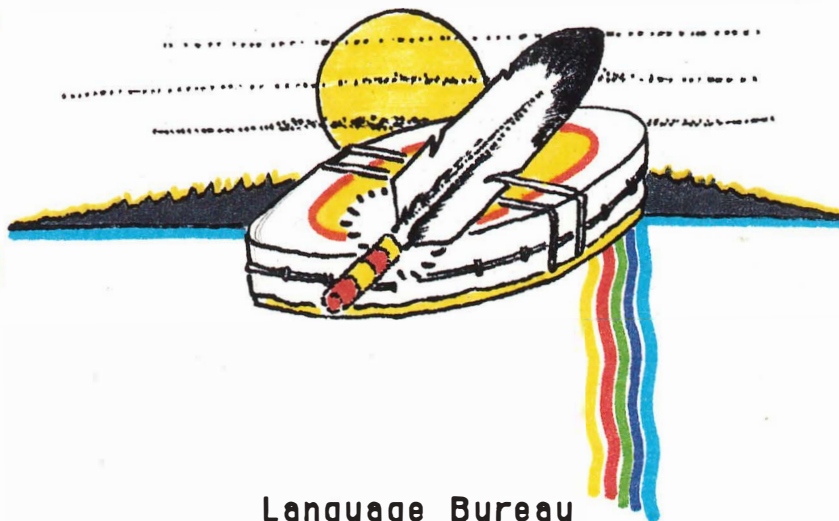


A SYLLABUS FOR TEACHING
DENE LANGUAGES LITERACY



Language Bureau
Department of Culture and Communications
GNWT
Yellowknife, N.W.T.
1991

**A SYLLABUS FOR TEACHING
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FOREWORD

This syllabus is based upon work done by Philip G. Howard, formerly the Athapaskan Linguist with the Language Bureau, Department of Culture and Communications, GNWT.

The cover illustration is by Philip Constant. The drawings for story building are by Kris Schlagintweit.

This is the first edition of the syllabus. We would appreciate any comments on this edition, in order to make revisions before a second printing. Correspondence may be sent to the Athapaskan Linguist, Language Bureau, Culture and Communications, GNWT, Box 1320, Yellowknife, NWT, X1A 2L9.

INTRODUCTION

This brief syllabus gives the basic content of a course in Dene literacy for adult speakers of Dene who are already literate in English. It is planned for a time frame of two weeks, but is adaptable to either a shortened course of one week or an expanded course of more than two weeks.

The adaptability element derives from the fact that when a speaker of a Dene language has completed the short term task (two or three days) of learning the alphabet of his or her language, all further progress towards complete literate fluency is dependent upon time spent in the practice and application of the reading and writing skills. Accordingly it is expected that the instructor will pick and choose, or arrange and rearrange, the content material.

This syllabus does not attempt to be exhaustive, but simply to present the basics necessary to a literacy course. The experienced instructor will possibly think of other elements that could be added, and will no doubt create a variety of techniques for classroom presentation.

TECHNIQUES

Many of the approaches in delivering the course will be simply a matter of good teaching techniques:

- adjust the level and the speed of delivery to the needs of the students: e.g., don't go too fast with beginning students; repeat instructions as often as necessary; don't go too slowly or be too repetitious with more advanced students.

- vary the activities so as to avoid boredom; create a variety of ways of delivering any one drill (some examples of such variety are suggested in content following).

- be sensitive to whether a particular method of instruction, or a particular classroom drill or workbook exercise does not seem to go over well with your students.

- be sensitive to the need for a break; don't run one session so long that you lose the students' attention.

In these early stages of learning to read and write, it is important to teach the more conservative way of spelling, according to the speech of the elders. Contractions can be learned at a later stage.

The instructor should suggest to the students to print Dene letters rather than write them. This is to avoid confusion, especially with letters like <t>, which could be confused for a script <t>. Punctuation is the same in Dene and English except there are no quotation marks used in Dene. Capitalization is also the same. Digraphs and trigraphs that are to be capitalized are written with the first letter in the sequence being a capital <Tth; Ddh; Ts'>.

MATERIALS

The majority of the printed materials needed for conducting this course are published by the Government of the Northwest Territories:

- the Dene languages alphabet charts -the Dene languages literacy workbooks, Cheekuah Goehhté (Slavey), Dene Bei'a Yatti 7erittisé (Chipewyan), Chekoa Ginìhtfè (Dogrib), etc., (or the wall posters which are identical with the pages of these books).
- an assortment of the reading materials and workbooks in the Dene languages published by the Department of Education. (There are also a few publications done by native language projects in communities, but the Department of Education's Resource Centre, Keewatin Building, Yellowknife, usually has these. Phone 403-873-7691.
- the Reports of the Dene Standardization Project which may be obtained from the Language Bureau, Department of Culture and Communications, Laing Building, Yellowknife. Phone 403-920-8720.
- a chalkboard and/or flip chart with chalk, etc.
- tape recorders - ideally one for each student for language experience work.
- syllable drill charts and flashcards (to be prepared in advance by the instructor).

Lesson One: The Alphabetical Order

FOCUS To teach the alphabet symbols.

MATERIALS blackboard; chalk

SUGGESTED TIME 2 hours

METHOD

Teach the alphabetical order of the Dene letters. That is, the A-B-C order to be used in listing words in a dictionary so as to be able to locate them. As the attached listing shows, this order follows as closely as possible the English order for convenience. Some of the sequencing is quite arbitrary, but then so is the sequencing of the English alphabet.

The Dene Alphabet in alphabetical order:

ʔ ' a ą ai ao b ch ch' d ddh dh dl dr dz dzh e ę ě ə eii f
 fw g gh ghw gw h i ı j k k' kh khw kw kw' l ł m mb n nd
 nh ng nj o ą p p' r s sh sr t t' th tth tth' tł tł' tr tr' ts ts'
 tsh tsh' u ų ui v w w' wh x y z zh zr

The alphabet of any one of the five NWT Dene languages will not use all of these symbols, but the alphabetical order shown here will apply: all that is necessary for any one of the languages is deletion from this list of non-applicable symbols.

These letters are, of course, used in capital form as well as in the lower case shown here. In the capitalization of a digraph (2 letters)-or trigraph (3 letters), only the first symbol is capitalized: e.g., Ch, Tth, etc.

PRACTICE SKILLS

-For each letter of the alphabet, give a word that, if possible, begins with that letter. If a word cannot be found that begins with that letter, give a word with that letter in it. Say the word, and write the word on the board.

EXTRA ACTIVITIES

These extra activities can be initiated early in the course, and carried out through the duration of the course.

- Have the students make up short stories in Dene which the instructor can transcribe on flipchart paper. These can later be used for reading practice.

- To stimulate creativity, the instructor can show a picture or read a passage from a book, and then the students can say aloud what Dene words the picture or passage brings to mind. These words can be written on flipchart paper by the instructor, and later used to build a story.

- Show the class a picture or read a passage from a book. Divide the class into small groups and have them talk about experiences which the picture or passage brings to mind. The teacher can work with each small group and draw up flipchart word lists for later storybuilding exercises.

- Provide students with short stories in Dene. Read aloud to the class while they follow along silently in their books. *This is called modelling.*

- Provide students with short stories in Dene, and with tapes to accompany the stories (talking books). The students can then listen to the stories on tape and follow along with the printed material and practices reading along until they feel comfortable. *This is called repeat reading.*

- Copy a short story in Dene on flipchart paper. Read the story aloud to the class at normal speed, using lots of expression. Reread the story, pointing to words as you read them.

- Later in the course have the students read along with you. Keep reading at normal speed, unless the students fall too far behind, in which case you can slow down until they catch up. Do not correct students while they are reading. If students have no difficulty reading along, try more difficult texts. *This is called echo reading.*

Lesson Two: Consonants similar to English

FOCUS

To begin the introduction of the alphabet starting with familiar consonants (i.e., the ones that are the same in English).

MATERIALS

standardized alphabet charts; blackboard; chalk; syllable drills on flipchart; alphabet flashcards (one set per student)

SUGGESTED TIME

2 hours

METHOD

Introduce first those consonant symbols which represent essentially the same sounds as in English. i.e., <d>, <t>, <k>, <g>, etc. The letters of the alphabet are split into vowels and consonants. The set of consonants < b, d, ch, ʃ, ts' >, etc. is much larger than the set of vowels < a, e, ë, ə, i, o, u >. A syllable is made up of a vowel or a consonant and a vowel. In Dene languages, tone and nasality (both of these terms will be explained later in this course) can be placed on the vowels in a syllable (also explained later), but not on the consonants. Start with familiar consonants present in the Dene languages.

<u>Chipewyan</u>	<u>Dogrib</u>	<u>Gwich'in</u>	<u>North Slavey</u>	<u>South Slavey</u>	
beschëne	libò	beebii	bá	abá	b
dëne	edè	daagoo	dene	dih	d
	ligafi	lifaré			f
gu	nogè	geh	gah	gah	g
hak'aʃ	dahte	han	hejɫ	hono	h
jis	jie	jak	jú	jih	j
kʷe	kò	kaiitrih	kò	ke	k
ladlí	elà	lidii	lamó	golq	l
ʔama	lamo	mahsiʔ	mí	mik	m
nuniye	nòda	neegoo	nòda	nóda	n
rádzi	libarì	chiiruk	túri	líbarí	r
sas	sa	sanʔ	sah	sah	s

tili	ti	too	tu	teni	t
		van			v
ɬuwe	ewo		wetɿ	mewú	w
yágólé	yahti	yakaih	yáihdu	yách'íá	y
jíze	lizà	nizii	nezq	za	z
chíze	chɿɔ	chi	chqɔ	chicho	ch
				pe	p
shás	shì	shii	shú	shíh	sh

PRACTICE SKILLS

-Write each letter on the board and pronounce it. Give a word that begins with that letter and write it on the board.

-Ask for further examples from the class, write these words on the board and underline the sound in question.

-Ask students to repeat the sounds after you so that they will learn to associate the letter with the sound.

-Personal dictionaries can be used for easy reference by the students. In a notebook write each letter that is learned on a separate page. Under the letter write words that contain that sound, preferably words that begin with the sound. As the course progresses more letters will be entered and more words can be given as examples. It is important for the instructor to suggest words to the students, especially short commonly used words (also know as sight words).

-Use syllable drills, e.g. ba, be, bi, bo, bu, bē, da, de, di, do, dē. Have charts made up beforehand, and point to the syllables with a ruler. Vary the order for extra practice. A syllable chart which may be copied to a flipchart is given at the end of this syllabus.

-Have students learn the key words for each letter on their alphabet charts.

-Give the students practice in sound discrimination. Have sets of flashcards made up beforehand, with a separate card for each letter of the alphabet in each set. Give each student a complete set. Then using a list of words prepared beforehand, have the students hold up the card which contains the letter which they hear at the beginning of the word (or, for vowels, in the first syllable, second syllable, etc.).

Slavey Flashcard Words

The following are examples of words which may be used on flashcards to illustrate sounds. Flashcards should be 8.5" x 11", on tagboard and laminated.

m	madedhi míh	meʔa mé	memq máinda	metá tehmíh
n	náthiʔe nádéh nee nezʊ	niítʔah nechá dene	nodęę nadedéh ni	nóda nódii není
b	libó líbalá	abá nohbáli	bebíah	k'áhba
p	pe	gopíh	epé	gopí
d	dúh denelı dúye	dúle daóndíh dıı	dahsíi deyaa dék'q	detʔa dúwé
t	taunét'e tu	tedhe ti	tai tah	teni teni
g	golq gondíh godi gugúh	gúıı goké ageja	gotah gogó nogée	gedi gah geh
k	káa ka náke	kí kq tsá ka	kqé kúlu kí	kaondíh qki
f	faa nagogedéhfe	fé	fę	fa
s	sah suláı ehsí sachq	sı semq so dahsíı	séh ésıı saámba	sa setá sqba

z	zq nezq	gozóo	sezí	nezų	nozée	názéh	nezı
r	túri	t'ere	erıtı'éh	kari	narıtıfa	líbarı	hóra
l	lq̣ azhı́lá	láondíh gúlıı	ladá gúlı	aleh íle	elá húle	eleh súlıı	melqh
sh	shíh	náhsháh	nehshée	shú	sháh	shq̣	déhshá
h	húle honéno	haye héh	honíh ha	ehóno hah	hii hejú	hoh hetse	hq̣h hejı
w	ewé weda	sewú bewezéle	dúwé belewéh	ıaanıwe wekq̣	wela	weʔq̣	wetq̣
y	yéhndi eyi	yunáa úye	yuʔq̣q̣ yah	yudáa ayii	yudie	haye	yú
j	jíe ajá	jq̣	jih	ejíh	hejú	lajeh	jedhi mejoh
ch	chų̣ meché	sahcho sechah	sachqh chi	echeh	echı	chileku	

Lesson Three: The Vowels

FOCUS To teach the Dene vowels.

SUGGESTED TIME 2 hours

MATERIALS blackboard; chalk; standardized alphabet charts; syllable drills on flipchart; alphabet flashcards (one set per student)

METHOD

Teach the vowels: < a >, < e >, < i >, < o >, < u >, < ə > and < ë >. Insist that the students refer to these by their Dene sound and not by their English names. If English names are used, then the students get confused and do things like spelling **di** "this" as "dee" because of the English name given to < e >. If they learn to call < i > by its Dene sound as in **di**, (or in English **ski**), this confusion is eliminated.

Almost every plain (or oral) vowel has a nasal vowel twin. Nasal vowels are made when air flows through the mouth and the nose while speaking. The sound produced is similar to how a person speaks when they have a cold, or like the vowels in French. We use a little hook (like a little nose) under the vowel letter to show that it is nasal <ɪ̃, ɛ̃, ʌ̃, ɔ̃, ʊ̃ >. Only <ə> and <ë> do not have a nasal vowel twin.

Point out key words which can be memorized to remember vowel sounds.

Key words for vowels - Dogrib

sa	ke	ti	bò
gomą	dze	sɪ	tɔ

<u>Chipewyan</u>	<u>Dogrib</u>	<u>Gwich'in</u>	<u>North Slavey</u>	<u>South Slavey</u>	
sa	wha	tah	sa	ʔah	a
ʔa	tʔa		aʔléa	dlʔa	ʔ
ʔël					ë
			bə		ə
ts'i	di	shih	dih	dih	i
dʔghʔ	dʔ		k'ʔ	dʔ	ʔ
gagos	tʔ'o	ok	ts'o	k'oh	o
sɔʔlághe	tɔ		belɔ	chɔ	ɔ
ʔeghú	ʔuk		tu	tʔuh	u
thʔth	ch'ʔa		gotsʔ		ʔ

PRACTICE SKILLS

-Write the letter for each sound on the board, then give examples of words containing that sound.

-Ask for more examples from the class and write these on the board.

-Have students make new entries into their personal dictionaries.

-Practice syllable drills contrasting plain (oral) and nasal vowels. For example, ba-bʔ, be-bɛ, bi-bʔ, bo-bɔ, bu-bʔ. Be careful only to use consonants which have already been taught in the syllable drills.

-Give students worksheets with pictures of objects and below the pictures the exact number of blanks for the letters required to spell the name of the object. Have students fill in the blanks.

-Give the students practice in sound discrimination using the alphabet flashcards. Have students hold up the card with the appropriate vowel letter for the first vowel in the word.

In Gwich'in there is a difference between long and short vowels which is important for students to learn early in the course. The difference is as follows, using English words for illustration:

i	b <u>i</u> t
i i	b <u>ea</u> t
e	b <u>e</u> t
æ	b <u>ai</u> t
a	b <u>u</u> t
æ	b <u>o</u> ther
o	b <u>ou</u> ght
oo	b <u>oa</u> t
u	p <u>u</u> t
uu	b <u>oo</u> t
ai	s <u>igh</u> t
aai	s <u>ide</u>

Gwich'in Vowel Length Drill

niinjii	vigii	lidii	nili
dhiindii	jidiidee	shidrii	shidziì edrii
vit	drin	shilik	dinjik
shiti'	ninli'	vichi'	tik
tsèè	beebii	veenjit	teechik
ye'eenji'	neekaii	tsèè	shindèe
ts'eh	geh	nèhtrùh	ezhìr'
gwiyendoo	ye'eenji'	giinhè'	geh
aachin	aat'oo	taa'aih	vadaa
amàa	aazrik	aadzoh	van
dzan	dlak	va'an	wa'at
nà'	chuu	ihdluu	ʔuu
duuyeh	ts'iigùu	nijùu	ʔuk gùu
ʔuk	trùh	ch'ùh	jakchoo chù'
chù'	shù'tsuk	tʔ'oo	deeddhoo
doo	aghòo	vatòo	òk
dlok	srò'	akò'	thoh
ʔaii			

Slavey Flashcard Words

The following are examples of words which may be used on flashcards to illustrate sounds. Flashcards should be 8.5" x 11", on tagboard and laminated.

a	sah	tsá	sa	ʔa	ʔah	k'ah	gah	hah
	zhah	hwaa	ajá	amá	abá	ʔah	faa	dahka
	ahʔá	adlá	thah					
e	de	ʔeé	deh	yee	tse	tth'eh	ke	tthe
	edé	dene	meché	mechee	meteh	mek'eh	t'ere	
	ehkee	yahti	dewé	dzene	éne	tę	tsę	medee
	netéh	ʔet'eh						
i	chi	dih	tth'ih	p'ih	kw'i	w'i	ndi	k'i
	sɪzi	ɪʔɪ	sɪ	nɪ	tʔɪ	wɪzi	ɪ	fɪɪ
								sekwi
o	doo	dlóo	cho	ts'o	so	ch'oh	xóo	tʔ'o
	gok'o	gogó	gogq	gókq	golq	too	godq	jq
	chq	kq	ʔq	mq	k'q	ohtq		
u	tu	chu	guu	ndu	tʔ'uh	ts'u	gugúh	dukúh
	dúh	gúh	thúh					

Lesson Four: Monograph non-English Consonants

FOCUS	To continue teaching the alphabet with consonants particular to the Dene languages.
MATERIALS	alphabet charts; blackboard; chalk; a list of words; alphabet flashcards; syllable drills on flipchart
SUGGESTED TIME	2 hours

METHOD

Present the monograph (ie., single letter) symbols which do not occur in English. These are glottal stop <ʔ> barred ell <ɭ>, and <x>. (<x>, of course, is used in English but not for the sound it represents in Dene).

