

Rosetta Stone & Navajo Language Renaissance: Collaboration for Revitalization

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The Rosetta Stone Endangered Language Program

The Endangered Language Program has worked with Native language communities to create custom Rosetta Stone software for use in their language revitalization programs. Through a variety of development models designed to make Rosetta Stone software available to a wide range of indigenous groups, we promote global linguistic diversity and embody Rosetta Stone's belief that language learning makes the world a better place.



Timeline

- ❖ 1999 First EL project launched at Rosetta Stone
- ❖ 2004 Endangered Language Program founded
- ❖ 2006 Mohawk Level 1
- ❖ 2007 Iñupiaq (Coastal) Level 1
Inuttitut Level 1
Two company grants offered (Chitimacha, Navajo)
- ❖ 2009 Mohawk Level 2
- ❖ 2010 Chitimacha Levels 1 & 2
Navajo Levels 1 & 2
Iñupiaq (Kobuk/Selawik) Level 1
- ❖ 2011 Iñupiaq (North Slope) Levels 1-3

IÑUPIAQ - North Slope
Barrow, AK

**IÑUPIAQ - Coastal and
Kobuk/Selawik**
Kotzebue, AK

INUTTITUT
Nain, NL

Mohawk
Kahnawake Mohawk
Territory

NAVAJO
Window Rock, AZ

CHITIMACHA
Charenton, LA

ALASKA

CANADA

UNITED STATES



Navajo Language Renaissance

- ❖ 501(c)(3) nonprofit corporation
- ❖ Navajo linguists and language educators from Arizona, New Mexico, and Utah
- ❖ Full support of the Navajo Board of Education
- ❖ Recipient of a 2007 Rosetta Stone Endangered Language Program grant for software development

Rosetta Stone Endangered Language Program + Navajo Language Renaissance

The goal:

- ❖ Use of Rosetta Stone Navajo in 100% of Navajo Nation Schools
- ❖ Rosetta Stone Navajo available in all Navajo Nation chapter houses
- ❖ Use of Rosetta Stone Navajo by Navajos living outside the reservation

Guiding principles

- ❖ Language knowledge is provided primarily by the sponsoring communities
- ❖ Language work takes place within the sponsoring community
- ❖ All intellectual property, sales, and distribution rights belong to the sponsoring group

Other guiding principles

- ❖ Customize language functions whenever possible
 - ❖ e.g. Rosetta Stone English teaches 'How are you?'
 - ❖ Rosetta Stone Navajo teaches 'What are you doing?'
- ❖ Customize for cultural items whenever possible
- ❖ Local, relevant photography
- ❖ Native speaker audio

'asdzání



'asdzání



hastiin



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 »



Diyogí yishtł'ó.



'Asdzání diyogí yitł'ó.



Diyogí deitł'ó.



yoo'



yoo'



yoo'



látsíní



látsíní



yoostsah



Continue with activity

'At'ééyázhí 'adlâ.



'At'ééké yázhí 'adlâ.



'At'ééké yázhí da'adlâ.



'Ashkii yázhí 'ayâ.



'Ashiiké yázhí 'ayâ.



'Ashiiké yázhí da'ayâ.



Continue with activity



Yá'át'ééh.



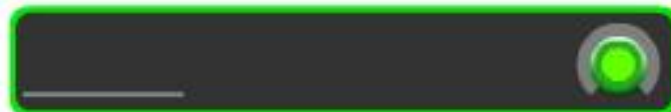
'Aoo', yá'át'ééh.



'Aoo', yá'át'ééh.



Yá'át'ééh.



A collaborative effort

- ❖ Collaborative decision making
- ❖ Variety of inputs from
 - Elders
 - Community (different dialect speakers)
 - Family
 - Linguists
 - Language professors and teachers
 - Voicers / voice actors
 - Language team
- ❖ What is “standard Navajo”?

Decisions in the lexicon

❖ Word length

- | | |
|------------------------------|--------------|
| • chid7 bik4e'j8' 'adeez'1h7 | 'truck' |
| • '44' naats'--d7t'3h7 | 'T-shirt' |
| • pa' hooghan7d00 | 'family' |
| • ch'iy11n '1daal'7n7 g0ne' | 'kitchen' |
| • 'awoo' bee yich'iish7 | 'toothbrush' |
| • 'awoo' bip yich'iish7 | 'toothpaste' |

Decisions in the lexicon

❖ Coining words:

- peeyi' g11l7 'subway'
- tsx99p hane'4 'e-mail'
- '44' naats'--d7t'3h7 'T-shirt'

❖ Dialects:

- yas / zas 'snow'
- n7t'66' / `t'66' / `d66' past tense
- gohw44h / 'ahw44h / dihw44h 'coffee'
- na'ah00hai 'chicken, rodeo' / agod7 'chicken'

❖ 'ahinoolch44p

❖ 'ahi'noolch44p

❖ 'ahenoolch44p

'they (2) are running'

❖ da'ad1n7 g0ne'

❖ da'ad1n7di

❖ da'jiy1n7di

❖ da'jiy1n7 g0ne'

'in the restaurant / dining room'

'at the restaurant'

'at the restaurant'

'in the restaurant/dining room'

❖ 'adl3 / yidl3

❖ 'aak'ee / 'aak'ei

❖ b44sh / b47sh

'he is drinking (it)'

'fall (season)'

'metal, knife'

❖ bik11' dah 'asd1h7 / bik'i dah 'asd1h7

'chair'

Decisions in the lexicon

❖ dootp'izh	'green-blue (thing)'
❖ t1tp'id dootp'izh	'moss green, green'
❖ t1tp'idgo dootp'izh	
❖ ch'ilgo dootp'izh	'green'
❖ y1go dootp'izh	'blue or sky blue'
❖ pizhingo dootp'izh	'royal/navy blue'
❖ diphipgo dootp'izh	
❖ y4ego dootp'izh	

Teaching verb-heavy language: Classificatory stative verbs

Bikáá' dah 'asdáhí
díkwísh sinil?



