inflicted devastating atrocities on the Secwepemc way of life – their lands, culture, and language were systematically attacked and destroyed. The oppressive and paternalistic efforts of the Canadian governments and various Churches to suppress language and culture were almost successful; however, remnants of the language and culture remain intact.

One of the most devastating forces was compulsory attendance at Indian Residential schools which almost succeeded in eradicating the language and culture. Not only were these schools responsible for decimating the language, culture, and spirituality, but they wreaked many psychological effects which included: shame of being Secwepemc and speaking the language, loss of personal identity, loss of Secwepemc identity, loss of cultural knowledge and language which resulted in low self-esteem and low self-confidence. These conditions effectively halted the intergenerational transmission of language and culture. Secwepemctsin is no longer the first language of the people. English is the first language spoken in the home of Secwepemc parents and children.

Degree of Language Endangerment

Native people throughout Canada, including the Secwepemc, are recognizing the severity of language endangerment. The Assembly of First Nations has researched and compiled numerical data about aboriginal languages in Canada (Assembly of First Nations, 1982, p.8). The figures are very alarming and indicate the level of endangerment of Aboriginal languages.

Secwepemctsin, the language of the Secwepemc, is one of the languages in extreme endangerment throughout the Secwepemc Nation and, in one Secwepemc community, the language is extinct (Ignace, 1998) In his language report, Matthew (1999), reports that out of a total of 7,597 members in the Nation, there are 308 speakers of the language which works out to 3.9% (p. 9). These numbers reflected the situation in 1999 and since then, many fluent speakers have passed away, leaving the numbers even more dismal. All of the speakers are Elders over the age of 65 years of age. In another assessment of Secwepemctsin, Ignace (1998) found: those who do speak the language do not speak it in the home; almost no children are being raised speaking the language in the home; and to date (with the exception of an Secwepemctsin Immersion program), school programs have not produced proficiency or fluency in the language, and have not resulted in the use of the language, except for a few words, among younger generations (p.3). According to *Suggested Interventions Based on Different Stages of Language Endangerment* adapted from Fishman's Graded Intergenerational Disruption Scale for Threatened Languages, Secwepemctsin is classified at Stage 8 which being the closest to total extinction (Reyhner, 1999, p.2). At this rate, the language is in severe danger of extinction because intergenerational transmission is not taking place. Fishman reports

that a severely endangered language (Stage 8) must be moved to Stage 5 (Language is still very much alive and used in the community). This move is the minimal prerequisite for keeping the language alive (Reyhner, p.5).

Secwepemctsin (language of the Secwepemc)

Secwepemctsin (language of the Secwepemc) is one of the Interior Salish languages of the large Salishan language family (Ignace, 1998, p. 3). The Secwepemctsin sound system consists of 43 consonants and 5 vowels. Many of these sounds are not found in the English language and are difficult to learn. Historically, Secwepemctsin was an oral language. The present writing system for Secwepemctsin was developed by Kuipers, a Dutch linguist, approximately twenty years ago. Until that time, Secwepemctsin remained an oral language. The Kuipers system of writing Secwepemctsin does not represent the Secwepemc vowel sounds accurately. The international alphabet system much more accurately represents Secwepemc sounds.

Effects of Language and Culture Loss

Many social scientists have documented the effects of language and culture loss. The devastating effects of language and culture loss remain in the forefront of Native communities today. The effects of language suppression linger on and affect the Secwepemc to this day. The article, "When Learning a Second Language Means Losing the First" lists the social cost of language loss as: alcoholism, drug abuse, dysfunctional families, child abuse, and other social and personal ills (Brown, 1994, p. 7). The social dysfunction found in Secwepemc communities is a direct result of loss of language, culture, and identity. Language is not the only thing lost. Critically important cultural,

social, technical, and ecological knowledge that is intrinsically linked to language is also at risk. As Brown states, culture and language are intricately interwoven so one cannot separate the two without losing the significance of either language or culture (p. 165). In addition, “culture is a deeply ingrained part of the very fiber of our being, but language—the means for communication among members of a culture – is the most visible and available expression of that culture. And so a person’s world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another” (Brown, 1999, p.170). Language and culture loss is eloquently explained by the Institute for the Preservation of Original Languages:

Loss of language means loss of all accumulated knowledge of culture, spiritual practice, medicinal knowledge, customs, and history; a unique world view, and expression of a whole people. Such loss means loss of diversity, and it is an irreplaceable loss. Complexity of cultural practices, tribal and familial relations, unique and intangible human resources and expression are all contained in the spoken languages, songs, stories and traditions. (IPOLA p. 1).

Anomie, a reality in Secwepemc communities, is a direct result of language and culture loss. The strongest sense of anomie suggests Lambert (1994) is “when linguistically a person begins to “master” the foreign language” of another group (Brown, 1994 p.171). Durkheim (1994) describes the effects anomie “as individuals begin to lose some of their ties to their native culture and adapt to the second culture, they experience feelings of chagrin or regret, mixed with fearful apprehension of entering a new group” (Brown, 1999, p.171).

Feelings and symptoms of anomie run deep in Native communities suffering from “residential school syndrome”. Symptoms are described as “a feeling of alienation from both cultures, lack of self-esteem and self-confidence, inability to relate to family and community, a sense of cultural worthlessness. Native children were taught to reject their culture by a culture which in turn rejected them (Assembly of First Nations, 1992 p.ii). Many reports have documented the effects of residential schools on Native languages and cultures.

Ing (1996) very strongly describes the effects of language suppression, “suppressing Native languages under the threat of corporal punishment produced psychological trauma; therefore, it should not astound one if the topic is emotional because it was a latent way of destroying one’s sense of self and ego. They younger the child was, the easier it was to lose or give up this culture through loss of language and the harder it was for the child’s adjustment” (Grant, 1996, p.192).

C. Overview of the Project

The project was conceived by the writer’s desire to develop a language teaching program which would achieve the desired objectives:

1. enable students to acquire basic Secwepemctsin
2. replace negative feelings associated with language and culture with positive ones
3. make the unit available for use in language programs Secwepemc with learners of all age groups
4. extend Secwepemctsin into the home and community

It is also believed that providing students with exciting lessons in a risk free environment greatly enhances their ability to acquire Secwepemctsin, and it will serve to motivate the students to further develop their fluency, and to become fully competent in Secwepemctsin. The students will then become role models for other Secwepemc community members and help facilitate the revitalization of Secwepemctsin.

The unit will incorporate principles of the communicative and natural approach to language acquisition.

D. Discussion of the project

Presently there are few effective programs for students to acquire Secwepemctsin quickly and efficiently, with the exception of the Chief Atahm Immersion Program.

Chief Atahm School offers the only effective program which enables the students to acquire Secwepemctsin within the Secwepemc Nation. Chief Atahm offers a

Secwepemctsin Immersion program for students aged four years to seven years.

Instruction is entirely in Secwepemctsin for five hours each day four days per week.

Chief Atahm School has worked hard to establish a language program which focuses on language acquisition. The students follow a progression of understanding and speaking

before reading and writing. The students have developed a high level of fluency in

understanding, speaking, reading, and writing due to the amount of time and effort

committed to the language. Content subjects, such as Mathematics and Science, are

taught in Secwepemctsin.

Other Secwepemctsin programs offer limited amounts of language instruction.

All other programs offering Secwepemctsin are classes within the public school system and within some Native band-operated schools. These classes offer lessons ranging from one half hour to one hour per week and from 1 to 5 days per week. Some adult classes are also offered at Simon Fraser University campus in Kamloops, B. C. and in a few other adult education programs. Language class time is very limited in all cases.

Challenges/Problems

Implementing successful Secwepemctsin acquisition programs has faced many challenges and problems which include:

- few or no Secwepemctsin programs available
- very limited amounts of time spent of Secwepemctsin
- very few teacher development programs
- few teaching resources
- very few Native speakers (Elders are over the age of 65 years)
- no intensive language training for young speakers to acquire Secwepemctsin
- Secwepemctsin is not being spoken in the home and community

The classroom teaching situations also poses many challenges which include:

- language teachers not using efficient and effective teaching methods for students to acquire language
- students are learning vocabulary and not being able to speak in sentences
- students are relying on memorization of vocabulary
- generally language programs do not include the affective factors (students are not developing self-confidence, pride, and self-motivation to extend their learning of Secwepemctsin)

Solutions

There is a great need for the revitalization of the Secwepemc language. Although language revitalization needs to take place at all levels – school, home, and community; the author agrees with Fishman that the home is the key place for intergenerational transmission of language to take place in (Reyhner, 1999, p. 7). However, since the reality of the situation is that all primary age students and most adolescents spend most of their day in a school setting, it appears that school settings would be the place to begin language revitalization.

Reyhner (1999) reports that, “historically school-based language teaching has not led to widespread ‘communicative competency’ in the new language (Native language) for most students” (Reyhner, p.5). However, I feel that, with careful planning, successful acquisition of Secwepemctsin can begin in school and programs can be provided for various age groups. Secwepemctsin programs should not exist in the school alone but, must be extended to include the home and community. When parents and community members begin to acquire the indigenous language, students can use language teaching techniques they are learning outside of school.

Methodology

Recent research has outlined approaches to second language acquisition that are more successful than others. The most effective program is one that will include practical, easy to use language learning techniques and take into account the affective factor (feeling positive about language learning). The author chooses a combination of the

Communicative and Natural Approach to language acquisition since they are the most compatible with how Secwepemc people acquired their language naturally.

