

Mentor Apprentice Program

Handbook



Benhti Kokhut'ana Kenaga'
(Lower Tanana)

Deg Xinag

Denaakk'e
(Koyukon)

Dihthaad Xt'een Iin Aandëeg'
(Tanacross)

Dinak'i
(Upper Kuskokwim)

Dinjii Zhuh K'yaa
(Gwich'in)

Doogh Qinag
(Holikachuk)

Hän

Iñupiaq

Nee'aanèegn'
(Upper Tanana)

DOYON
FOUNDATION



DOYON FOUNDATION VALUES

DENE

Culture, Language,
Work Ethic/Way of Life,
Intergenerational
Well-being/Connectivity

INTEGRITY

Transparency, Honesty,
Accountability

QUALITY

Excellence, Focus,
Proactive, Measurable
Results, Innovative

COMMUNITY

Raising Healthy and
Happy Native Children,
Supporting, Mentoring,
Shared Vision within
the Community

IDENTITY

Who We Are, Where
We Come From,
Discipline, Respect

ACKNOWLEDGMENTS

We acknowledge our ancestors who have walked this land, and who have left us such a rich legacy to learn and grow from. Doyon Foundation is located in the territory of the traditional and original inhabitants of this land, the Tanana Khwt'ana. We honor the original language of this place Ch'eno' Kenaga'.

We acknowledge and thank the Administration for Native Americans for the funding and support for this program, as well as Doyon, Limited.



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We would first like to acknowledge all of our Elders who have guided and taught us. We also recognize all the language learners and teachers in the Doyon region and across Alaska.

Thanks to First Peoples' Cultural Council for all their help in supporting this handbook and our program. Thanks to Iḷisaḡvik College, Sun'aq Tribe of Kodiak, and Sealaska Heritage for sharing resources and connecting with our team.

Ana Basi'. Dogidinh. Baasee'. Maasee'. Haj'ęę. Mähsi'. Xisigidasidhut. Tsín'ęę. Tsen'anh. Tsen'iji. Quyanaq. Thank you.

CREDITS

HANDBOOK DEVELOPMENT TEAM

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FIRST PEOPLES'
CULTURAL COUNCIL

Thank you to First Peoples' Cultural Council (FPCC) who provided the basis for this handbook. The bulk of this handbook's sections were copied from First Peoples' Cultural Council Mentor-Apprentice Handbook (2012), with permission from FPCC - fpcc.ca. It has been adapted to suit the needs of the Mentor-Apprentice Program in the Doyon region.

Cover photo: The late Sarah Silas, Minto Elder, and language learner Johnny David

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QUICK START

This handbook contains a lot of information about how to take part in a Mentor-Apprentice Program. If you know what you are looking for, you can use this quick start guide to find specific content.

IF YOU ARE LOOKING FOR...

GO TO...

Information about what the Mentor-Apprentice Program is

Introduction: [page 7](#)

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Forms and assessments

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Do'int'a? *Benhti Kokhut'ana Kenaga' (Lower Tanana)*
How are you?

Ade', yi'odz ningiyo. *Deg Xinag*
Hello, you came over.

Eena neenyo. *Denaakk'e (Koyukon)*
Precious you came.

Nts'é t'int'eh? *Dihthaad Xt'een lin Aandëeg' (Tanacross)*
How are you?

Do'ent'a? *Dinak'i (Upper Kuskokwim)*
How are you?

Nakhwal'in shoo ihlii. *Dinjii Zhuh K'yaa (Gwich'in)*
I'm happy to see you all.

Etla yixudz. *Doogh Qinag (Holikachuk)*
Hello everyone.

Nänjit dähònch'ee? *Hän*
How are you?

Paġlagivsi. *Iñupiaq*
We welcome you.

Nts'aq djit'eh? *Nee'aanëegn' (Upper Tanana)*
How are you?





FROM OUR LANGUAGE REVITALIZATION PROGRAM DIRECTOR

Dear friends,

Welcome, and congratulations on making the decision to take part in the Doyon Foundation Mentor-Apprentice Program. We are very excited to begin this journey together with you. The year ahead is sure to be full of discovering, learning, speaking and sharing our ancestral languages.

“Diiginjik k’yaa riheel’ee”... “we respect our language.” This phrase, heard from a Gwich’in language speaker, is true for all the languages of our region. We hold our ancestral languages in high regard, wherever we come from. The languages represent our ties to one another, to our ancestors, to the land, and to our cultures.

The Doyon region is home to 10 languages, which represent half of the state’s 20 Indigenous languages:

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Deg Xinag

Denaakk’e (Koyukon)

Dihthâad Xt’een Iin Aandëeg’ (Tanacross)

Dinak’i (Upper Kuskokwim)

Dinjii Zhuh K’yaa (Gwich’in)

Doogh Qinag (Holikachuk)

Hän

Iñupiaq

Nee’aanëegn’ (Upper Tanana)

Each of these languages are in a highly endangered status and will cease to be spoken in future generations without the dedicated efforts of language learners and mentors like you. In the 2022 Biennial Report to the Governor and the Legislature, the Alaska Native Language Preservation and Advisory Council shared survey data about the languages of the Doyon region. Many of the languages in our region are spoken by only a small handful of Elders. The responsibility we have for our languages is great, and each of you has a part in passing these languages on for future generations.

Doyon Foundation supports each of you in your journeys ahead. It will not always be an easy road, but we encourage you to make the most of this opportunity and always make sure to find joy and laughter along the way. We thank you for making this commitment to the future of our languages.

Gwiinzii adak’ootii.

Allan J. Hayton, Diton
Language Revitalization Program Director



BACKGROUND

This Mentor-Apprentice Program handbook was created by Doyon Foundation, with significant content included from First Peoples' Cultural Council's Master-Apprentice Handbook (2012) and further inspiration from Sealaska's Tlingit Mentor-Apprentice Handbook and Leanne Hinton's book "How to Keep Your Language Alive."

Doyon Foundation is a nonprofit, private foundation. Our efforts focus on providing educational, career and cultural opportunities for Doyon shareholders and their descendants. We also work to preserve, maintain and promote the cultural heritage of Alaska Natives in the Doyon region through programs and projects that will enhance appreciation and understanding of Alaska Native cultures among all people.

Funding for this handbook as part of Doyon Foundation's Mentor-Apprentice Program was provided by a three-year, \$812,142 federal grant from the Administration for Native Americans (ANA), as part of Doyon Foundation's efforts to revitalize all the Indigenous languages of the Doyon region in Interior Alaska. The grant falls under ANA's Native American Language Preservation and Maintenance program, and provides funding for Doyon Foundation's Mentor-Apprentice Program from 2021 to 2024.

PURPOSE

This handbook is intended to be a practical guide for individuals and teams of mentors and apprentices to follow mentor-apprenticeship as a language-learning method. Though designed for mentor-apprentice teams in the Doyon region, it can be a great resource for other Alaska language communities or even those outside of Alaska. This handbook can serve as a guide and as a resource for mentors and apprentices carrying out a mentor-apprenticeship in their own community.

Please take note that this handbook and many of its examples are provided in English. Because of the diversity of languages in the Doyon region, we are not always able to provide examples in every Doyon region language. It is important to understand that examples provided in English may not translate well to your own language, as words and concepts are not easily adapted from culture to culture. The English examples provided are meant to be sources of ideas, rather than direct translations to be used in your mentor-apprenticeship learning.

DOYON FOUNDATION'S MENTOR-APPRENTICE PROGRAM

Doyon Foundation started laying the groundwork for our language revitalization program in 2009, with Doyon, Limited providing funding to begin the program in 2012. As part of the program's efforts, Doyon Foundation has created online language-learning lessons for the languages of the Doyon region through Doyon Languages Online, a project in partnership with 7000 Languages.

The 2020 Interior Alaska Language Revitalization Survey showed the majority of respondents want to improve their speaking ability, with the goal of passing languages on to the next generation. However, there are few opportunities for learners to connect with fluent speakers in an immersive environment, which is a critical component to becoming proficient in a language.

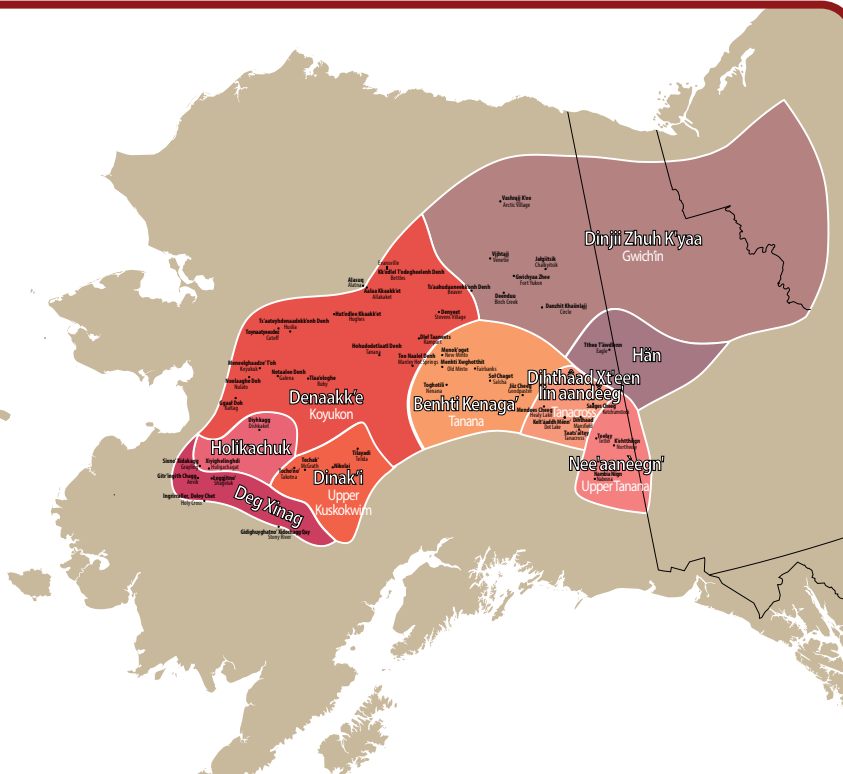


Doyon Foundation's Mentor-Apprentice Program provides training and compensation for interested mentor (fluent or highly proficient speakers) and apprentice (learners) teams. Mentors support apprentices in becoming proficient speakers of Doyon region languages through many hours of one-on-one language learning for at least one year. In turn, language learners who complete an apprenticeship can give back to their language community as a mentor, instructor or lesson developer.

DOYON REGION LANGUAGES

The Doyon region has 10 different Alaska Native languages, representing half of the languages located in Alaska. Nine of these are Dene Athabascan languages, and Iñupiaq is an Inuit language. Dinjii Zhuh K'yaa (Gwich'in), Hän, Nee'aanèegn' (Upper Tanana), and Iñupiaq are also spoken in Canada. Speakers may also live outside of the Doyon region: in Anchorage, other areas of Alaska or elsewhere in Turtle Island (North America).

Every language in the Doyon region is critically endangered, and will cease to be spoken in the coming generations without intervention. There is an urgent need to promote and foster our languages so we can perpetuate them for generations to come. The Mentor-Apprentice Program will be a critical step to making sure our languages continue to thrive.



DOYON REGION LANGUAGES

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Hän
Iñupiaq
Nee'aanèegn' (Upper Tanana)

WHAT IS THE MENTOR-APPRENTICE PROGRAM (MAP)?

- The Mentor-Apprentice Program (also known as the Master-Apprentice Program) is a method of language learning in which a fluent speaker of a language (the mentor) teaches a language learner (the apprentice) in a one-on-one language-immersion setting.
- The emphasis of a mentor-apprentice program is on speaking and understanding the language. While reading and writing are certainly useful skills, **speaking and understanding** are essential for acquiring proficiency in an Indigenous language.
- At the end of a mentor-apprentice program, an apprentice should have enough knowledge of the language to be able to teach the language to others, creating a catalyst for language learning in their community.
- Mentor-apprenticeship is **intensive**, with language learners typically learning the language several hours a week, and often up to three years or more.
- Mentor-apprenticeship is **immersive**, meaning that you speak entirely in your Indigenous language without English. This allows you to live your life in the language, rather than just learning about the language.
- Mentor-apprenticeship is similar to the way we acquire language as babies. Our parents don't "teach us" our languages with grammar lessons; we learn by being immersed in our languages.

HISTORY OF THE MENTOR-APPRENTICE PROGRAM

The Mentor-Apprentice Program (originally named and often still called the Master-Apprentice Program) was started in California in the 1990s. Julian Lang, a Karuk speaker, suggested the idea originally, and Leanne Hinton, Nancy Richardson, Mary Bates and others initially created the program, specifically with Native American languages in mind (Hinton 2001).

Since then, mentor-apprentice programs have spread across North America and beyond as a method for revitalizing Indigenous languages. First Peoples' Cultural Council (FPCC) in British Columbia first started their Mentor-Apprentice Program in 2007. FPCC's program goal was to immerse apprentices in 900 hours of immersion in their languages (three years of 300 hours per year).

Other North American language communities that have had mentor-apprentice programs include Cherokee, Inuinnaqtun, Northwest Territories (Inuvialuktun, Gwich'in, North Slavey, Dene Zhatié, Tłıchǫ, Dene Sųłíné) and California (Karuk, Hupa, Yurok, Wintu, Yowlumne, Mojave), among others. In Alaska, Sealaska Heritage Institute has run a Mentor-Apprentice Program for Lingít, Sm'algyax and Xaad Kíl.



In addition to Doyon Foundation's Mentor-Apprentice Program, other organizations in Alaska are delivering mentor-apprentice programs, including Sun'aq Tribe of Kodiak (Sugpiaq) and Nulato Tribal Council (Denaakk'e). Hopefully, Doyon Foundation's MAP Handbook can serve as a guide for future programs, individual learners, and Indigenous communities across Alaska.

ABOUT IMMERSION

Language immersion is the key to gaining proficiency in any language. While other types of non-immersive learning can help you to learn more about your language, language immersion allows you to learn in your language. In this way, we acquire language like we do as children.

Immersion means you refrain from using English while learning your language.

Vocabulary, grammar and culture are taught in the language and are learned in context.

Language immersion is challenging. We are accustomed to speaking English day in and day out, and it is a significant challenge to keep English out of the learning space, even for fluent speakers. Overcoming the tendency to use English as a crutch will likely be the most challenging aspect of your mentor-apprenticeship.

Language immersion is successful. Dozens of academic studies and real-world examples have demonstrated that immersion is the most successful mode for learning a language, whether this be for young children or for adults.

Language immersion is powerful. By learning in your language, you demonstrate the power and primacy that it has in your life. By learning in our languages, we reclaim more spaces and contexts where our languages are favored over English. Reclaiming the spaces and lands in which our Indigenous languages are spoken is powerful and will allow our languages to continue to be passed down from generation to generation.

Immersion means you refrain from using English to learn your language. Vocabulary, grammar and culture are taught in the language and are learned in context.



GETTING STARTED WITH YOUR MENTOR-APPRENTICESHIP

WHO IS A MENTOR?

MENTORS are fluent or highly proficient speakers dedicated to passing on their language knowledge. To this end, mentors must also be patient and understanding throughout their apprentice's learning journey. This program requires many hours of speaking and instruction using only the target language.

WHO IS AN APPRENTICE?

APPRENTICES are learners ready to engage in immersion and leave English at the door during work sessions. Ideally, apprentices have some speaking knowledge of the target language, and if not, are dedicated to preparing themselves for the program using existing language resources (such as [Doyon Languages Online](#)).

Apprentices should be willing and ready to be the primary guide of the mentor-apprenticeship and be committed to sharing what they have learned from their mentor with others. Mentor-apprenticeships are intensive, and apprentices should be committed to the many hours of speaking, listening, preparing and debriefing that the program requires.

SETTING A SCHEDULE

Decide on a schedule and stick to it. For the Doyon Foundation program, choose a schedule that works for both mentor and apprentice, at least 6 - 8 hours per week. You can reevaluate your schedule later on if you feel like you can take on more hours a month, but if you commit to 8 hours a week for the Doyon Foundation program, you will be able to finish 260 hours of language learning during our one-year program.

Remember: You don't need to stop doing what you would usually do. For example, if you choose to work together on Saturday, and Saturday is your laundry day, you can still do your laundry — you will just do it together, talking about what you're doing in the language as you do it.

SAMPLE SCHEDULES

The following sample schedules are meant to give you ideas — it's important to choose a schedule that works best for you. You can choose one of these or you can make your own. You can fill out your own form using the [Schedule Worksheet](#).