<u>Chipewyan</u>	<u>Dogrib</u>	<u>Gwich'in</u>	<u>North Slavey</u>	<u>South Slavey</u>	
ʔay	kwiʔa	deetrinʔ	ʔah	ʔeʔa	ʔ
ɭchą	ɭèt'è	ɭuk	ɭue	ɭue	ɭ
xah	xò		xah	xah	x

Practice Skills

-Ask for examples of words containing the sound being studied and write them on the board. Underline the letter being studied.

-Have students think of one syllable sight words for other students to try and spell. Have one student think of a word and have the other spell the word on the chalkboard. Read back to them the word they have written on the board to see if they can pick up on any mistakes they may have made. After the correct spelling of the word has been obtained, have them continue on by having someone else think of a word for another student to spell.

-Make up a list of words beforehand, leaving blank spaces for one of the letters in the word. Give a copy to each student. Read the complete word one at a time, giving the students enough time to write in the missing letter.

-Have students make additions to their dictionaries with the new letters learned.

-Practice syllable drills.

-Drill students on sound recognition. Make flashcards with all the letters of the alphabet, each letter on a separate card. Have a complete set for each student. Read words from a list to the students, repeating each word only once. For the first drill, have students listen and hold up card with appropriate consonant symbol for **first** consonant in word. For the second drill, have students hold up card with appropriate symbol for **second** vowel in word.

EXTRA ACTIVITIES

-Have the students develop a list of sight words which they can identify instantly rather than having to decode phonically. At the start these should be short, high-frequency words such as *di*, *-t'ah*, *jq*, *qt'e*, *tsá*, and so on. The students should be encouraged to work at ultimately (over a period of weeks or months) developing a list of 500 such words each, moving to longer less high-frequency words as they progress. It is useful to enter these on flash cards for drills for instant recognition. It is also useful to have a number of words which are almost the same but not quite in this list for further training in instant decoding of small differences: e.g., *tthe/the*; *tth'a/tthah*; *dédehdhé/dedéhdhé*; and so on, each word on a separate card.

-Give a spelling dictation to the class. Use a short list of words (about ten). Speak loudly, clearly and slowly. Repeat each word three times, and repeat the whole list once through at the end. Use only words which contain letters which have been covered in class.

-Give a nonsense word spelling dictation to the class. Make up nonsense words such as *babe*, *liʔo*, and so on. This will help students to discriminate sounds solely on the basis of hearing.

Slavey Flashcard Words

The following are examples of words which may be used on flashcards to illustrate sounds. Flashcards should be 8.5" x 11", on tagboard and laminated.

ʔ	ʔah	ʔéh	seʔeh	yaʔı	ıʔı	theʔq	góʔq	ehʔıh
ʔ	ʔáh	ʔek'á	ʔue	ʔuk'éh	ʔq	ʔié	ʔáhdıı	ʔé
	ʔúh	ʔúha	ʔádi	ʔiidıı				
X	xaye	sonıh	exóno	xii	xqh	xoh	xeh	xa
	xah							

Lesson Five: Balance of the Consonant Symbols

FOCUS To continue teaching the alphabet concentrating on two letter consonants (digraphs) and glottalized consonants particular to Dene.

MATERIALS alphabet charts; blackboard; chalk; a list of words; alphabet flashcards, syllable drill charts

SUGGESTED TIME 2 hours

METHOD

Teach the consonant symbols using the suggested practice skills and materials in the previous lesson.

Single sounds that are written using two letters are known as digraphs, for example <dl>, <ts>, <th>, etc.

Glottalized sounds, commonly known as clicks, are made with a popping sound, for example <t'>, <k'>, <ts'>. The notation for a glottalized sound is an apostrophe written on the right hand side of the letter. One should be careful that the apostrophe is written in the correct place, especially with the sounds that are written with more than one letter. For example, in the digraphs the "click" marking is written: ch' NOT c'h; ts' NOT t's.

<u>Chipewyan</u>	<u>Dogrib</u>	<u>Gwich'in</u>	<u>North Slavey</u>	<u>South Slavey</u>	
ch'ogh	ch'o	ch'ik	ch'o	ch'oh	ch'
tsá dhédh		dhik'ii		edhéh	dh
dlun	dl̩a	dlak	dl̩a	dlóo	dl
dzën	dz̩o	drin dzan	dzene	dzéh	dr dz
ʀeghéze	nògha	aghoo	gháeda	nógha	gh
	ehgwa	gwitsak	ehgwáa		gw
k'ësbaa	k'ì	k'oo	k'í	k'ahe	k'
	kwe	kwan	kwə		kw

<u>Chipewyan</u>	<u>Dogrib</u>	<u>Gwich'in</u>	<u>North Slavey</u>	<u>South Slavey</u>
	kw'á		kw'á	kw'
	kàmba	nin'		mbeh mb n'
	dendi	ndèe		ndu nd
		daang		ng
		vahanh		nh
			p'i	p'
t'ácháy	t'o	srii t'eh	t'ære	sr
theda		thoh		theh th
t'és	t'ł	jak t'oo	t'ł	t'ł t'
t'uli	t'ł'o	t'ł'oo	t'ł'o	t'ł'o t'ł'
		troo		tr
		tr'ih		tr'
tsil	tsà	tsèe	tse	tsíne ts
ts'u	ts'o	ts'it	ts'a	ts'o ts'
			w'i	w'
zha		zhoh	zhahtł	zhati zh
		daazraii		zr

PRACTICE SKILLS

-Review consonants using the alphabet charts, being very careful with pronunciation.

-Answer any questions the students may have.

-Do syllable drills. Compare and contrast the plain consonants with the glottalized consonants, t-t', k-k', ch-ch' and so forth.

-Make a list of nonsense syllables incorporating the consonants you wish to test, then dictate them to the class. E.g., ka and k'a. Ask students for their answers and place the correct ones on the board.

-Drill students on sound recognition. Make flashcards with all the letters of the alphabet, each letter on a separate card. Have a complete set for each student. Read words from a prepared list to the students, repeating each word only once. Have students listen and hold up card with appropriate consonant symbol for first sound in word.

CONTRASTIVE PAIRS

Compare and contrast the following consonant pairs in syllable drills, using all the vowels, e.g. xi-ghi, xe-ghe, xa-gha, xo-gho:

x - gh

f - l

h - ʔ

ch - j

ch - ch'

th - dh

tʃ - dʃ

tʃ - tʃ'

tr - dr

tr - tr'

ts - dz

ts - ts'

kw - gw

kw - kw'

k - g

k - k'

mb - m

nd - n

n - n'

sr - zr

sh - zh

EXTRA ACTIVITIES

-Write a word on one side of a card that has the first syllable of the word on the other side (try to use commonly seen words). The students should then drill each other in pairs by having one hold up the card with the syllable showing and the other pronouncing the syllable and giving an example of a word with this syllable in it. Once they have gone through all the cards, they should switch places and start over. Afterwards, using the same method, the students should drill each other using the words on the other side of the cards, one holds it and the other reads the word. Finally give the class an oral quiz reading the words off the flashcards and having the class write them down. Remember to speak clearly, repeat the word several times before going on to the next one, and give the students enough time to write the word down. Correct the work.

Slavey Flashcard Words

The following are examples of words which may be used on flashcards to illustrate sounds. Flashcards should be 8.5" x 11", on tagboard and laminated.

m b	mbeh nimbáa	k'embe sembé	mbelíh	imbéh	niemba	mbeh dah
n d	ndéh níndehtáh	gondíh	enda	ndu	ndi	mindie sendaá
g w	nágwe	ehgwai	nátegegwe			
k w	kwe dekwo	sekwí	kwah	ekwé	kwik'íh	gokwíh
p'	p'ih					
t'	it'áh k'et'óh	t'oo t'ai	t'óh t'éh	daat'eh	qt'e	k'ét'áh set'ah
k'	dék'ó k'edah	k'i gok'ah	k'ah	k'a	k'oh	gók'á gok'eh
k w'	kw'ih	kw'á	ehkw'ih	ekw'ené		
f w	ts'edehfwi	lífwari				
t h	thé thetı	thé thíidıı	náhthe	tha	thaa	thųh theda

dh	edhéh enidhẹ	dídhé nidháa	sedháí medhá	godíídhí	tedhe	édhı	
zh	zhah azhıı	zhá	gohzhie	zhú	zhéhndi	ezhi úzhe	
gh	segha megháádé	meghá eghadhe	seghú gháenda	seghayé	nógha	sıgho	
wh	whaa	whíıtsı	wheda	wheti	newhẹ		
w'	w'i	sew'ené					
ts	tsá	tsẹ	tse	etse	etsu	ehtsıé	tútsi tsine
dz	dzéh dzene	sedzaa dzẹ	ehdzoo	medzih	sedzié	sadzeé	
ts'	ts'ah nihts'i	ts'o déts'i	ts'u	ts'i	ts'éıı	ts'úda	ts'etse
tı	tıı	tıeh	nátıah	etıeh	déhtıah		
dl	dlóo náedlıó	adídhá gudlıuh	dlue	dlıa	góhdli	dlıẹ	dla
tı'	tı'o gotı'áa	tı'uh únıhtı'ıh	tı'ah	metı'a	nádétı'i	edetı'éh	
ch'	ch'oh	ích'é	sech'á	k'ech'ı	k'ach'u	ıhch'o	

Lesson Six: The Diphthongs and Trigraphs

FOCUS	To teach the three letter consonants (trigraphs) and the diphthongs.
MATERIALS	chalkboard; chalk; syllable drills on flipchart; alphabet flashcards
SUGGESTED TIME	2 hours

METHOD

A diphthong is a sound made up of a vowel and a semivowel <y, w> which we write as **ai**, **au**, or **ui**. Teach the diphthongs, <ai>, <au>, etc. There are very few in the Dene languages. Teach the diphthongs using the same techniques used in previous lessons.

<u>Chipewyan</u>	<u>Dogrib</u>	<u>Gwich'in</u>	<u>North Slavey</u>	<u>South Slavey</u>
delgai	tai	taih		ai
		gaonahtan		ao
tëdh ʔauja				au
		ahtr'eii		eii
sekui				ui

Teach the consonant symbols using the suggested practice skills and materials in the previous lessons.

A trigraph is one sound which we write with three letters. Although it is made up of three letters, it is considered a single sound and not a combination of sounds (i.e., **tth**; **ddh**). Trigraphs can also be glottalized (made with a popping sound). Dogrib and North Slavey do not have any trigraphs.

<u>Chipewyan</u>	<u>Gwich'in</u>	<u>South Slavey</u>	
deiddhër	ddhah	ehddháá	ddh
	dzhii		dzh
	ghwan		ghw
	nakhwanh		khw
	tshyaa		tsh
	tsh'yuh		tsh'
ʔetthën	tthah	tthe	tth
tth'é	tth'an	tth'é	tth'

PRACTICE SKILLS

- Go over each letter carefully, and give an example of a word with each sound in it.
- Compare sounds that are easily confused with some other sounds by doing syllable drills. Concentrate on digraph and trigraph pairs such as th-tth, dh-ddh and on plain and glottalized pairs such as tth-tth', ts-ts'.
- Ask students to think of as many words as possible with the newly learned sounds in them. Make sure that the trigraphs being learned are not being confused with any of the digraphs.
- Play pre-taped cassettes with words containing digraphs and trigraphs. Have the class listen to the tapes and write down what digraph or trigraph has been used in each word. Play tape again and then correct results.
- Give students practice in hearing and reading words which contain two different vowels in a sequence.

Slavey Two-vowel words

kóé	ehtsíc	ííé	doe
zhíe	setúé	gháenda	hoehndih
náedló	t'óé	mı̄ę	bebíah
jíe	medzíé	elíe	selı̄ę
tı̄ı̄h	tai	dlue	

- Make picture cards for various objects (animals, household objects, clothing). Label the card with the word in Dene. Have students practice reading and writing the picture card words, working in pairs.

-Make up cards containing syllables and cards containing words. Have students practice flashcard drills to hear the syllables and words, and put syllable cards together to make words. Have students put word cards together to make simple sentences. For example:

Syllables - ga no da na go no do

Words - gah noda

Sentences - Noda qt'e

-Give students worksheets with a list of nouns and verbs on the sheet. Have the students combine a noun and verb to make a sentence. For example:

Dene qt'e

Noda

Gah at'i

Dih

Slavey Flashcard Words

The following are examples of words which may be used on flashcards to illustrate sounds. Flashcards should be 8.5" x 11", on tagboard and laminated.

tth tthah yutthée tthe etthé tthqh tthih setthí
 yutthée íéhgatthe

ddh ehddhaa nidéthííddhah edeniddhę gedéhdhí
 negháúddhah

tth' tth'ih tth'éh tth'á déhtth'e ehth'i

EXTRA ACTIVITIES**Games*****Spelling Relay***

Objective To practice spelling words.

Materials -Two sets of Dene alphabet cards, large enough to be seen across the room.

Directions Divide the class into two teams. It is not necessary to have teams of equal numbers in this game. Line the teams up several metres back from a table on which two sets of alphabet cards have been placed.

Tell the two teams how many letters are in the word to be spelled. For example, if the word has four letters in it, the first four people in each team should get ready to move.

Call out the word, at which time the appropriate number of people from each team run up to the table and find the right letters to spell the word. They then line up in the right order so that the word is spelled correctly.

The first team to spell the word correctly gets a point.

As soon as the point is scored, these players put their cards back on the table and move to the end of their team line. The next players then get ready to run up and spell the next word.

The team with the most points scored wins the game.

Variation: Instead of naming the word to be spelled, give a classification such as color, clothing, animals or numbers. The players must then decide amongst themselves what word they are going to spell.

Baseball Game**Objective**

To practice spelling.

Materials

- One gameboard with 1st, 2nd, 3rd and Home bases marked.
- Markers (Velcro will work well, if you use it on the bases and for the markers).
- Picture cards of various objects (approximately 3" x 4")

Directions Divide your class into two teams. If you have a large class, you may wish to play two games at once.

The team that is first up to bat chooses the order of their batters.

The first batter picks a card from the picture card deck. The batter looks at the card and shows it to the rest of the class. He then identifies the object in Dene and spells the word.

If the student is correct, he has hit a run to first base. However, if the other team is able to identify a wrong answer, the batter is out. If the other team does not identify a wrong answer, the batter is awarded an error run to first base.

The game continues in this manner, until the team up to bat has three strikes against them. The other team then comes up to bat.

You may play as many innings as you wish. The team with the most runs at the end of the game, wins.

Word-O**Objective**

To practice recognition of given reading words.

Materials:

- Word-O boards, 8" x 8", made of chipboard or heavy tagboard. (Words on boards should be in different positions and some words may be different).
- 2" x 3" word cards (all the words used on the Word-O boards).
- Master board to record words that have been called out.
- Markers (beans, paper discs, buttons, chips, etc.).

Directions: Like Bingo, each player has a card and a supply of chips.

The caller (either the instructor or a student), picks up the first word card and calls out the word.

Each player who sees that word on his board places a marker on it.

Continue calling out words until a player has a row of markers in any direction (across, down, diagonal). That player calls out "Word-O" and is the winner.

The game may be repeated.

Picture Stories

Objective

To write a short story about a picture.

Materials

- Pencils and erasers.
- Writing paper.
- Teacher-made dictionaries of basic words.
- 10-20 mounted pictures from magazines and other sources with five to ten words the student may use printed on the bottom or back of the sheet.

Directions

Tell each student to choose a picture.

Each student then writes a story about the picture, using the words that are listed.

Have each student read their completed story to the rest of the class.

Lesson Seven: Nasalization

FOCUS	To emphasize the distinction between oral and nasal vowels.
MATERIALS	phonic drill charts; pretaped cassettes with words that have digraphs and trigraphs in them; index cards with three simple words on each card; chalkboard; chalk
SUGGESTED TIME	2 hours

METHOD

Teach the nasalization subscript, demonstrating the difference between nasal and oral vowels: e.g., the <o> sound in sahcho "grizzly bear" versus the <ɔ̃> sound in sachɔh "tomorrow".

Where possible, use pairs such as ɔ̃edɪtɪ'éh "he wrote" versus ɔ̃edɪtɪ'éh "I wrote", where the nasalization is the only difference. Or at least use pairs with only two (or at the most three) differences, such as the sahcho/sachɔh pair given above, or k'í "arrow" versus k'í "birch" (where the only difference in addition to the nasalization is the tone).