The unit will:

- a. include 10 lesson plans
- b. use materials and activities appropriate for teaching/learning basic Secwepemtsin
- c. test some of the lesson plans with beginner learners
- d. evaluate the effectiveness of the unit and revise necessary components
- e. provide a model for other language teaching programs

The outcomes of the unit will enable to students to:

- a. acquire a basic listening and speaking vocabulary of 54 words
- b. 18 verbs, 27 nouns (household and classroom; clothing; food; kitchen), 9 adjectives, conjunctions,
- c. begin speaking phrases and short sentence using combinations of verbs, nouns, adjectives, and conjunctions.
- d. show understanding of grammatical structures (personal and possessive pronouns, present tense, present progressive tense
- e. develop a positive attitude, self-confidence, and self-motivation in acquiring Secwepemtsin.

The principles of language learning and teaching are critically important in

Secwepemtsin acquisition programs. Brown (1994 p. 187) lists some of these as:

- Intrinsic motivation is powerful incentive for learning.
- A moderate to high level of risk taking behavior is important
- Successful learners make a strategic investment in their learning.
- Self-confidence is an important precursor to success.

I also believes from past experience in teaching Secwepemctsin that programs must: a) be responsive to students needs; b) guarantee successful acquisition; and c) be easy to follow.

In addition, other important goals/objectives are of this unit include:

- allow language to filter into community as soon as possible (language will not survive as a school subject)
- ensure the language is a spoken and used language

The unit meets the prescribed learning outcomes for Grade 5 and 6 in the curriculum guide “**Secwepemctsin Integrated Resource Package, 1999**” developed by Marianne Ignace (1999) in conjunction with the Secwepemc Language Curriculum Committee and School District 73. However, the unit can be used with any age level. The lessons are based on the communicative/natural approach to teaching language. Lessons which are action based and which actively involve students greatly facilitate acquisition. The unit incorporates many aspects of understanding and speech - vocabulary, grammatical structures, and sentence development. Understanding and speaking are the objectives in this unit and all activities will reflect this. Ideas developed by Krashen (1983) and others will be heavily relied upon.

E. Limitations

The Secwepemctsin unit deals only with 10 lessons. Much more vocabulary and grammatical structures are needed to develop competence in Secwepemctsin. It should be viewed as a model to develop further units which can be used to extend the amount of vocabulary and grammatical structures needed to further acquire Secwepemctsin.

Chapter 2 Selecting a Methodology

A. Introduction

A combination of the communicative and natural approaches will be used to develop this Secwepemctsin Unit as I consider them the most successful approaches in second language acquisition. I examined theories of language and learning, the design, and the procedures used in Communicative and Natural Approaches and found them to be the most effective for acquiring Secwepemctsin.

Language theorists and educators are continually searching for successful approaches to second language acquisition as Brown vividly states,

We are exploring pedagogical means for “real-life” communication in the classroom. We are trying to get our learners to develop fluency, not just the accuracy that has consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance “out there” when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom tasks. We are looking at learners as partners in a cooperative venture. And our methods seek to draw on whatever intrinsically sparks learners to explore and to create (Brown in Curtain & Pesola, 1994, p.97).

B. Criteria for the Unit

1. As much comprehensible input as possible must be presented.
2. Whatever helps comprehension is important eg. visual aids, wide range of vocabulary rather than study of syntactic structure

3. The focus of the classroom should be on listening and reading; speaking should be allowed to “emerge”
4. In order to lower the affective filter, student work should center on meaningful communication rather than on form; input should be interesting and so contribute to a relaxed classroom atmosphere (Richards, 1986, p. 134).

C. Review of the Literature

Principles of the communicative and natural approaches will be incorporated into the Secwepemctsin Unit. The approaches contain many similarities; although, the Natural Approach focuses on the important role of the affective factor in acquiring a second language. A combination of the approaches is deemed to be the most compatible with how Secwepemctsin was traditionally acquired.

Language Theory

The theory of language advocated by the Communicative and Natural Approach is that communication is the primary function of language (Richards, 1986, p.69). Howatt (1986) describes a strong version of this approach which “advances the claim that language is acquired through communication, so that is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself” in (Richards, 1986, p.66). Hence, the focus is on teaching communicative abilities and competence. Hymes in Richards (1986) referred to competency as “what a speaker needs to know in order to be communicatively competent in a speech community” (Richards, 1986, p.70). Furthermore, language is the vehicle for communicating meanings and messages and “acquisition can only take place when people understand messages in the target language” (Ibid. 130). The Natural Approach states, “comprehension and meaningful communication as well as the

provision of the right kinds of comprehensible input provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition” (Richards, 1986, p.140). The Natural Approach emphasizes exposure or input, rather than practice; optimizes emotional preparedness for learning; and prolongs the period of attention to what the learners hear before they try to produce language (Richards, 1986, p.128).

This acquisition theory states that rather than fluency being directly taught, it emerges by itself as learners receive much comprehensible input and that after a long “silent period” production begins to happen. Early speech begins using simple words and short phrases.

Learning theory

The Communicative and Natural Approach theories of learning again are similar; but contain some differences. Both agree that activities which involve real communication; and ones which use the target language for carrying out meaningful tasks support the acquisition process (Richards, 1986, p.72). Learning activities are selected as to how well they engage the learner in meaningful and authentic language use (Richards, 1986, p. 72).

The Natural Approach evolved when Tracy Terrell outlined a proposal for a “new” philosophy of language teaching in (Richards, 1986, p.128). His intent was to develop a language program incorporating the naturalistic principles that had been identified in second language acquisition research. This approach drew on Krashen’s theory of second language acquisition and was derived from the “traditional approach” to teaching language. These approaches are defined as ones “based on the use of language in communicative situations without recourse to the native language” and “without

reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar” (Richards, 1986, p.128). Their statement of principles and practices were published in 1983.

In addition, Krashen in (Richards, 1986, p. 131) asserts that his theory which is one of acquisition rather than learning and is “based on an empirically grounded theory of second language acquisition, which as been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts”. Readers can refer to Greg, 1984 and McLaughlin, 1978 for a detailed critical review (Richards, 1986, p.131). In his Acquisition/Learning Theory, Krashen distinguishes between learning and acquisition. Learning, he states, is “knowing the rules, having a conscious knowledge about grammar” (Krashen, 1983, p.18). Rather than focus on learning, he contends that acquisition is the basic process in developing language proficiency. According to Krashen, “acquisition refers to the unconscious development of the target language system as a result of using the language for real communication (Ibid., p. 72). He further contends, in (Lightbown, 1999, p.38) “we acquire as we are exposed to samples of the second language which we understand” and compares this to how children learn their first language {no conscious attention to language form}. Krashen contrasts this with learning which to him “is the conscious representation of grammatical knowledge that has resulted from instruction and it cannot lead to acquisition”(Richards p. 72). He views acquisition as superior because “it is the acquired system we call upon to create utterances during spontaneous language use”.(Ibid. 72). Furthermore, Krashen asserts that for natural, fluent communication to take place, one must acquire the language and

that learning cannot turn into acquisition (Lightbown, 1999, p. 38). As evidence, he contends that many people speak (a second language) without ever having learned the rules. (Ibid. p.38)

Krashen further asserts that, “the acquired system acts to initiate the speaker’s utterances and is responsible for fluency and intuitive judgments about correctness” (Ibid., p.38).

In his monitor hypothesis he contrasts this with the learned system which “acts as a monitor, making minor changes and polishing what the acquired system has produced” (Ibid. p. 38). Curtain (1994) explains it further, “The monitor is a trigger in the brain that applies rules that have been learned in order to accurately produce or interpret a message in the target language. The monitor at work makes the speaker aware of a mistake after it has been made, or it triggers awareness of the error in time to prevent its being spoken aloud” (Curtain, 1994, p. 52). In summary, Krashen asserts that the focus of language teaching must be on creating the conditions for acquisition rather than learning” (Ibid, p. 38).

Krashen’s Natural Order Hypothesis states that learners acquire features of the target language in predictable sequences (Lightbown, 1999, p. 39). He adds that “in general, certain structures tend to be acquired early and others to be acquired late” (Krashen p. 28). Krashen further states that there is a possibility that structures may be acquired in groups, several at about the same time (Ibid. p28)

Krashen's Input Hypothesis states that acquisition of language is accomplished by exposure to comprehensible input (Lightbown 1999, p.39). This hypothesis states, "that the ability to speak (write) fluently in a second language will come on its own with time" and "speaking fluency is thus not "taught" directly; rather, speaking ability "emerges" after the acquirer has built up competence through comprehensible input" (Richards, 1986, p.132).

Krashen also contends that comprehension and acquisition will occur if the input contains forms and structures just beyond the learner's current level of competence in the language (Ibid. 132). In addition, language used must be understood by learners at all times. To facilitate understanding, instructors should use gestures, actions, examples, demonstrations, illustrations, experiences (Curtain, 1994, p.53).

Krashen's Affective Filter Hypothesis contends that comprehensible input alone is not sufficient for acquiring a language, but that there are affective prerequisites as well. (Krashen, 1983, p. 19). He refers to the Affective Filter Hypothesis as the imaginary barrier which prevents learners from acquiring language from the available input (Lightbown, 1999, p 39). He emphasizes the importance of the "affective" learner's motives, needs, attitudes, and emotional states in acquiring the target language. He contends that, "depending on the learner's state of mind, the filter limits what is noticed and what is acquired" (Ibid. p. 39). For example, if the learner is stressed, the affective filter will be up and will be down when the learner is confident. Curtain adds that new learners resist learning when the environment is painful, unpleasant, and punitive. She

further adds, output (speaking) takes place most effectively when students are in a setting where their attempts at communication are valued and shaped to make them acceptable and understandable through communication rather than grammatical means of correction.