**SAMPLE SCHEDULE #1: Evenings and One Weekend Day Per Week**

	SUN	MON	TUES	WED	THU	FRI	SAT	Total
Week 1		7–9p.m.		7–9p.m.	7–9p.m.		7–9p.m.	8
Week 2		7–9p.m.		7–9p.m.	7–9p.m.		7–9p.m.	8
Week 3		7–9p.m.		7–9p.m.	7–9p.m.		7–9p.m.	8
Week 4		7–9p.m.		7–9p.m.	7–9p.m.		7–9p.m.	8
TOTAL HOURS PER MONTH								32

SAMPLE SCHEDULE #2: Evenings Only

	SUN	MON	TUES	WED	THU	FRI	SAT	Total
Week 1		7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–9p.m.		8
Week 2		7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–9p.m.		8
Week 3		7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–9p.m.		8
Week 4		7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–8:30p.m.	7–9p.m.		8
TOTAL HOURS PER MONTH								32

SAMPLE SCHEDULE #3: Weekends Only

	SUN	MON	TUES	WED	THU	FRI	SAT	Total
Week 1	9 a.m. – 1 p.m.						9 a.m. – 1 p.m.	8
Week 2	9 a.m. – 1 p.m.						9 a.m. – 1 p.m.	8
Week 3	9 a.m. – 1 p.m.						9 a.m. – 1 p.m.	8
Week 4	9 a.m. – 1 p.m.						9 a.m. – 1 p.m.	8
TOTAL HOURS PER MONTH								32

SAMPLE SCHEDULE #4: Lunch Hours and Saturday

	SUN	MON	TUES	WED	THU	FRI	SAT	Total
Week 1		12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	9 a.m. – 12 p.m.	8
Week 2		12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	9 a.m. – 12 p.m.	8
Week 3		12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	9 a.m. – 12 p.m.	8
Week 4		12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	12–1 p.m.	9 a.m. – 12 p.m.	8
TOTAL HOURS PER MONTH								32

PREPARING FOR YOUR MENTOR-APPRENTICESHIP

The more communicative ability you have in your language, the easier it will be at the start of your mentor-apprenticeship. One of the best ways to prepare for your mentor-apprenticeship will be to register for a Doyon Languages Online course and complete the course before beginning. There are courses available for all nine Dene Athabaskan languages in the Doyon region (including two courses for Hän). For Iñupiaq, you can similarly prepare by registering for and completing the Iñupiaq Rosetta Stone program.

Other ways you can prepare yourself for your program is to do self-study, take a language course, and start a language circle with fellow language learners.

GOALS

The apprentice needs to think about why they want to be part of the Mentor-Apprentice Program. This gives them something to work towards.

SETTING LANGUAGE LEARNING GOALS

- Language goals can be topics that the apprentice would like to learn about. The apprentice is fully responsible for coming up with their language goals for the time they spend learning with their mentor. It is important for the apprentice to discuss their language-learning goals with the mentor and adjust them when necessary.
- Language is culture. Remember when you make your language goals that language is used in activities that make up culture; for example: food, clothing, family, friends, relations, technology, spirituality, hunting, fishing, Dene Athabaskan and Inuit games, etc. Keep in mind that language goals you design in English may not always translate well to your language and as you learn more of your language, your language goals may adjust and change.

EXAMPLES OF LANGUAGE-LEARNING GOALS

I will become a whole person by learning my language. This will be done by:

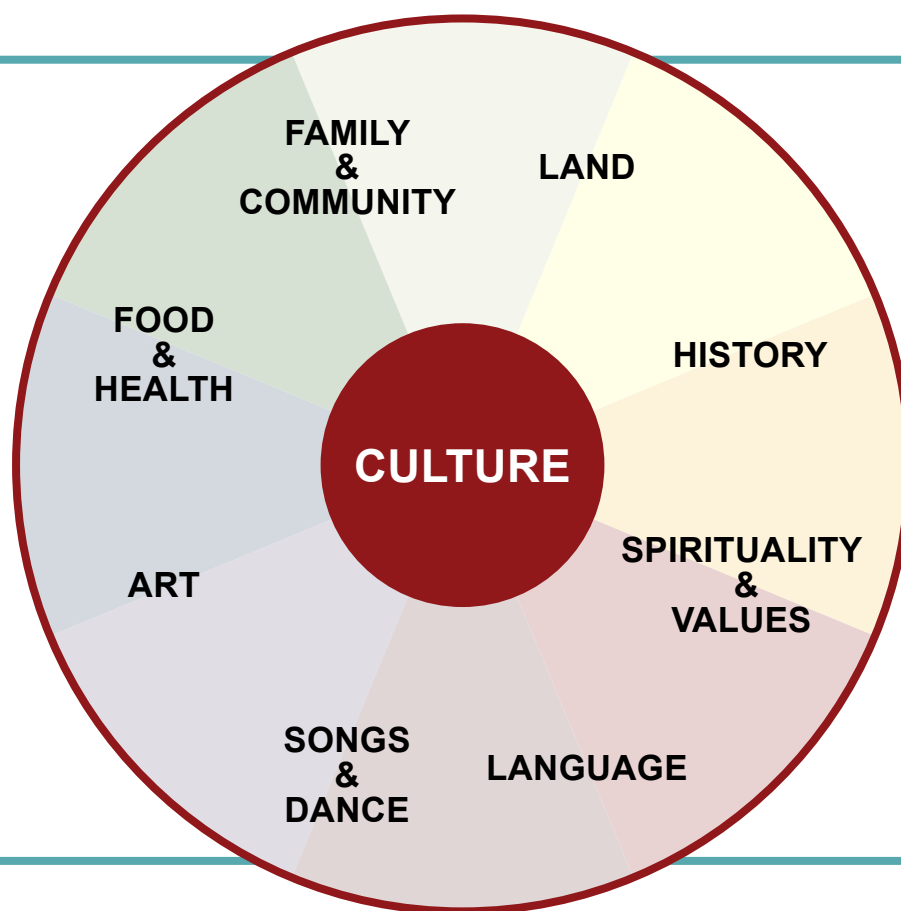
- ☐ **Learning the language with ease, communicating in my language with ease, and being able to switch back and forth from one language to another.**
- ☐ **Understanding what is being said to me and using appropriate language when speaking.**
- ☐ **Retaining the language when I hear new vocabulary, phrases, etc.**
- ☐ **Sounding like a natural speaker in my language when I speak to my mentor and other fluent speakers.**
- ☐ **Working comfortably with cultural applications, concepts, significance and influences within my language.**
- ☐ **Being able to abandon the English way of thinking when I am learning my language.**



LANGUAGE IS CULTURE

All parts of daily life, i.e. family and community, food and health, art, songs and dance, language, spirituality and values, history and the land, interact with one another to make up a culture.

Graphic is a re-creation of "Language is Culture," courtesy of First Peoples' Cultural Council.



It is also a good idea for the mentor to come up with his or her own goals. What do they want to achieve by mentoring an apprentice in the program?¹

EXAMPLES OF MENTOR GOALS

- ☐ I will become comfortable in teaching my language to my apprentice.
- ☐ I will become comfortable in speaking my language in public settings.
- ☐ I will increase my knowledge of my language in a particular topic (for example, fishing terminology, caribou body parts, etc.).
- ☐ I will be able to have patience when sharing my language with others.
- ☐ I will be able to speak my language with my children/grandchildren whenever I see them.

These samples of general language-learning goals are to give you ideas; it's important to choose goals that work best for you.

¹ For more information about setting language goals, please refer to Chapter 3 of "How to Keep Your Language Alive."

CREATING A WORK PLAN

At the beginning of each month, the mentor and apprentice should develop a work plan together for the entire month.

The work plan will give you a chance to set learning goals for the apprentice.

Set specific language-learning objectives or outcomes and try to be as specific as you can in planning your monthly activities.

WORK PLAN QUESTIONS

To guide your planning, think about the following questions:

- ☐ **What kinds of topics do you want to learn about?**
The learning should be relevant to you and your mentor's interests and knowledge, and relevant to your learning environment.
- ☐ **What do you want to learn in the next month?**
- ☐ **What can you learn in a month?**
- ☐ **What kinds of activities can you do together to help accomplish your goals?**
- ☐ **Are there other language experts in the community you would like to involve?**





LEARNING ACTIVITIES

During your activities, you will learn new words and practice using them in phrases. For example:

Have a Meal Together

Learn about cooking, the kitchen, eating and food.

Housework

Learn about housework, such as doing laundry, washing dishes and cleaning.

Fish

Learn about fishing. Learn to talk about the different kinds of fish, fishing techniques and equipment.

Ceremony

Learn to say prayers in the language and learn the related protocol for ceremonies and gatherings.

Talk About Family

Learn to talk about your family. Learn to talk about the history of your relatives and how you are related to them.

Travel and Maps

Learn about place names by taking trips by car or boat. Visit traditional sites and everyday places that are a part of your life.

**Keep your work plan realistic.
Don't try to do too much.**

Play Games

Learn Dene and Inuit traditional games that you can play together.

Go on a Walk

Go on a walk and talk about what you see on the way.

Unstructured Immersion

You do not have to plan every minute of your time together. Sometimes it is really useful to just sit, relax and talk to each other about anything that comes to you, as long as you continue to use the language.

Review

Review is important, and many sessions can be about the same topics you have discussed previously. It will take many times of hearing a word or sentence before you internalize it, and you will inevitably learn new words and language even if you are reviewing the same topics.

Check out the Doyon Foundation [MAP Sample Lessons](#) for ideas for your work plan. It is in no way required to utilize all these lessons or to follow them in a particular order, but the sample lessons will help you to think of some ideas for your time together so you don't have to do everything from scratch.

NINE POINTS FOR SUCCESSFUL LEARNING

After you have figured out how to get started with your mentor-apprenticeship, it's important to be clear about how you will learn and teach the language and how you will do it in immersion.

Here are some important points to remember when learning your language. These points are adapted from the First Peoples' Cultural Council's MAP Handbook and Chapter 2 of Leanne Hinton's book "How to Keep Your Language Alive" (Hinton 2002).

1

LEAVE ENGLISH BEHIND Communicate using **ONLY** your language

This is the hardest part of this program. You will likely need to continually remind yourself to stay in the language, perhaps in every session.

Remember to always be polite and considerate when asking to stay in your language, but that it is **really important** to do so. Staying in immersion is difficult at first and you will break into English over and over again. Don't beat yourself up over it; just get back into your language and try again.

Once you get in the habit of staying in your language, that will become your norm. One mentor said she got a headache for the first six months trying to remind herself to speak in her language. Eventually, she started speaking automatically in her language (Hinton, 2001, p.9). With enough practice over time, speaking English with one another will seem odd and speaking in your language with one another will seem normal.

REMINDE YOURSELF TO STAY IN THE LANGUAGE

- Resist speaking English even though it would be much easier in many situations.
- Think of English as a habit you are trying to break. If you lapse back into English, get right back into your language.
- Before beginning your mentor-apprenticeship, learn and memorize basic questions and phrases in the language so that you don't have to use English. (See [Appendix A](#) for examples in your language.) For example:
 - How do you say _____ in Hän?
 - Could you repeat that please?
 - Could you say it more slowly?
 - I don't understand.
- Also learn phrases in your language to gently remind each other to stay in the language. Use these whenever you notice English creeping in. (See [Appendix A](#) for examples in your language.) For example:
 - Please speak to me in our language.
 - Now say that in our language.
 - Can you say that in Denaakk'e?
 - So, what's happening in this picture?
 - Oh, I should be saying it in Deg Xinag!

Or better yet, just start speaking your language again without a prompt!



TIPS FOR STAYING IN YOUR LANGUAGE

APPRENTICE

- Try to master common phrases to facilitate staying in the language. See [Appendix A](#) for examples of these phrases.
- Don't feel like you have to respond immediately. Take a moment to process.
- Remember that correction \neq criticism. If a mentor corrects your language, it's an opportunity to learn the correct way, it's not a criticism of you.
- Don't be afraid to make mistakes. Mistakes mean you are trying, and you will certainly remember your mistakes more than when you don't make an attempt at all.
- Have fun! Language learning can be a lot of fun when you let loose. Laughing about your funny mistakes and successes will help you remember how to get it right next time.
- Be patient with yourself.



MENTOR

- Remember that your apprentice is probably not accustomed to speaking in the language. Try to have patience with them if they don't understand or they need you to repeat something several times.
- Like we do with babies, it can be helpful to speak slower and with more enunciation than you would naturally. This may be tiring, but it can be helpful for your apprentice to understand without using English.
- Be careful not to use the words "that's wrong" or to criticize the apprentice for making mistakes. Making mistakes means they are trying. Instead of pointing out that they made a mistake, just gently give them the correct way to say it.

BOTH APPRENTICES AND MENTORS

- If you notice yourself speaking in English, try not to make a big deal out of it, but just jump back into the language when you notice English creeping in.
- Learn phrases for reminding yourselves to stay in the language, like "Oh, let's say it in Dinak'i."
- If you feel overwhelmed or frustrated, take a break. Stand up, use the restroom, get some fresh air, and get back to it when you feel ready.

2

MAKE YOURSELF UNDERSTOOD WITH NON-VERBAL COMMUNICATION

- Our languages are not only oral! So much can be said with non-verbal communication, facial expressions, gestures and silence. Use non-verbal communication to your advantage!
- Instead of switching to English, use actions, gestures, sign language, props, pictures, etc., to demonstrate what you are trying to say. For example:

MORE THINGS TO TRY

- Use a **photo album** to talk about your family.
- Use a **storybook** to tell a story in your language.
- Use a **fashion magazine** to talk about clothing and people.
- Use a **home magazine** to talk about food, furniture or houses.
- Use **stuffed animals or puppets** to act out stories.
- **Actions:** Act out what you are trying to say with motions.
- **Gestures and facial expressions:** Point to things you are talking about and use facial expressions that show what you are thinking and feeling.
- **Sign language:** If you and your mentor know some sign language, you can use it to indicate meaning without using English.
- **Use pictures, photos, books and magazines** as well as objects around you to help make yourself understood.

3

USE FULL SENTENCES

- Oftentimes, learners get stuck because they are focusing on learning lots of nouns but aren't able to express full sentences.
- Our languages are heavily verb-based, meaning we are frequently talking about action. In this way, it is important in our languages to use full sentences rather than just learning individual names for objects.
- It's important to speak in full sentences, so that apprentices can learn the structure and flow of conversation.

It is generally understood that to learn a new word or phrase, an apprentice needs to hear/see/say it 20 times in 20 different situations. You want to hear a vocabulary word used as many times as possible and you can only achieve this by speaking in full sentences.

SAY THINGS LIKE

- When teaching the word for "cup" instead of just pointing at the cup and saying the word, you can say things like:
- Here is a cup. This is a cup. That is a cup.
- It's a blue cup. It's a large cup.
- My cup is red. Your cup is black and white.
- Where is your cup?
- Do you want a cup?
- Now I am going to pour some tea into the cup.
- Now I am going to give you your cup. Here is a cup.
- The cup is hot!
- Give me your cup.



4

USE YOUR LANGUAGE FOR REAL COMMUNICATION

- Try to do everything in your language. Don't think of your language as something you do only during lessons, but as the everyday language of your community.
- Hands-on daily activities will keep the apprentice actively learning and interested. This will allow the apprentice to better remember what they learn. An apprentice can learn the language by watching, listening and practicing activities. For example:
 - A mentor and an apprentice can talk about washing the dishes as they are actually doing the dishes. This will give the apprentice the opportunity to see, feel, touch, hear and speak about the topic.
 - A mentor and apprentice can talk about hunting and weather conditions by going out hunting together. It's much easier to speak about these topics when you are in the environment doing the activity together.
 - Instead of trying to learn about berries from a book at home, the apprentice will learn and remember more if they go out to pick berries.

5

LANGUAGES ARE UNIQUE AND REPRESENT UNIQUE CULTURES

- Indigenous languages are not just translations of English. Some ideas, phrases and thoughts we say in English may be impossible to say in exactly the same way in your language, and some things in your language may be impossible to say in exactly the same way in English. Each language expresses unique ideas and thoughts. This is why putting aside English in your sessions is so important.
- It may not be polite or proper protocol to talk about some things in your language that we usually talk about in English. It's important to listen to the mentor and not try to force them to talk about certain topics that might be inappropriate in your language. For example:
 - In some languages and cultures, it is only appropriate for one gender to make certain speeches and tell certain stories.
 - In some languages, it's important to not speak too directly or with too much certainty, as it can be seen as inappropriate or rude.
 - Saying certain things to Elders may not be appropriate because of their age or status.
 - Some stories might only be appropriate to be told at certain times of year.



6

FOCUS ON LISTENING AND SPEAKING

- In many of our English language classrooms, there is often a strong focus on writing and reading. Because of this, we often become accustomed to wanting to focus on writing and reading in our mentor-apprenticeship. However, to gain proficiency in your language, you have to focus on listening and speaking.
- Writing during sessions can slow down pronunciation and fluency. Learning to write adds a lot of work and time to the language-learning process.
- A good way to improve your writing skills is to audio or video record your sessions with your mentor and transcribe the recording later on. Keep your time together for listening and speaking, not writing, if you so choose.

7

USE AUDIO AND VIDEO RECORDING

- Recordings are useful to help the apprentice practice, and they create a record for the mentor as well.
- Although the apprentice needs to hear words repeated many times to internalize them, it is exhausting and sometimes frustrating for the mentor to repeat what they say over and over again. An audio or video recording is the perfect solution! The apprentice can take the recording away from the session and play it as many times as they like whenever they want to. The apprentice can listen to recordings on a walk, in the car, or at home to continue to immerse themselves in the language.
- Recordings can be kept for the families of the mentor and apprentice and for the community to use as a language-learning resource.
- Recordings can be shared and used to teach others. Records can be used to create new language lessons or resources.
- Apprentices can practice their writing skills by transcribing their sessions in between meetings if they would like to do so. This can also be a good way to review before your next session.





8

APPRENTICE SHOULD BE AN ACTIVE LEARNER

- The mentor is the language expert, but they should not have to take charge of deciding what, how and when to teach. The apprentice should guide their own learning experience as much as possible.
- Apprentices should come to each session prepared to know what they would like to learn and provide context for the mentor to easily understand the language the apprentice wants to learn. For example:
 - If the apprentice wants to learn about how to say something is big or small, they could bring in three objects (one small, one medium, one large) to try to learn the language around size.
 - If the apprentice would like to learn language around washing dishes, they can inform the mentor before the session to leave their dirty dishes out so they can work on them together later.
 - If the apprentice wants to learn the verbs around “handling objects,” which are very important in Dene Athabascan languages, they can bring in different kinds of objects: long and thin, living, liquid, empty or full containers, loose fabrics, plural, etc. to practice these handling verbs.
- By actively learning and taking responsibility for learning, the apprentice will remember more, enjoy the immersion language sessions more, and get the most out of the time spent with the mentor.