Nasal vowels are made when air is pushed through the nose. These kinds of vowels are marked by a little hook (like a little nose) underneath the letter. E.g., ɔ̃ ɪ̃

Make sure these little hooks are seen by all students.

PRACTICE SKILLS

- Play pre-taped cassettes with words containing digraphs and trigraphs. Have the class listen to the tapes and write down what digraph or trigraph has been used in each word. Play tape again and then correct results.
- Use simple syllables with the same consonants to contrast nasality, for example ba-b̃a, be-b̃e.
- Have index cards ready with about three (one syllable) words written on them. Split the class into pairs. Have one read the word and the other mark down the vowel used. Correct work and then have students switch places.
- Give a dictation test.
- Provide students with simple texts in Dene. Have the students read along silently while you read the material aloud. Then have students take turns and read a sentence or short paragraph at a time aloud. Do not correct students as they are reading aloud, but afterward you can re-read aloud the sentence or paragraph if there were errors made.
- Tape a Dene text and provide students with a tape and written text for students to listen to and practice reading individually.
- Copy a Dene text on flipchart paper. Have the class read aloud with you as you point to the words on the flipchart. Read at a normal rate, only slowing down if students fall far behind in the reading.

-Show students how to skim and scan a text before reading, in order to get a general idea about the content of the text.

-Ask students to paraphrase the text after reading, by writing a short summary in Dene, or giving an oral summary in Dene.

EXTRA ACTIVITIES

-Have students write a group story on flipchart paper. Assist students with spelling words if they are having difficulty. Encourage students to proofread their work for spelling errors.

-Give students a typed text in Dene in which every fifth word, beginning with the second sentence, has been deleted, and a blank has been substituted. Have students read the paragraph silently, and then aloud, supplying a word for the blank which is acceptable.

CONTRASTIVE PAIRS

Compare and contrast the following consonant pairs in syllable drills, using all the vowels, e.g. thi-tthi, the-tthe, tha-ttha, tho-ttho.

dh-ddh

th-tth

tth-tth'

j-dzh

ch-tsh

tsh-tsh'

ch'-tsh'

kw-gw

khw-ghw

kw-khw

gw-ghw

SYLLABLE DRILL CHART

The following syllable drill chart may be used for phonics practice by copying the syllable combinations appropriate to the language onto a flipchart. For future use, the flipchart sheets should be laminated.

ma me mi mo mə mē mī mō

na ne ni no nā nē nī nō

pa pe pi po pā pē pī pō

ba be bi bo bā bē bī bō

ta te ti to tā tē tī tō

da de di do dā dē dī dō

ka ke ki ko kā kē kī kō

ga ge gi go gā gē gī gō

kwa kwe kwi kwo kwā kwē kwī kwō

gwa gwe gwi gwo gwā gwē gwī gwō

tha the thi tho thā thē thī thō

dha dhe dhi dho dhā dhē dhī dhō

sa se si so sā sē sī sō

za ze zi zo zā zē zī zō

fa fe fi fo fā fē fī fō

la le li lo lā lē lī lō

sha she shi sho shā shē shī shō

zha zhe zhi zho zhā zhē zhī zhō

xa xe xi xo xā xē xī xō

gha ghe ghi gho ghz ghę ghi ghq

ha he hi ho hą hę hi hq

wha whe whi who whą whę whi whq

ya ye yi yo yą yę yi yq

wa we wi wo wą wę wi wq

ttha tthe tthi ttho tthą tthę tthi tthq

ddha ddhe ddhi ddho ddhą ddhę ddhi ddhq

tša tše tši tšo tšą tšę tši tšq

dza dze dzi dzo dzą dżę dzi dzq

tła tłe tli tło tlą tłe tli tlo

dla dle dli dlo dlą dle dli dlo

cha che chi cho chą chę chi chq

ja je ji jo ją ję ji jq

t'a t'e t'i t'o t'ą t'ę t'i t'o

k'a k'e k'i k'o k'ą k'ę k'i k'o

kw'a kw'e kw'i kw'o kw'ą kw'ę kw'i kw'o

tth'a tth'e tth'i tth'o tth'ą tth'ę tth'i tth'o

tš'a tš'e tš'i tš'o tš'ą tš'ę tš'i tš'o

ts'a ts'e ts'i ts'o ts'ą ts'ę ts'i ts'o

ch'a ch'e ch'i ch'o ch'ą ch'ę ch'i ch'o

w'a w'e w'i w'o w'ą w'ę w'i w'o

Lesson Eight: Tone

FOCUS	To emphasize the distinction between vowels by the use of tone.
MATERIALS	phonic drill charts; index cards with three simple words on each card; chalkboard; chalk
SUGGESTED TIME	2 hours

METHOD

When saying a word the voice goes up and down. This is tone, and it causes the vowel to be louder, and higher or lower in pitch than other sounds in a word. Tone is marked by a slash over the vowel, pointing upwards or downwards depending on if it is low tone or high tone. E.g., á (high tone); à (low tone).

Explain the tone marks and give examples. Chipewyan and Slavey write only the high tone, for example ʔerití'ís, ʔedehtí'éh "paper". Dogrib and Gwich'in write only low tone, for example nıhtí'è "paper". Again, use similar but different pairs where possible. E.g., ʔekó deʔe, "I started off in that direction with a boat", versus ʔekó déʔe "he started off in that direction with a boat", where the tone is the only difference. Or, tth'á "dishes" versus tth'a "muskeg moss" (the kind formerly used for diapers).

Gwich'in Tone Pairs

zhoh	snow
zhòh	wolf
shìh	food
shih	grizzly bear

Dogrib Tone pairs

k'o	clouds
k'ò	willow
ts'o	flies
ts'ò	blanket
kw'a	diaper moss
kw'à	dish

South Slavey Tone pairs

tth'á	dish
tth'a	moss
k'í	willow
k'ı	bow
t'é	birch
t'e	charcoal
ʔela	song
ʔelá	boat
sezha	my son
sezhá	my louse

To determine whether a vowel has high or low tone, a tone frame may be used. This means that you say a word before or after another word whose tone is known. Examples of tone frames in Dogrib are given below.

Dogrib Tone frames**NOUNS**

di _____
 eyi _____
 _____nì qt'e
 _____sì
 _____t'à
 _____xè
 _____nàke

VERBS

_____diè
 _____nò
 _____nì

PRACTICE SKILLS

-Use simple syllables with the same consonants to contrast tone and nasality.

e.g. chi chı
 ta tá ta tà
 bo bò bo bò

-Ask students to hum words to help them hear the tone.

-Review the vowels using alphabet charts. Make a point of using the Dene sound for the vowels as this helps in spelling and reduces the possibility of confusing English vowels with Dene vowels.

Dene vowel sounds are:

a	as in	bo <u>th</u> er
e	as in	ba <u>i</u> t and be <u>t</u>
i	as in	be <u>e</u> t and bi <u>t</u>
o	as in	bo <u>o</u> t
u	as in	bo <u>o</u> t and pu <u>u</u> t
ë	as in	ab <u>o</u> ve

EXTRA ACTIVITIES

-Use one and two syllable words for simple dictations. Have students write on board. Discuss errors. Don't forget to use diphthongs in the examples given.

-Have index cards ready with about three (one syllable) words written on them. Split the class into pairs. Have one read the word and the other mark down the vowel used. Correct work and then have students switch places.

-Continue reading practice by having students write short stories with the assistance of the instructor. Have students exchange stories for reading silently. After reading, have a discussion group in which students report in Dene on the stories they have read.

-Give students pictures and encourage them to write short stories about the pictures. Sample pictures which may be used are included at the end of this manual.

TONE DRILL CHARTS

The following is provided as a starting point for the teacher to develop phonics drills for tone.

Dogrib Tone Drill

det'q	ladà	nògha	fèt'è	gokwı
dahkq̄	nàke	xèts'q̄	dewa	ıt'f'q̄
kwıʔa	kwıts'ı	k'ochi	dahkà	t'f'àʔe
tsq̄wò	kw'ıʔe	t'f'ıkw'è	k'àka	zhìwò
dekwa	tehmi	mòla	kw'àk'è	t'f'ehıq̄
gozhì	nàsı	tsàwò		

North Slavey Tone Drill

ʔuh	ʔúh	thé	the	·gáh
gah	mezhi	mezhíh	jih	jíh
sɫá	sela	yá	ya	gots'é
gots'eh	ʔah	ʔá	xá	xa
nátse	etsé	natse	dehtʔah	déhtʔah
naréhja	nárehja			

South Slavey Tone Drill

megha	meghá	megha anendeh		megháanendeh
megháahnde	mech'á	mech'a	sech'á ajá	sech'ah ajá
méegha	nagohtsɫ	nagóhtsɫ	góʔq	goʔqóq
gohtsɫ	góhtsɫ	segó	sek'oh	nóda
nozee	sek'eh	sek'éh	sek'éh ajá	sek'eh ajá
sets'eh	sets'é	sets'é ajá	sets'eh ajá	deʔe
déʔe	ekó déʔe	ekó deʔe	tthéh	tth'eh
anet'e	anét'e	setué tu	setúé	dule nidéhchu
káa nidéhchú	meyie	meyíe	sí	sɫ
adehsi	aduhsí			

Lesson Nine: SYLLABLES/LONG VOWELS

FOCUS To teach the students syllable structure and long vowels.

MATERIALS chalkboard; chalk; flipchart

SUGGESTED TIME 2 hours

METHOD

Words are made up of syllables, for example de-ne has two syllables. Syllables are the parts of a word that can be said in one breath. There are one syllable words like cho or tʃɪ and there are multisyllable (more than one syllable) words like no-zée or lì-ba-rì.

Long vowels < aa, ee, ii, oo, uu > are pronounced longer in duration than short vowels < a, e, i, o, u >. A long vowel or diphthong is always one syllable.

Explain about syllables and long vowels to the class, and have them practice breaking words into syllables.

PRACTICE SKILLS

-Practice drilling simple words to contrast long and short vowels using a flipchart.

Dogrib Vowel Length Drill

dehko	deehko	k'eda	k'eeda
neʔà	neeʔà	shètɪ	shèetɪ
dahtʃ'ɪ	daahtʃ'ɪ	nàhzè	nàahzè
nàhte	nàahtè	tso t'ànit'à	tso t'àniit'à
enitʃ'è	eniitʃ'è		

-Explain the nature of a syllable to the class:

1. Words are made up of syllables, and a person who is completely fluent in a language will know how to break a word into its syllables.

2. Take a word with more than one syllable in it and ask the students to say it slowly breaking it into parts. They will probably break it after each syllable.

3. Write some words on the board and break them into syllables

S	S	S	(S stands for syllable)
ta	tsó	cho	

4. Knowledge of syllables is helpful in learning how to read and write. Demonstrate this by taking some longer words and help students sound them out syllable by syllable before trying to read the whole word, or spell words one syllable at a time.

-Practice drilling words containing different syllable types using a flipchart.

-Practice breaking words into syllables. Here are some Dogrib words to practice:

fo	tso	laji	tɬichq	libalà
dzɛtani	edè	ekwò	egidzi	enoko
nàedi	ehto	ehts'o	mbehchɪ	whaehdɔ
ejɪ	ehjɪ	etse	ehtse	nàtfa
nàhtfa	nehchà	nehchà	lidi edɔ	lidi ehdɔ
ɬek'a	ɬehk'a			

Extra Activities

-Have the students start a personal journal in which they write daily entries as a homework activity. In a notebook, students can write a few lines about what they did that day. At first, they can just write new words that they have learned and work up to writing full sentences.

-Play Hangman. Have one student think of a word, mark a space on the board for each letter in the word, and have the rest of the class guess what the word is by guessing what letters could fit in the spaces on the board. If the letter is wrong it is written off to one side to show that it has been guessed and the beginning of a platform and noose is made. A line is drawn for each wrong letter guessed and if the hang man is completely drawn before the word is guessed, then the game is lost.

-Make a list of two or three syllable words. Then split the class into two teams, A and B. Write one of the words on the board. Then have one of the students from Team A come up and divide the word into syllables. Repeat the procedure with one of the students from Team B. After playing like this for a while, or when the students understand the idea of a syllable, change the rules a little. Instead of dividing the word into syllables, have the student spell the word on the chalkboard and then mark the syllable breaks in the word. Be sure to say the word loudly and clearly. If the student cannot spell the word correctly or divide it correctly, give the other team a chance.

Lesson Ten: Patterns

FOCUS To review patterns in Dene languages, awareness of which will facilitate reading and writing.

MATERIALS chalk, chalkboard

SUGGESTED TIME 2 hours

METHOD

Review the patterns which students should be aware of when reading and writing in Dene.

1. Vowel sound/symbol correspondence:

a e i o u ǫ ɛ ɪ ɔ ʉ

2. Consonants which do not occur in English -sound/symbol correspondence:

ʔ gh x ɬ tɬ tɬ' t' tth' ts' ch' k' kw'

3. The series of consonants which are plain or glottalized:

t	t'
k	k'
kw	kw'
ch	ch'
tɬ	tɬ'
tth	tth'
ts	ts'

4. The syllable patterns:

(C=Consonant; V=Vowel; h=consonant h)

V	<u>e</u> tse	ʔeghála <u>e</u> nda
C	V	<u>sa</u> <u>ná</u> tse
C	V V	<u>dlóo</u> <u>sedzee</u>
C	V h	<u>sah</u> <u>ch'oh</u>
V	h	<u>e</u> htse ʔeghála <u>e</u> hnda

5. The dialect differences between North Slavey and South Slavey.

Franklin

w ʔewé
 gw yenígwę
 wh whé
 kw kwah
 kw' kw'a

Providence

dh ʔehéh
 ddh yeníddhę
 th thé
 tth tthah
 tth' tth'a

6. The dialect differences in Dogrib.

mb b
 mbeh beh
 mbò bò

nd d
 ndi di
 yahtindeè yahtideè

ts ch
 tsq chq
 netsà nechà

ts' ch'
 ts'o ch'o
 sets'à sech'à

dz j
 edzì ejì
 dzq jq

z zh
 weza wezha
 nazaʔeh nazhaʔeh

s sh
 sɬ shɬ
 sètɬ shètɬ

7. The dialect differences in North Slavey.

FranklinNormanGood Hope

kwə

pə

fə

nágwe

nábe

rágwe, rábe

kw'i

p'i

w'i

wha

fa

wa

sewá

sewá

sewá

Franklin. NormanGood Hope

tʃe

ʃe

tse

se

ʔehchá, ʔɪhchá

ʔehshá

PRACTICE SKILLS

-Make an Error Chart. Have students plot a chart of errors they are frequently making, so as to become aware of these errors and work towards eliminating them. The format of the chart can be at the instructor's discretion, but should include the following categories:

1. Similar consonants confused:

-d, t, t'
 -g, k, k'
 -dl, tɬ, tɬ', l, ɬ
 -dz, ts, ts', s, z
 -j, ch, ch'
 -z, s, sh, zh
 -zh, sh, j, ch
 -gh, x, h, g, w
 -x, h, k
 -y, w, gh
 -b, p, p'
 -gw, kw, kw'
 -ddh, tth, tth', dh, th
 -v, f, fw
 -d, nd, n
 -b, mb, m
 -d, r
 -ʔ, w', w
 -w, wh, h
 -g, gw, gh, w

2. Consonant not written:

- this applies especially to word-medial <h> as in zhahti or ehjɬ, and to stem-initial glottal stop < ʔ > as in ts'edeʔéh or seʔaa, etc.

3. Tone errors:

-not marked at all
 -marked when it shouldn't be
 -heard but marked on the wrong syllable

4. Vowel errors:

-confused with English vowel, as in wrongly writing sacha for sechee or ti for tai
 -wrong choice of Dene vowel, as in wrong spelling dodeʔɬ for dudeʔɬ
 -omission or wrong use of nasal hook

EXTRA ACTIVITIES

-Have students make description charts for the walls of your classroom. An example of a description chart would be a dogsled with all of the parts labelled in Dene.

-Practice reading words from a flipchart.

-Read short stories from different communities to the class while they follow along silently. Then have the students take turns reading the story back aloud.

Lesson Eleven: Enunciation

FOCUS	To improve the reading skills of the students.
MATERIALS	blank cassette tapes; tape recorders; photocopies of three short texts
SUGGESTED TIME	2 hours

METHOD

Work on recognition and proper enunciation of Dene syllables in order to expedite careful spelling. E.g., in English many people pronounce the word "probably" as "proably", but they need at least to know the correct form and spelling. Likewise, in Dene, students learning to be literate need to know that the word *noogedéhthe* "they left, they started out again" is properly *nagogedéhthe* in precise speech.

Steps to good reading and writing in the Dene languages

I ***MEMORIZE the alphabet for your language. Use the chart or wall posters to help you.***

By memorizing the alphabet you can train yourself to think of the right letter for a sound you want to write, or to recognize the sound when you are reading.

II ***USE THE PHONETIC APPROACH. When you want to write a Dene word which you do not already know how to spell, you should:***

A. *Identify the word. That is, separate it from the other words.*

B. *Take it apart: i.e., divide it into syllables and pronounce each syllable slowly and clearly so as to identify all the sounds in it.*

C. *Write it.*

D. *Put it back together: i.e., say it again at a normal speed.*

E. *Now read it. That is, read exactly what you wrote to see whether you wrote what you wanted to say.*

III ***USE THE SIGHT-WORD APPROACH.***

A. *Start collecting a list of common, frequently used words.*

1. Collect them from anywhere and everywhere: from things you say, from things you hear others say, from the radio, from tape recordings, etc.