There are many interpretations of the Communicative approach. Richards states there is no single text or authority nor any single model that is universally accepted as authoritative. Howatt (1996) describes a strong version of this approach as one which “advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself” in (Richards p. 66).

Second language theorists have concluded that there are several principles or features of the Communicative/Natural Approach which are necessary for successful acquisition to take place.

Principles/Features of the Communicative and Natural Approach

Richards (1996, p. 67) lists the following principles/features:

- Meaning is paramount.
- Dialogs, if used, center around communicative functions and are not normally memorized.
- Contextualization is a basic premise.
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
- Any device which helps the learners is accepted – varying according to their age and interest.

- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be used where students need or benefit from it.
- Reading and writing can start from the first day, if desired.
- The target linguistic system will be learned through the process of struggling to communicate.
- Linguistic variation is a central concept in materials and methodology.
- Sequencing is determined by any consideration of content, function, or meaning which maintains interest.
- Teachers help the learners in any way that motivates them to work with the language.
- Language is created by the individual often through trial and error.
- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
- The teacher cannot know exactly what language the students will use.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

Ignace (1999 p. 5) adds the following characteristics of the Communicative approach:

- Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (R. Oxford)
- Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (H. Brynes)
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (J. Osgood)
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (R. Oxford)
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks. (M. Met)
- Assessment reflects instructional goals and is performance oriented. (J. Larson)
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum. (J. Larson)

- Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. (J.K. Phillips)

Krashen lists other factors that influence second language acquisition. These factors will only be named and will reserved for a more in depth study. They include: second language aptitude; the role of first language; routine and patterns; and age differences. (for a detailed explanation see Krashen pages 39-47).

Communicative/Natural Approach Program Goals/Objectives

The Communicative/Natural Approach, in its course design, employs the following level of language objectives:

- a. integrative and content level (language as a means of expression)
- b. linguistic and instrumental level (language as a semiotic system and an object of learning)
- c. affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
- d. level of individual learning needs (remedial learning based on error analysis)
- e. general level of extra-linguistic goals (language learning within the school curriculum) (Richards, 1986, p.73)

Krashen lists four goals of language (learning/teaching) to be used in the Natural Approach which include:

- a. basic personal communication (oral)
- b. basic communication skills (written)
- c. academic learning skills (oral)
- d. academic learning skills (written)

Students are not expected to acquire a certain group of structures or forms, but they are expected to deal with a particular set of topics in a given situation (Richards, 1986, p. 135).

Learning and Teaching Activities

Any activities that enable learners to attain the communicative objectives of the curriculum; engage the learners in communication; and require the use of communicative processes, such as, information sharing, negotiation of meaning, and interaction are utilized (Richards, 1986, p.76). Activities are selected as to how well they engage the learner in meaningful and authentic language use. (Ibid. p. 72)

Activities which promote comprehensible input in the target language are emphasized. In addition, learners are not expected to speak until they feel ready to; however, they are expected to respond to teacher commands and questions in other ways eg. pointing, doing the action (Ibid. p 136). The speaking progression moves from yes/no questions; either/or questions; to questions students can answer with words they have learned. Acquisition activities focusing on meaningful communication rather than language form are emphasized.

Total Physical Response is an effective method for language acquisition. The progression of TPR is as follows: the instructor gives commands; the instructor performs the actions with the learners; learners do the actions in groups or alone without the instructor; students give commands (Lee, 2003, p.41). TPR qualifies as meaning bearing and comprehensible (Ibid. p. 42). A great deal of vocabulary can be introduced in thirty

minutes. Other activities such as mime, gesture, and context are used to elicit questions and answers. Structures and patterns are presented in situational practice. Students work in pairs and groups. Krashen asserts that “familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety and maximizes learner self-confidence” (Richards, 1986, p.136).

Instructional Materials

Instructional materials play an important role in the language acquisition class. Materials should influence the quality of classroom interaction and language use.

Their primary role should be the promotion of communicative language use. Therefore, materials must be related to the real world in order to foster communication among learners. The use of real objects, pictures, visual aids, and games is paramount since they facilitate the acquisition of a large vocabulary (Richards, 1986, p. 138). Activities which include context, appropriate gestures, repetition, and paraphrase ensure comprehension (Ibid p. 138).

Teacher Roles

The teacher in the communicative/natural approach class has many roles. Since the teacher is the primary source of comprehensible input in the target language, she must ensure “class time is devoted primarily to providing input for acquisition” (Richards, 1986, p.137). The teacher must “generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input” (Ibid. p. 138). The teacher must create a classroom atmosphere with a low affective

filter for learning/acquiring language. The atmosphere must be interesting, friendly, and risk-free. This is achieved, in part, through techniques such as “not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students” (Ibid. p. 138). The teacher must include a varied and rich mixture of classroom activities. She must use variety in content, context, and group sizes.

Other roles cited by Richards (1986, p. 78) include:

- teacher as a facilitator to facilitate the communication process between all participants in the class, and between these participants and various activities and texts
- act as an independent participant within the learning/teaching group
- researcher and learner
- analyst
- counselor

Student/Learner Roles

Breen and Candlin (1986) describe the learner’s role as “negotiator -between the self, the learning process, and the object of learning –emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way” (Richards, 1986, p 77). In the Natural approach classroom the learners’ roles depends upon their stages of acquisition. In the *pre-production stage*, the learners “participate in the language activity without having to respond in the target language” (Ibid. p.137). In the *early production stage*, students respond to either/or questions, use single words and short phrases, fill in charts and use fixed conversation patterns (Ibid. p. 137). In the *speech-emergent phase*,

the students participate in role plays and games, contribute personal information and opinions, and participate in group problem solving (Ibid. p.137)

Procedure

An example of a lesson could proceed is as follows:

1. Start with Total Physical Response (TPR) commands
2. Use TPR to teach names of body parts
3. Introduce classroom terms and props into the commands
4. Use names of physical characteristics and clothing to identify members of the class by name.
5. Use visuals (pictures to introduce new vocabulary and to continue with activities requiring only student names as a response.
6. Combine use of pictures with TPR.
7. Combine observations about the picture with commands and conditions.
8. Using several pictures, ask students to point to the picture being described.
(For a detailed explanation of each activity see Richards (1986 p. 140)

Concerns regarding the Communicative Approach

Some concerns regarding the communicative approach, which can also be applied to the Natural approach, outlined by Richards (1986 p. 83) include:

- can this approach be applied to all levels in a language program?
- does it require existing grammar based syllabuses to be abandoned or revised?
- how can this approach be evaluated?
- how suitable is it for non-native teachers?
- how can it be adopted in situations where students must continue to take grammar-based tests?

Summary

The Communicative and Natural Approach advocate that language acquisition takes place most effectively when certain conditions are met. Conditions include: as much

comprehensible input as possible must be presented; language used should be as natural as possible, used in context, and be meaningful and interesting. Understanding the language is of paramount importance and so input is simplified and made comprehensible by the use of contextual clues, props, gestures, rather than through structured grading (Lightbown, 1999, p. 95). In addition, the learner is exposed to a wide variety of vocabulary and structures. The proponents of these approaches emphasize that language learning (acquisition) comes about by using language communicatively, rather than by practicing skills. Finally, the affective filter must be lowered by providing input which is interesting and contributes to a relaxed atmosphere which, in turn, will facilitate acquisition (Richards, 1986, p.138)

Chapter 3 Secwepemctsin Unit

A. Introduction

This unit is designed to be used with beginning students who have little or knowledge of Secwepemctsin. It may be used with varying age groups from very young to adult learners. This unit is designed for a language class of one hour five days per week. It will cover 10 lessons over a two week period. The unit uses the Total Physical Response activities as well as others designed by the instructor. Various instructional strategies are used, such as, physical activities, demonstrations, modeling, games, student activities.

B. Profile of the Learner

This unit is designed for students who have little or no exposure to Secwepemctsin. English, basically, is their first language because Secwepemctsin is not spoken in the home on a daily basis by parents or the students. Some students may have access to grandparents who still speak Secwepemctsin. The students may hear Secwepemctsin occasionally at community or family functions. For many students, the only place where they will have exposure to Secwepemctsin is in a school language program.

C. Goals and Objectives

The unit will use Krashen's guidelines for teaching which include:

- students are presented with lots of comprehensible input

- students will comprehend language before production
- students speech production will emerge in stages
- students are not forced to speak, but will speak when ready
- students errors which do not interfere with communication are not corrected
- the affective filter is lowered by focusing on interesting and relevant topics allowing students to express their ideas, opinions, desires, emotions, and feelings.
- ensure environment is conducive to learning: low level of anxiety, risk-free, contains good rapport and friendly relationships between teacher and students.
- Secwepemetsin Unit

Teacher Forward

The lessons in the unit will incorporate aspects of Total Physical Response as developed by James Asher and others which include:

- The students must understand the target language before they speak it.
- Movement by the students is used to develop understanding. The imperative is a powerful aid because the instructor can utter commands to manipulate student behavior.
- Many grammatical structures of the target language and hundreds of vocabulary items can be learned through skilful use of the imperative by the instructor.
- Attempts to force the students to speak should not happen. They will begin to speak spontaneously. (Asher, in Seeley, 1995, p.2)

The lessons will follow a slightly modified version of the Basic Principles of the Natural Approach as outlined by Terrell in (Curtain, 1994, p.109)

Stage 1: Comprehension (Preproduction)

The students will follow a wide variety of TPR commands. The instructor models the commands until students comprehend and can follow commands independently. The instructor combines commands. Eg. Run to the table and

sit on it. The teacher models until students can perform commands independently.