Hän Example

Shējàa, eyy tthee shtl'j'aa.

My friend, hand me that rock.

Shējàa, eyy tàt shtl'intàyy.

My friend, hand me that cane, walking stick.

Shējàa, eyy lējil shtl'inkàa.

My friend, hand me that tea (in a cup).

Shējàa, eyy tr'ènninn tsöl shtl'ähchèe.

My friend, hand me the baby (small child).

Shējàa, eyy dāhsroo shtl'ähchöö.

My friend, hand me that towel.

Shējàa, eyy lēzràa sh-tl'inlèe.

My friend, hand me the money (coins).



9

BE SENSITIVE TO EACH OTHER'S NEEDS AND FEELINGS

- Learning any language can be challenging and overwhelming sometimes, and it is only made harder when you are trying to learn a language that has been suppressed for decades. There is language trauma connected to our Indigenous languages. The mentor may have suffered abuse previously for using their language, and the apprentice may feel shame for not knowing their language. It's important to be sensitive and aware of others' feelings in language learning. Language learning is healing, but patience and mutual respect are important in this work.
- The mentor is working hard to pass on the language by repeating things many times, slowing their speech and spending a considerable number of hours with the apprentice. This can be very tiring. The apprentice must keep this in mind and try to make things easier for the mentor whenever possible.
- The apprentice is also working very hard to learn the language. It is not quick and easy. The mentor must be patient and kind to the apprentice even when learning is going very slowly, and it seems like little progress is being made. Giving continuous encouragement will help the apprentice feel like they are doing well. Learn to use words in your language during your session like:

Xełedz ditaghene'! *Deg Xinag*
You said it well!

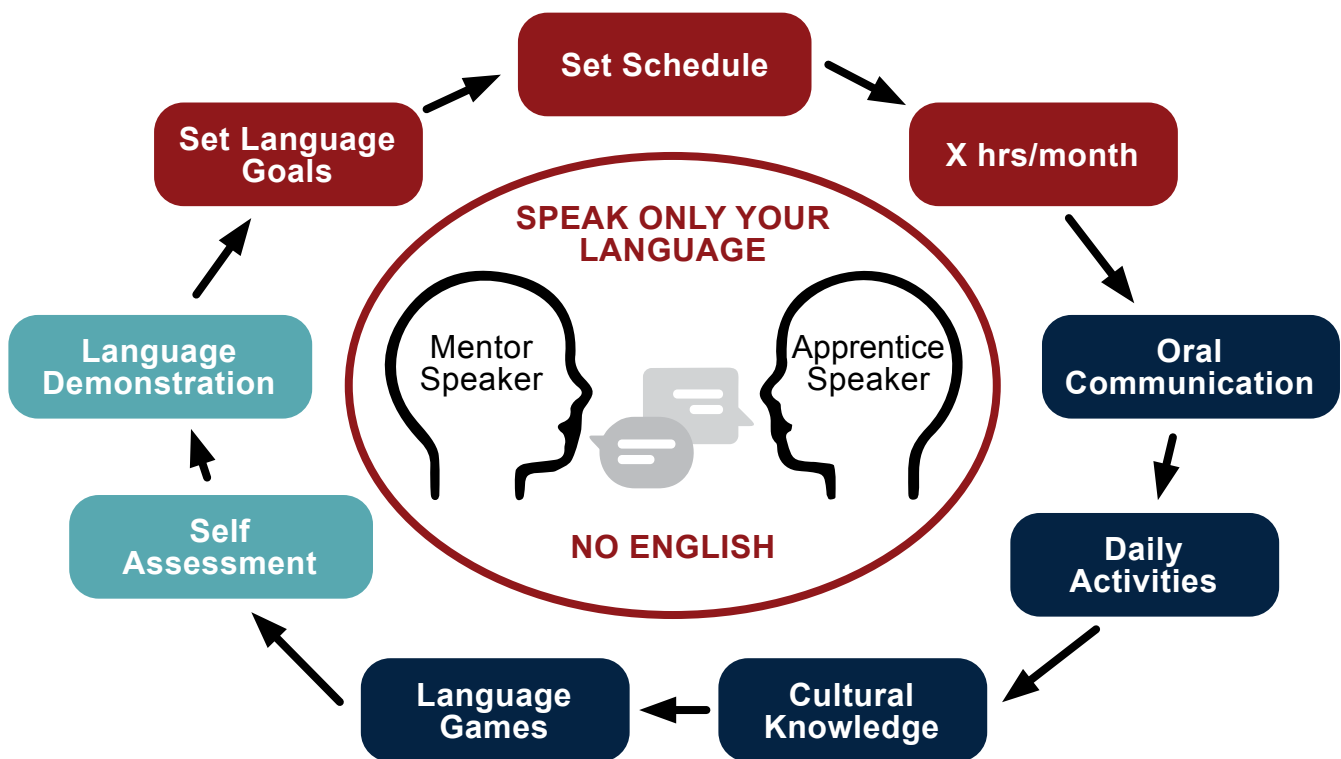
Kamatchaiginma. *Iñupiaq*
You impress me.

Hqqsqq! *Nee'aanèegn' (Upper Tanana)*
Good job!

- If you are feeling overwhelmed, this is a normal feeling, and it is important to give yourselves a break or switch things up if it's feeling too heavy. You can change the topic, do something fun, play a game, or tell a joke!
- If you get discouraged, remember that you are doing the best you can. Each small step towards revitalizing a language is extremely valuable. Every single time you use your language, that is powerful.



VISUAL MODEL OF THE MENTOR-APPRENTICE PROGRAM



Graphic is a re-creation of a graphic courtesy of First Peoples' Cultural Council.

BEFORE YOUR SESSION

Having a plan and being prepared for what you want to do during the hours that you plan to meet will make your session smoother and more fun.

At the beginning of each month, mentors and apprentices should make a plan for what they would like to learn together (this can be done in English if you would like). In general, **it is up to the apprentice to prepare and guide the mentor-apprenticeship**. The onus should not be on the mentor to prepare lessons or teach. Apprentices should take the lead on what they would like to learn.

Before each session, we recommend filling out the pre-session plan, figuring out how you would like your session to go, planning activities, topics, games, or perhaps researching and learning any phrases ahead of time that will help your session go more smoothly.

PRE-SESSION CHECKLIST

You do not have to do all of the activities on this checklist before your session, but the more you are able to check off, the more prepared you will be before your meeting as an apprentice:

- ☐ **Review work plan.**
 - Check to see where you are at in your monthly work plan. Are you following the goals you set out for the month?
- ☐ **Fill out a pre-session plan.**
 - Writing out your session plan can help you to feel confident in how the session will go, and that you have planned enough topics or activities.
- ☐ **Look up key words and phrases.**
 - If you know that there is a particular topic you want to talk about, it can be helpful to learn some words or phrases before you go into the session.
- ☐ **Review last session's recording.**
 - Listening to the recording from your last session can remind you of what you talked about last time.
- ☐ **Confirm with mentor.**
 - Make sure to confirm with your mentor before every session if they are still available, or let them know that you are on your way.
 - If you have something specific in mind for your session, make sure to let them know beforehand. For example, let them know you want to work on some fish that you are bringing with you and ask if that's okay.



DURING YOUR SESSION

Though preparing for your session and debriefing your session are very important, the most critical (and most fun) time is the time you spend together speaking your language. Every time you meet, you should do these sessions in full immersion with no English.²

Having a routine for your session together will help them go smoothly in the long run. To the right is an example of a sample immersion session you could have.

If you are recording your session (audio or video), it is a good idea to start the recording with:

- Names of mentor and apprentice
- Date
- Permission to record at the beginning of each session.

For example: “This is Molly Shahnyaa Mabray with Tooey Ookami. Today is March 24, 2022. Is it okay to record?”

You could also do this bilingually if you know how to say it in your language. Doyon Foundation encourages teams to do one video recording of their session each month, and to audio record all of your sessions, unless there are sensitive topics or conversations that shouldn’t be recorded.

After this, you could review what you plan to do during the session. This should be the last time you speak in English during the rest of the session. Use the tips from the [section on leaving English behind](#) if you get stuck, rather than reverting back to English.

There are many routes for how to continue your mentor-apprenticeship session after this, but one good way is to begin the first 15 minutes or so using language you already know. For example, you could begin by talking about:

- What you did today
- The weather conditions
- What you ate for breakfast, lunch or dinner
- How your relatives are doing
- Make some tea or coffee together

SAMPLE IMMERSION LANGUAGE SESSION

- ☐ **Greetings**
- ☐ **Ask to record**
- ☐ **Overview of today’s session (in English if necessary)**
- ☐ **Talk about your day**
- ☐ **Storytelling**
 - Community event
 - Traditional story
- ☐ **Let’s take a break**
- ☐ **Review past sessions, new topics**
- ☐ **Evaluate session/plan for next session**

² For more about what to do during your sessions, look at Chapter 4 of “How to Keep Your Language Alive” (Hinton 2002).

Beginning a session having the same or similar conversation to previous sessions will cement this language in your brain and make it easier to continue the rest of the session confidently in your language. Having a predictable routine in this way will also help the mentor and apprentice know what to expect in the session.

After your “warm up conversation,” this is where you have a lot of flexibility in how your session goes. You could talk about storytelling, you could work on some meat or fish, you could go berry picking, you could do the dishes, you could talk about what is happening during this time of year. You could watch a YouTube video or television on silent and describe what is happening in your language. You could use a picture book (without words or with the words covered up) to have the apprentice practice telling a story about what is happening.

The topics and direction of your mentor-apprenticeship are completely up to you, but you can also look to the [Doyon Foundation MAP Sample Lessons](#) if you are having trouble thinking of things to do.

PLAYING GAMES IN YOUR LANGUAGE

During your session, it might be a good idea to switch things up by playing a game in your language, especially if you feel like you are running out of topics to talk about.

Indigenous Games

Hand Games
Stick Pull
Finger Pull
Sit Down Tug-Of-War
Caribou Eyes
Dene Dodgeball
Moose Skin Drag
Broad-jump Hop
Inuit Sports

Card Games

Poker
Blackjack
Cribbage
Snerts
Hearts
Liar
Go Fish!
Uno

Dice Games

Backgammon
Yahtzee
Craps

Other Games

Dominoes
Jenga
Charades
Pictionary
I Spy with My Little Eye...
Hangman
Memory
Bingo
20 Questions
Guess Who
What's This?
Conversation Cards

Some samples of games and how to play them are listed in [Appendix B](#).

END OF SESSION

At the end of your session, evaluate it. How did it go? Turn off the recording device and take a few minutes to discuss how it went and if there are any ways to improve the next session. You could, for example, say one thing that went well, one thing you think could be improved, and one thing you would like to do again. You can also ask some questions about things that you may not have understood. Confirm your next meeting and thank each other for the session.



AFTER YOUR SESSION

Hoozoonh! You have completed your immersion session! Every time you have a session together, you should be extraordinarily proud of the time you have spent together in your language.

Debriefing will be very important to process the time you spent together and take in as much as you can before your next immersion session. After your session, take some time immediately afterwards to decompress. Take a break, focus on something else, or meditate. When you feel ready, you can go through the after-session checklist.

Lastly, you may want to consider how you can share what you have learned with others after your session. Please see the [sharing with others](#) section for more information on this.

AFTER-SESSION CHECKLIST

- ☐ **Thank your mentor.**
 - Maybe you did this at the end of your session already, but a text to thank or a check-in with your mentor can be a great way to keep good communication.
- ☐ **Save your recording of the session to a safe place.**
 - The recordings of your session will be essential records of your language and for practice later on. Make sure to save it to a safe place. Doyon Foundation will ask you to upload a certain number of recordings of your sessions each month.
- ☐ **Fill out post-session debrief and/or write a journal entry.**
 - Your immersion sessions may be very challenging and unexpected feelings may come up. It is helpful for both apprentices and mentors to debrief your sessions in writing or in other ways. Doyon Foundation has supplied debrief prompts that you can fill in (or you can write in a journal), recording how your session went, the things that you learned during the session, and how to process emotions you may be feeling after your session.
- ☐ **Transcribe your session if you would like to increase your comprehension or writing skills.**
 - While writing is a secondary skill for the Mentor-Apprenticeship Program, if you would like to gain some skills in writing or comprehension, you may want to consider practicing by transcribing your session into a Word document or notebook. This record could also be helpful if you decide to build a lesson plan from your session or if you intend to archive your materials later on. This is completely optional.
- ☐ **Try to listen to your session once (or twice) before your next session, if you have time.**
 - Though not required, listening to your session one or two times before your next session will help you to comprehend more of what you learned and be even more ready for your next immersion session. It can also help you become more aware of things you may have missed when you were in the immersion setting.

EVALUATING YOUR PROGRESS

It's important for both the mentor and apprentice to evaluate the apprentice's progress. Remember that evaluating your progress is not a test or anything to be afraid of. Rather, it's an opportunity to see how much the apprentice has learned and feel proud of the work that you've both done together.

Doyon Foundation's Mentor-Apprentice Program has developed assessment report forms for MAP teams. Doyon Foundation utilizes the NETOLNEW's Language Learning Assessment Tool for quarterly evaluation. This self-assessment tool, developed by the NETOLNEW Project at University of Victoria, is designed specifically for adult learners of Indigenous languages. In addition, our MAP has a quarterly qualitative self-evaluation. You will be asked to fill out these evaluations throughout the program, but you are welcome to use them more frequently if you notice the usefulness of evaluating your progress more often. Please see Appendix C to see evaluation forms you can use.

SELF-EVALUATION

There are several things the apprentice can do to evaluate their own progress beyond the formal evaluations. For example:

Keep a journal.

After each session, it helps to use a journal to keep detailed notes of the activities you've done and the things you've learned. It is OK to use English in your journal to remind yourself of meanings. Keeping track of your activities will be very useful when you want to go back to review what you've learned. You can also use a journal to record your feelings, frustrations and successes during your language learning journey.

Make recordings and videos.

Recordings you take from many months previously can be listened back to recognize the progress you have made in your pronunciation and fluency. You can also record videos of yourself speaking and watch them back to see how you have improved.

Practice with other speakers.

If you know other speakers or learners of your language, you might want to practice speaking with them, and see if they recognize any changes in your comfort while speaking and listening.



CHALLENGES AND SOLUTIONS

The Mentor-Apprentice Program is a proven way to create more speakers of Indigenous languages. The process can bring a lot of joy, fun and pride to both the mentor and apprentice, and to the broader community. However, mentor-apprentice teams often face some common challenges.

This section includes common challenges faced by mentor-apprentice teams and some possible solutions. These are shared from First Peoples' Cultural Council's MAP Handbook and from Leanne Hinton's book "How to Keep Your Language Alive."³

CHALLENGE

STAYING IN COMPLETE IMMERSION

POSSIBLE SOLUTIONS

Learn how to say **survival sentences** in your language (see [Appendix A](#)):

- I don't understand.
- I forgot [how to say it].
- Say it again.
- Say it a different way.
- Show me what you mean.
- How do you say _____ in the language?
- Please speak slower.

Learn words that allow you to **express frustration** in your language.

As Dr. Leanne Hinton suggests: "It's OK to get mad at each other, so long as you get mad in your language!"

Gently remind each other (in the language) to "please speak our language." Or "remember, we are here to speak our language." Better yet, just jump back in if you notice English creeping in.

Plan immersion sessions in English before they begin. Have a good idea of what you will talk about and what you expect to learn.

Use **short time-outs** if necessary. If total immersion is becoming too challenging, take a quick break to rest and get ready for going back into total immersion.

Draw a quick **sketch** of an idea or object that you'd like to learn how to say.

Use **non-verbal communication**. Point, gesture, use body language, facial expressions, pictures, etc.

³ Take a look at Chapter 12 of "How to Keep Your Language Alive" (Hinton 2002) to learn more.

CHALLENGE

GETTING BORED OR RUNNING OUT OF IDEAS

POSSIBLE SOLUTIONS

- ▶ Review something that you learned a while ago. (This is where the journal comes in handy!)
- ▶ Invite another speaker into your session to liven things up. Have the apprentice teach them something in the language.
- ▶ Remember that you are trying to make the language a part of your daily life, so if there is something you need to do (a chore or errand for example) make it into a language activity.
- ▶ Find ways to play in the language and have fun! For example:
 - Do crafts (e.g., do a beading project).
 - Play a game (e.g., UNO, Guess Who, What am I doing?).
 - Be active (e.g., act things out and guess what they are).
 - Look at pictures and books and talk about them.
- ▶ Use conversation cards. Randomly draw a conversation/topic card and talk about it.
- ▶ “Read” wordless picture books. Talk about what’s going on in the pictures.
- ▶ Watch TV or a YouTube video with the sound turned off and talk about what’s going on.
- ▶ Go for an outing or a walk and talk about everything you are seeing and doing.
- ▶ Learn a song or a story.
- ▶ Get some ideas from the Sample Lessons!