2. Check them for correct spelling. (Get someone to help you if necessary.)

3. Memorize these words, so that when you see them you know them automatically, or when you want to write them you don't have to stop to figure them out.

4. Start with shorter, easier words, then build up your list to include longer, but commonly used words.

B. Keep adding to your list until you know 500 or 1000 words - or more! (Remember, this is how you read English: you know lots of words by sight.)

PRACTICE SKILLS

-Split class into pairs, or whatever number is convenient to the size of the class, and have them tape a conversation or short story, about three minutes long, and then transcribe what they have taped. Emphasize that they must speak clearly.

-Hand out copies of three short texts (not more than half a page long). Have the students read parts of the text in turns. Reread the text yourself after each student's turn. Do not correct students when they are speaking.

-Inform the class that words from one of the texts will be given as dictation in the next class (a list of 10-15 words). They will be allowed to take their copies of the text home.

EXTRA ACTIVITIES

-Give students a longer text. Have students underline all of the sight words in the text. Use the text to analyze creative writing skills. Have the students identify the opening, main body, climax and conclusion of the text. Have students provide a written paraphrase of the text in Dene.

Lesson Twelve: Alternate Pronunciations

FOCUS	To provide advanced instruction in pronunciation.
MATERIALS	blank cassette tapes; tape recorders; language texts
SUGGESTED TIME	2 hours

METHOD

Discuss words that have two or more pronunciations so that students become aware of this. E.g., **azhó** "all" is a contraction of **adezhó**. The word "if", as in **kaht'i edé** "if I do that", is originally **éñidé**, but is often pronounced in rapid speech as **edé**, **édé**, **ñidé**, **dé**, and so on. Examples of contracted words or words with alternate pronunciations are given below:

SLAVEY

náohłáh	nóohłáh
nágogethe?	nóogethe?
k'egogłithe?	k'eogłithe?
nené?	neé?
gołhdédhe	gułhdédhe
egóh?Q?	egúh?Q?

CHIPEWYAN

ts'ákui	ts'áku
ʔenethékui	ʔenéku
horelyú	halyú
dedháy	dedhá
ʔłághe	łá
dųhų	dų
ts'éré	ts'ér

Lesson Thirteen: Writing - Clear and Careful

FOCUS To improve the writing skills of the students.

MATERIALS chalkboard; chalk

SUGGESTED TIME 2 hours

METHOD

Teach careful writing. Encourage students to print in Dene and not attempt to use cursive writing. Point out how easily a barred ell <ł> and a tee <t> can be confused if not written carefully. Show how an apostrophe and a high tone mark can be unclear, e.g. if one writes ʔeláłk'eh is this supposed to be ʔelá k'éh "in the boat" or ʔelá k'eh "on the boat"? Do not dot the <i> when a tone mark is written over it.

PRACTICE SKILLS

-Have students publish small booklets. The types of booklets could include: folklore, legends, old-time stories, first person stories, biographies, autobiographies, descriptive articles, translations. Use the following publishing procedure with your class:

1. Choose topics, stories, descriptive articles, etc.
2. Give each book a title.
3. Make a "dummy" booklet.
4. Make a title page.
5. Carefully print the text for the rough copy.
6. Decide where illustrative art will be located.
7. Put in page numbers.
8. Proofread and make corrections.
9. Carefully type or print the final copy.
10. Staple or cerlox bind the booklets.
11. Distribute.

EXTRA ACTIVITIES

-Play Charades. Make a list of words and put each word on a separate piece of paper (choose words that are possible to act out). Depending upon the size of the class, have individuals or teams compete against each other. Put the pieces of paper in some sort of container, then have one student pick out a piece of paper. S/he must then act out that word for the rest of the class, or team. Whoever guesses the word, in a certain time limit, must then spell it correctly. The team or individual who correctly guesses and spells the most words wins.

PRACTICE SKILLS

-Have students tape a short story with an elder. Students should then transcribe the tape, and check for any speech differences between themselves and the elder.

-Have students prepare a short (20 words) wordlist using any topic area (animals, verbs, body parts, etc.). Then have students compare their list with a speaker of their language from another community.

-Drill words to contrast tone, diphthongs and vowel length using a flipchart.

Lesson Fourteen: Grammar**FOCUS**

Giving the students an introductory exposure to grammar will help to emphasize the importance of correct spelling since very slight changes in spelling can represent an entirely different meaning.

MATERIALS

chalkboard; chalk

SUGGESTED TIME

2 hours

METHOD

Introduce the four parts of speech in Dene, nouns, verbs, particles and postpositions. Explain briefly about noun structure, giving a paradigm for illustration. Use the paradigm only to demonstrate that there is a pattern. Nouns can take a prefix which shows who possesses the object (such as a hat), or who is related to the person (such as a brother).

Nouns

Nouns can be inflected (changed) by adding prefixes as in ʔelá "boat", seʔelá "my boat"; or ts'ah "hat", mets'aa "his hat"; or xaye "year, winter", neghayé "your years, your age".

Gwich'in Noun Paradigms

deneht'eh book

my book

your book

his/her book

our/your book

their book

shideneht'eh

nideneht'eh

videneht'eh

niwhideneht'eh

goodeneht'eh

ehchiik'it bed

my bed

your bed

his/her bed

our/your bed

their bed

shiehchiik'it

niehchiik'it

viehchiik'it

niwhoehchiik'it

gooehchiik'it

Postpositions

A postposition is a word which describes the location of an object or person. It can also refer to something (like a tool) which is used to carry out an action. A prefix may be added to a postposition, as in *sets'è* "to me", *naxets'è* "to us", etc.

Dogrib Postpositions

<i>libò weʔ</i>	behind the cup
<i>ehtsɪ wegħa</i>	for grandmother
<i>ndè k'e</i>	on the ground
<i>tʃ'o ni</i>	among the grass
<i>beʃexà t'à</i>	with scissors
<i>ts'èko xè</i>	with a woman

Particles

Particles are little words which are used to join or relate parts of a story or sentences. Particles can also add extra expressive meaning to sentences. Particles cannot take a possessive prefix. For example, in Dogrib the particle *sɪ* occurs in phrases like *gokwɪ sɪ* but it cannot occur with a prefix like *we-* as in *wesɪ*.

Slavey Particles

ʔeyi
k'ala
ʔariyune
gha
si
ʔasi
gots'eh
ya

PRACTICE SKILLS

-Show students how everything builds up using a chart such as the following:

		Paragraph	Dene golq ka enidhe. Kaa golq faanithe.
		Sentence	Dene golq ka enidhe.
	Phrase		golq ka
	Word		golq
	Syllable		go
Sound/Symbol			o

-Have students do paradigms for different types of nouns (e.g. body parts, kinship terms, household objects, clothing). Ask students which nouns must take a prefix and which nouns can, but don't have to, take a prefix.

Lesson Fifteen: Grammar

FOCUS

Giving the students an introductory exposure to grammar will help to emphasize the importance of correct spelling since very slight changes in spelling can represent an entirely different meaning.

MATERIALS

chalkboard; chalk

SUGGESTED TIME

2 hours

METHOD

Explain briefly about verb structure, giving a paradigm for illustration. Use the paradigm only to show that there is a pattern which can be seen, specifically that the stem does not change in spelling, but that different prefixes are added to show who is carrying out the action. Emphasize the importance of correctly writing **-h-**, nasalization and tone which can carry various meanings such as who is carrying out the action, and when the action is taking place.

Verbs

A verb describes an action or a state of being. We add prefixes to verbs to indicate who is carrying out the action, how many people are involved in the action, and when the action is taking place.

Verbs are formed by adding prefixes to a stem. For example, **-tɿ** is the stem in **shétɿ** "s/he's eating"; **-the** is the stem in **nagogedéhthe**, "they started off again".

The prefixes show who is carrying out the action, as in **etse** "s/he's crying", **netse** "you're crying".

Tense refers to the time an action is carried out. There is present tense (today), past tense (yesterday) and intentional tense (which means the person intends to carry out the action at some point in time).

Prefixes show what the time (tense) of the action is as in **ʔedetl'éh** "s/he's writing", **ʔedɿtl'éh** "s/he wrote".

Prefixes can cause changes in the stem, as in **ʔetthè ezi** "the meat is roasting", **ʔetthè eh̄si** "s/he's roasting the meat" where the addition of **-h-** before the stem causes **z** to change to **s**.

South Slavey Verb ParadigmPresent tense

I	dehtʃa
You	dʉtʃa
He/She	detʃa
Someone	ts'edetʃa
We two	lehdiitʃi
You two	ʃehdahtʃi
They two	ʃéhgedetʃi
Some people	ʃéhts'edetʃi
We three or more	godiidhi
You three or more	godahthi
They three or more	gogedehthi
Some people (three or more)	gots'edehthi

Past Tense

I	dehtʃah
You	dɛtʃah
He/she	déhtʃah
Someone	ts'edéhtʃah
We two	ʃéh déhtʃi
You two	ʃéhdahtʃe
They two	ʃéhgedéhtʃe
Some people (two)	ʃéhts'edéhtʃe
We three or more	godéhtidhe
You three or more	godahthe
They three or more	gogedéhtʃe
Some people (three or more)	gots'edéhtʃe

Intentional Tense

I	duhtʃa
You	dʊtʃa
He/she	duʃa
Someone	ts'edutʃa
We two	ʃéhduútthi
You two	ʃéhdahtthi
They two	ʃéhgedutthi
Some people (two)	ʃéhts'edutthi
We three or more	godúúdhí
You three or more	godahthi
They three or more	gogeduhthi
Some people (three or more)	gots'eduhthi

PRACTICE SKILLS

-Have students write short stories. Afterward, have students pick out all the verbs in their stories and place them in a paradigm. Have them fill in the missing words so that they have a complete paradigm (either in the present, past or intentional tense).

Lesson Sixteen: Standardization

FOCUS To make the students aware of some standard conventions for writing in Dene.

MATERIALS chalk; chalkboard

SUGGESTED TIME 2 hours

METHOD

Discuss the standard conventions governing where to write glottal stop, and how to write compound words and postpositions.

Writing Glottal Stop in Slavey and Dogrib

We only write glottal stop on verb stems, not on prefixes. Whenever a glottal stop is pronounced at the beginning of the last syllable in the verb (the stem) we write it. For example in the verb, **seghánı̄ʔ** **She gave it to me**, we write the glottal stop. In the verb which means **I work**, we do not write the glottal stop at the beginning because the glottal stop is not on the verb stem, it is on a prefix, **ʔe-** (the indefinite prefix), so we write **eghálayehda** and not **ʔeghálayehda**.

We do not write glottal stop on prefixes. In order to know whether a glottal stop should be written on the beginning of a noun, we can add a possessive prefix. If the glottal stop is still pronounced, we write it. If it is not pronounced, we don't write it. For example, to find out if the word which means **boat** begins with a glottal stop, we can add a prefix meaning **my, se-**, which gives us **seı̄à**, not **seʔeı̄à**. We know we write **eı̄à** not **ʔeı̄à**. However, on the word which means **snowshoe**, if we add the prefix **se-**, we get **seʔah** and so we know that we write **ʔah** and not **ah**.

WRITE GLOTTAL STOP

beʔóné	beyond it		
ʔah	snowshoe	seʔah	my snowshoe
ʔeh	dress	seʔeh	my dress
goʔı̄	behind		
k'egeʔòh	they are swimming		
ts'edeʔéh	start out by boat		
ʔeh	beaver dam	meʔeh	his beaver dam
ʔóné	beyond, over there		

DO NOT WRITE GLOTTAL STOP

eìà	canoe	selà	my canoe
qhndaà	elders		

ehtsɿ
náenelu
tsá

Writing Glottal Stop in Chipewyan

Write glottal stop whenever it is present (whenever you say it) in prefixes or stems.

ʔay	snowshoe
láʔane	ring
ʔene	my mother
ʔetth'ën	bone

Writing Tone/Glottal Stop in Gwich'in

We do not write glottal stop at the beginning of a word. For example:

aih	snowshoe
sha'ài'	my showshoe

We always write glottal stop at the end of a word after a short vowel. We also always write low tone on a short vowel at the end of a word. For example:

k'ì'	arrow
aghò'	someone's tooth

We never write glottal stop at the end of a word after a long vowel. For example:

dàii	fly
chuu	water

Writing CompoundsCHIPEWYAN, GWICH'IN AND SOUTH SLAVEY

We generally write the parts of a compound as separate words. For example:

tsá dhéth	beaver skin
dzih daatfih	lye

If the parts of a compound taken together have a different meaning than a phrase would have, we write the compound as one word. For example:

tsádhéth	a pelt of any kind
(compare tsá dhéth beaver skin)	

ƭukchoo	king salmon
(compare ƭuk choo big fish)	

DOGRIB AND NORTH SLAVEY

We generally write the parts of a compound as a single word. For example:

zhahtkqé	church
libalàʔeh	parka

FOR ALL LANGUAGES

Whenever a part of the compound cannot be a word on its own, write the compound as a single word. For example:

tʃ'àʔeh	pants
(-tʃ'à is not a word on its own)	

ʔetthénké	caribou feet
(-ké is not a word on its own)	

Writing Postpositions

We generally write postpositions separate from other words. For example:

ts'èko xè	with the woman
ladà k'e	on the table

If the postposition has a prefix, we write it together with the prefix. For example:

sexè	with me
wek'e	on it

If the postposition is part of the verb, we write it together with the verb. For example:

Dëneyuaze chu betá chu tsá káheneta dzéheʔás.

In this example, -heneta is not a word without the postposition ka-. Compare Ts'ékuaze chu bə chu jíe ka heʔas. In this example, heʔas is a word on its own, and the postposition ka is not part of the verb.

Appendix I: The Syllable Patterns

For maximum progress in learning to read and write, it is important to understand the syllable patterns of the language. When one has learned the values of the letters of the alphabet and then learns how to break a word into its syllables, one can accurately read or spell any word in the language.

Knowing the syllable patterns also contributes to better understanding of proper pronunciation and of grammar. The syllable patterns are symbolized by the letter C, meaning consonant, and V, meaning vowel.

There are only five patterns, or shapes, of syllables, which obviously means that learning them is not a difficult task. These patterns are as follows*:

1.	C V	consonant plus vowel
2.	C V h	consonant plus vowel plus the consonant h
3.	C V V	consonant plus vowel plus vowel
4.	V	vowel only
5.	V h	vowel plus the consonant h

*Note: Every syllable must contain at least a vowel. You may have a syllable without a consonant, but there is no syllable without a vowel.

In Dogrib, <h> never occurs at the end of a word.

I. Consonant Plus Vowel

The basic and most frequent syllable is C V. Examples:

sa	"sun"	C V
?a	"fog"	C V
?e	"coat or dress"	C V
néda	"he sat down"	C V and C V
kadi	"he said that"	C V and C V

Consonant sounds written with more than one letter belong to this same pattern, since two or three consonant letters written together represent a single consonant sound. Examples:

tsá	"beaver"	CV.	The t and s together are <u>one sound</u> .
chq	"rain"	CV.	The c and h together are <u>one sound</u> .
tthe	"stone"	CV.	The two t (s) and the h together represent <u>one sound</u> .
dítla	"you go"	CV and CV.	The t and t together are <u>one sound</u> .
nechá	"it's big"	CV and CV.	The c and h together represent <u>one sound</u> .
tth'á	"plate" or "dish"	CV.	The two t (s) and the h plus the apostrophe represent <u>one sound</u> .

You may confirm how this system works by consulting your alphabet chart. Each block on the chart shows you one sound in the sound system, even if it is written with two or more characters. Further examples:

ʔetthé	"meat"	CV and CV
shétı	"he's eating"	CV and CV
metth'ené	his bone" or "his leg"	CV and CV and CV

In breaking the above kinds of words into syllables you never separate the digraphs or trigraphs. Therefore, in all the following words there is only one syllable pattern, namely CV:

sa	"sun"	CV
tha	"sand"	CV
néda	"he sat down"	CV and CV
gedéʔe	"they started out by boat"	CV and CV and CV
nánde	"he dwells"	CV and CV
ʔets'edítth'e	"someone hears something"	CV and CV and CV and CV

A further way to check on whether you have properly divided the syllables is to remember that a syllable never ends with a consonant other than < h > or < ʔ > in Slavey and Dogrib. Therefore, there can be no syllable such as nán, as if you wrongly divided nánde into *nán-de instead of ná-nde.

SPECIAL NOTE:

In Chipewyan, the following consonants may end a syllable: < l, ł, n, r, h, y, m, w, dh, th, s >. Glottal stop does not occur at the end of a syllable.

In Gwich'in, a syllable may end in the consonants < r, l, ł, n, n', nh, ng, w, y, h, ʔ, t, k >

2. Consonant plus Vowel plus h

As indicated in the paragraph just above, there is a syllable pattern of the shape CVh. Examples:

sah	"bear"	CVh
ʔah	"snowshoe"	CVh
deh	"river"	CVh
náhnde	"I dwell"	CVh and CV
deʔéh	"he starts out by boat"	CV and CVh
gohndeh	"I'm talking"	CVh and CVh

3. Consonant plus Vowel plus Vowel

Some words or syllables have long vowel sounds, so that they are written with two vowels together. For example, the word for "mountain sheep" is not **do**, with the **o** sounding short, but **doo**, with the **o** prolonged a bit. Further examples:

dii	"this" or "this one"	CW
nogée	"fox"	CV and CW
sóoni	"maybe"	CW and CV
ʔedɪtʔ'éh	"he wrote it"	CV and CW and CVh

The CVV pattern involves two vowels of the same quality, even though as in *nogée* and *sóoni* there may be a tone glide from high to low or vice versa.