Stage 2: Early Speech Production

The students will respond to:

- yes/no questions/respond with a name eg. Who has the pencil?
- either/or questions using nouns, verbs, adjectives eg. Is the book on the table or on the floor?
- who, where, what, when, why questions
- open ended questions
- open dialogue
- interviews

Stage: 3 Speech Emerges

The students will use speech to participate in:

- games and recreational activities
- content activities
- humanistic/affective activities
- information/problem solving activities

The use of skilful questioning will enable the students to begin acquiring other language structures, such as the present progressive tense. For example, Teacher: who is running?
Students: John is running. It is essential to incorporate other forms of speech as the students may remain speaking in the imperative. It is my experience that when only the imperative is presented, the students will only use that form to speak and will not acquire other correct structures. When the students feel ready, they will give commands and ask

questions of other students. The ultimate goal is for students to internalize the vocabulary and grammatical structures.

This Secwepemctsin Unit will extend to Stage 2 (c) due to the limited amount of time. Extensions to the unit will incorporate all stages. The instructor will use real objects, actions, and demonstrations at all times to ensure comprehension. Games and activities will be used to practice and extend vocabulary, phrases, and short sentences. Evaluation will be on-going. The instructor will constantly monitor students' understanding and adjust lessons accordingly.

This unit contains a total of 10 lessons. Each lesson, except for lesson #10, will add six new words for a total of 54 words. Each lesson will review previously learned words and phrases.

Secwepemctsin will be the target language throughout the lessons eg. greetings, giving directions, etc. The instructor will make all efforts to ensure students understand by using actions, demonstrations, modeling, examples, and drawing.

Lesson #1

Lesson Title – verbs, classroom and household nouns

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs and nouns by performing physical actions with the instructor and independently.
2. The students will demonstrate understanding of the verbs and nouns by illustrating them as the teacher call them out.

Vocabulary

Grammatical Structures

new

Verbs	Nouns	Adjectives	Conjunctions
ts'ilice (stand up)	ts'elcwilep (chair)		ne
emutce (sit down)	letep (table)		tktn
k'uwetme (you walk)			
newelce (you run)			

Lesson Content

Demonstrate the following commands using one student as model:

ts'ilice!
emutce!
k'uwetme!
newelce!

Demonstrate the nouns: letep
ts'elcwilep

Continue with the commands using different students as models (use one student at a time since the commands are singular). Give commands using combinations of verbs and nouns.

Sample Commands

Ts'ilice! (Stand up)
Emutce ne ts'elcwilep! (Sit on the chair)
Newelce tktn letep (Run toward the table)
K'uwetme tktn ts'elcwilep (Walk toward the chair)
Newelce tktn ts'elcwilep (Run toward the chair)
K'uwetme tktn letep (Walk toward the table)
Emutce ne letep (Sit on the table)
Ts'ilice ne letep (Stand on the table)
Ts'ilice ne ts'elcwilep (Sit on the chair)

Materials/Resources

table, chair

Activities

- #1. Teacher gives command eg. emutce! and asks for volunteers to draw the word on the board.
Teacher gives commands in singular form and combining nouns and verbs eg. ts'lilce ne letep.
Teacher repeats the command as student is drawing and when the student is finished drawing.
Continue activity until all words and phrases are used.
- #2. Teacher gives each student a sheet of paper and asks them to fold into 6 squares.
Teacher calls out commands one at a time and the students draw it in the squares.
When the whole sheet is filled, teacher calls out a command and students point to it on their papers.

Lesson # 2

Lesson Title– verbs, classroom and household nouns, adjectives

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, and adjectives (singular and in combinations) by performing physical actions with the instructor and independently.
2. The students will demonstrate understanding of the verbs and nouns (singular and in combinations) by illustrating them as the teacher calls them out.
3. The students will demonstrate understanding of conjunctions.
4. The students, who feel ready, may give commands to the other students.

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce

Nouns

ts'elcwilep
letep

Adjectives

new

kwente (take it)
pelq'teke (put it back)

new

q'imeke7 (pen or pencil)
stsq'ey' (paper)

new

xyum (big)
kw'oyi7ese (small)

Conjunctions

ne
tktn
r

Lesson Content

Review commands from Lesson #1 use words in singular and in combinations.
Eg. Emutce ne letep.

Demonstrate the new vocabulary many times using different students as models.
Use many examples of objects to demonstrate xyum (big) and kw'oyi7ese (small)
Give commands using various combinations of review and new words.

When students show understanding of the new vocabulary, ask them to perform actions independently.
Ask for volunteers to give commands using review and new words.

Sample commands

Emutce xyum t'e letep. (Sit on the big table)
Newelce tktn kw'oyi7ese t'e ts'elcwilep. (Run toward the small chair)
Tskwente r xyum t'e q'imeke7. (Get the big pen or pencil)
Pelq'teke r kw'oyi7ese t'e stsq'ey'. (Put the small paper back)
K'uwetme tktn xyum t'e ts'elcwilep. (Walk toward the big chair)
Kwente r kw'oyi7ese t'e q'imeke7. (Get the small pen or pencil)
Emutce ne kw'oyi7ese t'e letep. (Sit on the small table)
Newelce tktn xyum t'e letep. (Run toward the big table.)

Materials/Resources

big and small tables and chairs; big and small objects (to demonstrate big and small); big and small pen (pencil); big and small pieces of paper

Activities

Give each student a sheet of paper (11 X 18). Fold the paper into 3 sections.

The first section will be for verbs, the second for nouns, and the last section for adjectives.

Call out a word (eg. newelce). Students draw the word under the appropriate column – verbs.

Continue until all words are drawn under the appropriate column.

Call out a combination of the words eg. newelce tktn xyum t'e letep (run toward the big table)

The students find each word on their papers and point to them.

Call on a volunteer to perform the action.

Continue until all words have been used in various combinations.

Lesson # 3

Lesson Title– verbs, classroom and household nouns, clothing, adjectives

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combinations) and possessive pronouns by performing physical actions with the instructor and independently.
2. The students will demonstrate understanding of the verbs, nouns, adjectives, and conjunctions by participating in a game using the words.
3. The students will practice speaking the verbs, nouns, adjectives, conjunctions, and possessive pronouns by volunteering to call out the words in the game.

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce
pelq'teke
kwente

Nouns

ts'elcwilep
letep
q'imeke7
stsq'ey'

Adjectives

xyum
kw'oyi7ese

Conjunctions

ne
tktn
r

possessive pronoun

(re7)

new

tnminte (put it on)
kellenteke (take it off)

new

qmut (hat)
sillts'u (shoe)

new

le7 (good)
k'ist (bad)

Lesson Content

Review the commands from Lesson # 1 and 2 using singular and combinations of the words.

Demonstrate new vocabulary singular and in combinations.

Demonstrate review and new commands in combinations until students show understanding and are able to follow commands independently.

Ask student volunteers to give commands.

Sample Commands

Kwente r xyum t'e qmut. (Get the big hat)

Newelce tktn kw'oye7ese t'e letep (Run to the small table)

Tnminte r le7 t'e lekepu. (Put on the nice coat)

Kellenteke re7 sillts'u. (Take off your shoe)

K'uwetme tktn letep ell kwente r stsq'ey'. (Walk toward the table and get the paper)

Pelq'eteke r xyum t'e q'imeke7 ne letep. (Put the big pen back on the table)

Ts'lilce ne k'ist t'e letep. (Stand on the ugly table)

Kwente re7 ts'elcwilep ell emutce. (Get your chair and sit on it)

Emutce ne kw'oyi7ese t'e stsq'ey'. (Sit on the small paper)

Tnminte re7 qmut ell ts'lilce. (Put on your hat and stand up).

Materials/Resources

Big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat and shoe; good and bad quality hat and shoe; student's own hat and shoe

Picture cards of all words.

Flyswatter

Activities

Flyswatter game (See Appendix A)

Lesson # 4

Lesson Title– verbs, classroom and household nouns, clothing, adjectives

Lessons Outcomes

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combination).
2. The students will demonstrate understanding of possessive pronouns (your, his/hers), personal pronouns (he/she) and present progressive tense.
3. The students will respond to questions using names and yes/no.
4. The students will speak short phrases using picture cards.

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce
pelq'teke
tnminte
kellenteke
kwente

Nouns

ts'elcwilep
lelep
q'imeke7
stsq'ey'
qmut
sillts'u

Adjectives

xyum
kw'oyi7ese
le7
k'ist

new
xwent (fast)
yuyuwt (slow)

Conjunctions

ne
tktn
r
ell
t'e

possessive pronouns
re7 (your)
s (his/hers)
personal pronouns
s (he/she)

present progressive tense

new

tsq'minte (throw it)
elkw'ete (put it away)

new

ckupce7 (sock)
stektit's'e7 (shirt)

new

xwent (fast)
yuyuwt (slow)

Lesson Content

Review the commands from Lesson # 1, #2, and #3 using singular and combinations of the words. Demonstrate new vocabulary singular and in combinations.

Demonstrate review and new commands until students show understanding and are able to follow commands independently.

Ask student volunteers to give commands.

Students answer questions which require responses with student names or yes/no.