CHALLENGE

NOT ENOUGH TIME FOR THE PROGRAM

POSSIBLE SOLUTIONS

- ▶ Is the schedule not working? Sit down together and try to come up with a new one.
- ▶ Be flexible with the schedule but remember to put in the time. Apprentices say that they always see the difference in their learning when they put in the time required.
- ▶ Keep reminding yourself of the reward — speaking your language!



CHALLENGE

FEELING DISCOURAGED WITH LANGUAGE LEARNING

POSSIBLE SOLUTIONS

- ▶ Keep in mind that learning a language is not quick and easy, and remind yourself about how far you have come since you started.
- ▶ Develop some language routines that you do every day, such as serving coffee or talking about the weather, so that it becomes automatic, enjoyable and relaxing for you.
- ▶ Listen back to old recordings to see how far you have come; it's often difficult to recognize our own progress.
- ▶ Be gentle with yourself. You are doing your best, and language learning is hard.
- ▶ Writing in a journal can help to process some of the feelings you might have around being discouraged with language learning.

CHALLENGE

THE APPRENTICE DOESN'T SPEAK MUCH

POSSIBLE SOLUTIONS

- ▶ Have the courage to make mistakes. Mistakes mean you are trying and learning!
- ▶ Talk! Even if you're making lots of mistakes, still use the language. Your mistakes will never get corrected if you don't make them.
- ▶ Repeat the words and phrases you are learning after your mentor says them. Make that a habit.
- ▶ Change roles – instead of having the mentor do most of the talking, the apprentice should do and say more. The mentor can be there to guide you, provide corrections, help you say things and assist with pronunciation.
- ▶ Ask lots of questions in the language and use survival phrases.

CHALLENGE

APPRENTICE REACHES A PLATEAU IN THEIR LANGUAGE LEARNING

Sometimes language learners reach a certain level of fluency in the language and then find it difficult to go further and learn more. In other words, learners can get stuck in their comfort zone.

POSSIBLE SOLUTIONS

Try to **create a song or story**. Creation of new stories or songs is one way to help perpetuate living languages and possibly create resources that can be shared with others.

Do **something out of the ordinary**. For example: Pick a topic that you have never talked about or do an activity that you have never done together and try to talk about what you are doing.

Try more **complicated topics and language**. Take what you know in the language and add to it. For example: Speak in longer sentences or tell a story in more detail than before.

Learn to **talk about what you are doing** in the language. For example: Don't just learn a song — learn to talk about the process of learning a song. Learn phrases such as “let's learn a song” or “the first part goes like this...” or “repeat that part three times” or “let's sing it again,” etc.

Work on **storytelling** using your own words. Reciting a story word-for-word shows memorization, not fluency. A real demonstration of fluency is to be able to tell a story using your own words. Stories may be short and simple at first, but with practice the apprentice will be able to tell more detailed and longer versions of stories.

Measure your progress. Spend some time planning what you want to learn and set a timeline. At the end of the time, reflect and assess whether or not you have met your goals.

Let the mentor know what you want to learn. This is NOT a detailed script, but a plan. This way, the mentor can help you achieve your language goals.



SHARING WITH OTHERS

Part of Doyon Foundation's program includes a requirement that apprentices share the language they have learned with others in their community. There are many different ways for you to pass on your language knowledge.

Archiving

Your sessions may serve as a useful record for future language learners. An archive is a good place to store information of your sessions so that future generations can continue to access it. Examples of archives include [Alaska Native Language Archive](#) or [Mukurtu](#).

Creating an app

If you are technologically inclined, building a language application for your language may be a good way to give back to your community. [Life Spark](#) is a free, open-source code where you can create an Indigenous language application.

Curriculum development

Building lessons for language classrooms based on your sessions may be a good way to support other language learners. You could even base your sessions around topics that you would like to develop into lesson plans.

Teaching

Whether you are a classroom teacher, a leader of a language circle, or a leader of a home language immersion with your family members, there are many ways to pass on your language as a teacher.

Sharing videos on social media or YouTube

You could develop a language-learning series on social media or create a YouTube channel sharing language knowledge with others.

Become a translator

Perhaps there are materials in your community that need translating into your language. You can use your language knowledge or work with language speakers to help translate important materials.

Develop a module for Doyon Languages Online

[Doyon Foundation's Doyon Languages Online](#) project is open to adding more content! You can help support the project by recording and developing a module to expand the lessons on the site.

CONCLUSION

Mentor-apprentice teams across Alaska, Turtle Island (North America) and the world have shown that you can learn your language with the mentor-apprentice model. Teams that have shown the most success have been the ones who maintain a consistent and immersive learning environment. Many apprentices are now teaching others or have become mentors themselves. Perpetuating the Indigenous languages of the Doyon region and Alaska will take a lot of effort from all our communities, from youth to Elders, but we can revitalize our languages. Indeed, we are already doing it. Your participation as an apprentice or mentor is one huge step to reclaiming our languages.

Always feel free to reach out to Doyon Foundation staff if you need any help or support. We wish you great success in your language-learning journey.

"Thank You"

Ana Basi' *Benhti Kokhut'ana Kenaga' (Lower Tanana)*

Dogidinh *Deg Xinag*

Baasee'/Maasee' *Denaakk'e (Koyukon)*

Tsín'ęę *Dihthaad Xt'een lin Aandëeg' (Tanacross)*

Tsen'anh *Dinak'i (Upper Kuskokwim)*

Haj'ęę *Dinjii Zhuh K'yaa (Gwich'in)*

Xisigidasidhut *Doogh Qinag (Holikachuk)*

Mähsi' *Hän*

Quyanaq *Iñupiaq*

Tsen'ji *Nee'aanëegn' (Upper Tanana)*





REFERENCES AND FURTHER READING

BOOKS

“How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning,” by Leanne Hinton with Matt Vera and Nancy Steele, 2002, Heydey Books

“The Green Book of Language Revitalization,” by Leanne Hinton and Ken Hale, 2008, Emerald Group Publishing

“Bringing Our Languages Home: Language Revitalization for Families,” edited by Leanne Hinton, 2013, Heydey Books

“Language Warrior’s Manifesto: How to Keep Our Languages Alive No Matter the Odds,” by Treuer, Anton, 2020, Minnesota Historical Society Press

“B.C.’s Master-Apprentice Language Program Handbook,” Hannah (Amrhein) Virtue, Suzanne Gessner, and Deanna Daniels, 2012, First Peoples’ Cultural Council.

PDF online at: bit.ly/FPCCMAP

ARTICLES

“Encouragement, Guidance, Insights, and Lessons Learned for Native Language Activists Developing Their Own Tribal Language Programs,” by Darrell Kipp, 2000, Piegan Institute’s Cut-Bank Language Immersion School

“An exploration of the effects of mentor-apprentice programs on mentors’ and apprentices’ wellbeing,” Jenni, Barbara, et al., 2017

WEBSITES

First Peoples’ Cultural Council MAP: fpcc.ca/program/mentor-apprentice-program

Alaska Native Knowledge Network: ankn.uaf.edu

Alaska Native Language Archive: uaf.edu/anla

Alaska Native Languages.org: alaskanativelanguages.org

Advocates for Indigenous California Language Survival (AICLS): aicls.org

Web Atlas of Alaska Dene Place Names: bit.ly/DenePlaceNames

RESOURCE LIST BY LANGUAGE

BENHTI KOKHWT'ANA KENAGA' (LOWER TANANA)

Doyon Languages Online Course

7000.org/benhti-kenaga

Lower Tanana Dictionary

bit.ly/LowerTananaDictionary

Minto Noun Dictionary

bit.ly/MintoNouns

Online Recordings on Mukurtu

bit.ly/Mukurtu

Lower Tanana Language Lessons

bit.ly/LowerTananaLessons

DEG XINAG

Deg Xinag Learner's Dictionary Online

bit.ly/DegXinagDictionary

Deg Xinag Noun Dictionary

bit.ly/DegXinagNouns

Alaskool.com resources

bit.ly/AlaskoolResources

Deg Xiyan Xidhoy: Stories From Just Around Here

bit.ly/DegXiyanXidhoy

Deg Xinag Texts and Recordings

depts.washington.edu/degxinag

Deg Hit'an Atlas

bit.ly/DegHitanAtlas

Deg Xinag Language Learners Facebook Group

bit.ly/DegXinagFacebook





DENAAKK'E (KOYUKON)

Doyon Languages Online Course

7000.org/denaakk-e

Koyukon Junior Dictionary

bit.ly/KoyukonJuniorDictionary

Fairbanks Native Association Resources

bit.ly/FNADenaakke

Tanana Tribal Council Language Lessons

bit.ly/TananaTribalCouncil

YKSD Denaakk'e Resources

yksd.com/domain/25

Koyukon Plant Database

bit.ly/KoyukonPlants

Denaakk'e Recordings on Mukurtu

bit.ly/MukurtuDenaakke

Caribou Anatomy in Denaakk'e

bit.ly/DenaakkeCaribou

Denaakk'e Mini-Book About Animals

bit.ly/DenaakkeAnimals

Denaakkenaage' Facebook Group

bit.ly/DenaakkeFacebook

DIHTHAAD XT'EEN IIN AANDĚEG' (TANACROSS)

Tanacross Learner's Dictionary Online

bit.ly/TanacrossLearnersDictionary

Tanacross Dictionary

bit.ly/TanacrossDictionary

Tanacross Phonology and Morphology

bit.ly/TanacrossPhonology

DINAK'I (UPPER KUSKOKWIM)

Dinak'i Junior Dictionary

bit.ly/DinakiJrDictionary

Upper Kuskokwim Preservation

ukpreservation.net

DINJII ZHUH K'YAA (GWICH'IN)

Doyon Languages Online Course

7000.org/gwich-in

Dinjii Zhuh Ginjik Nagwan Tr'iltstajj (Gwich'in Junior Dictionary)

bit.ly/GwichinJrDictionary

Gwich'in Topical Dictionary

bit.ly/GwichinTopicalDictionary

Introduction to Gwich'in Language (UAF)

gwichin.community.uaf.edu

Yukon Flats Indigenous Language Institute

ygs-catg.org

Gwich'in Social and Cultural Institute of Alaska Resources

bit.ly/GwichinResources

Yukon Native Language Center Resources

bit.ly/YNLCGwichin

Gwich'in Place Names

bit.ly/GwichinPlaceNames

Gwich'in Language Lessons

bit.ly/GwichinLanguageLessons

Gwich'in Language Keyboard

bit.ly/GwichinKeyboard

Gwich'in Language Facebook Group

bit.ly/GwichinFacebook

HÄN

Doyon Languages Online Course

7000.org/han

Hän Language Keyboard

bit.ly/HanKeyboard

Hän Noun Dictionary

bit.ly/HanNouns

Cutting Fish in the Hän Language Video

bit.ly/CuttingFish

First Voices Hän Language Archive

bit.ly/HanFirstVoices

Hän Language Videos

trondek.ca/videos

Hän Revitalization Project

mauraoleary.org/revitalization



DOOGH QINAG (HOLIKACHUK)

Doyon Languages Online Holikachuk Course

7000.org/holikachuk

Holikachuk Noun Dictionary

bit.ly/HolikachukNouns

Holikachuk Alphabet

bit.ly/HolikachukAlphabet

IÑUPIAQ

North Slope Rosetta Stone Iñupiatun

bit.ly/RosettaStoneInupiaq

Iñupiaq Keyboard Download

bit.ly/InupiaqKeyboard

Iłisaqativut Resources

ilisaqativut.org

Unite for Literacy Iñupiaq Narration

uniteforliteracy.com

Iñupiaq Dictionary Application

apple.co/3cgpm1Z

NEE'AANÈEGN' (UPPER TANANA)

Yukon Native Language Centre Resources

bit.ly/YNLCUpperTanana

Upper Tanana (Tetlin) Dictionary

bit.ly/TetlinDictionary

Upper Tanana (Scottie Creek) Glossary

bit.ly/ScottieCreekGlossary

Upper Tanana Language Lessons

bit.ly/UpperTananaLessons

BENHTI KOKHWT'ANA KENAGA' (LOWER TANANA)

From Lower Tanana Language Lessons by Ellen Frank, edited by James Kari and Siri Tuttle (2008)

Ndats'e kheyuzriyi?

What do they call it (Lower Tanana)?

Chuk'w denodideni.

You (1) say that again.

Ēhe' nudhadhetltth'onh.

Yes, I hear you.

Nedanh, nedokhwdadhetlyok.

No, I don't understand you.

Desni ts'en' sudhadhwltth'onh.

Listen to what I am saying.

Khenodhilneghi'?

Did you forget?

Neghw nighwsniyh.

Let me help you.

Dosudiłket.

You ask me.

Ik'wt.

Go ahead.

Deba jonenh?

Who is this?

Deya joni?

What is this?

Do'it'anh?

What are you doing?

Deya nin'ani'?

What do you see?

DEG XINAG

From Deg Xinag Atłixi Ni'elyoy (Alaska Native Knowledge Network)

Yiq'ato ngalniyh, he'?

Do you understand it?

Gan gon?

What is this?

Go ndadz vi'ezre'?

What's the name of this?

Ndadz dingit'anh?

What are you doing?

Ndadz dit'anh?

What is s/he doing?

Ndadz dixit'anh?

What are they doing?

Sinoghł xıldhoyh.

Tell me a story.

Ndadz dindldik?

How is it written?

Che yuxudz didene.

Say it all again.



DENAAKK'E (KOYUKON)

From Doyon Languages Online, Susan Paskvan, Dewey Kk'oleyo Hoffman and Lorraine David

Nedaats'e eey _____ Denaakk'e deenee?
How do you say _____ in Denaakk'e?

Koon denodeedenee.
Say it again.

Tlaa hot heneehaayh.
Talk slowly.

Soolaaleetl'onee'?
Do you understand me?

Nedesnee ts'e soolaaleetl'onh?
Do you understand what I say to you?

Oho', noolaaleetl'onh.
Yes, I understand you.

Nedeenh noolaaleetl'onh kkelee.
No, I don't understand you.

Ghulaa'.
I don't know.

Sekk'e dedeenee.
Repeat after me.

Gen gonee?
What is this?

Debaa gonenh?
Who is this?

Nedaats'e oodezee, gonee?
What is this one called?

Nedaats'e heyoozee gonee?
What do they call it?

Dont'aanh?
What are you doing?

Daahet'aanh?
What are they doing?

Doghust'eeek?
What should I do now?

Edetugh dedesneehee'?
Did I say it correctly?

Huyoze.
Almost.

Edetugh dedeenee.
You said it correctly.

"Leedo," deenee
Say, "Sit down."

Gonaa'!
Help!

DINAK'I (UPPER KUSKOKWIM)

From UKPreservation.net Phrasebook

Nidots'o hiyuzre heye'e Dinak'i?

What do they call this in Dinak'i?

Dinak'i mikits'dits'dalts'ene hiylne.

They call this a chair in Dinak'i.

Chu'da. Chu'da ihwts'dinodedine.

Again. Say it again.

Hwtu'hineyash.

Talk slowly.

Suzazelts'one'?

Do you hear (understand) me?

Aha', hwtuhineyash da.

Yes, if you speak slowly.

Hodondisney

I didn't hear you. (I didn't understand you.)

Hinots'hwsnej.

I don't know.

Mada'e?

Who is that?

Do'et'anh?

What are you doing?

No' nuzaziltsonh.

I don't hear (understand) you.



DINJII ZHUH K'YAA (GWICH'IN)

From Allan Hayton and Doyon Languages Online

Chan t'iinyaa.

Say it again.

Khai' ts'a' giinkhii.

Talk slowly.

Shiintth'ak?

Do you understand me? (Do you hear me?)

Aaha', gwiinzii nihtth'ak.

Yes, I understand you. (I hear you good.)

Gwiinzii nihtth'ak kwaa.

I don't understand you.

Jii jidii t'iinch'yaa?

What is this?

Yagha' jidii t'iinch'yaa?

What is that?

Jii nats'aa tr'oozhrii?

What is this one called?

Nats'aa giyuuzhrii?

What do they call it?

Shijyaa, deeni'in?

Friend, what are you doing?

Dee'in?

What is s/he doing?

Deegii'in?

What are they doing?

Deeshi'in?

What am I doing?

Gwiinzii t'ihnyaa?

Did I say it correctly?

Khaiinjii.

Almost.

Gwiinzii t'iinyaa-o'.

You said it correctly.

"Dhiindii", t'iinyaa.

Say, "Sit down."

**Dinjii Zhuh K'yaa zhit gwandak
shaagwahaandak.**

Can you tell me a story in Gwich'in?

Jii gwik'it teeyiiltsi' zhit deegii'in?

What are they doing in this picture?

**Jii gwik'it teeyiiltsi' zhit juu naii
t'iginch'yaa?**

Who is in the picture?

Record nahaalstyaa ji' gwiheezyaa?

Is it okay to record?

Diiginjik k'yaa zhit shats'a' giinkhii.

Please speak to me in our language.

Akoo diiginjik k'yaa zhit t'iinyaa.

Now say that in our language.

Nats'aa deehihjyaa gineedhaldee.

I forgot (how to say it).

Jyaa t'iinyaa kwaa, jyahts'a'reh.

Say it in a different way.

Jidii t'iinyaa shik'eech'aahtii.

Show me what you mean.

APPENDIX A: IMMERSION PHRASES

HÄN

From Hän Language Lessons by Isaac Juneby

Ji Jëjezhu k'èt nts'ǎ hiyuzre?

What do they call it in Native language?

Shëjìntth'ëk?

Do you understand me?

Njìhtth'ëk.

I understand you.

Njìhtth'ëk ko.