*This use of the word "long" refers to duration, and has no relationship to the concept of so-called "long" vowels in English.

4. Vowel

A single vowel may constitute a syllable. Examples:

etse	"he's crying"	V and CV
ejɪ	"he's singing"	V and CV
atɪ	"he's going" or "doing"	V and CV

If two vowels of different quality come together, one or both may fit this classification of a single-vowel syllable. Examples:

aedéhcho	"it's that big"	V and V and CVh and CV
láondíh	"it seems that way"	CV and V and CVh
k'eqíʔáh	he wanders around"	CV and V and V and CVh

To decide whether or not two vowels should be divided into separate syllables, use the following rules:

(a) If the two vowels are of different quality, separate them. Examples:

dɪɣə	"mouse"	CV and V
dédehndíe	"I'm hungry"	CV and CVh and CV and V

(b) If two identical vowels occur at the end of a word, consider them one syllable, regardless of what the tone levels are. Examples:

díoo	"squirrel"	CW
ʔehdzoo	"trap"	CVh and CW
hútʔ'íi	"with vigor"	CV and CV
mechee	"his younger brother"	CV and CV
medeé	"his younger sister"	CV and CV

(c) If two identical vowels having the same tone occur in the middle of a word, consider them one syllable. Examples:

ʔedɪtʰ'éh	"he wrote it"	CV and CW and CVh
ʔedaatʰ'éh	"it is written"	CV and CW and CVh

(d) But if two identical vowels having different tones occur at the beginning or in the middle of a word, consider them separate syllables. Examples:

óohk'éh	"I'll shoot at it"	V and Vh and CVh
gháahnda	"you (plural) see"	CV and Vh and CV
agóot'é	"let it be"	V and CV and V and CV

5. Vowel plus h

The last kind of syllable is a vowel followed by the sound **h**. This syllable is like the second one described above, but without the initial consonant. Examples:

negháohndá	"I'll see you"	CV and CV and Vh and CV
ehtse	"I cry"	Vh and CV
ahndeh	"I go"	Vh and CVh
úhch'o	"he is fierce"	Vh and CV
ohdá	"I'll sit"	Vh and CV

Appendix II: SIGHT WORDS

The following lists of sight words are provided as a starting point for the teacher to use to illustrate sight words, to develop flashcards, and to use for personal dictionaries.

<u>Chipewyan Sight Words</u>	<u>South Slavey Sight Words</u>	<u>Dogrib Sight Words</u>
xél	ʔezhii	sa
ka	ʔlé	ke
xaíle	ʔqt'e	ti
xa	ʔudáa	bò
sì	chq	gomą
ni	dádi	dze
ké	ch'ąą	sì
híle	gots'eh	tq
chu	got'á	hazhq
dēne	hono	ghà
dáúdi	jíé	sì
ghą	ke	wek'e
bebíaze	kwi	diè
ʔat'ì	lah	si
thela	ʔue	agot'ì
ʔereht'ís	mí	chì
theʔą	mbáa	t'à
	nogée	le
	sì	at'ì
	shq	eyi
	tatsq	sì
	thí	whìle
	tthí	zhì
	tse	k'e
	ts'ah	nidè
	t'feela	t'asi
	t'uh	anatì
	xá	weʔì
	zhéé	wegha
		ni
		xè

Appendix III Pictures for Storybuilding

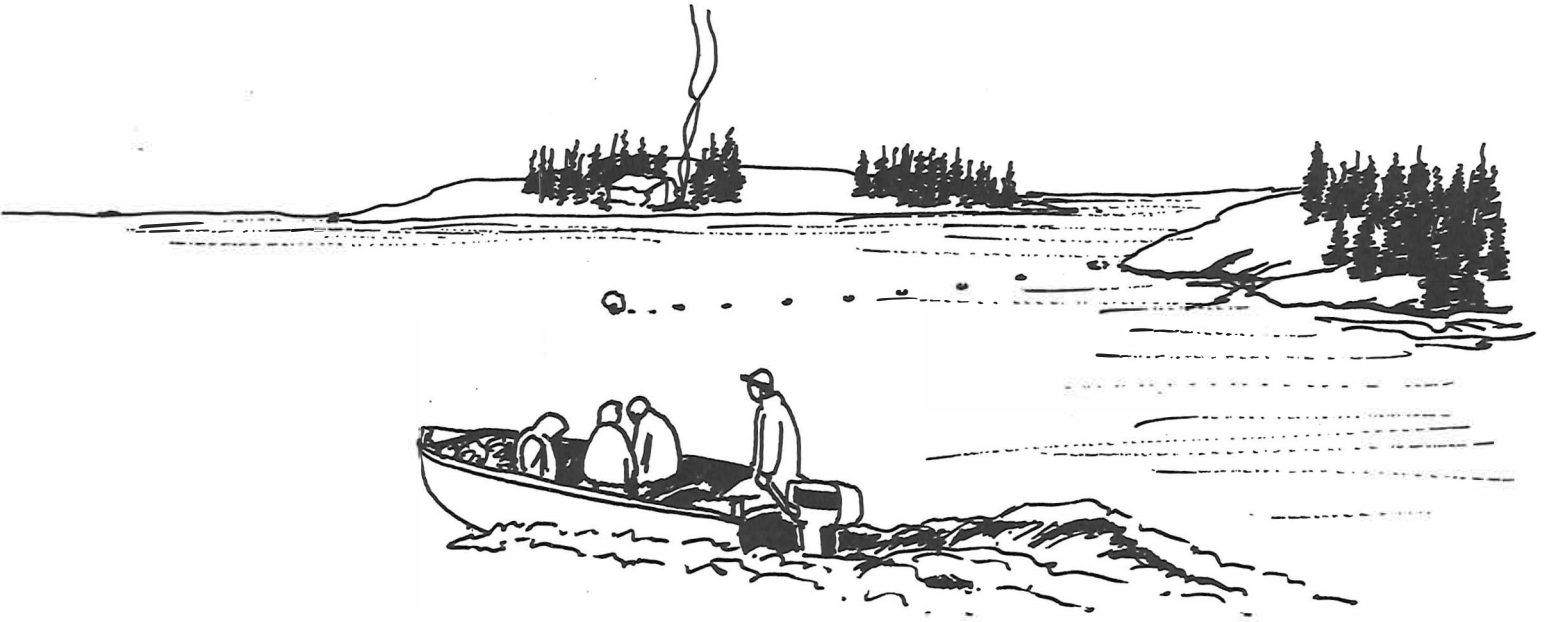
Here are a series of pictures which can be used for storybuilding exercises. Give students a xerox copy of one of the pictures. Have students write a short story, or a descriptive paragraph based on the picture.

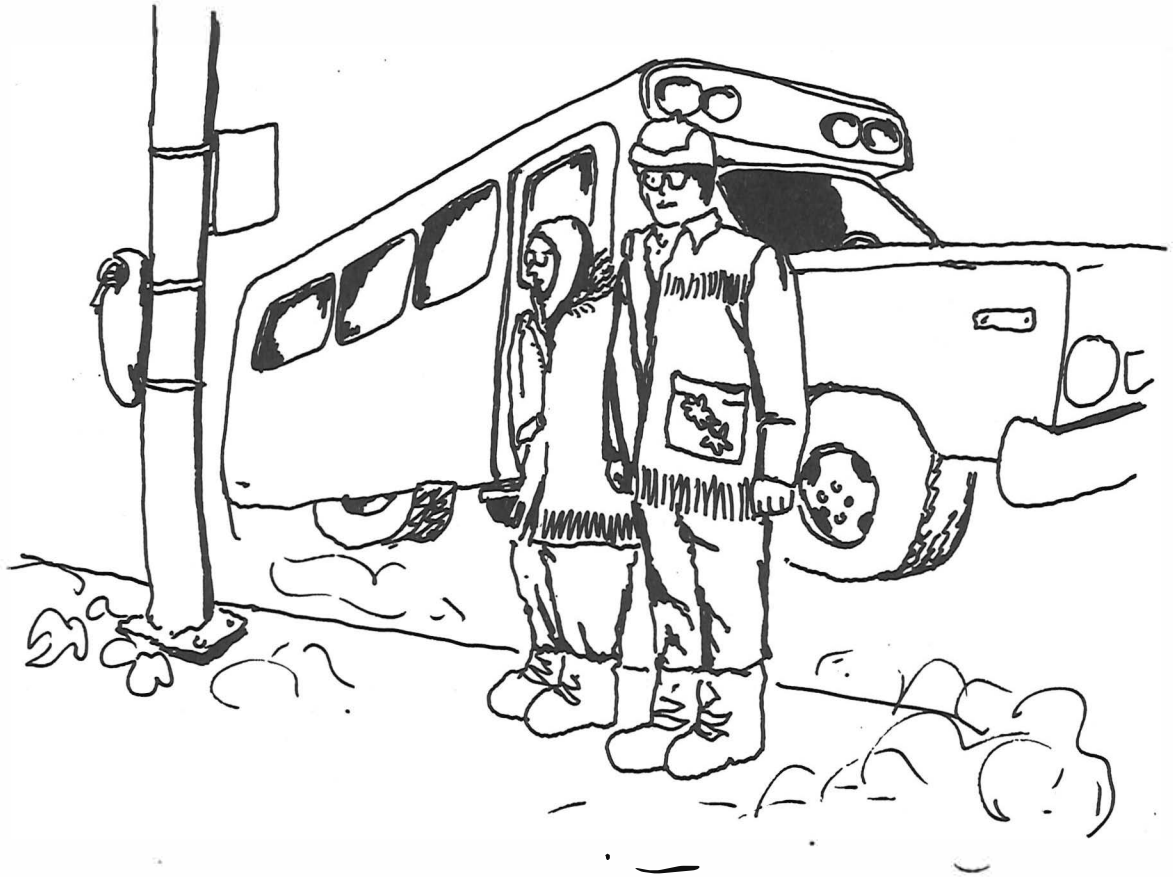




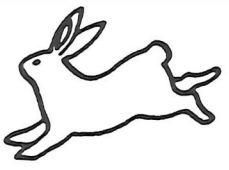








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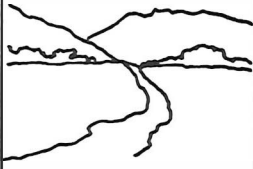
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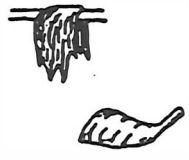
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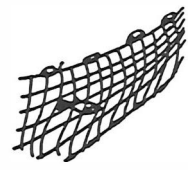
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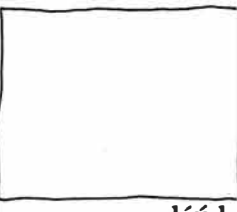
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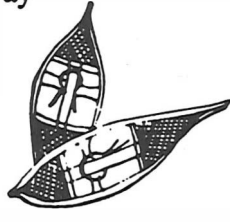
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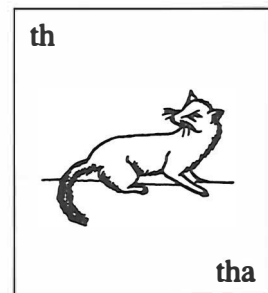
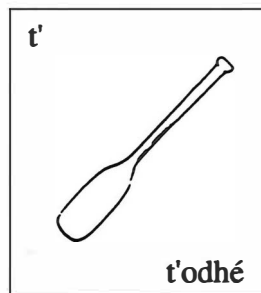
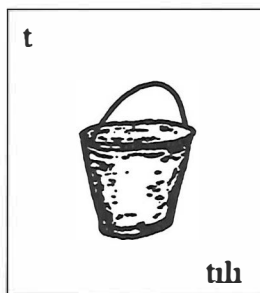
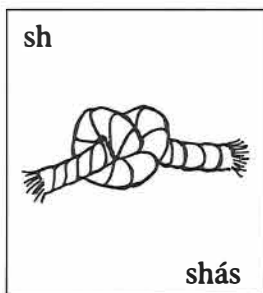
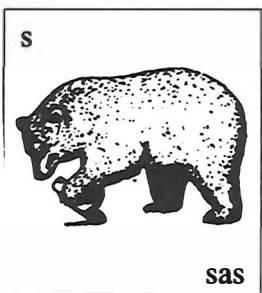
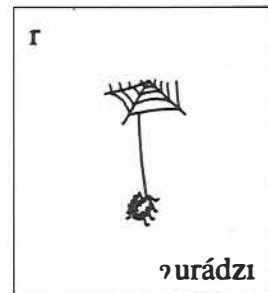
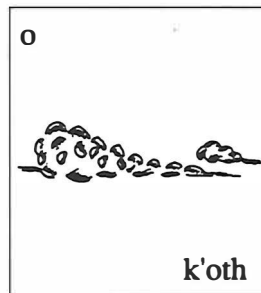
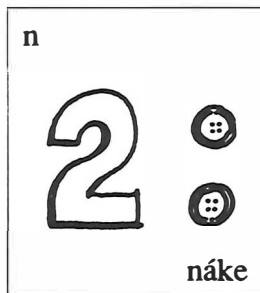
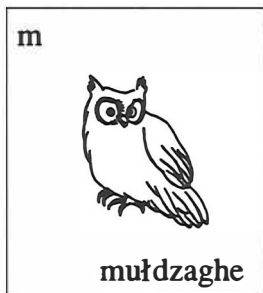
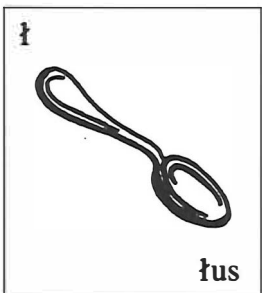
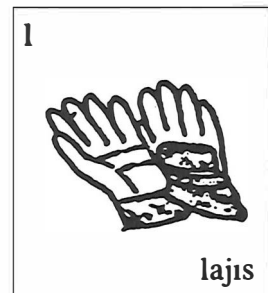
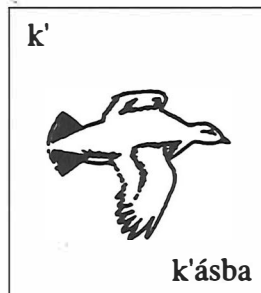
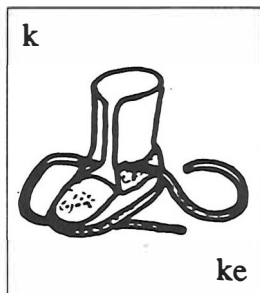
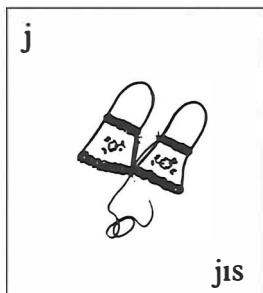
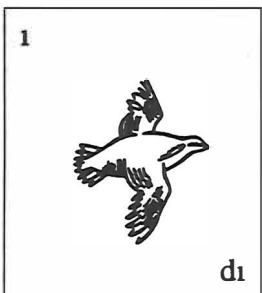
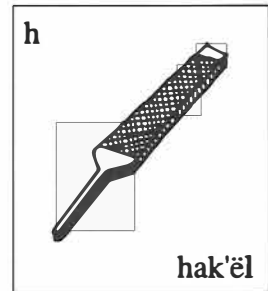
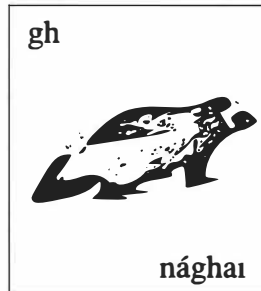
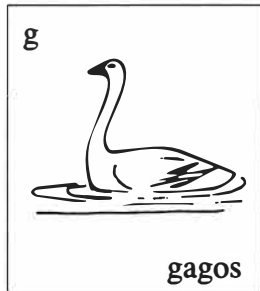
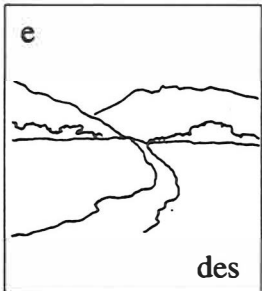
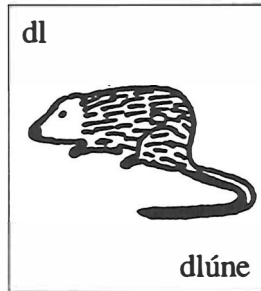
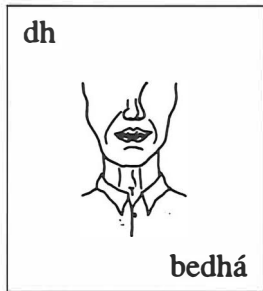
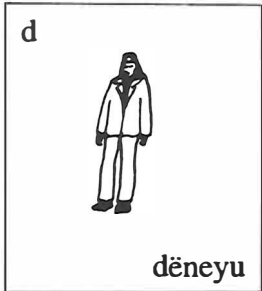
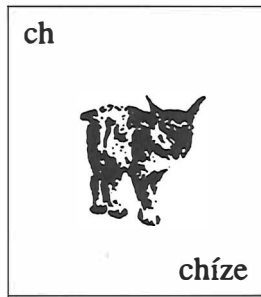
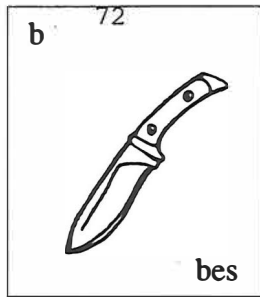
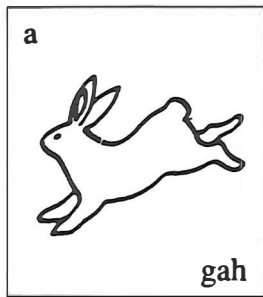
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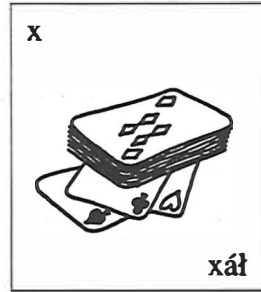
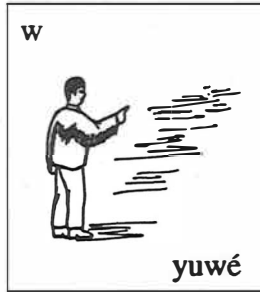
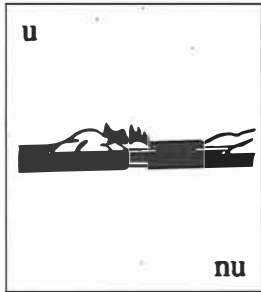
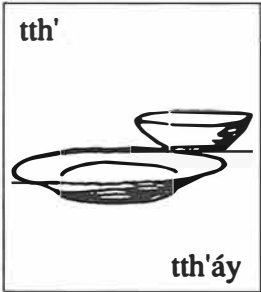
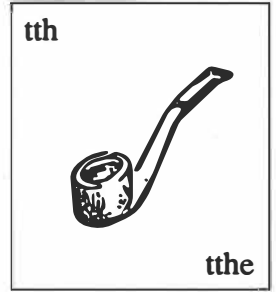
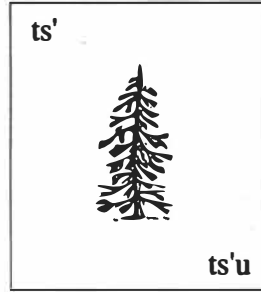
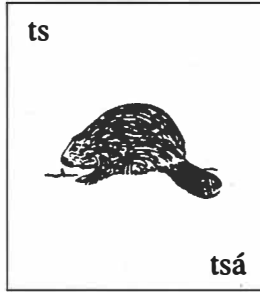
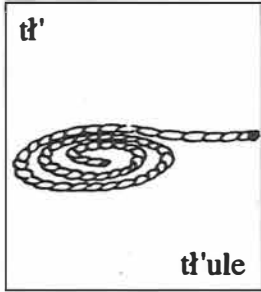
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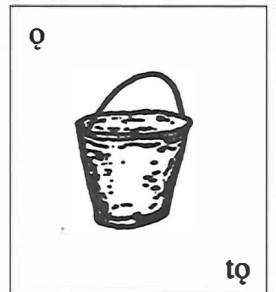
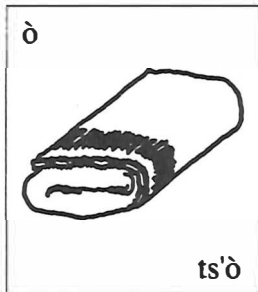
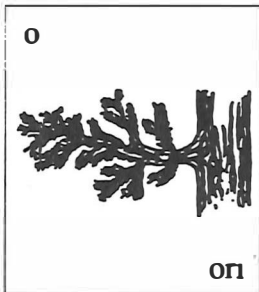
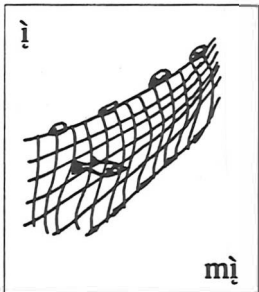
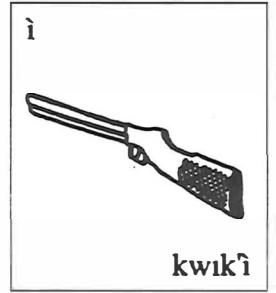
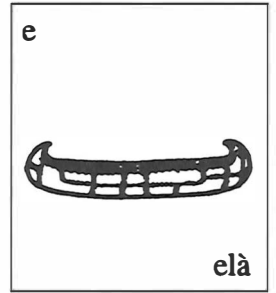
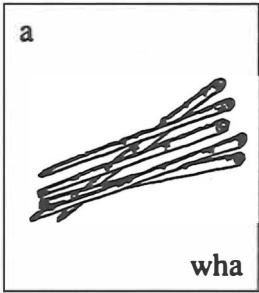