Sample Commands

Kwente r xyum t'e q'imeke7 ell tsq'minte. (Get the big pen and throw it)

Tnminte re7 lekepu ell kellenteke re7 qmut. (Put on your coat and take off your hat)

Kwente r ts'elcwilep ell elkw'ete. (Get the chair and put it away)

K'uwetme tktn lelep t'ek xwent. (Walk fast toward the table)

Tsq'minte r stsq'ey' ne xyum t'e lelep. (Throw the paper on the big table)

Newelce tktn xyum t'e ts'cwilep ell emutce. (Run to the big chair and sit down)

Kwente re7 qmut ell re7 lekepu ell elkw'ete. (Get your hat and coat and put them away)

Kellenteke re7 lekepu ell elkw'ete. (Take off your coat and put it away)

Sample Questions

Teacher: John, tnminte re7 qmut! (John, put on your coat)
Sweti7 tnmims r lekepus? (Who put on his/her coat?)

Students: John

Teacher: Me7e, John tnmims r lekepus. (Yes, John put on his coat)

Teacher: John kwente re7 q'meke7 ell Mary elkw'ete re7 stsq'ey'!
(John get your pen and Mary put away your paper)
Sweti7 elkw'es r stsq'ey's? (Who put away his/her paper?)

Students: Mary

Teacher: Me7e, r Mary elkw'es r stsq'ey's. (Yes, Mary put away her paper)

Teacher: John, elkw'ete r xyum t'e q'imeke7 ne letep. (John, put away the big pen on the table)
M- elkw'es r xyum t'e q'imeke7 ne ts'elcwilep? (Did he put it away on the chair?)

Students: Ta7a (no)

Teacher: R John ta7ks elkw'es r q'imeke7 ne ts'elcwilep. (John did not put away the pen on the chair)

Materials/Resources

Big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat and shoe; good and bad quality hat; shoe, sock, and shirt; student's personal ha; shoe, sock and shirt; pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)

Activities

1. Arrange pictures cards into 3 piles – nouns, verbs, and adjectives. Choose one card from each pile and a conjunction card. Create a short phrase using the cards eg. r xyum t'e q'imeke7 ne letep.
2. Instructor calls out the phrase.
3. Instructor asks question eg. t'he7e r q'imeke7? (Where is the pen?)
4. Students answer - ne letep (on the table)
5. Repeat using many different combinations of nouns, verbs, and adjectives.
6. Students work in groups of 3 using the picture cards to create short phrases and say them out loud.
7. Students ask each other questions about their phrases.

Lesson #5

Lesson Title– verbs, classroom and household nouns, clothing,

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combination).
2. The students will demonstrate understanding of possessive pronouns (your, his/hers), personal pronouns (he/she) and present progressive tense.
3. The students will respond to questions using names and yes/no.
4. The students will respond to comprehension questions (who, what, where) using one/two words or short phrases.
5. The students will ask comprehension questions in a game situation.

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce
pelq'teke
tnminte
kellenteke
kwente
tsq'minte
elkw'ete

Nouns

ts'elcwilep
lelep
q'imeke7
stsq'ey'
qmut
sillts'u
ckupce7
stektits'e7

Adjectives

xyum
kw'oyi7ese
le7
k'ist
xwent
yuyuwat

Conjunctions

ne
tktn
r
ell
t'e

possessive pronouns
re7 (your)
s (his/hers)

personal pronouns
s (he/she)

present progressive tense

present tense

new

plukw'ete (to gather up)
tskwente (get it)
cwelpilce (turn around)
pelq'ilce (go back)

new

lekepu (coat)
sxet'ece (pants)

Lesson Content

Review the commands from Lesson # 1, #2, #3, and #4 using singular and combinations of the words. Demonstrate new vocabulary singular and in combinations.

Demonstrate review and new commands until students show understanding and are able to follow commands independently.

Demonstrate commands (combining verbs, nouns, and adjectives) and ask students different forms of questions.

Students respond with yes/no and with short phrases.

Teacher responds to question using the full correct response.

Ask students to give commands and ask questions.

Sample Commands and Questions (what, who, where)

Teacher: Bill, tsq'minte r stsq'ey' ne letep!. (Bill throw the paper on the table)
Sten –en r tssq'ey' ne letep? (Is the paper on the table?) Check this

Students: Me7e. (yes)

Teacher: John, plukw'ete r xyum t'e q'imeke7, r qmut, ell r stsq'ey'!
(John, gather the big pen, the hat, and the paper)
Stem'i k plukw'es r John? (What is John gathering?)

Students: r xyum t'e q'imeke7, r qmut, ell r stsq'ey'. (the big pen, the hat, and the paper)

Teacher: Me7e, r John plukw'es r xyum t'e q'imeke7, r qmut, ell r stsq'ey'.
(Yes, John is gathering the big pen, the hat, and the paper)
(This must be said as John is gathering – present progressive tense)

Teacher: Mary, kwente r k'ist t'e lekepu ell elk'ete ne letep.
(Mary get the ugly coat and put it away on the table)
Sweti7-k kwens r k'ist t'e lekepu ell elk'etes?
(Who is getting the ugly coat and putting it away?)

Students: R Mary

Teacher: Me7e, r Mary kwens r k'ist t'e lekepu ell elk'etes.
(Yes, Mary gets the ugly coat and puts it away)

Teacher: Bill, kellenteke re7 sillts'u ell elk'ete ne ts'welcwilep!
(Bill, take off your shoe and put it away on the table)
T'he7e-k r sillts'us r Bill? (Where is Bill's shoe)

Students: Ne letep. (on the table)

Teacher: Me7e, r sillts'us r John ne letep.

Materials/Resources

Big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat; shoe, sock, shirt, coat, and pants; good and bad quality hat, shoe, sock, and shirt, coat, and pants; student's own hat, shoe, sock, shirt, coat, and pants, pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)

Activities

Human Tic Tac Toe (See appendix A)

Lesson #6

Lesson Title– verbs, classroom and household nouns, clothing

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combination).
2. The students will demonstrate understanding of possessive pronouns (your, his/hers), personal pronouns (he/she) and present progressive tense.
3. The students will respond to questions using names and yes/no.
4. The students will respond to comprehension questions (who, what, where) using one/two words or short phrases.
5. The students will ask questions (who, what, where).

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce
pelq'teke
tnminte
kellenteke
kwente
tsq'minte
elkw'ete
plukw'ete
tskwente
cwelpilce
pelq'ilce

Nouns

ts'elcwilep
letep
q'imeke7
stsq'ey'
qmut
sillts'u
ckupce7
stektitse7
lekepu
sxet'ece

new
llecucw (dress)
xixlep (floor)
necenustn (window)

Adjectives

xyum
kw'oyi7ese
le7
k'ist
xwent
yuyuw7

new
qwtqwet (soft)

Conjunctions

ne
te
r
ell
t'e

possessive pronouns
re7 (your)
s (his/hers)

personal pronouns
s (he/she)

present progressive tense

present tense

Lesson Content

Review commands, questions, and responses from lessons #1-#5.

Demonstrate the new vocabulary singular and in combinations.

Put items of clothing (hat, shoe, sock, shirt, coat, pants, dress) on floor. Ensure there are big and small sizes, good and bad quality, and some of the students personal items of clothing.

Give individual students combinations of three or more commands. (Put on the big coat, take off the big coat put it on the floor)

Ask who, what, where questions. Students respond with short phrases.

Teacher models the correct response.

Continue until all clothing, other nouns, verbs, and adjectives have been practiced.

Sample Commands and Questions

Teacher: John, tnminte r xyum t'e lekepu! (John, put on the big coat.)

Sweti7-k tnmims r xyum t'e lekepu? (Who is wearing the big coat?)

Students: John

Teacher: Me7e, r John tnmims r xyum t'e lekepu. (Yes, John is wearing the big coat.)

Teacher: Tom, kecteke r Jill r lekepu ell Jill, tnminte r lekepu.

(Tom, give the coat to Jill and Jill put on the coat).

Sweti7-k kectes r Jill r lekepu? (Who gives Jill the coat)

Students: R Tom kectes r Jill r lekepu. (Tom gives Jill the coat)

Teacher: Stemi-k tnmims r Jill? (What is Jill wearing?)

Students: r lekepu. (the coat)

Teacher: Me7e, r Jill tnmims r lekepu.

Teacher: Sally, kellenteke re7 sillts'u ell tsq'minte ne xixlep.

(Sally take off your shoe and throw it on the floor)

Stem'i- r Sally kellentes ell tsq'mins ne xixlep?

Students: kellentes r sillts'us ell tsq'mins ne xlilep. (she takes off her shoes and thrown them on the floor)

Teacher: Mary, plukw'ete r lekepu, r qmut, ell r ckupce7 ell pelq'teke ne letep.

(Mary gather up the coat, hat, sock, and bring them back to the table)

T'he7e r lekepu, r qmut, ell r ckupce7? (Where is the coat, hat, and sock?)

Students: ne letep (on the table)

Teacher: Me7e, r lekepu, r qmut, ell r ckupce7 ne letep. (Yes, the coat, hat, and sock are on the table)

Materials/Resources

Big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; student's personal hat, shoe, sock, shirt, coat, pants, and dress; pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)

Activities

Classification game (See Appendix A)

Lesson #7

Lesson Title– verbs, classroom and household nouns, clothing, food items,

Lesson Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combination).
2. The students will demonstrate understanding of possessive pronouns (your, his/hers), personal pronouns (he/she) and present progressive tense.
3. The students will respond to questions using names and yes/no.
4. The students will respond to comprehension questions (who, what, where) using one/two words or short phrases.
5. The students will give commands.
6. The students will ask questions (who, what, where).

