

u akamliwál' ('zeroing in on a specific person')
 'checked my boat'
 gu akamliwál', ka ax káanich tsú
 'my bro-in-law did too' (ERG \nrightarrow unique)
 xwsinee

25. téil unéekw, ts'as wudixwétl áwé.
 'he's not sick, he's ^{only} tired'
 26. * téil unéekw áwé, ^{just} ts'as wudixwétl
 27. ts'as Bill áwé yanéekw,
 Jáan téil unéekw.

34. ts'as Jáanch áwé
 téil Bill-ch ku.a
 35. Peter ts'as
 tléil wé ya
 'Peter saw only

Learning Language

Lingít Yoo X'atángi Sh Tóo Dultóowu

comprehension

speech

vocabulary

structure

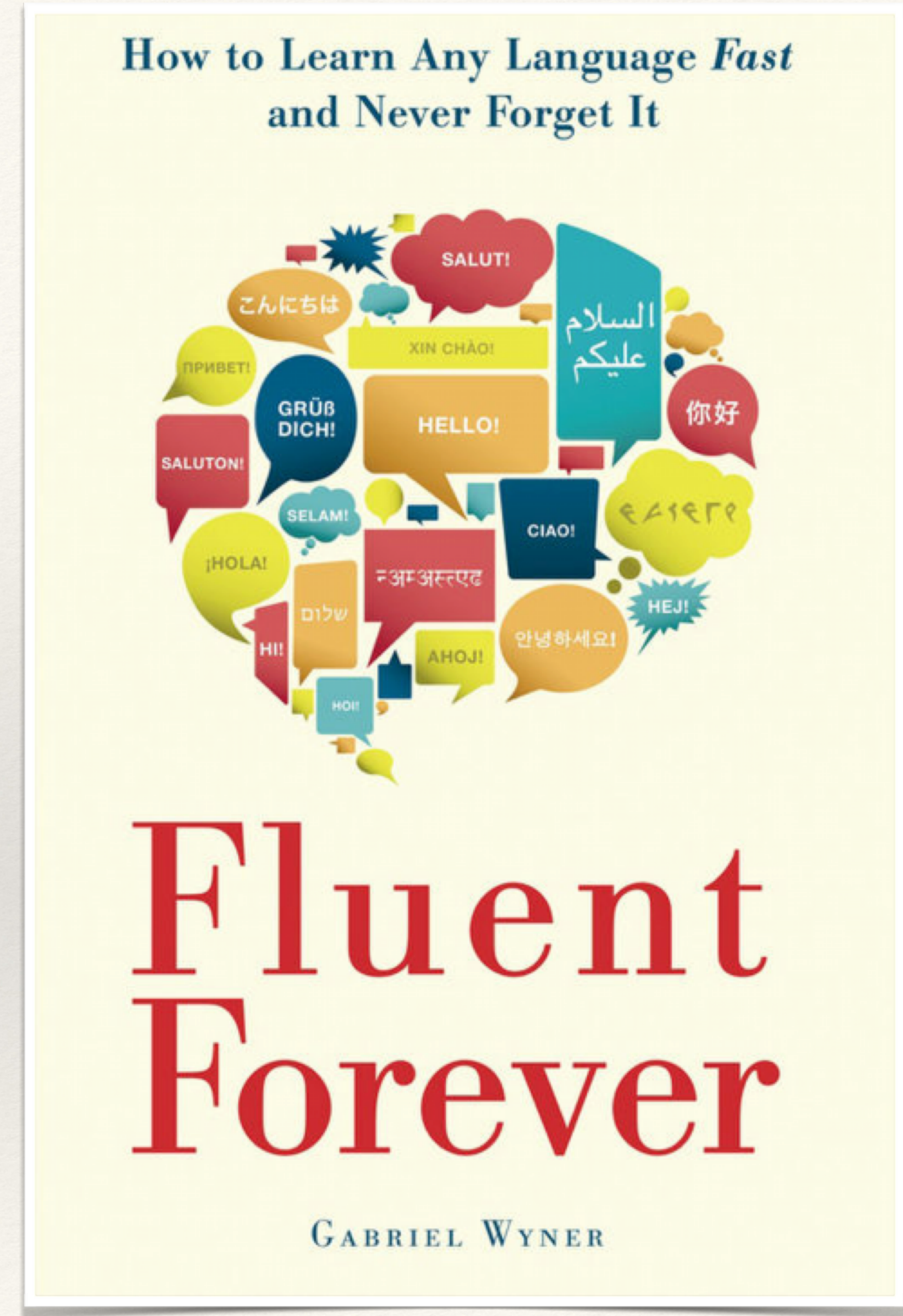
24. ts'as yéi amsinee
 'he only did it'
 'he just did it'
 31. Jáan wé yaakw ts'as amsiteen áwé,
 téil oowa.aax
 'John only saw the boat, he didn't hear it'
 32. ts'as Jáanch áwé wusiteen, wé yaakw,
 Bill ku.a tléik' 'only John saw the boat, Bill didn't'
 33. ... téil Bill-ch ku.a '... but not Bill'