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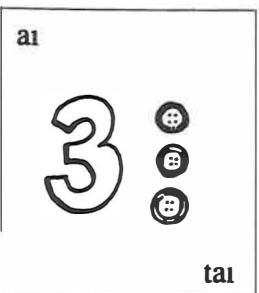
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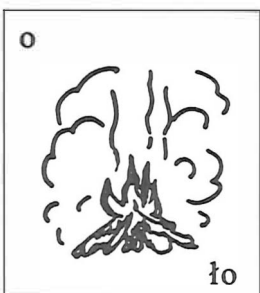
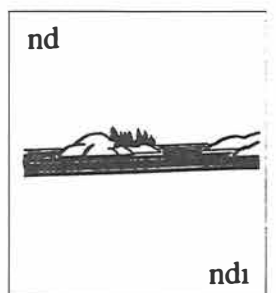
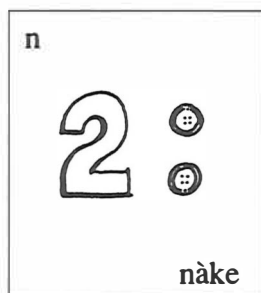
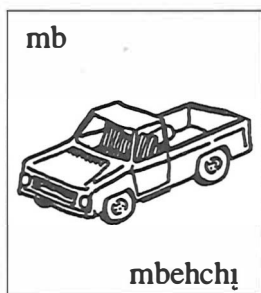
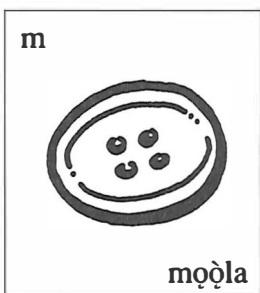
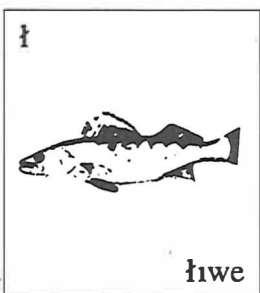
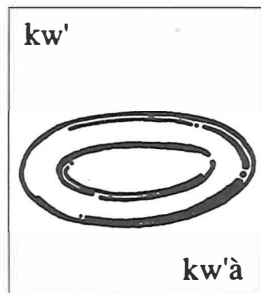
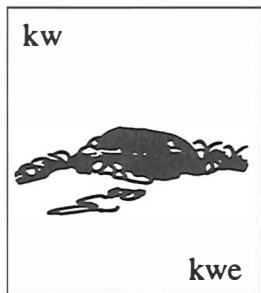
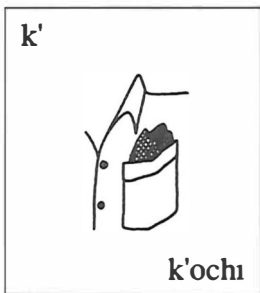
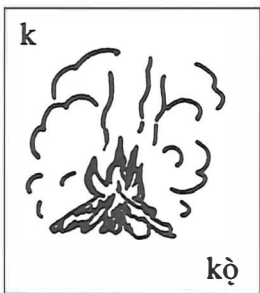
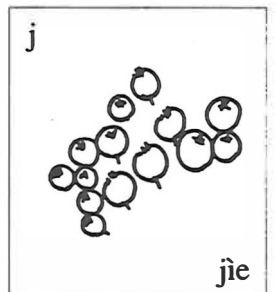
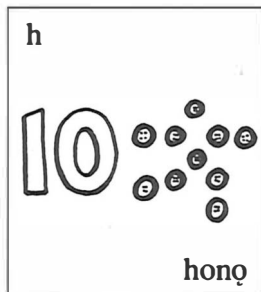
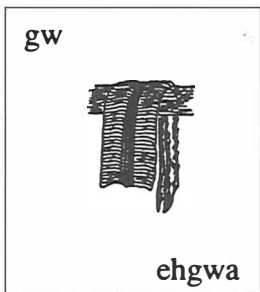
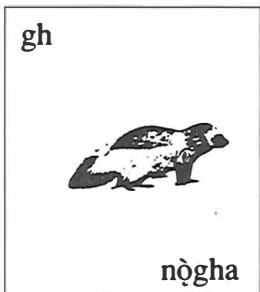
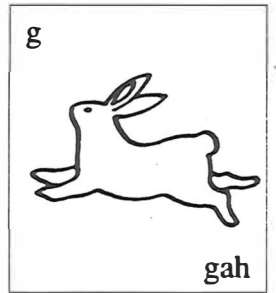
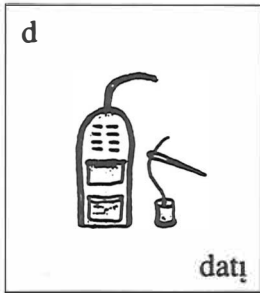
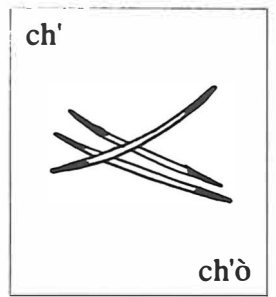
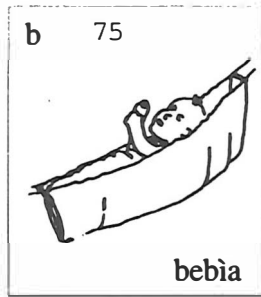
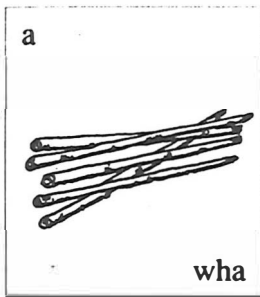


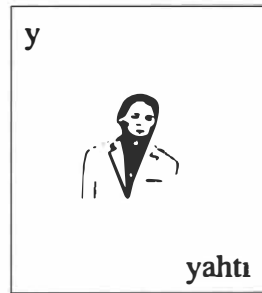
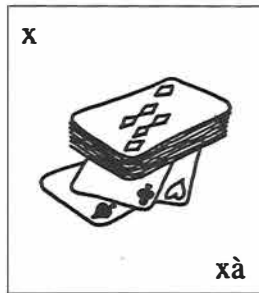
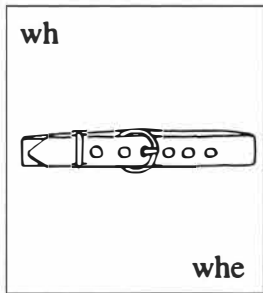
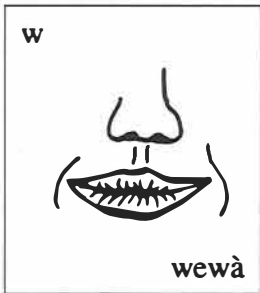
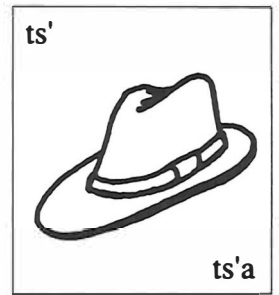
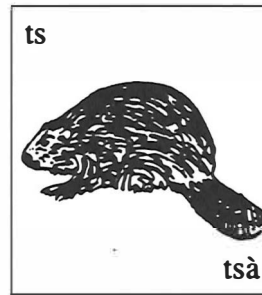
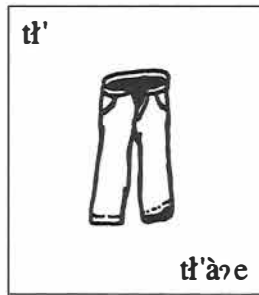
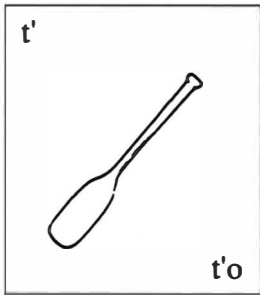