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce
pelq'teke
tnminte
kellenteke
kwente
tsq'minte
elkw'ete
plukw'ete
tskwente
cwelpilce
pelq'ilce
kectseme
kecteke

Nouns

ts'elcwilep
letep
q'imeke7
stsq'ey'
qmut
sillts'u
ckupce7
stektits'e7
lekepu
sxet'ece
lhellucw
xixlep
necenustn

Adjectives

xyum
kw'oyi7ese
le7
k'ist
xwent
yuyuwt
qwtqwet

Conjunctions

ne
tktn
r
ell
te
t'e

possessive pronouns
re7 (your)
s (his/hers)

personal pronouns
s (he/she)

present progressive tense

present tense

new

illente (to eat)

new

spqpeq (berry)
lekelet (bread)
gyu7 (carrot)

new

xixeyt (hot)
ts'ellt (cold)

Lesson Content

Review commands, questions, and responses from lessons #1-6.
Introduce new vocabulary singular and in combinations.

Give individual students combinations of three or more commands. (Get the bread and berries, give it to Bill, Bill eat the bread and berries)
 Students take turns serving the food and making an explanation. Eg. ye7ene r le7 t'e speqpeq. (here is the good berries)
 Ask who, what, where questions. Students respond with short phrases.
 Teacher models the correct response.
 Continue until all food, clothing, other nouns, verbs, and adjectives have been practiced.

Sample Student Commands and Questions

John: Mary, pelq'eteke r qwtqwet t'e tselcwilep. (Mary, bring back the soft chair)
 Sam, sweti7 -k pelq'etes r qwtqwet t'e ts'elcwilep? (Sam, puts back the soft chair?)
 Sam: R Mary pelq'etes r qwtqwet t'e ts'elcwilep. (Mary puts back the chair)

Bill: Joe, k'uwetme tktn letep ell kwente r k'ist t'e sillts'u.
 (Joe, walk toward the table and get the ugly shoe)
 Mary, stemi7 -k kwens r Joe te letep? (Mary, what does Joe take from the table?)
 Mary: R Joe kwens r k'ist t'e sillts'u. (Joe takes the shoe)
 Teacher: Me7e, r Joe kwens r k'ist t'e sillts'u te letep.
 (Yes, Joe takes the ugly shoe from the table.)

John: Joe, kwente r qmuts r Bill ell tnminte. (Joe get Bill's hat and put it on.)
 Bev, sweti7 -k tnmins r qmuts r Bill? (Bev, who is wearing Bill's hat?)
 Bev: R Joe tnmins r qmuts r Bill.

Materials/Resources

Big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; student's own hat, shoe, sock, shirt, coat, pants, and dress; pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)
 food sample (berries, bread, carrots – small and big pieces, good and bad quality)
 hot and cold items (water, food, pictures of sun and ice)

Activities

Charades (See Appendix A)

Lesson #8

Lesson Title– verbs, classroom and household nouns, clothing, food items,

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combination).
2. The students will demonstrate understanding of possessive pronouns (your, his/hers), personal pronouns (he/she), present tense, and present progressive tense.
3. The students will respond to comprehension questions (who, what, where) short phrases.
4. The students will ask questions (who, what, where)
5. The students will use a combination of verbs, nouns, adjectives, personal and possessive pronouns, present tense, present progressive tense to produce sentences.

Vocabulary

Grammatical Structures

Review

Verbs	Nouns	Adjectives	Conjunctions
tslilce	ts'elcwilep	xyum	ne
emutce	letep	kw'oyi7ese	tktn
k'uwetme	q'imeke7	le7	r
newelce	stsq'ey'	k'ist	ell
pelq'teke	qmut	xwent	te
tnminte	sillts'u	yuyuw7	t'e
kellenteke	ckupce7	qwtqwet	
kwente	stektits'e7	xixeyt	possessive pronouns
tsq'minte	lekepu	ts'ellt	re7 (your)
elkw'ete	sxet'ece		s (his/hers)
plukw'ete	llellucw		
tskwente	xixlep		personal pronouns
cwelpilce	necenustn		s (he/she)
pelq'ilce	spqpeq		
kectseme	lekelet		present progressive tense
kecteke	gyu7		
illente			present tense
new	new		
tnteke (to put)	u7se (egg)		
	petak (potatoe)		
	swewll (fish)		
	syelt (dish)		
	llkep (pot)		

Lesson Content

Review commands, questions, and responses from lessons #1-7.
Introduce new vocabulary singular and in combinations.

Give individual students combinations of three or more commands.
 Ask who, what, where questions. Students respond with short phrases.
 Teacher models the correct response.
 Continue until all food, clothing, other nouns, verbs, and adjectives have been practiced.
 Students work in groups of 4 – one student gives the commands; one student performs the commands, one student asks the questions and one student answers the questions. Switch roles of the group.
 Evaluate and check if all students show understanding of new and review vocabulary and grammatical structures.

Sample Student Commands, Questions, and Responses

John: Mary tskwente r llkep ell nteke r u7se and swewll ne llkep.
 (Mary, get the pot and put the egg and fish in the pot.)

Bill: Tom, sweti7 –k kwens r u7se ell r swewll ell nttes ne llekep?
 (Tom, who gets the pot and the egg and fish in the pot?)

Tom: R Mary kwens r u7se ell r swewll ell nttes ne llkep.
 Mary gets the egg and fish and puts them in the pot.)

Jill: Sally, tsq'minte r qmuts r Bill ell r xyum t'e stsq'ey' ne letep.
 (Sally, throw Bill's hat and the big paper on the table.)

John: Jane, t'ehe7e k r qmuts r Bill ell r xyum t'e stsq'ey'??
 (Where is Bill's hat and the big paper?)

Jane: R qmuts r Bill ell r xyum t'e stsq'ey' ne letep.
 (Bill's hat is on the table.)

Jill: Sweti7 – k tsq'mins r qmuts r Bill ell r xyum t'e stsq'ey' ne letep?
 (Who throws Bill's hat and the big paper on the table?)

Jane: R Sally tsq'mins r qmuts r Bill ell r xyum t'e tsq'ey' ne letep.
 (Sally throws Bill's hat and the big paper on the table.)

Materials/Resources

Big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; student's personal hat, shoe, sock, shirt, coat, pants, and dress; pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)
 food sample (berries, bread, carrots, eggs, potatoes, fish)– small and big pieces, good and bad quality)
 big and small dish and pot
 hot and cold items (water, food, pictures of sun and ice)

Activities

Bop game (See Appendix A)

Lesson #9

Lesson Title– verbs, classroom and household nouns, clothing, food items

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives (singular and in combination).
2. The students will demonstrate understanding of possessive pronouns (your, his/hers), personal pronouns (he/she), present tense, and present progressive tense.
3. The students will respond to comprehension questions (who, what, where) short phrases.
4. The students will ask questions (who, what, where).

Vocabulary

Grammatical Structures

Review

Verbs

tsilice
emutce
k'uwetme
newelce
pelq'teke
tnminte
kellenteke
kwente
tsq'minte
elkw'ete
plukw'ete
tskwente
cwelpilce
pelq'ilce
kectseme
kecteke
illente
tnteke

Nouns

ts'elcwilep
letep
q'imeke7
stsq'ey'
qmut
sillts'u
ckupce7
stektits'e7
lekepu
sxet'ece
llellucw
xixlep
necenustn
spqpeq
lekelet
gyu7
u7se
petak
swewll
syelt
llkep

new
ts'i7 (deer)
lekemin (poridge)
set'cime (spoon)
clluqwme7 (cup)
sekw'min (knife)
c7elkw'me (cupboard)

Adjectives

xyum
kw'oyi7ese
le7
k'ist
xwent
yuyuw
xixeyt
ts'ellt
qwtqwet

Conjunctions

ne
tktn
r
ell
te

possessive pronouns
re7 (your)
s (his/hers)

personal pronouns
s (he/she)

present progressive tense

present tense

Lesson Content

Review commands, questions, and responses from lessons #1-8.

Introduce new vocabulary singular and in combinations.

Give individual students combinations of three or more commands.

Ask who, what, where questions. Students respond with short phrases.

Teacher models the correct response.

Continue until all food, clothing, other nouns, verbs, and adjectives have been practiced.

Have all food samples available (both hot and cold). Students work in group of 6. Sit in a circle. The first student takes the plate (with all the food samples on it) and passes a food item to the student sitting next to him and says, "ye7ene r _____ t'e _____, illente (here is the hot bread, eat it). Continue until all students have had a turn speaking.

Sample Student Commands, Questions, Responses

John: Mary, kwente r ts'i7, lekelet, ell r gyu7 te xyum t'e letep ell kecteke r Bill.

(Mary, get the meat, bread, and big carrot from the table and give them to Bill.)

Tom, sweti-k kectes r Bill t'e ts'i7, lekelet, ell r gyu7?

Mark, t'he7e -k kwens r ts'i7, lekelet, ell r gyu7 r Mary)

(Mark, where does Mary get the meat, bread, and big carrot from?)

Tom: R Mary kwens r ts'i7, lekelet, ell r xyum t'e gyu7 ell kectes r Bill.

(Mary gets the meat, bread, and big carrot and gives them to Bill.)

Mark: R Mary kwens r ts'i7, lekelet, ell r xyum t'e gyu7 te letep.

(Mary gets the meat, bread, and big carrot from the table.)

Jill: Sally, kwente r u7se te llkep ell elkw'ete ne c7ekw'me7.

(Sally, get the egg from the table and put it in the cupboard.

Tom, T'he7e- k elkw'es r u7se r Sally?

(Tom, where did Sally put away the egg?)

Tom: R Sally elkw'es r u7se ne c7elkw'me7.

(Sally puts away the egg in the cupboard.)

Jill: Mary, sweti7 -k kwens r u7se te llkep ell elkw'es ne c7elkw'me7?

(Mary who takes the egg from the pot and puts it away in the cupboard?)

