

2012 Southeast Alaska Tlingit Language Teachers/Language Learners

Recently, SHI worked with a focus group of language teachers/language learners to identify strategies and approaches to support language teachers/language learners in our region. This confidential survey has been designed as a way to involve more language teachers/language learners in this effort. Information gathered will only be reported as aggregate data to support future programming for language teachers/language learners.

Town: _____

Affiliation/s: _____

Position/Role: (language teacher, language learner, etc.) _____

Length of time learning language: _____ Length of time teaching language (in any capacity): _____

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1. Based on my experience teaching/learning the Tlingit language, I estimate that there are:

- a. \_\_\_\_\_ # of fluent Tlingit speakers in Southeast Alaska
- b. \_\_\_\_\_ # of fluent Tlingit speakers in my community
- c. \_\_\_\_\_ Average age of fluent speakers
- d. \_\_\_\_\_ # of language teachers/advanced language learners in my community
- e. \_\_\_\_\_ # number of intermediate language learners in my community
- f. \_\_\_\_\_ # of beginning language learners in my community

Notes/comments:

2. To assess a language's vitality it's important to look at how and when it is used. For example, is the language spoken at community meetings, in the school, and at the store or is it only spoken in ceremony, etc. Which of the following best completes, "In my community the Tlingit language is spoken"

- g. \_\_\_\_ In all domains and for all functions;
- h. \_\_\_\_ In most social domains and for most functions;
- i. \_\_\_\_ In the home and at many functions though so is English;
- j. \_\_\_\_ In limited social domains and for several functions;
- k. \_\_\_\_ Only in very restricted domains and for very few functions; or
- l. \_\_\_\_ The Tlingit language isn't spoken at all.

Notes/comments:

3. I consider my level of communication in Tlingit to be: \_\_\_\_ beginner \_\_\_\_ intermediate \_\_\_\_ advanced \_\_\_\_ other

Notes/comments:

4. Please share with us areas/interests in expanding your expertise by answering the following: “I describe my ability to speak/read/write the Tlingit language as”

|                                                                        | Yes         | No          | Notes: not required/optional |
|------------------------------------------------------------------------|-------------|-------------|------------------------------|
| a) Able to name objects                                                | S<br>R<br>W | S<br>R<br>W |                              |
| b) Able to introduce myself                                            | S<br>R<br>W | S<br>R<br>W |                              |
| c) Able to introduce my family<br>- mother, father, children, etc.     | S<br>R<br>W | S<br>R<br>W |                              |
| d) Able to discuss the weather                                         | S<br>R<br>W | S<br>R<br>W |                              |
| e) Able to explain how I’m<br>doing and feeling                        | S<br>R<br>W | S<br>R<br>W |                              |
| f) Able to describe my day at<br>school or work                        | S<br>R<br>W | S<br>R<br>W |                              |
| g) Able to describe in detail an<br>event that happened in the<br>past | S<br>R<br>W | S<br>R<br>W |                              |
| h) Able to share everything<br>that I’m thinking                       | S<br>R<br>W | S<br>R<br>W |                              |
| i) Other                                                               | S<br>R<br>W | S<br>R<br>W |                              |

5. Based on our goal to support language teachers/language learners, SHI would like your assistance to further understand what is needed by ranking the following activities as: a) “Not important,” b.) “Somewhat important,” c.) “Important,” or d.) “Very important”

| Activity/Approach                                                                    | Importance (a-d): | Notes: not required/optional |
|--------------------------------------------------------------------------------------|-------------------|------------------------------|
| Providing summer language teacher immersion programs                                 |                   |                              |
| Tools, materials, and techniques for increasing Tlingit literacy (reading/writing)   |                   |                              |
| Distance support for mentor/apprenticeship programs for teachers/language learners   |                   |                              |
| Language resources for use in homes                                                  |                   |                              |
| Gathering and synthesizing existing language curricula and assessing what is missing |                   |                              |
| Developing workbooks (and lists of resources – recordings, literature, etc.)         |                   |                              |
| Other                                                                                |                   |                              |

6. If a summer workshop/training/immersion program were to be hosted by SHI and its project partners, I feel that the best length of time for such an on-site activity is:

1-3 days

4-6 days

7-10 days

10-14 days

7. I feel that the most important need/support for language teachers/language learners is:

*Thank you for your time and participation! Is there anything that we haven't asked and/or that you would like to add or share with SHI and our Board of Trustees?*