I don't understand you.

Hëshdèy ko.

I don't know.

Ji jì jìinch'e?

What is this?

Ji dò jìinch'e?

Who is this?

Jìnjì?

What are you doing?

Dǎjì?

What is s/he doing?

DOOGH QINAG (HOLIKACHUK)

From Doyon Languages Online

Dant'anh?

What are you doing?

Dat'anh?

What is s/he doing?



IÑUPIAQ

From Iñupiatun Ilisaqtuni Apiqqutiksrat by Annauk Olin and Dr. Edna Ahgeak MacLean (Paniattaaq)

Qanuq taiñaqpa _____ Iñupiatun?

How do you say _____ in Iñupiaq?

Taitqikkumiñaqpiuṅ sukaisuuraaglutiṅ?

Can you repeat that more slowly?

Kaṇiqsiruṅa.

I understand.

Suna una?

What is this (closer to speaker)?

Taamna suna?

What is that (closer to listener)?

Sumik una taiñiqaqpa?

What is this called?

Sumik una Iñupiatun pisuuvisiuṅ?

What do you call this in Iñupiaq?

Sut makua?

What are those₃₊ around here?

Sut apkua?

What are those₃₊ over there?

Suliqiviñ?

What are you₁ doing?

Suliqiva?

What is s/he doing?

Aasii akkupak sulana?

And what am I doing now?

Iluaqpik? Iluaqpa?

Am I correct? Is she/he/it correct?

Iluaqpiñ?

Are you correct?

Iluaḡnasugiviñ?

Do you think you said it correctly?

Quliaqtuaḡutiyumiñaqpiṅa Iñupiatun?

Can you tell me a story in Iñupiaq?

Suliqivat uumani qiñiḡaami?

What are they doing in this picture?

Kitkut qiñiḡaami itpat?

Who is in the picture?

Qanuq aglagnaqpa taamna uqaluk Iñupiatun?

How do you write this word in Iñupiaq?

Qanuq taiñaqpa una uqaluk Iñupiatun?

How do I say this word in Iñupiaq?

Immiaḡumiñaqpigiñ?

May I record you?

Uqautiyumiñaqpiṅa Iñupiatun?

Can you say that in Iñupiaq?

Iñupiatun piyumiñaqpiuṅ?

Can you do it in Iñupiaq?

Uqapiaḡlutiṅ.

Please speak in Iñupiaq.

Iñupiatun?

In Iñupiaq? (lit. like Iñupiaq)

Taitqikkumiñaqpiuṅ?

Can you repeat that?

Kaṇiqsinitchuṅa.

I don't understand.

DIHTHAAD XT'EEN IIN AANDĒEG' (TANACROSS)

From *Tanacross Learner's Dictionary* and *Tanacross Language Lessons* by Irene Solomon

Jâan nee'andĒeg' shii nts'ée' xéyuusih?
What do they call it in our language?

Xá' tah xninhéeyh.
Talk slowly.

Shde'intth'ek?
Do you understand (hear) me?

Nde'íhtth'ek.
I understand (hear) you.

Nts'é dínih ts'í' k'á ndíhtth'ég.
I can't understand (hear) what you're saying.

Jâan díi ch'énteey?
What is this?

Jâan dóo ch'énteey?
Who is this?

Nts'é t'indĕ'ĕ?
What are you doing?

Nts'é tdĕ'ĕ?
What is s/he doing?

Łaan ch'e lé'.
Right on, that's correct.

Naxtédhégdek.
I'm going to tell a story.

Těyy' xú' dínih.
Say it again.

NEE'AANĒEGN' (UPPER TANANA)

From *Upper Tanana Language Lessons (Northway)* by Avis Sam

Dineh shuh k'èh nts'àà' wùtsih?
What do they call it in Native language?

Shdìjth'ük lăh?
Do you understand me?

Aq', xà'gaay ndíhtth'ük.
Yes, I understand you a little bit.

K'à hqqsùu' ndíhtth'üğn.
I don't understand you well.

Le'eh.
I'm not sure, I don't know.

Jin dii n̄t'ay?
What is this?

Jin dòo n̄t'ay?
Who is this?

Nts'àq d̄j̄d̄j̄'?
What are you doing?

Ay n̄ts'ăd̄j̄'?
What is s/he doing?

Dòo n̄t'ay?
Who is this?



EXAMPLES OF IMMERSION PHRASES TO TRANSLATE

_____	How do you say _____ in our language?
_____	Can you repeat that more slowly?
_____	I understand.
_____	I don't understand.
_____	What is this?
_____	What is that?
_____	What is this called?
_____	What do you call this in our language?
_____	What are you doing?
_____	What am I doing?
_____	What is she/he/it doing?
_____	What are they doing?
_____	And what am I doing now?
_____	Am I correct? Is she/he/it correct?
_____	Are you correct?
_____	Do you think you said it correctly?

EXAMPLES OF IMMERSION PHRASES TO TRANSLATE (CONTINUED)

Can you tell me a story in our language?

What are they doing in this picture?

Who is in the picture?

How do you write this in our language?

How do I say this word in our language?

May I record you?

Can you say that in our language?

Can you do it in our language?

Please speak in our language.

And in our language?

Can you repeat that?

Now say that in our language.

I forgot.

Say it a different way.

Show me what you mean.



INDIGENOUS GAMES SOURCES

Denegames.ca
denegames.ca

Alaska Native Knowledge Network by Roberta Tognetti-Stuff (UAF, 1996)
bit.ly/AlaskaNativeGames

WEIO
weio.org/games

Walsh, S. (1981). **A compilation of Alaska Native sports and games.**
Fairbanks, AK: Fairbanks North Star Borough School District Indian Education Program.

1. HAND GAMES

Athabaskan (Dena) Hand Games were played years ago as a form of gambling among friends and different groups. The games were often played to gamble for bullets, furs, dogs, toboggans, or stick matches. Today, however, the Hand Game is played in community centers, gatherings, and other events all over Dene country as friendly competition. The Hand Game is based on a simple concept of hiding and guessing of objects using elaborate hand signals and gestures to both find the object and hide the object. To learn how to play, visit denegames.ca.

2. FINGER PULL

Finger Pull is used to help strengthen the fingers and prepare for the fishing season. Fish often have to be carried by inserting the middle finger into the gill area of the fish and carrying it. For very large fish, this requires a lot of strength to carry over long distances. In order to maintain their strength, the Finger Pull game would be played. To learn how to play, visit denegames.ca.

3. DENE STICK PULL

Stick Pull was used to help strengthen the hands and wrists to prepare for fishing season. The game is a test of your grip, mimicking grabbing a fish by the tail. Grabbing fish out of the water and tossing it up on the shore requires quickness, eye-hand coordination, and incredible wrist and finger strength. The game is played by greasing an octahedron-shaped stick and attempting to pull it away from your opponent's hand. To learn how to play, visit denegames.ca or watch this video (bit.ly/IndianStickPull) from Native Youth Olympics.

4. SIT DOWN TUG-OF-WAR

To play this game, two players sit on the floor or ground facing one another, with the soles of their feet against one another. Two short sticks (about three inches long) are attached to each other with a short length of rope. Opponents pull against each other until one is pulled up off the floor.

5. CARIBOU EYES

A group of five or more players clasps hands and forms a circle around one player who is "it." Whoever is "it" places their hands on each of the other players and asks who they are. The answer is always the name of an animal. "It" would then try to break out of the circle by stepping on the toes of his captors, who would jump nimbly to avoid this. If "it" succeeded in breaking free, everyone would run after him.

6. DENE DODGEBALL

You will need one small caribou (or moose) skin ball and create a five-inch hole in the dirt. You can have any number of players. Each player tries to throw the ball into the hole from five or six yards away. If a player makes it, they run to the hole and get the ball. All the other players run away. The one with the ball throws it at one of the players running away.

7. MOOSE SKIN DRAG

You need a piece of moose skin and a sharpened stick for each of the players (two to eight) for this game. Players try their skill at dragging a moose skin along the ground while their cohorts chase after them with sharpened sticks trying to pin the skin to the ground, stopping the one who pulls it. If the boy pulling the skin gets away, he is considered very clever.

8. BROADJUMP HOP

You need one short pointed stick for each player (you can have any number of players). The game begins by a player grabbing a stick in their hand. Starting from a particular place, they jump landing on both feet. They then jump again landing on one foot. Their other foot must not touch the ground. They then hop forward landing on the same foot. They then reach as far forward as they can and stab their stick into the ground, being careful not to lose their balance or to touch their other foot to the ground. Each player does this in turn. In the next go-around, the player leaves their stick in the ground until they complete their last hop. They then pick up their stick and move it ahead, if they think they can reach further than before.

9. INUIT SPORTS AND GAMES

There are many Inuit (Iñupiaq and Yup'ik) sports and games practiced today in the Doyon region, including (by not limited to):

Knuckle Hop

Inuit Stick Pull

Seal Hop

Inuit Finger Pull (Aqamak)

High Kick (Aqsraatchiaqtuat)

Nalukataq

One-Hand Reach

Maq

Kneel Jump

Manna Mannaa (Inuit Baseball)

To learn to play these sports and games and others, visit:

Alaska Native Knowledge Network

bit.ly/AlaskaNativeGames

North Slope Borough

bit.ly/InupiaqGames

Or consult the **Iñupiat Word Finder Application** at apple.co/3cgpm1Z.

APPENDIX B: SAMPLE LANGUAGE GAMES



10. PLAY UNO IN YOUR LANGUAGE

Learn these vocabulary and phrases to play UNO in your language:

Numbers

1
2
3
4
5
6
7
8
9
0

Colors

Red
Yellow
Green
Blue

Verbs

To play cards
To shuffle (cards)
To deal
To discard
To win
To pick up a card
To skip
To reverse
To choose
(for wild card)

Grammar

Be able to give commands for verbs and learn tenses.

Iñupiaq Example

Atausiq

1 (one)

Malguk

2 (two)

Piņasut

3 (three)

Sisamat

4 (four)

Tallimat

5 (five)

Itchaksrat

6 (six)

Tallimat Malguk

7 (seven)

Tallimat Piņasut

8 (eight)

Qulinnguḡutailat

9 (nine)

Suitchuq

0 (zero)

Suṅauraaqtaaq

Blue

Suṅaaqtaaq

Green

Quqsuqtaaq

Yellow

Kaviqsaaq

Red

Piṅaqsigaṇa.

My turn.

Piṅaqsigaatin.

Your turn.

Tigusiiñ malḡuṇnik.

Pick up two.

Tigusiiñ sisamanik.

Pick up four.

Naliḡaktuṇa.

I choose. (Wild card)

***Remember to say “Atausiq! (One)”
when you have one card left.***

APPENDIX B: SAMPLE LANGUAGE GAMES

11. YAHTZEE

Learn these vocabulary and phrases to play Yahtzee in your language:

Numbers

1
2
3
4
5
6

Vocabulary

Dice

Bonus

Total

3 of a Kind

4 of a Kind

Full House

Small Straight
(3 numbers in a row)

Large Straight
(4 numbers in a row)

Yahtzee
(Five of a Kind)

Chance
(Random)

Yahtzee Bonus
(Five of a Kind again)

Phrases

Your turn.

My turn.







I won.

You won.

Let's go again.

YAHTZEE SCORE CARD Player's Name _____

UPPER SECTION

		HOW TO SCORE	GAME #1	GAME #2	GAME #3	GAME #4	GAME #5
	ACES  = 1	Count and add only ACES					
	TWOS  = 2	Count and add only TWOS					
	THREES  = 3	Count and add only THREES					
	FOURS  = 4	Count and add only FOURS					
	FIVES  = 5	Count and add only FIVES					
	SIXES  = 6	Count and add only SIXES					
	TOTAL SCORE	➡					
	BONUS If total score is 63 or over	Score 35					
	TOTAL Of Upper Section	➡					

LOWER SECTION

	3 of a kind	Add Total Of All Dice					
	4 of a kind	Add Total Of All Dice					
	Full House	Score 25					
	Small Straight (Sequence of 4)	Score 30					
	Large Straight (Sequence of 5)	Score 40					
	YAHTZEE 5 of a kind	Score 50					
	Chance	Score Total Of All 5 Dice					
	YAHTZEE BONUS	✓ For Each Bonus					
		Score 100 Per ✓					
	TOTAL Of Upper Section	➡					
	TOTAL Of Lower Section	➡					
	GRAND TOTAL	➡					



12. PLAY GO FISH IN YOUR LANGUAGE

Learn these words and phrases to play Go Fish in your language:

Numbers

1
2
3
4
5
6
7
8
9

Benhti Kokhut'ana Kenaga' (Lower Tanana) example

ts'ilk'i

1 (one)

notik'a

2 (two)

tok'i

3 (three)

dengi

4 (four)

oits'enayi

5 (five)

niik'atok'i

6 (six)

khwns'aghai

7 (seven)

niik'edengi

8 (eight)

ts'ilk'e beghwkwayi

9 (nine)

ts'ilghw dadhtoni

10 (ten)

Verbs

To play cards

To shuffle

To deal

To win

To pick up a card

A pair (of cards)

Four of a kind

Go again

My turn

Your turn

Phrases

Do you have a _____?

Yes, I have a _____.

No, I don't have a _____.

Go fish! (Pick up a card)

Dinjii Zhuh K'yaa (Gwich'in) example

_____ ni'ii?

Aaha', _____ shi'ii.

Nakwaa, _____ shi'ii kwaa.

Lagarh oonjii.

13. JENGA

You can play Jenga together. An alternative way to bring in more language is to write words in your language on various sticks and pronounce them after you pull them. Here are some words and phrases you could use to play Jenga in your language.

Words

Wood/stick

Tower

Verbs

To pull

To read

To stack/build

To collapse

Phrases

Who is first?

Who's turn is it?

It's your turn.

It's my turn.

You won.

I won.

Oh no! It collapsed!

Iñupiaq Example

From Iļisaqta Iñupiatun!

Curriculum link: bit.ly/IñupiatunCurriculum

qiruk

wood

Nuqirrun qiruk aasii taiguaġlugu uqaluk.

Pull the wood (tile) and read the word.

uqaluit

words

Qaliġiiksitaġki qiruit.

Stack the wood (tiles) (plural).

Kiña sivulliuvva?

Who is first?

Kiña piñaqsiva?

Whose turn is it?

Piuraaqsigaatin.

Your turn to play.

Piuraaqsigaana.

It's my turn to play.

Akimaruņa.

I win.

Akimarutin.

You win.



14. STOP, STOP, GO

Like the game “Red Light, Green Light.” You could also play this game one-on-one with your mentor directing your actions. The mentor turns around and directs the apprentice to come, stop or go back (if they catch them moving).

Use the terms:

“Come”

“Stop”

“Go back/Return”

“I saw you move”

15. GEN GONEE “WHAT’S THIS?”

Watch a short video example of the game at bit.ly/GenGonee.

16. PLAY THE MEMORY GAME IN YOUR LANGUAGE

This game is excellent for repetition and practice. Each player tells the other(s) one thing she/he will bring in a suitcase on a trip. Each following player must repeat all the items that the previous players have said as well as add an item to the list. The game continues until someone misses or forgets an item on the list.

For example:

Player 1: *I am going on a trip and in my suitcase I will pack a pair of shorts.*

Player 2: *I am going on a trip and in my suitcase I will pack a pair of shorts and a camera.*

Player 1: *I am going on a trip and in my suitcase I will pack a pair of shorts, a camera and a frying pan.*

Player 2: *I am going on a trip and in my suitcase I will pack a pair of shorts, a camera, a frying pan and a towel.*

*Note: This game can be changed to talk about a different topic and to talk about past, present or future.

For example: Players can list imaginary food items that they had for lunch (past), imaginary items they want to buy at the store (present), or even imaginary activities that they will do next week (future)!

17. CONVERSATION CARD GAME

Sometimes conversation doesn't flow freely and it can be a challenge to think of interesting things to talk about. The purpose of the conversation card game is to get you talking! Each card has a different conversation topic for you to chat about in your language with your mentor/apprentice.

Conversation Cards Instructions⁴

- Cut out cards and write different topics on them such as “talk about fishing,” “tell a story,” “What’s your favorite sport?”
- Without looking, draw one card and talk about the topic on that card for a few minutes (or more!). Use only your language.
- You can let the conversation lead in any direction related to the topic. For example: If the card says “talk about your favorite food,” it could lead to a conversation about food in general, an excellent meal you had, food you enjoy preparing, healthy and unhealthy eating habits, memories of preparing food, your least favorite food, etc.
- If the conversation leads to something totally unrelated to the topic that is on the card, that is OK too — the point is just to talk comfortably in your language.
- To make real conversation, make sure both people talk. For example, one person could ask questions and the other could answer, then you could switch.
- If you can't speak fluently about the topics at first, don't worry — with time and patience you will gain the fluency to talk about many different topics easily.



⁴ Take a look at Chapter 12 of “How to Keep Your Language Alive” (Hinton 2002) to learn more.