38. téil k'idi
 'even though
 39. kateey
 'even though he ca

Text Recommendation by:

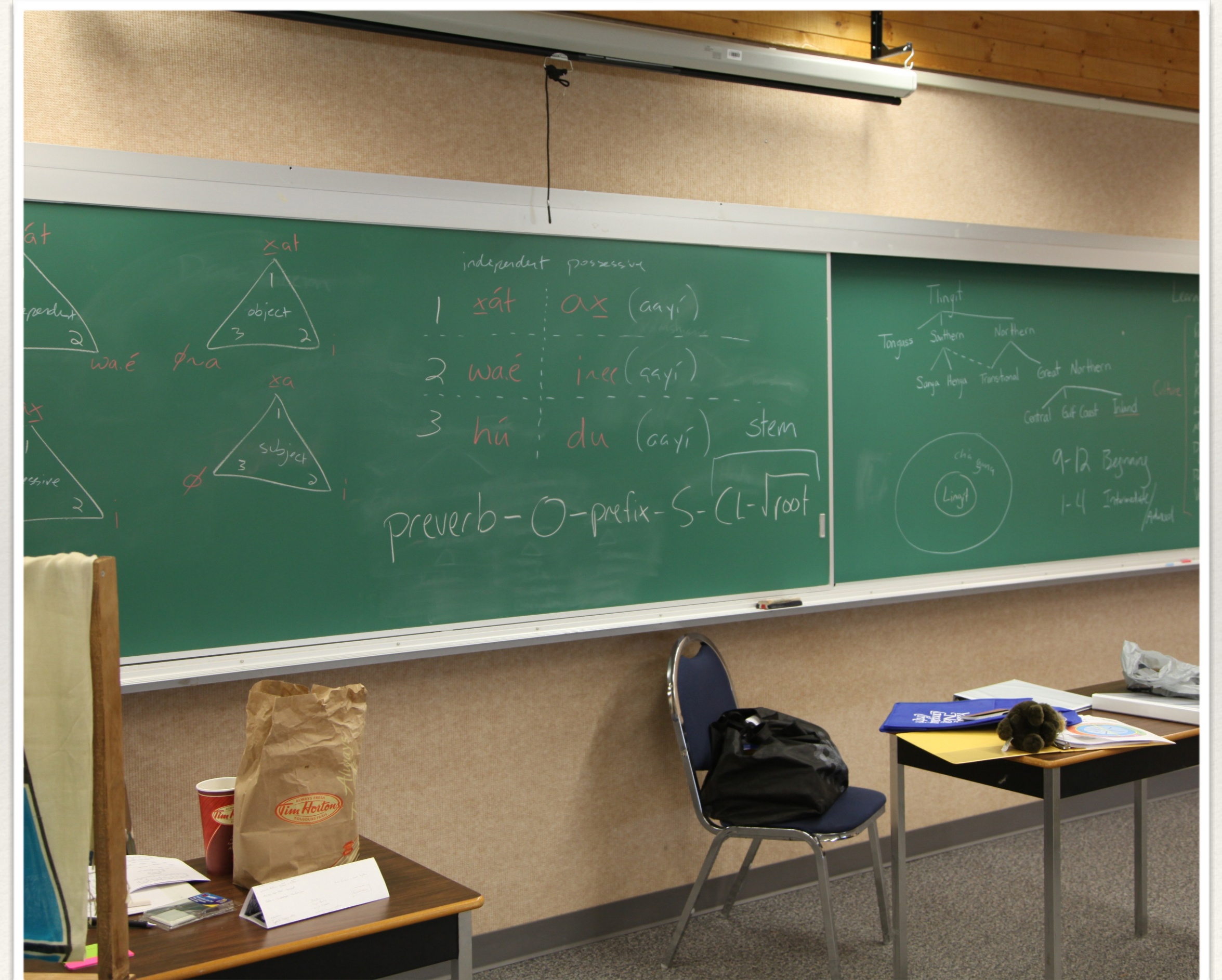
Shkooyéil Tim Hall

- there is no one best way to learn a language
- find best practices and try to incorporate them
- stick with what works, drop what does not
- keep it enjoyable, but also make sure there is rigor
- share effective techniques, but understand that what works for one may not work for another