Dogrib Vowels




Dogrib Diphthong





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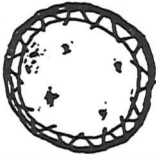
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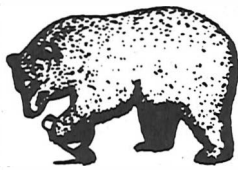
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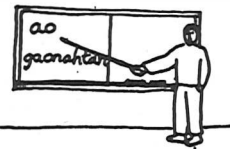
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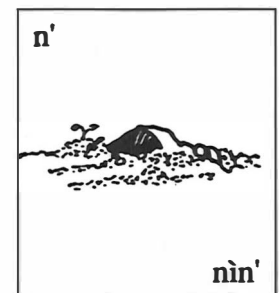
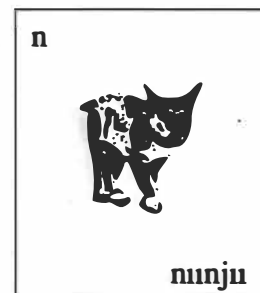
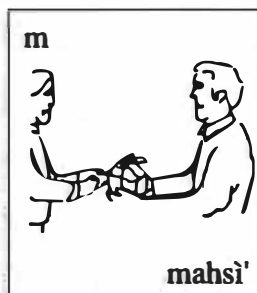
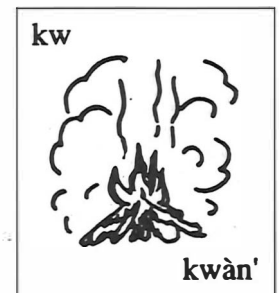
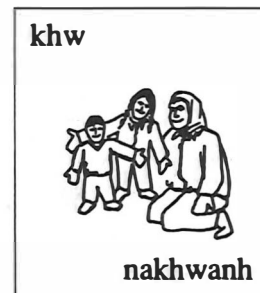
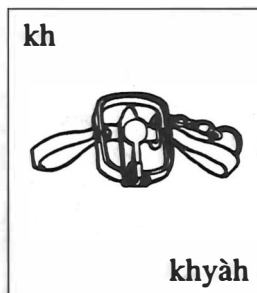
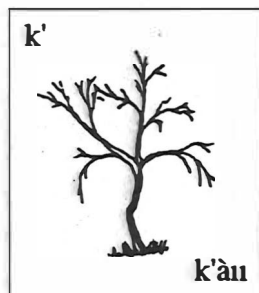
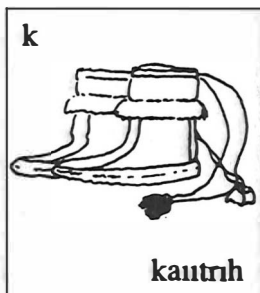
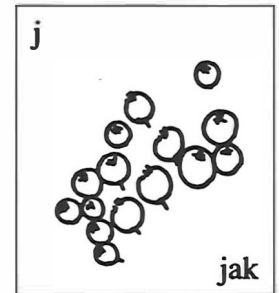
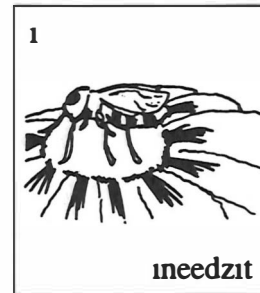
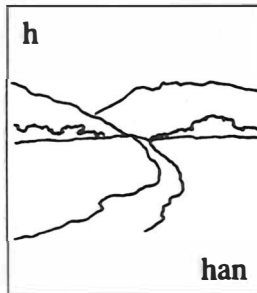
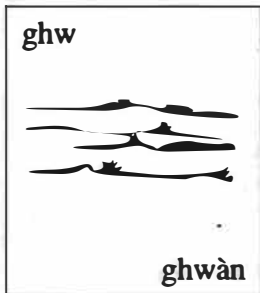
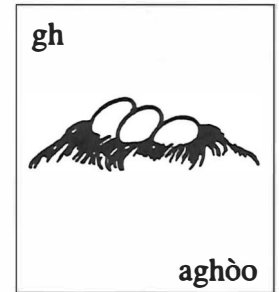
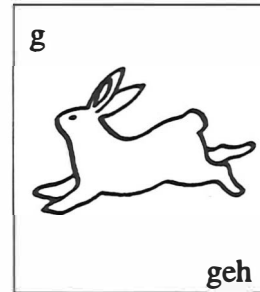
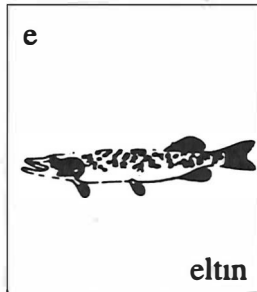
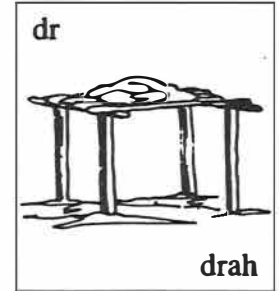
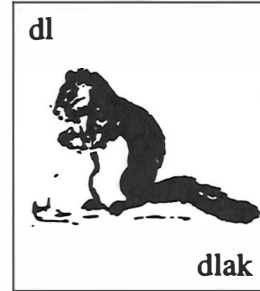
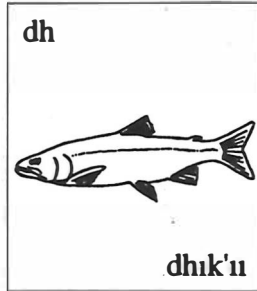
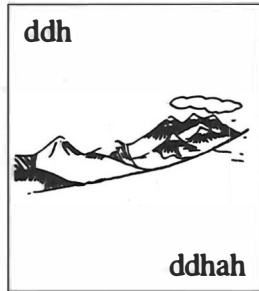
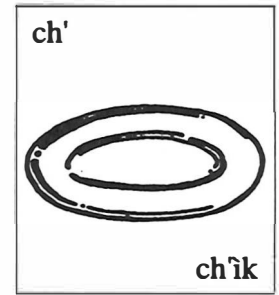
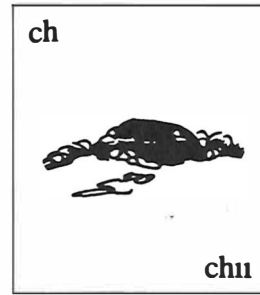
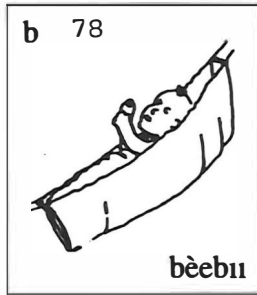
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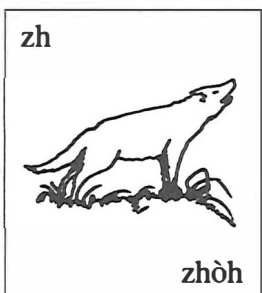
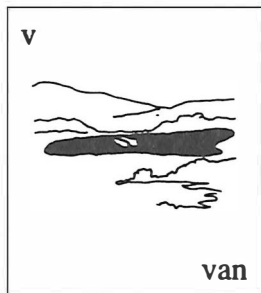
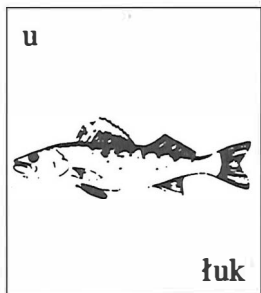
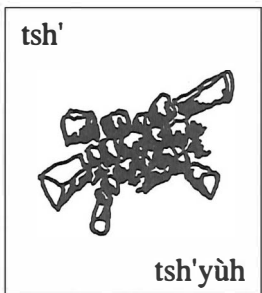
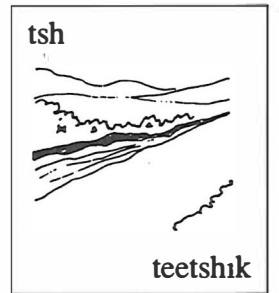
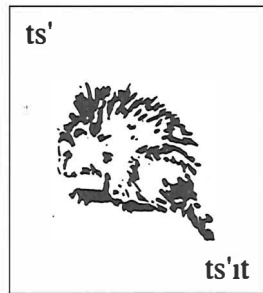
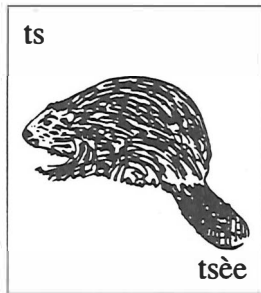
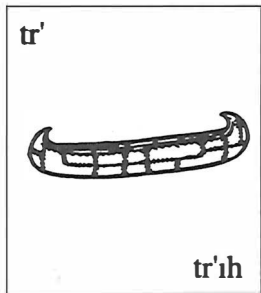
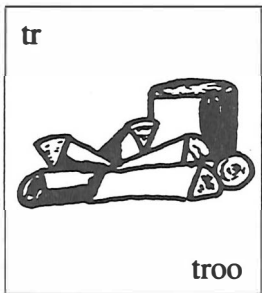
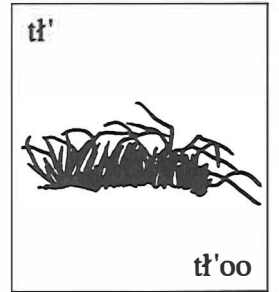
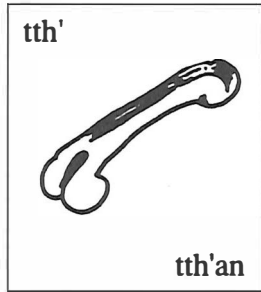
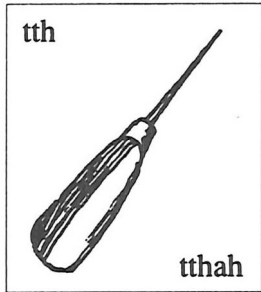
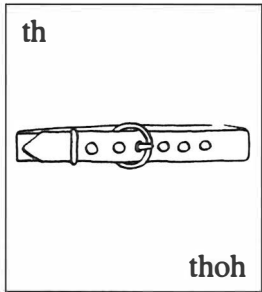
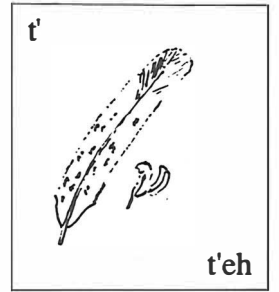
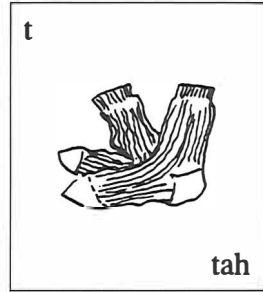
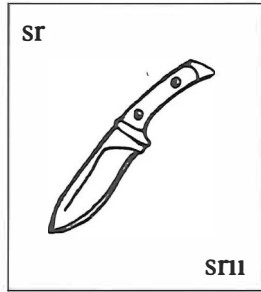
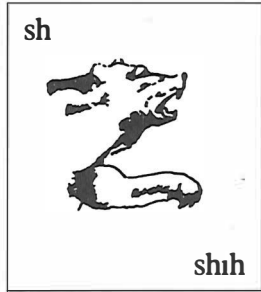
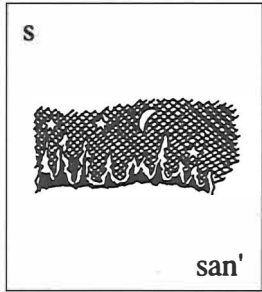
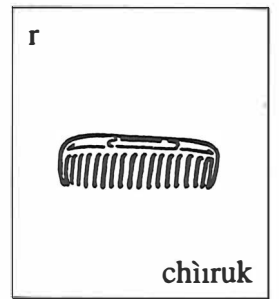
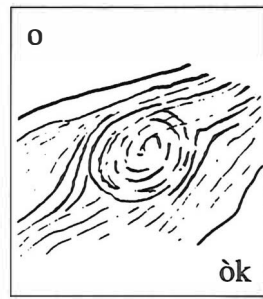
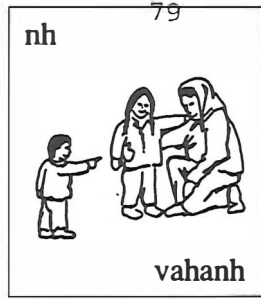
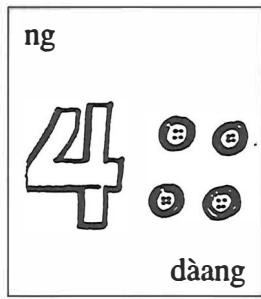
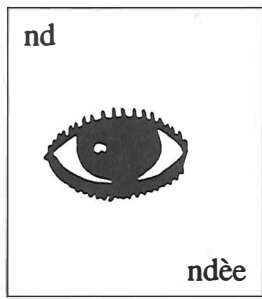
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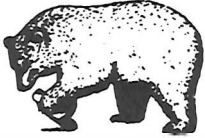




1990 Gwich'in
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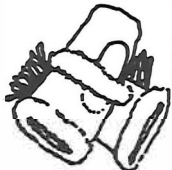
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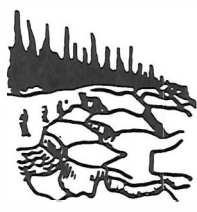
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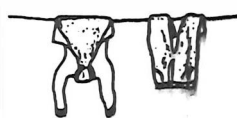
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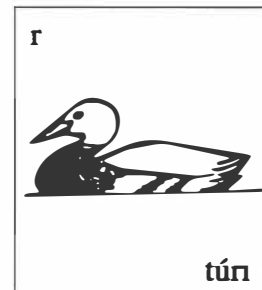
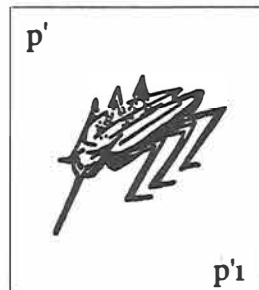
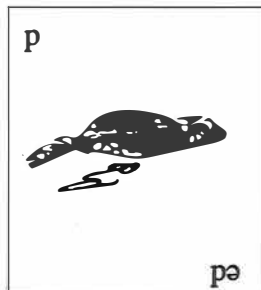
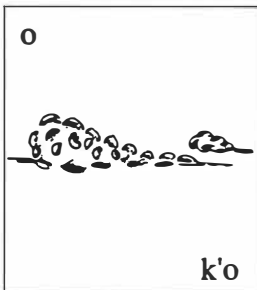
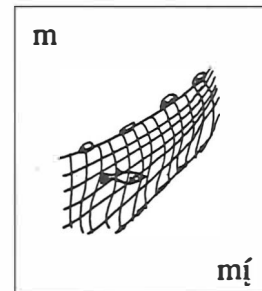
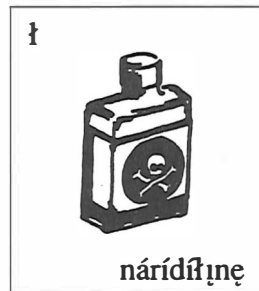
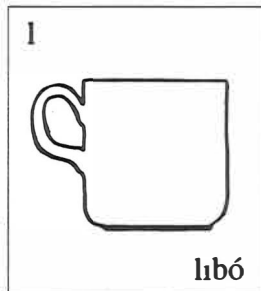
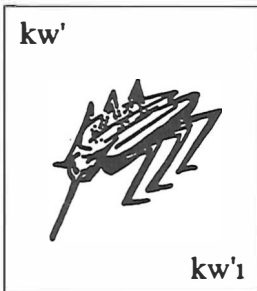
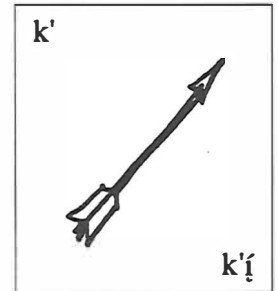
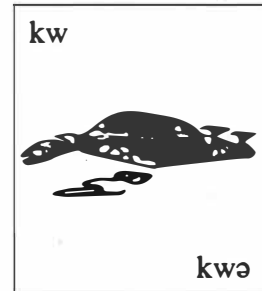
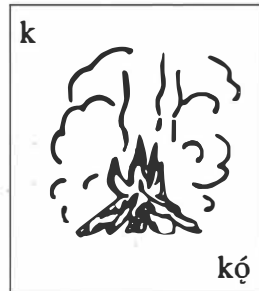
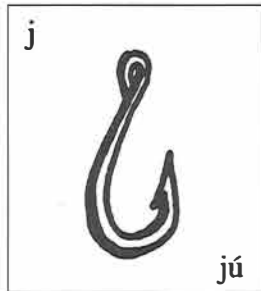
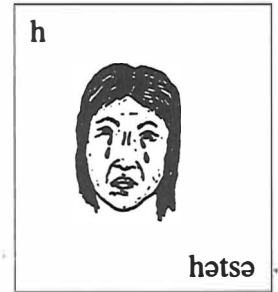
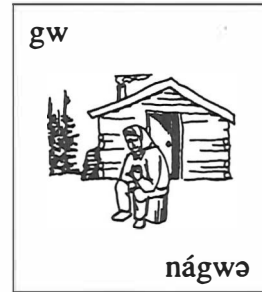
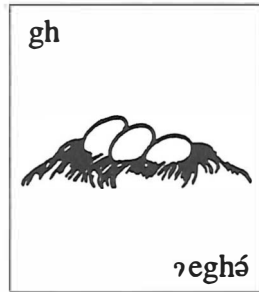
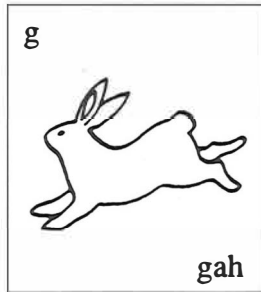
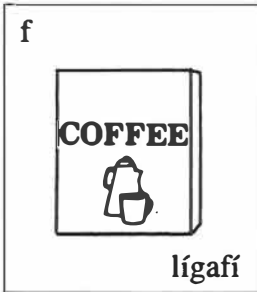
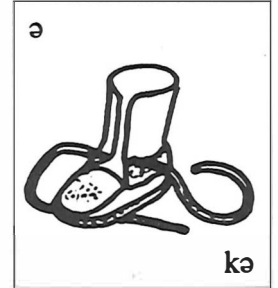
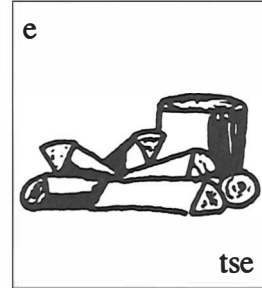
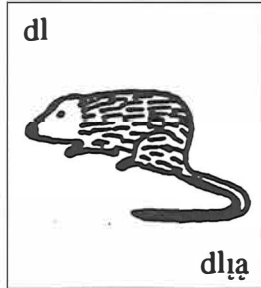
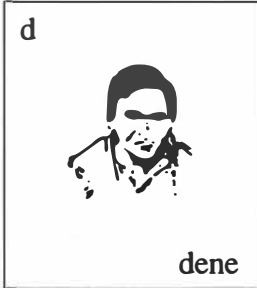
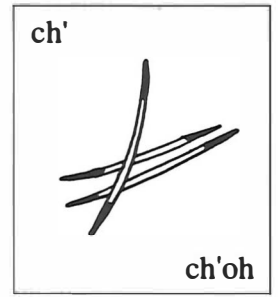
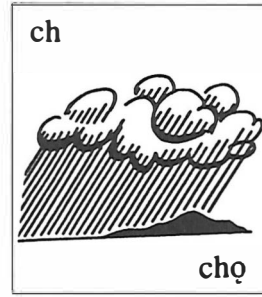
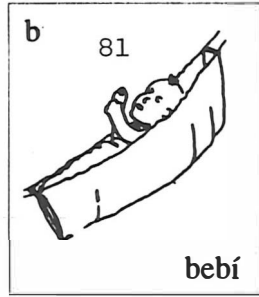
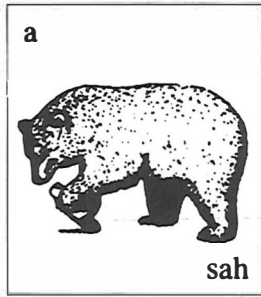
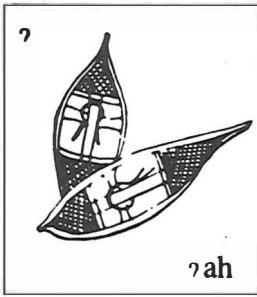
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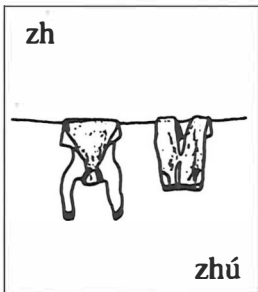
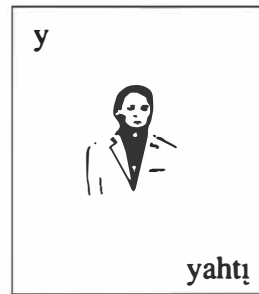
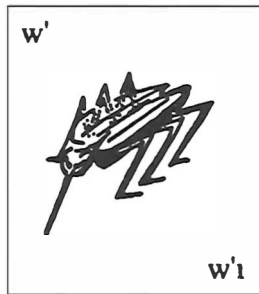
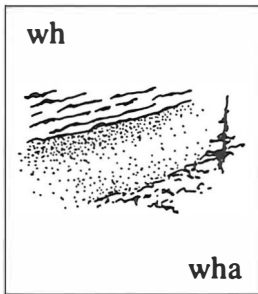
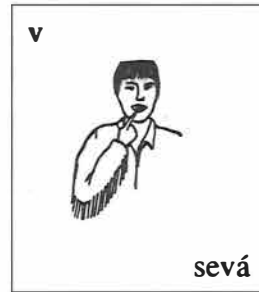
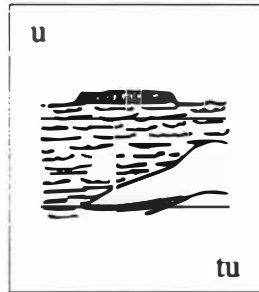
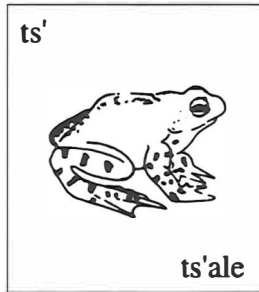
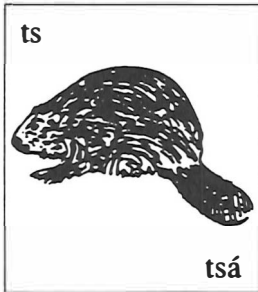
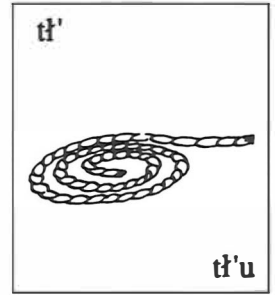
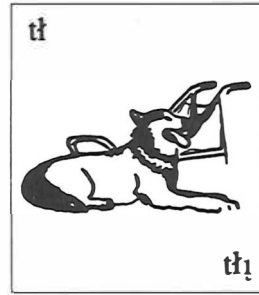
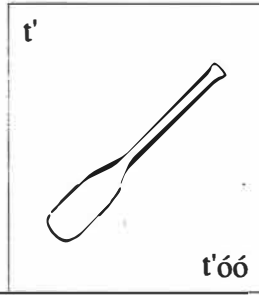
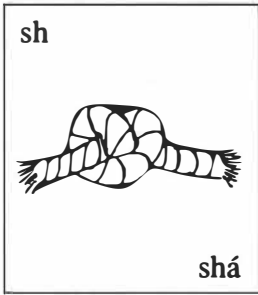
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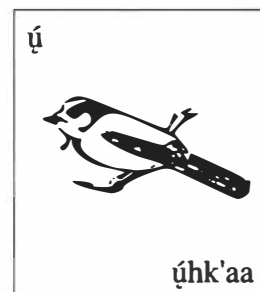
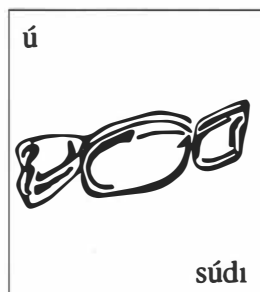
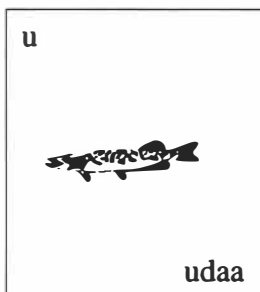
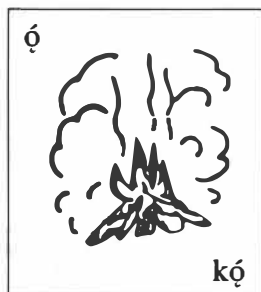
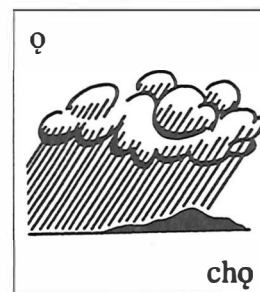
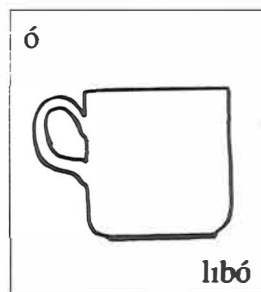
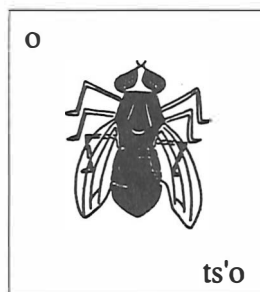
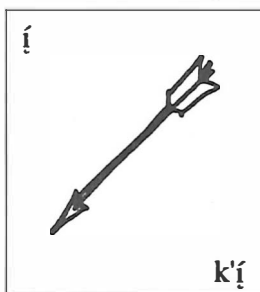
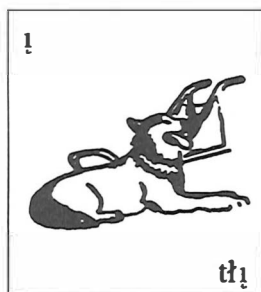
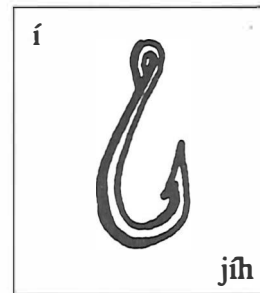
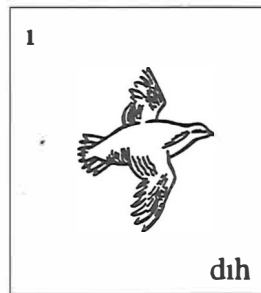
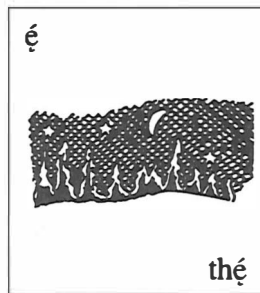
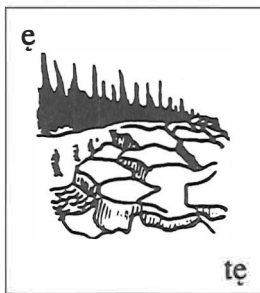
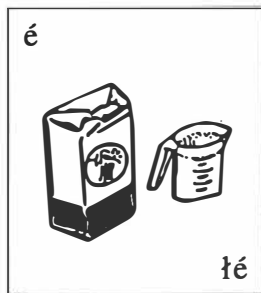
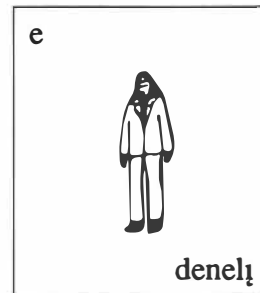
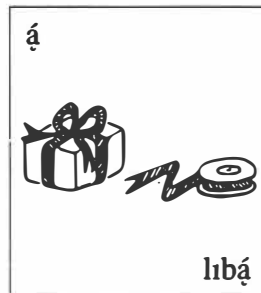
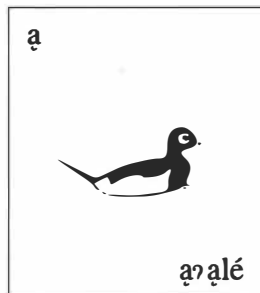
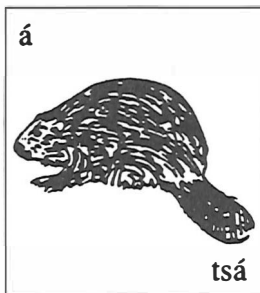
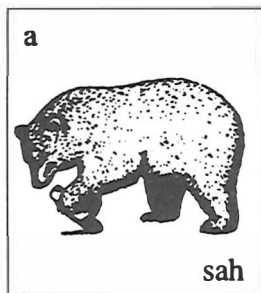