APPENDIX C: MENTOR-APPRENTICE FORMS



In this appendix, you will find the following forms and documents needed for carrying out your mentor-apprentice project:

A - Outline of Forms

B - Mentor-Apprentice Team Agreement

C - Work Plan

D - Mentor-Apprentice 50-Hour Report (x6)

E - Pre-Session Checklist and Plan

F - Post-Session Checklist and Debrief

G - Mentor-Apprentice Program Schedule Worksheet

Mentor-Apprentice Program Reporting Forms and Documents

Outline for Forms and Reports Submission

Beginning of MAP Program

Date: _____

- Mentor-Apprentice Team Agreement
- Apprentice Self-Assessment
- Work Plan for 260 hours of immersion work

Report #1 50 Hours Completed

Date: _____

- Mentor-Apprentice Log

Report #2 100 Hours Completed

Date: _____

- Mentor-Apprentice Log
- Mentor-Apprentice Self-Evaluation

Report #3 150 Hours Completed

Date: _____

- Mentor-Apprentice Log

Report #4 200 Hours Completed

Date: _____

- Mentor-Apprentice Log
- Mentor-Apprentice Self-Evaluation

Report #5 250 Hours Completed

Date: _____

- Mentor-Apprentice Log

Report #6 260 Hours+ Completed

Date: _____

- Mentor-Apprentice Log
- Mentor-Apprentice Self-Evaluation and Post-Self-Assessment

Final Report

Date: _____

- Summarize the year
- Provide recommendations for next year

Required Forms and Documents

Forms

- **Mentor-Apprentice Team Agreement Form.** This form should be filled out at the beginning of the year. Please review the MAP goals and complete this form again. It must be signed by both the Mentor and Apprentice.
- **Apprentice Self-Assessment Form.** Before and after your 260 hours of immersion work, it is important for the apprentice to assess their language learning. By completing this self-assessment, you will demonstrate to yourself and to Doyon Foundation how far you have come in language learning and where you can go from here.
- **Work Plan.** At the beginning of the year, please provide us with a **detailed work plan** for the year. On the form provided, please work together to outline your planned activities, language learning goals, and expected completion dates for each activity. Submit a copy of this form to Doyon Foundation.
- **50-Hour Log and Quarterly Self-Evaluation.** Document what language immersion activities happened and when each activity was completed. Every four months you will do a self-evaluation. It is important that each apprentice takes responsibility for their own learning and fills out the self-evaluation part of the form quarterly.

Documents

- **Mentor-Apprentice Program Reflections (Final Report).** You will need to summarize the year and provide recommendations for the future of the Mentor-Apprentice Program.

Mentor-Apprentice Team Agreement

Name of Mentor: _____

Name of Apprentice: _____

Please read the following key statements regarding the Mentor-Apprentice Program and initial where appropriate.

A. We understand that participation in the Mentor-Apprentice Program involves making a commitment to spend at least 260 immersion hours working towards the apprentice gaining fluency in our Indigenous language.

Please initial: **Mentor** _____ **Apprentice** _____

B. We understand that the Mentor-Apprentice Program revolves around the concept of being immersed in our Indigenous language for significant portions of time during the learning period. We understand that it is highly recommended that we spend at least 260 hours on this project.

Please initial: **Mentor** _____ **Apprentice** _____

C. We understand that training sessions are a required part of the program and we intend to participate in the training sessions provided for us.

Please initial: **Mentor** _____ **Apprentice** _____

D. As the apprentice in this program, I understand that I will be responsible for maintaining regular contact with the Doyon Foundation project manager during our learning period and I will be responsible for submitting reports on the progress of my language learning.

Please initial: **Mentor** _____ **Apprentice** _____

E. We understand that after each 50 hours, we should submit a 50-Hour Log to track our progress.

Please initial: **Mentor** _____ **Apprentice** _____

F. We understand that the mentor and apprentice will meet with Doyon Foundation on a monthly basis for check-ins about the progress of the Mentor-Apprentice Program.

Please initial: **Mentor** _____ **Apprentice** _____

Mentor-Apprentice Program Work Plan

Please complete a detailed work plan for the 260 hours you will complete this year. On the form attached, please outline your planned activities and goals.

To guide your planning, think about the following questions:

- What are your language learning goals for the 260 hours? What are your goals for each 40-50 hours (each two months)?
- What do you want to learn? The learning makes sense for your interests and your environment.
- What kinds of topics do you want to learn about (i.e., fishing, cooking, hunting, family, etc.)? You can spend at least 20 hours of immersion on each topic.
- What kinds of activities can you do together to help accomplish your goals?
- Are there other language/culture experts in the community you would like to involve?
- Based on your work so far, what can you improve, expand and continue to work on?
- Based on your work so far, what do you need to practice more? What do you need more help with?

Be as specific as you can. For example, you may go on trips by car or by boat, visit hunting areas, cook meals together, or work with a different language expert.

During your activities, you will learn new words and practice using them in phrases.



Complete this section at the beginning of the year. Please work as a team to outline your planned activities and goals for each 40-50 hours (every two months). Use additional pages if needed.

[illegible]

Mentor-Apprentice 50-Hour Report

Please complete and submit this form at the end of each 50 hours of meeting.

Mentor Name: _____ **Apprentice Name:** _____

Date: _____ **Report #:** ☐1 ☐2 ☐3 ☐4 ☐5 ☐6

50-Hour Log

This is a summary log. Please also keep a detailed journal of all your mentor-apprentice activities.

Date(s):	# of hours
Week 1 & 2 Activities/Topics Covered:	
Comments:	
Date(s):	# of hours
Week 3 & 4 Activities/Topics Covered:	
Comments:	
Date(s):	# of hours
Week 5 & 6 Activities/Topics Covered:	
Comments:	
Date(s):	# of hours
Week 7 & 8 Activities/Topics Covered:	
Comments:	
Date(s) (if applicable):	# of hours
Week 9 & 10 Activities/Topics Covered	
Comments:	
Total # of hours for this report _____	

Team Self-Evaluation

Summarize the highlights and accomplishments of your time together.

How did these hours go? (Productive, quiet, intense, boring, frustrating, etc.)

Did you spend extra time outside your MAP schedule on studying or learning the language? If so, what did you do and approximately how many hours per week did you spend on it?

Did you participate in any other community language programs? Please list the activities and describe your participation.

How have you shared language you have learned with anyone else? (For example, teaching your family members, language circle, posting on social media, etc.)

What are your goals for the next 50 hours?

Please initial: Mentor _____ Apprentice _____

Mentor-Apprentice Program Pre-Session Checklist and Plan

Mentor Name: _____ Apprentice Name: _____ Date: _____

You are not required to fill out this checklist and plan before your sessions or to submit them to Doyon Foundation. These are meant to be a helpful tool for you to organize and plan for your session.

You are also not required to do everything on the checklist, but the more you are able to check off, the more likely your session will go smoothly.

☐ **Review work plan.**

- Check to see where you are at in your monthly work plan. Are you following the goals you set out for the month?

☐ **Fill out a pre-session plan.**

- Writing out your session plan can help you to feel confident in how the session will go, and that you have planned enough topics or activities.

☐ **Look up key words and phrases.**

- If you know that there is a particular topic you want to talk about, it can be helpful to learn some words or phrases before you go into the session.

☐ **Review last session's recording.**

- Listening to the recording from your last session can remind you of what you talked about last time.

☐ **Confirm with mentor.**

- Make sure to confirm with your mentor before every session if they are still available, or let them know that you are on your way.
- If you have something specific in mind for your session, make sure to let them know beforehand. For example, let them know you want to work on some fish that you are bringing with you and ask if that's okay.



Mentor-Apprentice Program Pre-Session Checklist and Plan

Write out your plan before your session. Filling out this form is not required, but having a plan will help the session go smoothly.

Review and Begin of Session: What will you start your session with? (Talk about the weather, hunting conditions, what you did today.) Do you want to review from a previous session?	
Topic: What main topic do you want to talk about today? How will you talk about this activity? (For example, doing the dishes, cutting fish, using a wordless picture book, playing a game, etc.)	
Materials: Are there any materials (props, books, pictures) I need to have to make sure the session goes smoothly? What do I need to bring?	
Key Vocabulary and Phrases: Are there already some vocabulary and phrases you know that you can use to talk about this topic?	
Goals: Do I have a language learning goal for today? For example, "I want to speak 30% of the time today" or "I want to go the whole session without English."	

Mentor-Apprentice Program Post-Session Checklist and Debrief

Mentor Name: _____ Apprentice Name: _____ Date: _____

You are not required to fill out this checklist and plan before your sessions or to submit them to Doyon Foundation. These are meant to be a helpful tool for you to organize and plan for your session well.

You are also not required to do everything on the checklist, but the more you are able to check off, the more prepared you will be for your session.

- ☐ **Thank your mentor.**
 - Maybe you did this at the end of your session already, but a text to thank or a check-in with your mentor can be a great way to keep good communication.
- ☐ **Save your recording of the session to a safe place.**
 - The recordings of your sessions will be essential records of your language and for practice later on. Make sure to save it to a safe place. Doyon Foundation will ask you to upload a certain number of recordings of your sessions each month.
- ☐ **Fill out post-session debrief and/or write a journal entry.**
 - Your immersion sessions may be very challenging and unexpected feelings may come up. It is helpful for both apprentices and mentors to debrief your sessions in writing or in other ways. Doyon Foundation has supplied debrief prompts that you can fill in (or you can write in a journal), recording how your session went, the things that you learned during the session, and how to process emotions you may be feeling after your session.
- ☐ **Transcribe your session if you would like to increase your comprehension or writing skills.**
 - While writing is a secondary skill for the Mentor-Apprentice Program, if you would like to gain some skills in writing or comprehension, you may want to consider practicing by transcribing your session into a Word document or notebook. This record could also be helpful if you decide to build a lesson plan from your session or if you intend to archive your materials later on. This is completely optional.
- ☐ **Try to listen to your session once (or twice) before your next session, if you have time.**
 - Though not required, listening to your session one or two times before your next session will help you to comprehend more of what you learned and be even more ready for your next immersion session. It can also help you become more aware of things you may have missed when you were in the immersion setting.

Mentor-Apprentice Program Post-Session Checklist and Debrief

Here are some prompts for your post-session debrief. Filling out this form is not required, but having a debrief will help you to process the language learned and emotions you might have connected your language learning. You will also be provided with journals for the program, so you can use those in place of this debrief document if you would prefer for more space. You can you use the prompts in this debrief to write in your journals as well.

Review of Session: What did you learn during your session? What topics did you cover?	
Phrases: What words or phrases did you learn that you definitely want to remember and use? (You can also listen to or transcribe your sessions for practice.)	
Pluses and Deltas: What went well during your session? What could improve during your next session? What ideas do you have for your next session?	
Decompression Prompts: How did you feel — physically, emotionally, socially and spiritually — during your session? What motivates you to continue learning your language, even when it is hard? How can you incorporate more wellness, healing and ceremony into your language learning journey?	
Goals: What are your goals for the next session? How can you share what you have learned during your session with others?	



Mentor-Apprentice Program Schedule Worksheet

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total
Week 1								
Week 2								
Week 3								
Week 4								
TOTAL HOURS PER MONTH								

APPENDIX C: SAMPLE ASSESSMENT FORMS

Here you can find sample assessment forms we use in Doyon Foundation's Mentor-Apprentice Program:

NETOLNEW Assessment Forms

bit.ly/3zIngdZ

Doyon Foundation Self-Assessment Form

bit.ly/3BpxQlb



ÍY SŁÁĆEL, Gilakas'la, Ha7lh Skwáyel, tanisi (greetings) - If you are an adult learner of an Indigenous language, the following pages are intended to help you understand where you are at in your learning and to support you in keeping track of your progress.

Learning a language requires much dedication and determination. We designed this assessment tool specifically for adult learners of Indigenous languages:

- We recognize that you are likely focusing on speaking and understanding the language -> this assessment tool helps you evaluate how you are doing in these areas;
- We recognize that you may identify your own language goals, rather than follow a pre-set curriculum -> this assessment tool looks at general language skills, rather than asking you about grammar or vocabulary;
- We recognize that you may feel worried about assessing how you are doing in your language learning -> this tool is meant to help you reflect on what you CAN do, to help you figure out what you want to focus on next, and to keep track of how your skills are increasing over time.

If you are in a formal Mentor-Apprentice Program (MAP) now, we suggest you fill out this tool after every ~50 hours of learning. However, the tool is designed to support learners in any type of learning context. On the next page, you will find some guidelines on how to use this tool.

This assessment tool was developed as part of a larger Partnership Development Grant project. We are working to understand more about adult Indigenous language learning in Canada and specifically British Columbia. Our research was supported by the Social Sciences and Humanities Research Council of Canada.



LANGUAGE LEARNING ASSESSMENT TOOL | v3.1 – Feb 2016

Dr. Onowa McIvor & Dr. Peter Jacobs

Contact: 250-721-7763 | omcivor@uvic.ca | pejacobs@uvic.ca | bje@uvic.ca

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Logo by Kevin Paul



Guidelines on using the Language Learning Assessment Tool

1. Fill in the section “About the Language Learner” on the next page, including the date & your name;
2. You can fill out this assessment tool on your own or with someone who is supporting you in your learning, e.g. your mentor. If someone else is filling in the answers with or for you, please write down their name and role in your learning process as well;
3. Next, there is a place to write down the language you are learning and assessing today;
4. If you keep track of it, write down the number of hours of language learning you have completed;
5. There is a section for you to reflect on your language learning first, if you want;
6. Start the actual assessment with the first level ‘Beginner’, and complete both areas, ‘Speaking’ and ‘Understanding’;
7. Read each “I can...” statement and think about which answer BEST describes where you are at in your learning today;
8. Put a mark in the field of your answer, or colour in the field, or circle it – anything to take note of where you are at in your learning today. Please choose only one field;
9. You will see there are some **blank “I can...” fields** throughout. Here, you can **add your own language learning goals and skills that you wish to track** as you progress, specific to your context of learning;
10. When you are ready, you can move on to the ‘Intermediate’ pages.

About the Language Learner

Date: _____

Name of Language Learner: _____

If not the learner, who filled in form: _____

Language assessed today: _____

Number of hours of language learning completed: _____

A Place to reflect on your Language Learning *(optional)*

Below are three points you may wish to reflect on, as a “warm-up” or “wrap-up”, in addition to filling out this Language Learning Assessment Tool. You can write down your answers here, so that you can come back to your thoughts at a later time:

For my language learning, I worked a lot on ...

I’m really proud of ...

Something I’d like to get better at is...

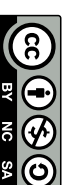
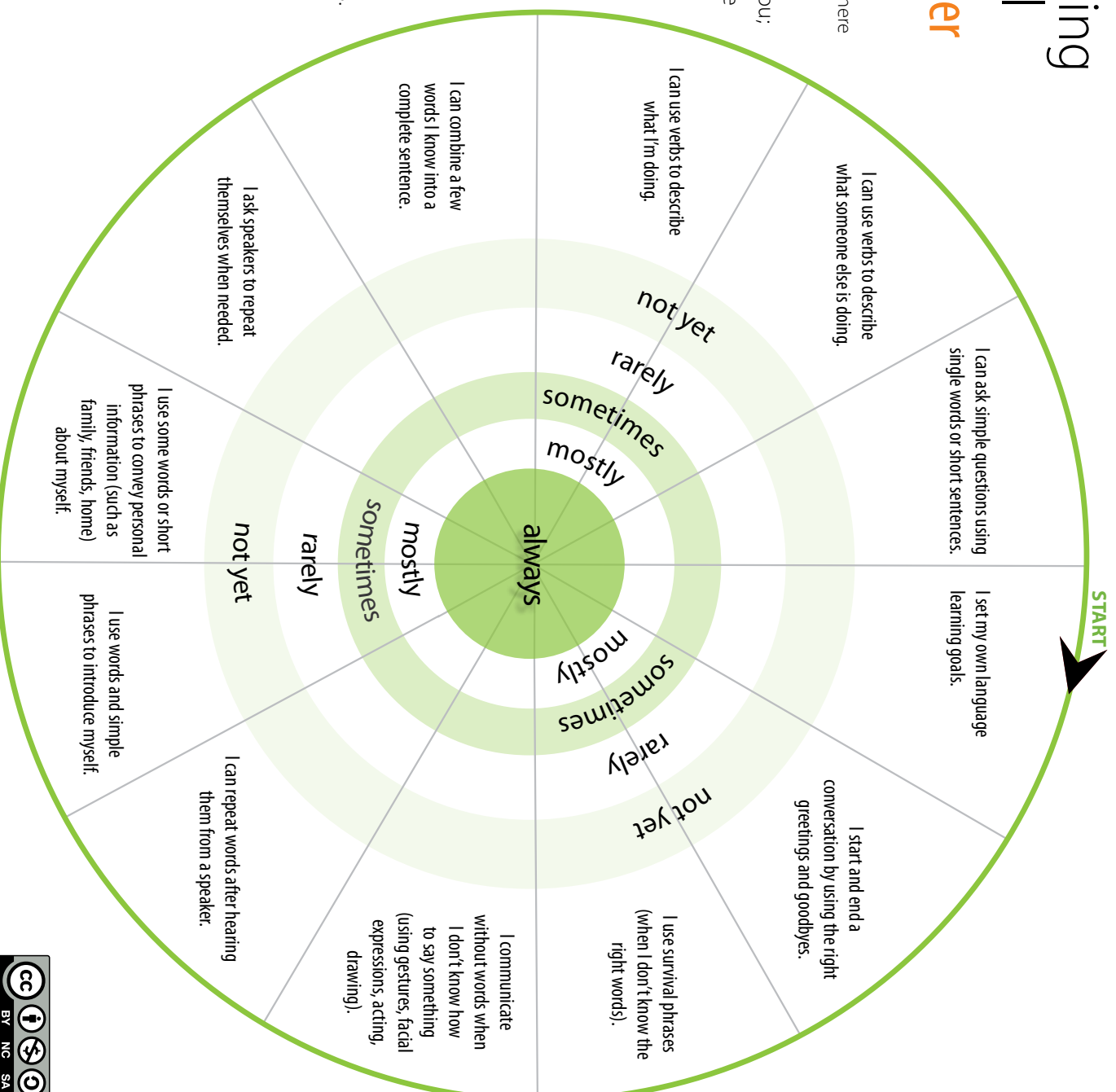
Language Learning Assessment Tool

Speaking – Beginner

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'**—this is something new to you;
- 'Rarely'**—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'**—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'**—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'**—this is something that you know well and you are confident in doing it all the time and in all contexts.