Mary: R Sally kwens r u7se te llkep ell elkw'es ne c7elkw'me7.

(Sally takes the egg from the pot and puts it away in the cupboard.)

Materials/Resources

Picture cards of:

big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; student's own shoe, sock, shirt, coat, pants, and dress;

pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)

food sample (berries, bread, carrots, eggs, potatoes, fish, meat, porridge) big and small pieces, good and bad quality)

big and small dish, pot, spoon, cup, knife, cupboard

hot and cold items (eg. hot coffee, cold drink)

all verbs

Activities

Give each student a 5 X 5 grid sheet of paper to make their bingo card. Put up all the picture cards on the board.

Students choose (randomly) 25 pictures to draw in each square. Encourage them to choose different ones so not all bingo cards will be the same.

Use the bingo cards to play bingo. (See appendix A)

Lesson #10

Lesson Title– verbs, classroom and household nouns, clothing, food items, possessive pronouns (your, his/hers), personal pronouns (he/she), present tense, present progressive tense

Lessons Outcomes:

1. The students will demonstrate understanding of the verbs, nouns, adjectives, conjunctions, possessive pronouns (your, his/hers), personal pronouns (he/she), present tense, and present progressive tense by following commands containing them in combinations.

Vocabulary

Grammatical Structures

Review

Verbs

tslilce
emutce
k'uwetme
newelce
pelq'teke
tnminte
kellenteke
kwente
tsq'minte
elkw'ete
plukw'ete
tskwente
cwelpilce
pelq'ilce
kectseme
kecteke
illente
tnteke

Nouns

ts'elcwilep
letep
q'imeke7
stsq'ey'
qmut
sillts'u
ckupce7
stektits'e7
lekepu
sxet'ece
lhellucw
xixlep
necenustn
spqpeq
lekelet
gyu7
u7se
petak
swewll
syelt
llkep
ts'i7
lekemin
set'cime
lluqwme7
sekw'min
c7elkw'me

Adjectives

xyum
kw'oyi7ese
le7
k'ist
xwent
yuyuwt
xixeyt
ts'ellt
qwtqwet

Conjunctions

ne
tktn
r
ell
te
t'e

possessive pronouns
re7 (your)
s (his/hers)

personal pronouns
s (he/she)

present progressive tense

present tense

Lesson Content

Review all verbs, nouns, adjectives, and grammatical structures from lessons #1-10.
Divide the class into groups of 6.

Work with one group to conduct evaluation. Ask students to perform commands on evaluation sheet, if they perform commands correctly, record checkmark beside their name; if they perform command incorrectly, mark with a X)

Other groups play bingo independently.
Switch groups until all students have been evaluated.

Using evaluation sheet, determine which verbs, nouns, adjectives, conjunctions, personal and possessive pronouns, present tense, present progressive tense the students have or have not acquired. Make note which ones need more review.

Materials/Resources

Picture cards of:

big and small tables and chairs; big and small pens; big and small pieces of paper; big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; student's own shoe, sock, shirt, coat, pants, and dress;
pictures cards showing all nouns, verbs, and adjectives, cards with conjunctions written on them (ne, t'e, r, re7, ell)
food sample (berries, bread, carrots, eggs, potatoes, fish, meat, porridge) big and small pieces, good and bad quality)
big and small dish, pot, spoon, cup, knife, cupboard
hot and cold items (eg. hot coffee, cold drink)

all verbs

Evaluation sheet (See appendix B)

D. Evaluation

The Secwepemctsin unit provided effective in the following ways:

- students maintained their interest and motivation
- students showed confidence to speak
- students participated actively in all lessons
- students maintained interest throughout the lessons
- students were able to understand and speak the words, phrases, sentences taught in lesson # 1 - 4

Although the students were able to acquire basic words, phrases, and sentences in the classroom situation, the real test of their acquisition will be determined by their ability to use the language they have acquired to speak outside class situations – at home and in the community. Evaluation of this sort will have to take place.

The unit can be successfully used to extend acquisition of Secwepemctsin. More units can be developed which would enable students to further develop their understanding and speaking skills. Students who complete a number of units and become proficient in basic Secwepemctsin can advance to TPR Storytelling which would increase their fluency levels.

Chapter 4 Conclusion

A. Summary

Chapter 1 discussed the purpose of the project. It also discussed the historical and psychological factors involved in revitalizing Secwepemctsin. The state of Secwepemctsin, its level of endangerment, and the effects of language loss are also discussed. Chapter 2 discussed the selection of a methodology and reviewed the literature of the method/approach chosen. Chapter 3 presented an actual Secwepemctsin unit plan. It included a profile of the learners, goals and objectives, and lessons which contain activities, student materials, and resources. Chapter 4 summarizes and discusses concerns regarding the project and makes recommendations and suggestions. It also discusses the benefits of Secwepemctsin revitalization and reasons for it.

B. Concerns

There are many concerns which need to be addressed in order for successful acquisition of Secwepemctsin to take place. Fishman and others have recognized importance of the emotional aspects of revitalizing languages. I agree the most important concern to be dealt with in revitalizing Secwepemctsin, is the attitudes and feelings toward the language. In order to ensure successful language revitalization programs, people must examine the deeper causes which prevent language programs from succeeding. Fishman refers to this as “prior ideological clarification”. (Dauenhauer, 1998, p.63). He advocates the use of

this process as an essential beginning for any language and cultural preservation program. This process calls for “an open and honest assessment of the state of language and how people really feel about using and preserving it, replacing wishful thinking and denial of reality with an honest evaluation leading to realistic recommendations.” (Ibid. p. 63). This process is urgently needed in Secwepemc communities where there is much apathy and negativity shown toward Secwepemctsin.

In addition, there are other practical concerns which can be overcome by intensive program planning. A major concern in the acquisition of Secwepemctsin is the lack of high quality programs available for learners of all age and ability levels. The lack of fluent, Native Secwepemctsin speakers who are willing to teach in various programs is a real concern. Also, there is a lack of programs to teach language teachers. In addition, there is not a lot of time and effort spent by people in acquiring Secwepemctsin. Further, Secwepemctsin is not spoken at home or in the community so learners have no place to practice speaking. Parents, families, and communities are not supporting Secwepemctsin learners.

C. Recommendations

In order for Secwepemctsin to be fully restored as a spoken, living language, the trend of language loss must be reversed and intergenerational transmission of the language must be take place. The family must, once again become the main transmitter of language. Secwepemctsin must be the language spoken in the home, community, and Nation. It must become the center of everyday life and extend to all aspects of the community.

Before successful Secwepemctsin acquisition can take place, the emotional aspects of revitalizing language must be dealt with. Fishman recommends completing what he calls “prior ideological process”. Once such a process is complete, Fishman recommends people begin in earnest planning language revitalization programs which would address: (Dauenhauer, 1998, p.63).

1. the emotional/psychological aspects of language
2. the age and numbers of the fluent Native speakers
3. the amount of time and effort devoted to language acquisition
4. the development and implantation of high quality language programs
5. the development and employment of resources needed for extensive revitalization programs
6. the promotion and enhancement of language and culture programs

A great deal of time and commitment must be spent in revitalizing Secwepemctsin and all Secwepemc people must take responsibility to ensure its successful revitalization. Time and energy needs to be spent on developing and implementing high quality and intensive language programs for all age and ability levels. These programs must extend into the families, communities, and Nation; since schools cannot take the total responsibility for acquisition of Secwepemctsin. School programs can; however, be used a springboard to extend Secwepemctsin into homes and communities. It is hoped that when students are sufficiently motivated to continue acquiring Secwepemctsin through school programs, they will encourage family and community members to begin acquiring Secwepemctsin. Successful programs will enable people to acquire Secwepemctsin in order to transmit it in the home or to become a teacher of the language. People wanting to become teachers but are not fully fluent, can use models such the one proposed by Hinton (2003).

While acquisition of Secwepemctsin takes place, the language must be must be associated with real life activities in order to be meaningful. Beginning speakers should be surrounded by Secwepemctsin for several hours each day. They should encounter a number of different speakers of Secwepemctsin and should participate in many different types of language events (informal, formal, social, personal, etc)

Families and communities must support Secwepemctsin speakers. This can be accomplished by:

- ensuring there are language acquisition and speaking opportunities for everyone (language nests, storytelling evenings, gatherings, meetings, social events)
- creating a cohort of young adults who speak the language to one another and who will teach it to their children

Successful language acquisition programs which have been developed by indigenous peoples can be used as models. One of the most successful language acquisition programs was developed by Native Hawaiians. For a description of their successful language acquisition programs see the article by Kalena Silva in (Benham & Cooper, 2000) pgs. 71-80.

Furthermore, teachers, students, parents, and community members must commit time and energy that is required to successfully acquire Secwepemctsin. Time is required to develop and implement high quality and intensive language programs for all age groups.

Finally, tolerance, respect, and appreciation must be shown to all new language learners.

Native speakers be tolerant of new learners and value all efforts at speaking. They should accept all efforts at communicating in Secwepemctsin and not correct errors which do not interfere with meaning. Encouraging beginning speakers can go a long way in their acquisition of Secwepemctsin.

Although the task of acquiring and revitalizing Secwepemctsin may seem insurmountable, it can be accomplished if the Secwepemc are willing to honor and respect Secwepemctsin and work determinedly to restore it to its rightful place.

D. Rationale

In order for the Secwepemc to remain as Secwepemc, they must speak Secwepemctsin and know and practice all aspects of their culture. Also, the effects of not knowing Secwepemctsin and the Secwepemc culture are too devastating to ignore any longer. The negative attitudes and behaviors associated with being Secwepemc must be reversed.