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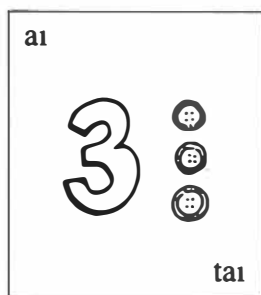
North Slavey Vowels



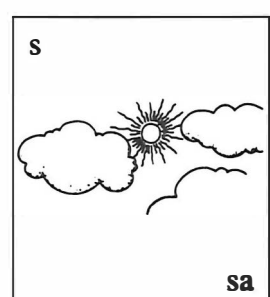
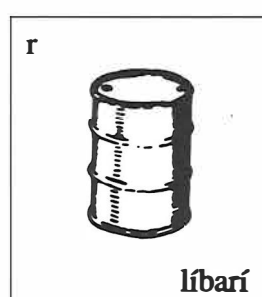
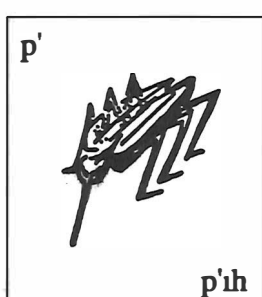
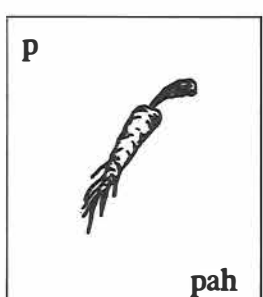
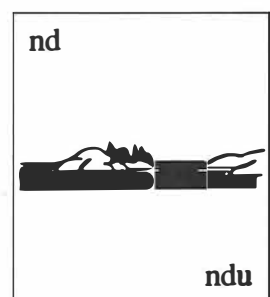
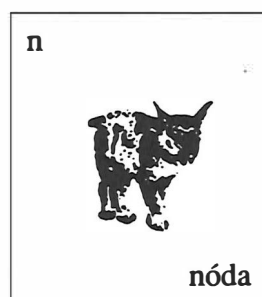
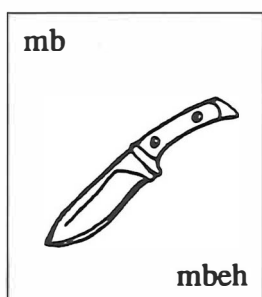
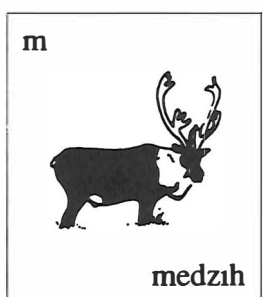
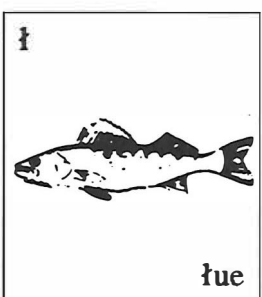
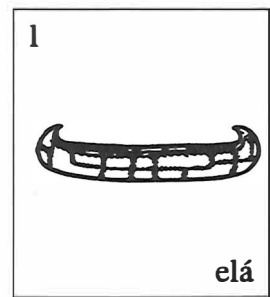
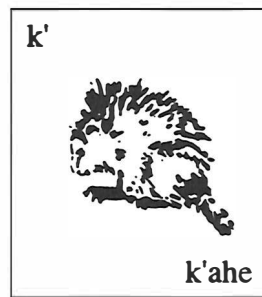
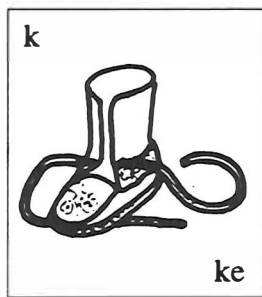
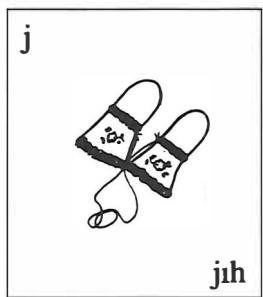
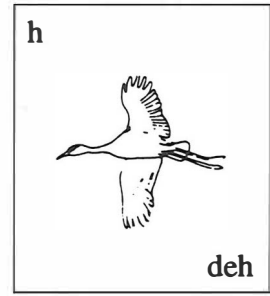
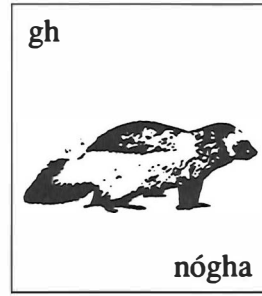
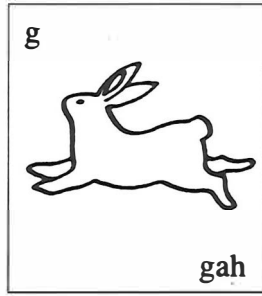
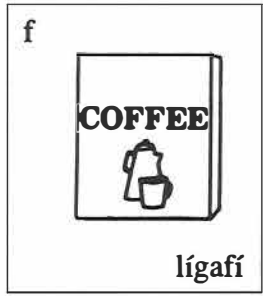
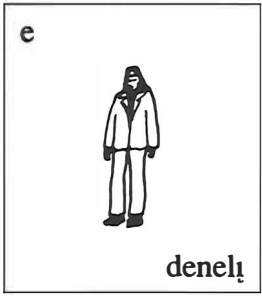
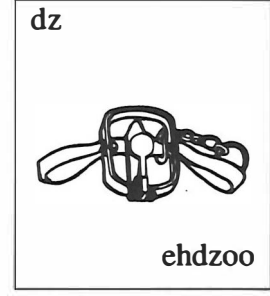
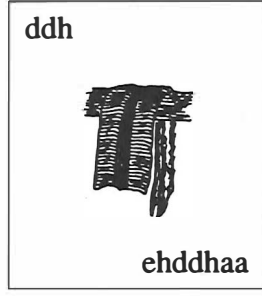
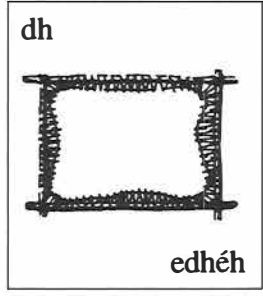
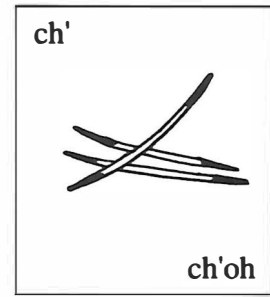
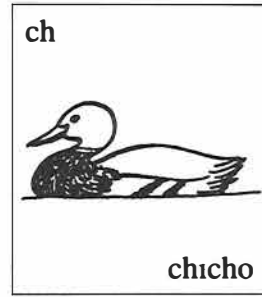
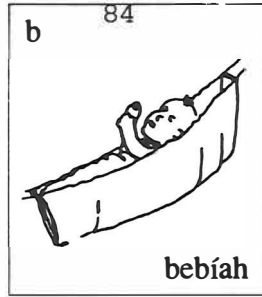
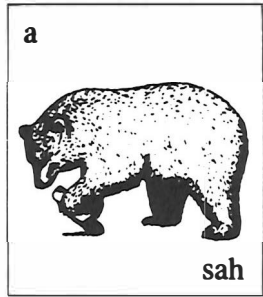


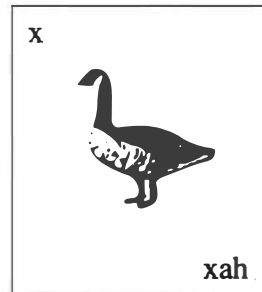
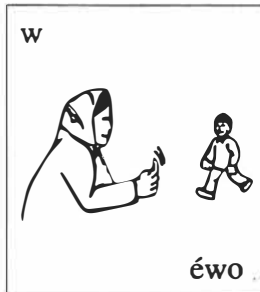
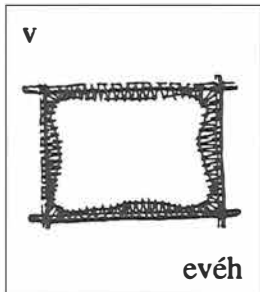
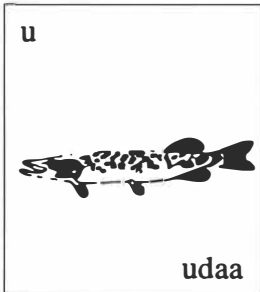
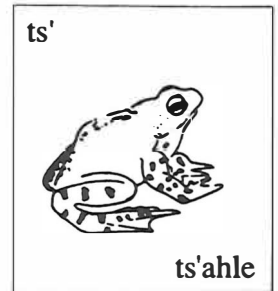
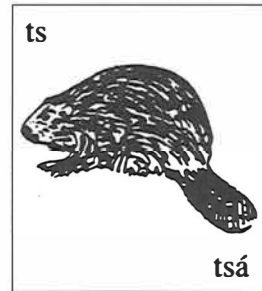
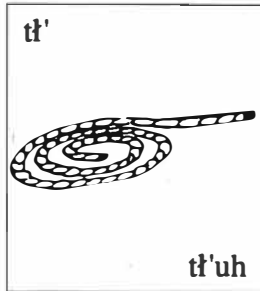
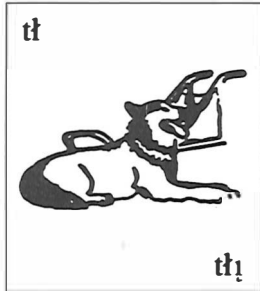
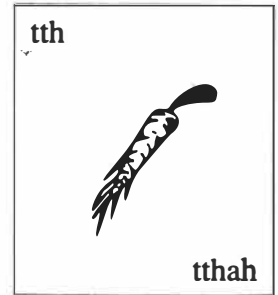
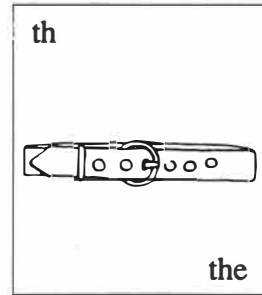
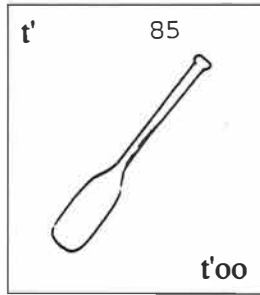
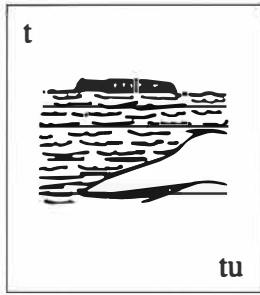
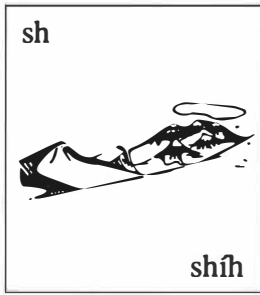


South Slavey Vowels



South Slavey Diphthongs





1990 South
Slavey
Standardization
Committee

South Slavey
Alphabet