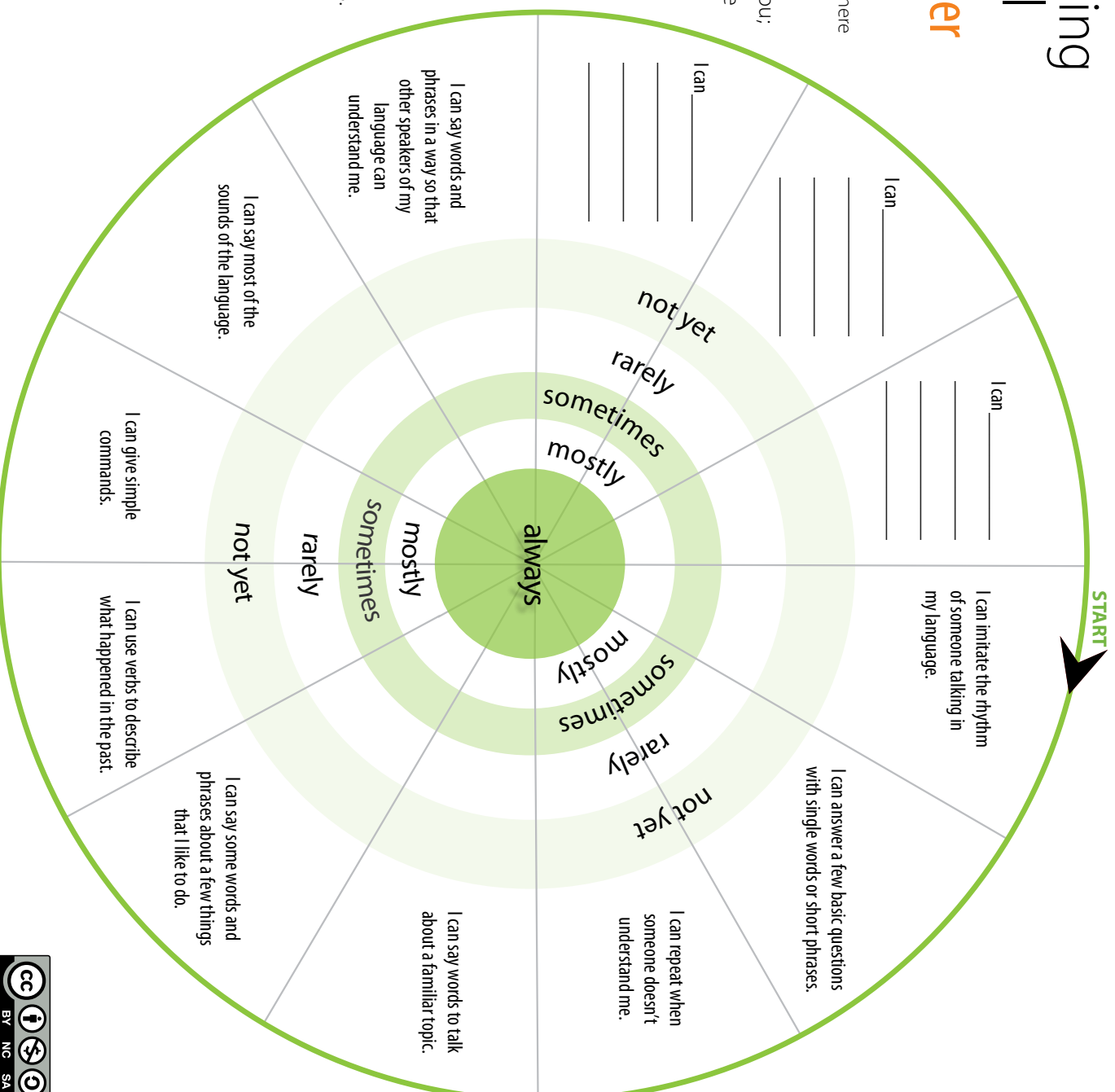
Language Learning Assessment Tool

Speaking – Beginner

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'—this is something new to you;
- 'Rarely'—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'—this is something that you know well and you are confident in doing it all the time and in all contexts.



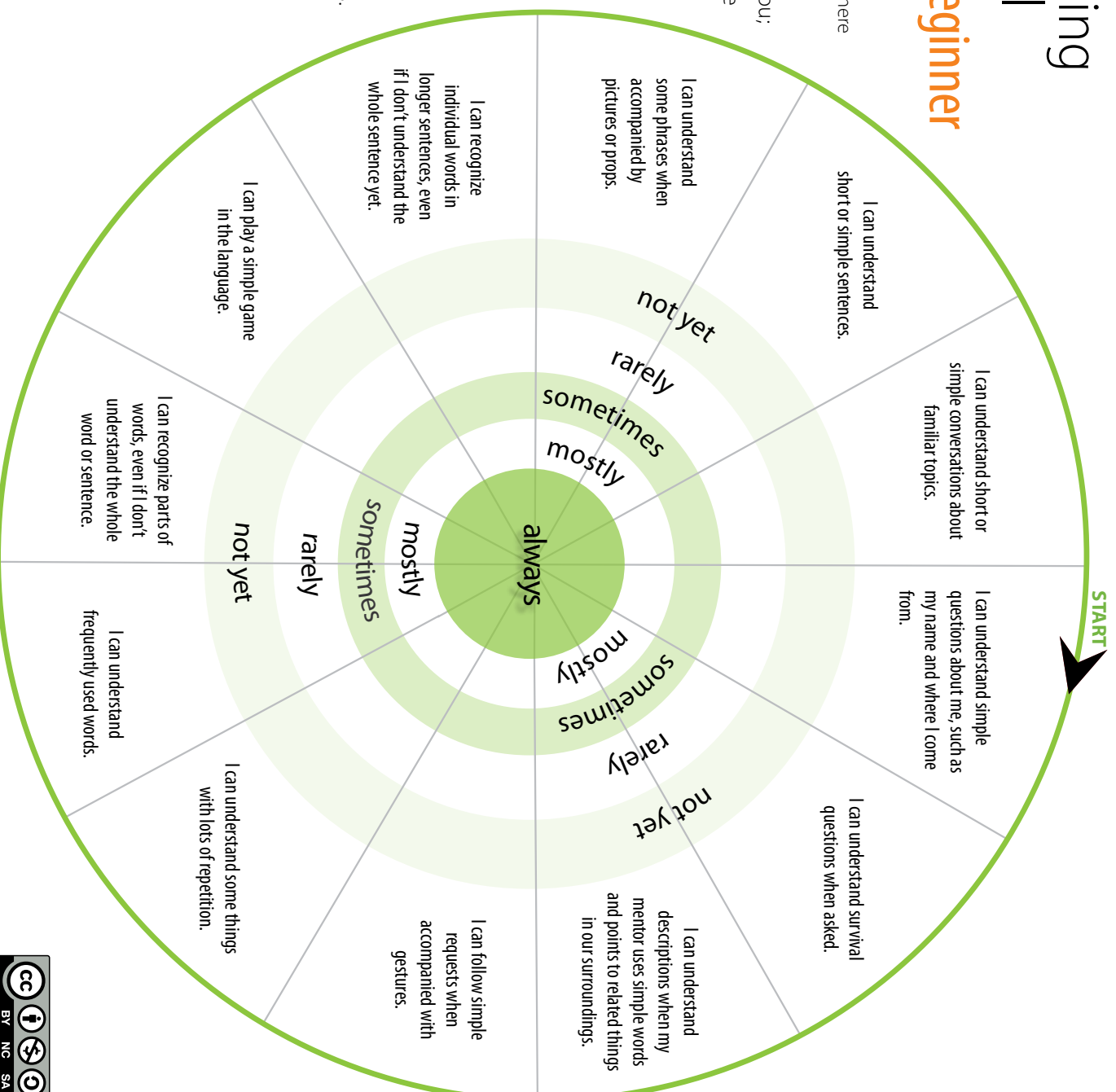
Language Learning Assessment Tool

Understanding – Beginner

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'**—this is something new to you;
- 'Rarely'**—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'**—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'**—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'**—this is something that you know well and you are confident in doing it all the time and in all contexts.



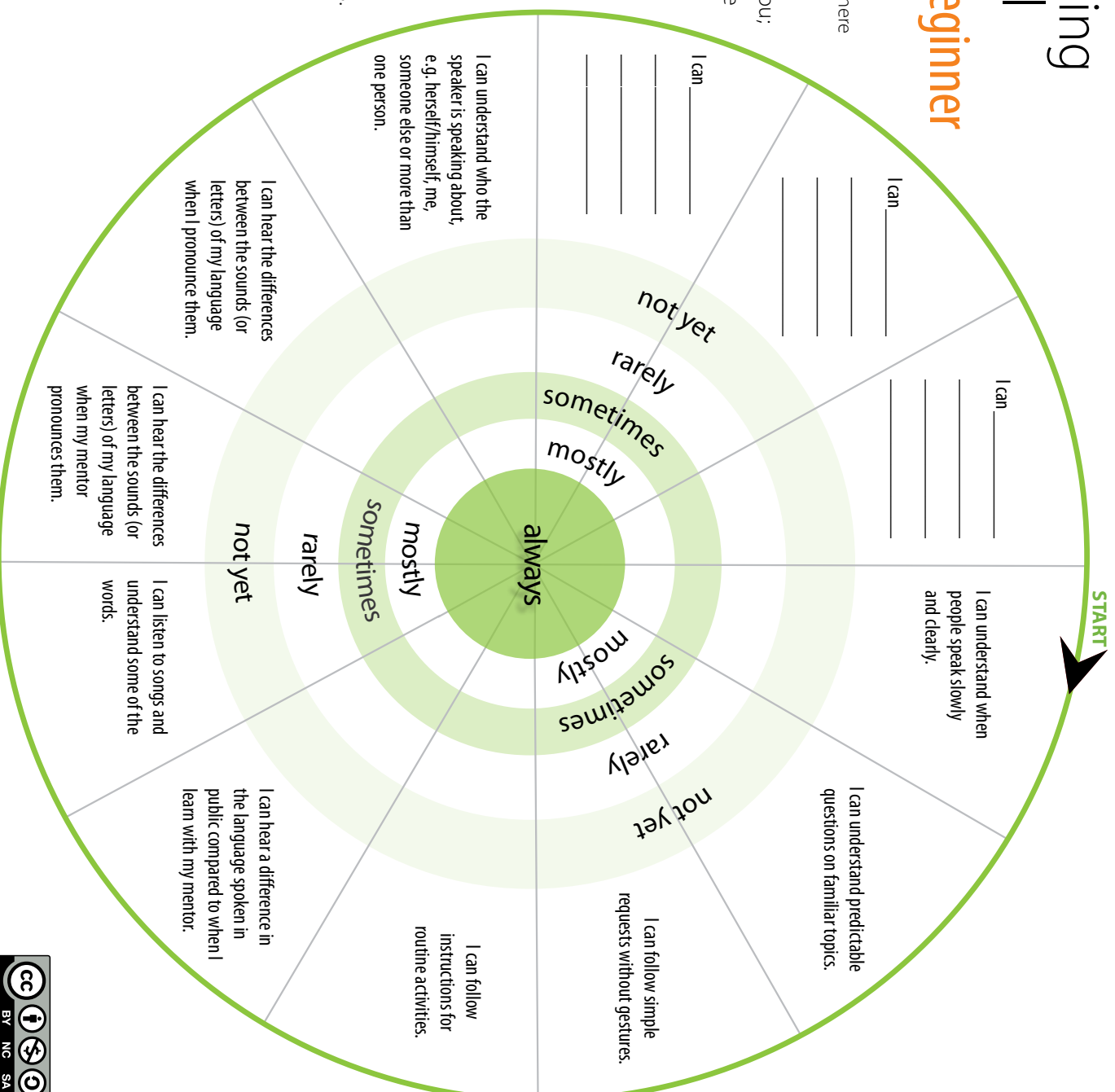
Language Learning Assessment Tool

Understanding – Beginner

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'**—this is something new to you;
- 'Rarely'**—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'**—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'**—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'**—this is something that you know well and you are confident in doing it all the time and in all contexts.



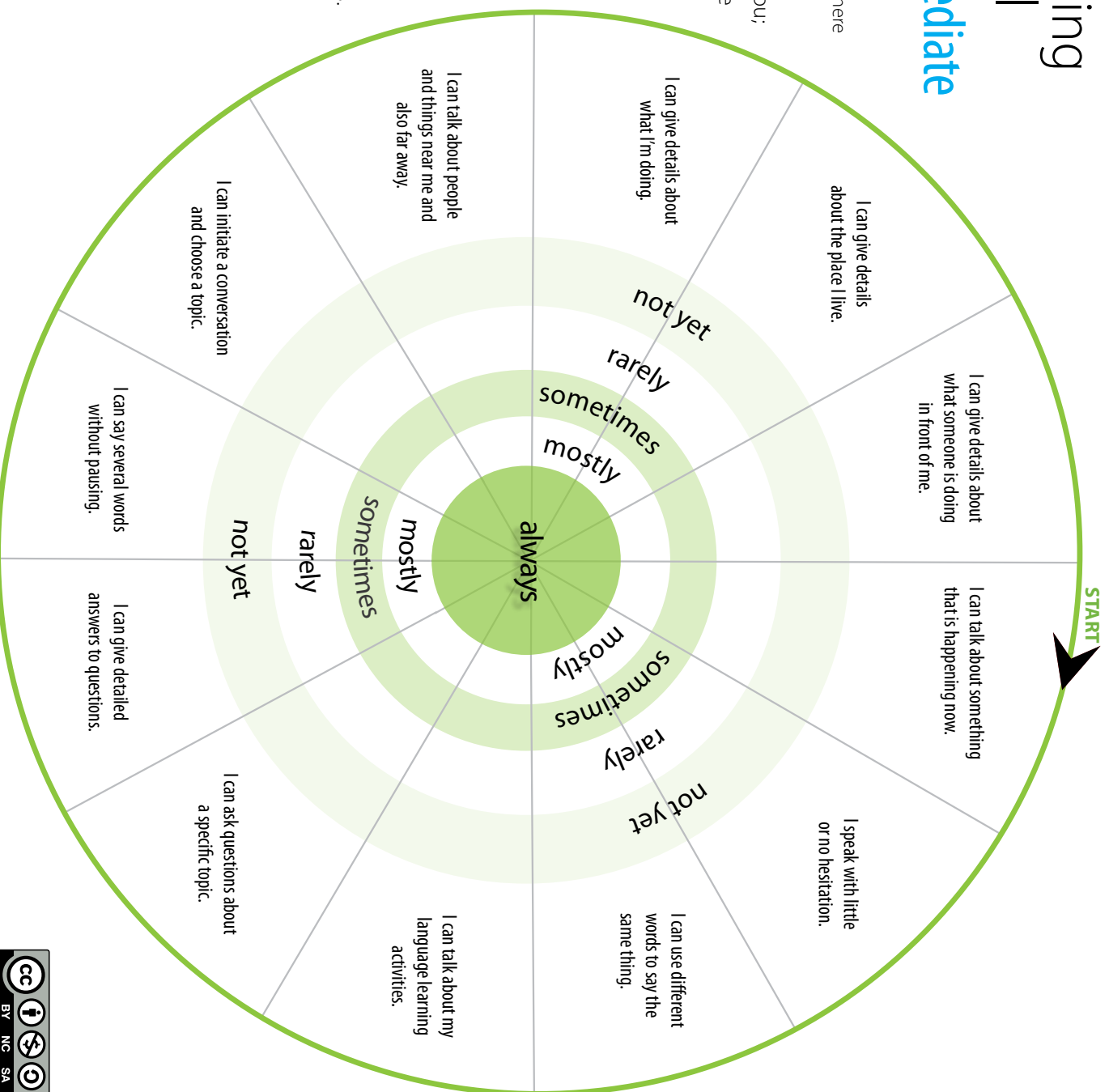
Language Learning Assessment Tool

Speaking – Intermediate

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'**—this is something new to you;
- 'Rarely'**—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'**—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'**—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'**—this is something that you know well and you are confident in doing it all the time and in all contexts.