Speaking Secwepemctsin can have many positive impacts both personally and collectively. The development of a positive self-esteem, self-confidence and Secwepemc cultural identity and belonging will result from speaking Secwepemctsin and practicing Secwepemc culture. The Native Elders remind people, “to speak your aboriginal language means more than just speaking. Our languages are tied to knowing who you are in the core of your soul” (Ignace, 1999, p.1). Speaking Secwepemctsin and practicing Secwepemc culture is fundamental part of being Secwepemc.

If the Secwepemc fail to protect their language and culture, they will also lose critical aspects of the accumulated knowledge. They have accumulated vast amounts of cultural and ecological knowledge. All of this knowledge is embedded in the language, and since the Secwepemc were traditionally oral peoples, much of this knowledge is in severe endangerment because there are no written records of this information. The knowledge is passed down through the generations through the language. When people can no longer speak the language, the knowledge is lost. Tragically, the loss is irreversible.

In conclusion, the importance of maintaining one's Aboriginal language is powerfully stated by the Assembly of First Nations,

The Aboriginal Languages were given by the Creator as an integral part of life. Embodied in Aboriginal languages is our unique relationship to the Creator, our attitudes, beliefs, values, and the fundamental notion of what is truth. Aboriginal language is an asset to one's own education, formal and informal. Aboriginal language contributes to greater pride in the history and culture of the community; greater involvement and interest of parents in the education of their children, and greater respect for Elders. Language is the principal means by which culture is accumulated, shared, and transmitted from generation to generation. The key to identity and retention of culture is one's ancestral language (Ignace, 1999, p.1).

Appendix A

Games and Activities

Flyswatter Game

Materials

Picture sets of the following:

Big and small tables and chairs; big and small pens; good and bad quality (broken) pen or pencil;
big and small pieces of paper; good and bad quality pieces of paper (torn); big and small hat and shoe; good and bad quality hat and shoe

Instructions

Tape the pictures on the board or wall where all will be visible. Divide the students into 2 teams. The 2 team line up facing the board with the first student at least 10-15 feet away from the board. Give each person in front a flyswatter.

Teacher calls out a word or phrase eg. xyum t'e ts'elcwilep (big chair). The 2 students in the front run up and see who can swat the picture (big chair) first.. Whoever swats the picture card first gets a point for their team. If they tie, give both team a point.

Students can take turns calling out the words/phrases.

Human Tic Tac Toe Game

Materials

Masking tape to make a large tic tac toe grid on the floor.
Make grid 3 squares by 3 squares and large enough for one student to stand in each square.

Instructions

Divide the students into 2 groups. Give each team markers so they know who their team members are eg. (red and green tags).

Ask comprehension questions, one student at a time, (alternating between the teams)

- eg - stemi7 ye7ene? (point to a real object – chair or to a picture of something)
(what is this?)
- sweti7 –k pell qmut?
 - (who has a hat?)

Students who answer the questions correctly get a choice of where to stand in the tic tac toe grid.

They must stand in a spot that can lead to their team making a tic tac toe.

If someone answers a question incorrectly, ask the other team member.

Continue until one team has a tic tac toe or until the game is tie.

Classification Game (Switch Chairs) Game

Materials

Chairs

Instructions

Put chairs in a circle formation. Have one less chair for the number of students. (Similar to musical chairs)

Students sit in chairs. One student will be standing in the center of the circle. Choose a classification eg. household items.

Choose 3 – 4 words eg. letep (table), ts'elcwilep (chair), q'imeke7 (pen).

Go around the circle and give each student a name of what they will be –table, chair, or pen.

Use only the 3 – 4- words you choose.

All students will also be the category word – tsitcw (house).

One student stands in the middle of the circle and calls out a word – ts'elcwilep (chair). All the students who are chairs, and the student in the center, switch chairs. The one left without a chair goes to the center of the circle to call out the next word.

When the category word (tsitcw – house) is called out, everyone switches chairs.

Each time, there will be one student left without a chair.

Keep playing the game using different categories

-clothes

-verbs

Charades Game

Materials

Picture cards of:

big and small tables and chairs; good and bad quality tables and chairs (broken); big and small pens; good and bad quality pens; big and small pieces of paper; good and bad quality pieces of paper (torn); big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; food (berries, bread, carrots – small and big, good and bad quality); hot and cold (eg. hot coffee, cold drink)

verbs eg. newelce (run)

cards with conjunctions written on them (ne, t'e, r, re7, ell)

Instructions

Teacher choose cards to make phrases (newelce tktn xyum t'e ts'elcwilep – run to the big chair). Do not let the students see the cards.

Students act out the phrases for their team to guess. Students may work in pairs to act out the phrases.

Bop Game

Materials

Picture sets cards of:

big and small tables and chairs; good and bad quality tables and chairs (broken); big and small pens; good and bad quality pens (broken); big and small pieces of paper; good and bad quality pieces of paper (torn, dirty); big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants, dress; foods - berries, bread, carrots, eggs, potatoes, fish – small and big pieces and good and bad quality (moldy, unripe); big and small dish and pot; good and bad quality dish and pot (broken); hot and cold items (hot coffee, cold drinks)

verbs eg. newelce - run

something to bop students on the head (long piece of rolled up newspaper, spongy foam rubber)

Instructions

Students stand in a circle. Each student holds one picture (from the above picture file). Students hold their picture so call can see it.

Choose one student to be “it”. “It” stands in the center of the circle with the bopper. Before you start, quickly go around the circle and review everyone’s card so the students know all the cards.

The teacher calls out one of the pictures in the circle “ts’elcwilep – chair”. The student who is holding “chair” must call out another picture before “It” can run over and bop him on the head. If the “chair” call out “letep – table” in time (before getting bopped on the head), it runs over to “letep” who is trying to name another word in the circle before getting bopped. If the student cannot name another picture quickly, he gets bopped and then has to stand in the middle of the circle and become “It”.

The general idea to try to call out another picture quickly to avoid getting bopped and for “It” to bop someone on the head before that person can call out another picture.

Bingo game

Materials

Bingo cards (made by students)

Markers to put on cards

Picture sets (for caller) of the following:

big and small tables and chairs; good and bad quality tables and chairs (broken); big and small pens; good and bad quality pens; big and small pieces of paper; good and bad quality pieces of paper (torn); big and small hat, shoe, sock, shirt, coat, pants, dress; good and bad quality hat, shoe, sock, shirt, coat, pants and dress; food (berries, bread, carrots, egg, potatoe, fish, meat, porridge) – small and big, good and bad quality); big and small, good and bad quality - pot, dish, spoon. cup, knife, cupboard; hot and cold (eg. hot coffee, cold drink); fast and slow

verbs eg. newelce (run)

prizes for winners

Instructions

Decide what the game will be – one line, letter x, etc.

Teacher or student takes a picture card from the set and calls it out.

If the student has it on his card, he puts down a marker.

Whoever gets all their markers on the card (one line, etc), wins a prize.

Students can take turns being the caller.

Appendix B
Evaluation sheet

Secwepemctsin Unit Evaluation
Lessons #1-10

Date _____

1.	tskwente r xyum t'e q'imeke7																				
2.	emutce ne kw'oyi7ese t'e letep																				
3.	newelce tktn ts'elcwilep ell emutce																				
4.	tnminte r k'ist t'e lekepu																				
5.	tsq'minte r stsq'ey' ne letep ell pelq'ilce ts'elcwilep																				
6.	plukw'ete r q'imeke7 ell r stsq'ey'																				
7.	kwente r sxet'ece ell kecteke r John																				
8.	newelce tktn letep ell cwelpilce																				
9.	emucte ne xlilep ell kellenteke re7 sillts'u																				
10.	kwente r le7 t'e lekelet ell illente																				
11.	kecteke r John r xyum t'e llellucw																				
12.	tnteke r qwtqwet t'e ts'elcwilep ne letep																				
13.	plukw'ete r q'imeke7 ell r stsq'ey' ell elkw'ete																				
14.	k'uwetme tktn necenustn t'ek xwent																				
15.	kecteke r Mary r xixeyt t'e lekelet																				
16.	kectseme r k'ist t'e ckupce7																				
17.	kwente r ts'i7 ell kecteke r John																				
18.	tsq'minte r stsq'ey' ne xlilep																				
19.	plukw'ete r set'cime ell r cllqwume7 ell elkw'ete ne c7elkwme																				
20.	tnminte r qmut, r stektits'e7 ell r lekepu																				
21.	illente r swewell, u7se, ell r spqpeq																				
22.	newelce tktn necenustn ell pelq'ilce																				
23.	emutce ne ts'elcwilep ell kellenteke re7 sillts'u																				

Secwepemctsin Unit Evaluation

Lessons #1 - 10

1. Get the big pen.
2. Sit on the little table.
3. Run toward the chair and sit down.
4. Put on the ugly coat.
5. Throw the paper on the table and bring the chair back.
6. Gather up the pen and the paper.
7. Get the pants and give them to John.
8. Run toward the table and turn around.
9. Sit on the floor and take off your shoe.
10. Get the good bread and eat it.
11. Give John the big dress.
12. Put the soft chair on the table.
13. Gather up the pen and paper and put them away.
14. Walk fast toward the window.
15. Give Mary the hot bread.
16. Give me the ugly coat.
17. Get the meat and give it to John.
18. Throw the paper on the floor.
19. Gather up the spoon and cup and put them away in the cupboard.
20. Put on the hat, shirt, and coat.
21. Eat the fish, egg, and berry.
22. Run toward the window and come back.
23. Sit on the chair and take off your shoe.

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