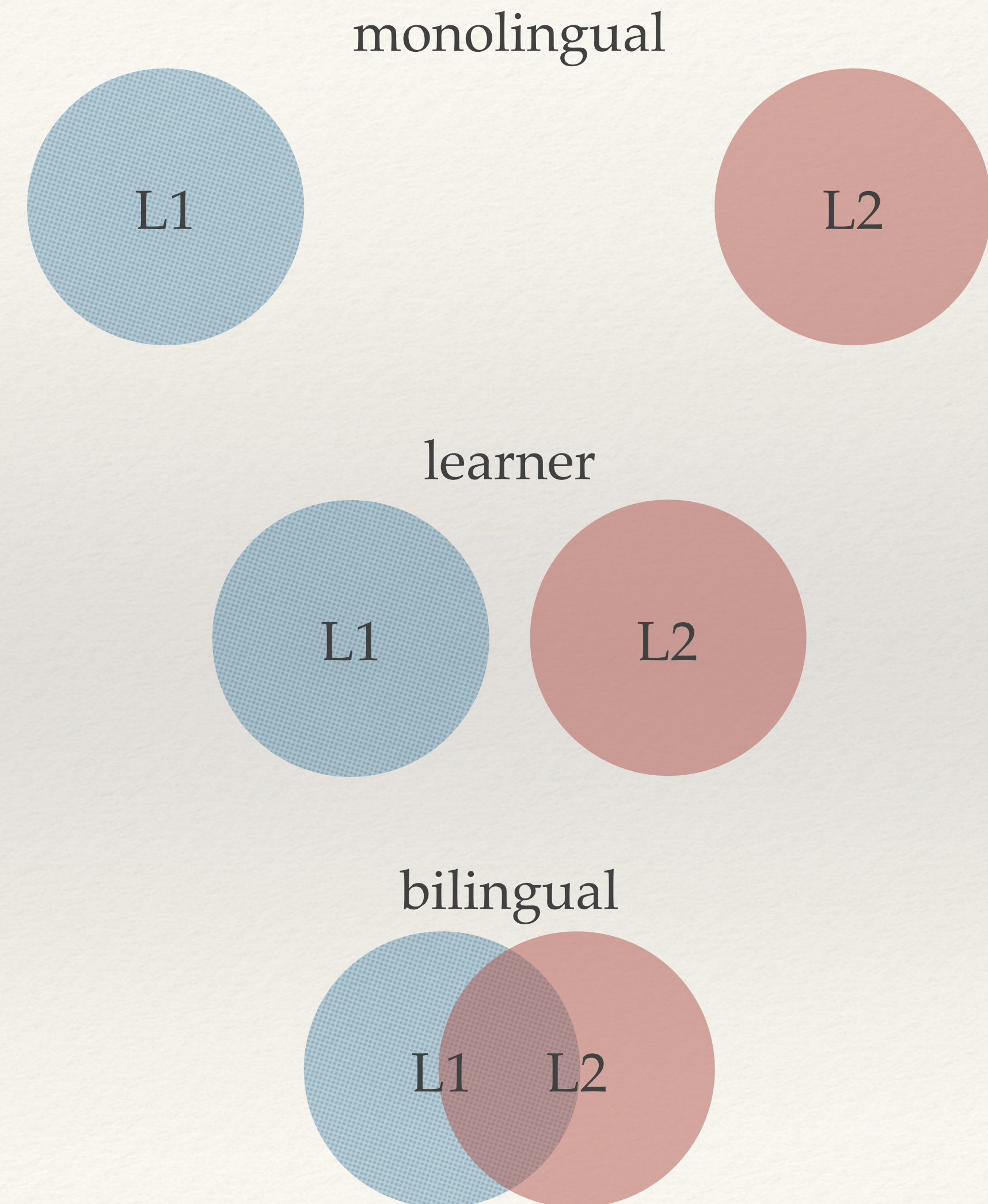
Common Methodologies

- ❖ Grammar-Translation Approach
- ❖ Direct Approach
- ❖ Reading Approach
- ❖ Audiolingual Approach
- ❖ Community Language Learning
- ❖ The Silent Way
- ❖ The Communicative Approach
- ❖ Functional Notional Approach
- ❖ Total Physical Response Approach
- ❖ The Natural Approach



Linguistic Terminology I

- ❖ **SLA: Second Language Acquisition**
- ❖ **L1:** the first language learned
- ❖ **L2:** the second language learned
- ❖ **Language B:** local language
minority language, heritage language, mother tongue, dominated language, threatened language, or endangered language.
- ❖ **Language A:** language of wider communication
majority language, dominant language, killer language, or matrix language.



our language learning techniques

- ❖ listen to how the word, focusing on the image and associating the name with the image.
- ❖ say the word, focusing on the consonants and vowels, with special attention paid to vowel length and tone.