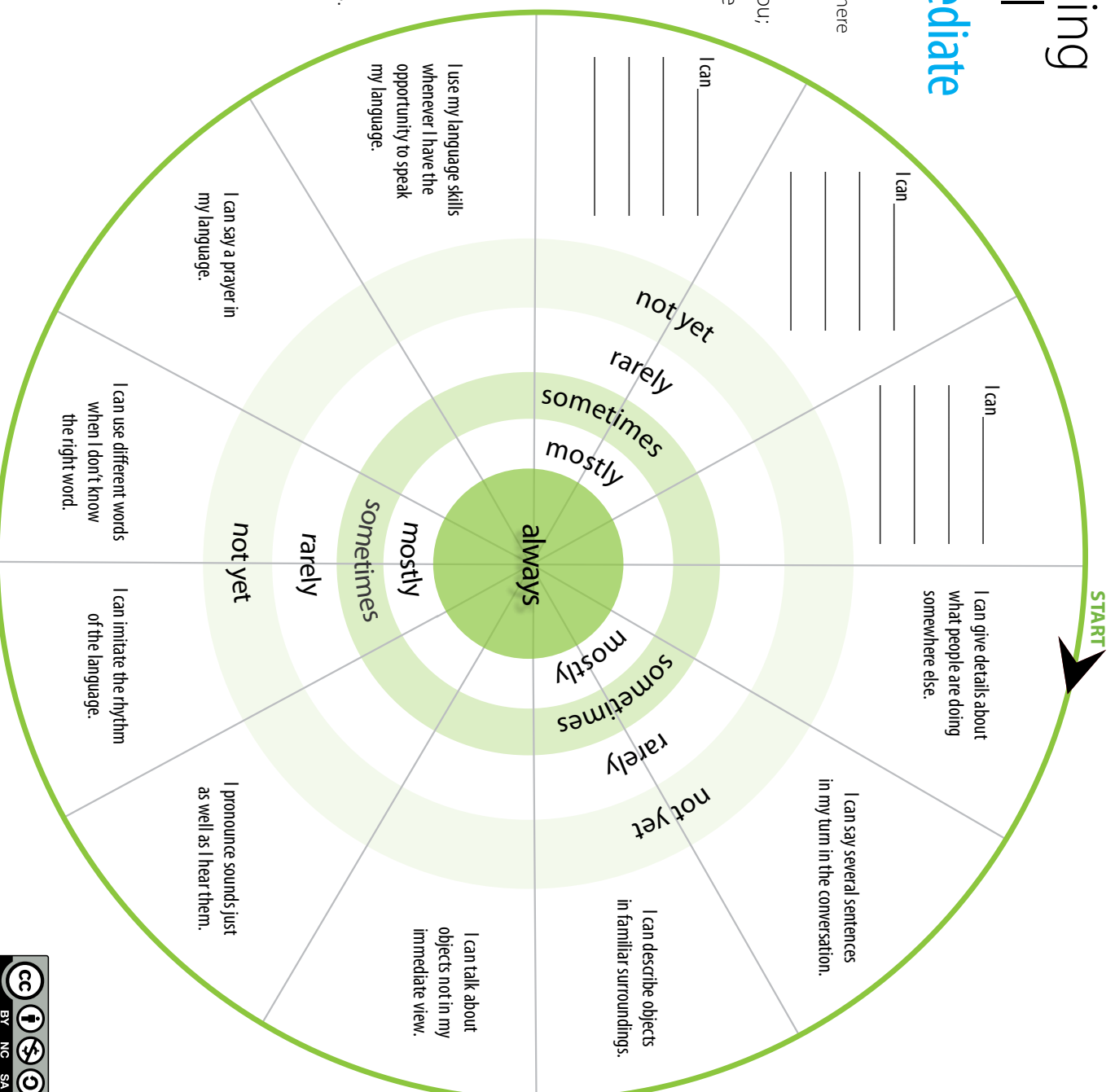
Language Learning Assessment Tool

Speaking – Intermediate

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'—this is something new to you;
- 'Rarely'—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'—this is something that you know well and you are confident in doing it all the time and in all contexts.



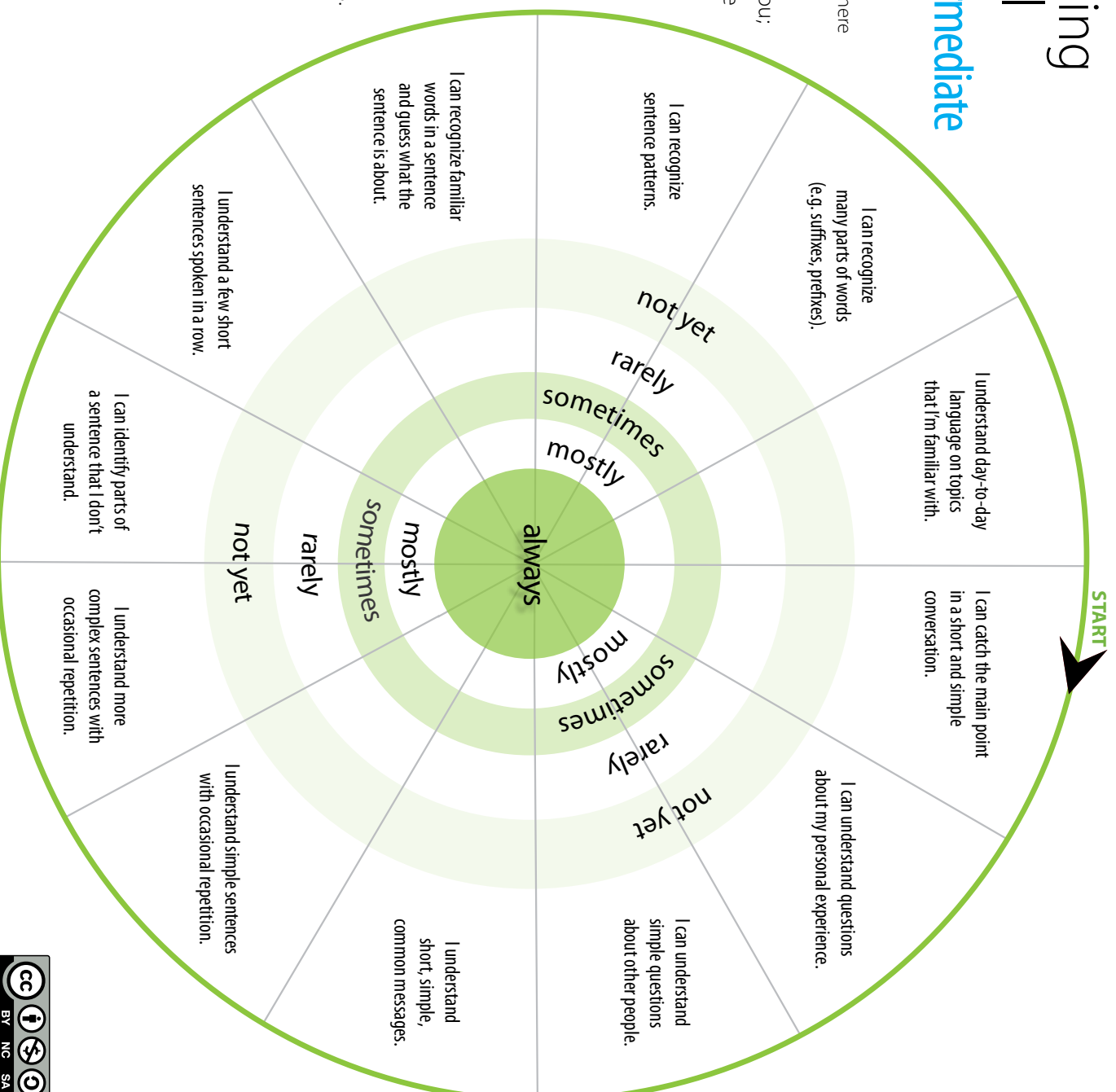
Language Learning Assessment Tool

Understanding – Intermediate

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'**—this is something new to you;
- 'Rarely'**—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'**—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'**—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'**—this is something that you know well and you are confident in doing it all the time and in all contexts.



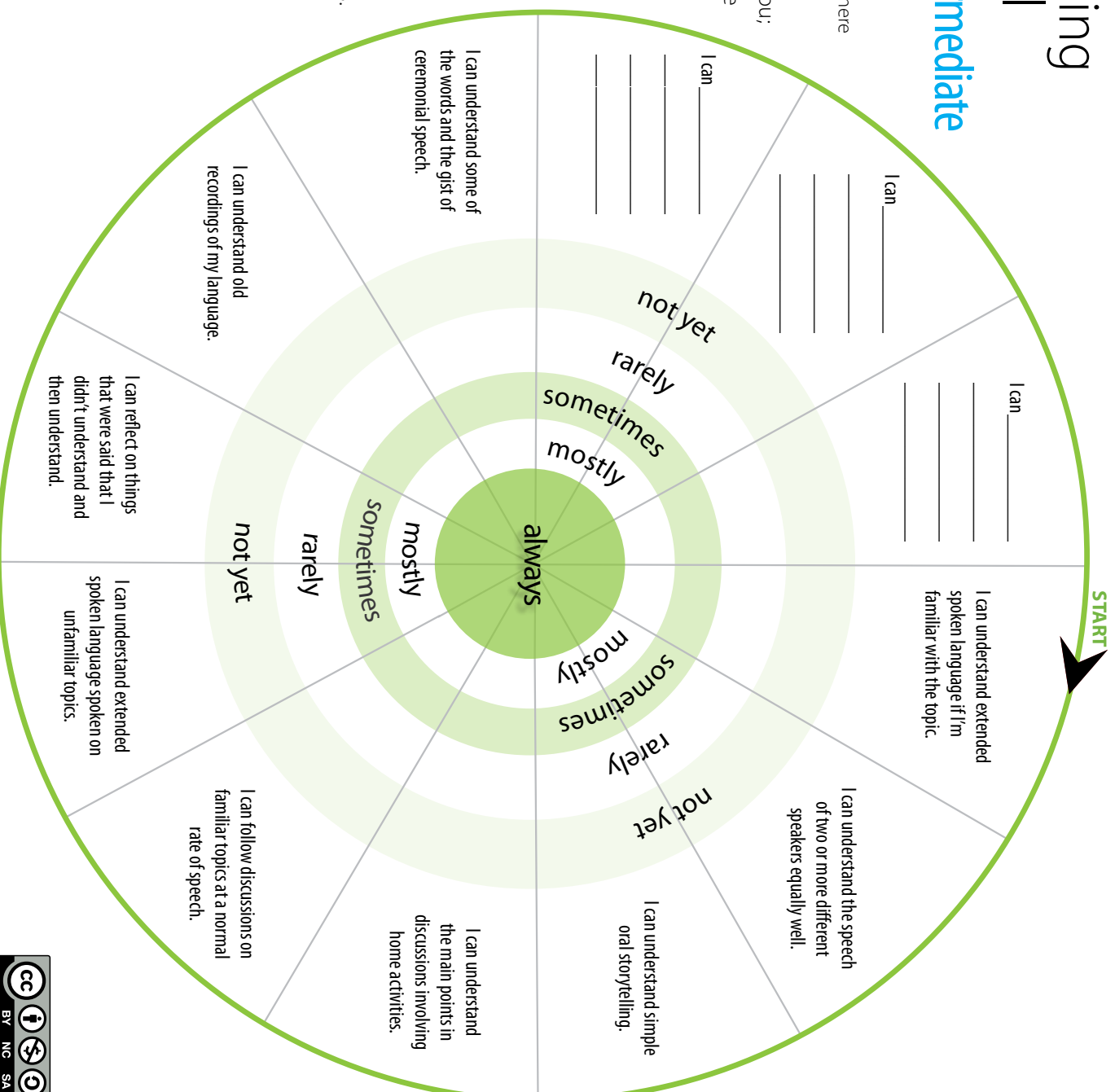
Language Learning Assessment Tool

Understanding – Intermediate

SCALE

(select one answer that best describes where you are at in your learning today):

- 'Not yet'**—this is something new to you;
- 'Rarely'**—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
- 'Sometimes'**—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
- 'Mostly'**—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
- 'Always'**—this is something that you know well and you are confident in doing it all the time and in all contexts.





Language Learning Advanced Assessment

This assessment has been created by Doyon Foundation to support advanced learners to assess their language learning. This assessment was inspired by the NETOLNEW's assessment, which Doyon Foundation uses for beginner and intermediate assessments; however it is not associated with the NETOLNEW Project or the University of Victoria in any way.

Language Learner

Date: _____

Name of language learner: _____

Language: _____

Number of hours of language learning completed: _____

A Place to Reflect on Your Language Learning (optional)

Below are three points you may wish to reflect on, as a "warm-up" or "wrap-up." You can write down your answers here, so that you can come back to your thoughts at a later time:

For my language learning, I worked a lot on ...

I'm really proud of ...

Something I'd like to get better at is...





For each of the following questions, select one answer that best describes where you are at in your learning today.

Not yet: This is something new to you.

Rarely: This is something that you've noticed, but you've only done it a few times or in a few contexts so far.

Sometimes: This is something that you are more familiar with and you notice you are doing in a number of different contexts.

Mostly: This is something that you are familiar with and that you've become good at doing in a wide variety of contexts.

Always: This is something that you know well and you are confident in doing it all the time and in all contexts.

Speaking - Advanced

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. I can tell a story about something that happened in the past.</p> <ul style="list-style-type: none"><input type="radio"/> Not yet<input type="radio"/> Rarely<input type="radio"/> Sometimes<input type="radio"/> Mostly<input type="radio"/> Always <p>2. I can talk about my immediate or distant plans in the future.</p> <ul style="list-style-type: none"><input type="radio"/> Not yet<input type="radio"/> Rarely<input type="radio"/> Sometimes<input type="radio"/> Mostly<input type="radio"/> Always | <p>3. I can speak for long periods of time without hesitation.</p> <ul style="list-style-type: none"><input type="radio"/> Not yet<input type="radio"/> Rarely<input type="radio"/> Sometimes<input type="radio"/> Mostly<input type="radio"/> Always <p>4. I can explain something about a person in great detail.</p> <ul style="list-style-type: none"><input type="radio"/> Not yet<input type="radio"/> Rarely<input type="radio"/> Sometimes<input type="radio"/> Mostly<input type="radio"/> Always |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



5. I can speak about the intricacies of my language *in* the language.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
6. I can ask questions about many different specific topics.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
7. I can explain myself in great detail when asked questions.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
8. I can tell a whole story without much pausing or stuttering.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
9. I can weave through many different topics in conversation easily.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
10. I can confidently talk about handling many different types of objects (Dene languages) or can use many different demonstratives (Iñupiaq).
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
11. I can give details about what I did, am doing, or will do.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
12. I can talk about places and place names in the Doyon region.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always



13. I can give details about what someone is doing without them in front of me.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
14. I can speak in great detail about people who are doing things.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
15. I can engage in a conversation with others without hesitation.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
16. I can talk about high-level topics (like politics, history, hunting, etc.)
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
17. I can give a detailed story of everything I did in one day.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
18. I pronounce words very similarly to the pronunciation of first-language speakers.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
19. The rhythm of my speech sounds like that of a first-language speaker.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
20. I can give a ceremonial speech in my language.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always



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21. I can give a long prayer or blessing in my language.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

22. I can confidently teach my language to others using my language alone.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

23. I can _____.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

24. I can _____.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

25. I can _____.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always



Understanding - Advanced

1. I can understand the main points in a complex conversation.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
2. I can understand detailed questions about myself.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
3. I can understand complex questions about other people.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
4. I can understand long, complex messages.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
5. I can understand simple sentences without repetition needed.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
6. When I don't understand parts of a sentence, I can figure out its meaning from context.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
7. I can understand a whole story spoken in my language.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
8. I can understand what speakers are saying, even if I don't know every word.
 - ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always



9. I can recognize different styles of speech (e.g, men, women, ceremonial, storytelling, “high” language).
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
10. I can recognize different parts of a word (e.g., prefixes) and explain them in my language.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
11. I can understand high-level language about specific topics.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
12. I can understand my language when spoken continuously for over 30 minutes.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
13. I can understand the speech of many different speakers just as well as my mentor.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
14. I can understand complex oral storytelling.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
15. I can understand discussions between two fluent speakers speaking casually.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always
16. I can understand quickly spoken extended speech.
- ☐ Not yet
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Mostly
 - ☐ Always



17. I can understand language spoken about unfamiliar topics with ease.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

18. I can explain in my language something I didn't understand in order to get the meaning.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

19. I can understand old recordings of my language, even those of poor quality.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

20. I can understand ceremonial speeches and their protocols in detail.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

21. I can _____.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

22. I can _____.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always

23. I can _____.

- ☐ Not yet
- ☐ Rarely
- ☐ Sometimes
- ☐ Mostly
- ☐ Always





Mentor-Apprentice Program Qualitative Self-Evaluation

1. How confident do you feel in speaking your language? Circle one. (1 – not very confident, 2 – somewhat not confident, 3 – neutral, 4 – somewhat confident, 5 – very confident)

1 2 3 4 5

Comments:

2. How confident do you feel in understanding your language? Circle one. (1 – not very confident, 2 – somewhat not confident, 3 – neutral, 4 – somewhat confident, 5 – very confident)

1 2 3 4 5

Comments:





3. What new topics have you gained interest or knowledge in? What topics do you feel more confident speaking about or listening to?

4. How is your emotional well-being since participating in the Mentor-Apprentice Program? How is your physical, social and spiritual well-being?

5. How has participating in the Mentor-Apprentice Program affected your view of your identity?



6. Has your language use increased in your daily life? If so, in what ways? In what places? Who are you speaking the language with?

7. Has your cultural knowledge increased being involved in the Mentor-Apprentice Program? If so, in what ways?

8. Do you feel proficiency in your language increasing since being involved with the Mentor-Apprentice Program? For example, do you feel like you are pausing less, stuttering less, forgetting less, or feeling less anxious when speaking and listening to your language?

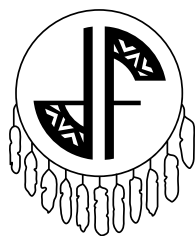




9. How have you shared your language with others since being involved with the Mentor-Apprentice Program?

10. What additional observations do you have about your language learning since participating in the Mentor-Apprentice Program?





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