- ❖ read the word: count the total number of letters.
- ❖ write the word: focus on how letters associate with sounds.
- ❖ draw a picture of the object.
- ❖ identify whether it is concrete or abstract, and then make an English sentence using the Tlingit name for the object.



kákw

- ❖ listen
- ❖ repeat
- ❖ read (k + á + kw = kákw)
- ❖ *kákw* (*k* + á + kw)
- ❖ draw
- ❖ it's a concrete object.
 - ❖ People used to use kákw for berry picking, but I use plastic containers.



Tlingit Greetings

wáa sá iyatee? máa sá iyatee?



yak'éí

tlél wáa sá (utí)

tlél ushk'é

a_x toowú yak'éí

ch'a xát áyá

tlél a_x toowú ushk'é

a_x toowú sigóo

ch'u shóogu

tlél a_x tooshgú

Tlingit Phrases

woosh géide aawa.aat



yak'éi ixwsateení

wa.é ákwé?

tsu kaa kát keiwa.aa

woosh xoodáx aawa.aat



tsu yéi ikkwasatéen

woosh yéi gaxtustéen

dziyáagin

Tlingit Phrases & Interjections

gunalchéesh

eesháan!

yak'éí

óosk'!

haaw

hachgwá!

éitsk'!

atsganée!

xwéi!

shk'é