Bikáá' dah 'asdáhí
díjį' sinil.



Joot díkwísh sinil?



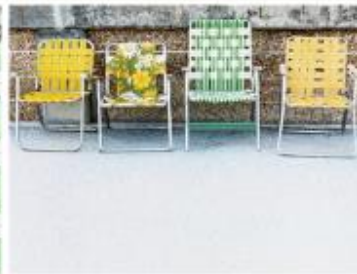
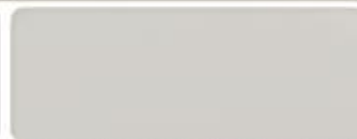
Tsásk'eh díkwísh
sinil?



Tsásk'eh naaki
sinil.



Joot t'áálá'í si'á.



Teaching verb-heavy language: Using stative verbs to teach handling verbs

'Ashkii 'éí hastiin
hane' binaaltsoos
yeiníltsooz.



Hane' binaaltsoos
kwii síltsooz.



Naaltsoos nánijé'ígíí
kwii sinil.



'Asdzání hastiin
naaltsoos nánijé'ígíí
yeiníníl.



Mósí kwii sitǵ.



'Acheii 'éí 'áłchíní
mósí yeiníktǵ.



Teaching verb-heavy language: Handling verbs

Shizhé'é bee 'ąą nídítłhí sheeníłt.



'Adąądąą' bee 'ąą nídítłhí naa níníl.



'Azee'íł'íní 'azee' yaa yí'aah.



'Azee'íł'íní 'azee' sheeníłt.



Shizhé'é bee 'ąą nídítłhí sheeníłt.

Teaching verb-heavy language: Handling verbs

'Ashkii bá'ólta'í
bilasáana yeiní'á.



Sik'is bikee' sheiníníl.



Nihizhé'é béeso
niheiníníl.



'Ashkii bá'ólta'í
bilasáana yeiní'á.



Sik'is bikee' sheiníníl.



Teaching verb-heavy language: 'Put'

Łeets'aa' nímazí yeíjááh.



Łeets'aa' nímazí sinil.



Łeets'aa' nímazí
bikáá'adání yikáá' niíníít.



Łeets'aa' nímazí sinil.



Łeets'aa' nímazí yeíjááh.



Teaching verb-heavy language: 'Put'

	<p>Háadi bee 'ąą nídiťhí <u>nííńil</u>? </p> 	<p>Bikáá'adání bikáá' dah <u>sénil</u>. </p> 
<p>Bikáá' dah 'asdáhí bikáá' dah <u>sé'á</u>. </p>	<p>Bikáá'adání bikáá' dah <u>sénil</u>. </p>	<p>Háadi naaltsoos <u>nííńí'á</u>? </p>
		

Teaching verb-heavy language: Irregular verbs

'Ashkii yázhí yilwoł.



'Ashiiké yázhí 'ahinoolchéét.



'Ashiiké yázhí yijah.



'At'ééyázhí yigáát.



'At'ééké yázhí yi'ash.



'At'ééké yázhí yikah.



Teaching verb-heavy language: Dual and plural, regular and irregular verbs

'At'ééké yázhí yi'ash.



Hastóí dóó sáanii nida'ałkóó'.



Hastiin dóó 'asdzání 'ólta'.



Hastóí dóó 'asdzání yikah.



'At'ééké yázhí 'álhosh.



Hastóí dóó sáanii viyah.



Use in the classroom

❖ Required texts / teaching materials:

- Navajo Language Renaissance: Rosetta Stone Classroom
 - <http://navajolangren.rosettastoneclassroom.com/en-US/>
- *Conversational Navajo Dictionary* w/CD – Garth A. Wilson
- *Navajo Alphabets*, pronunciation CD – Clayton Long

Use in the classroom

❖ Required technology and software:

- Personal laptop and headset
- Language lab and Navajo multimedia materials
- License for Rosetta Stone classroom (purchased from bookstore)
- Angel (student-management platform)
- Microsoft® Word
- Navajo font
- Books in Navajo:
 - <http://www.dinecollege.edu/cdte/mmbooks/tsf>

L2-only teaching strategies

❖ Primarily oral

- Use gestures, miming, actions, pictures, TPRS (Teaching Proficiency through Reading & Storytelling), and more

❖ Immersion (no English translation)

- Engage students in communicative activities.

❖ Teach through repetition of vocabulary that was introduced the whole semester/year.

❖ Activities and Games in Navajo: board games, card games, etc.

❖ Student must understand the word before they can produce a word.

❖ Grammar will come naturally through teaching unless the learner otherwise asks for explanation.

❖ Use praise and use positive forms of correction.

Use in the classroom: Angel

The screenshot shows the Angel LMS interface for the course NAVA 111 - Elementary Navajo I SECTION 001 - 2012FA. The browser address bar displays the URL: https://angel.sanjuancollege.edu/section/default.asp?id=NAVA_111_001_2012FA.

The course title is **NAVA 111 - Elementary Navajo I SECTION 001 - 2012FA**. Below the title is a navigation bar with tabs: **Course**, **Calendar**, **Lessons** (selected), **Resources**, **Communicate**, **Report**, **Automate**, and **Manage**.

A breadcrumb trail shows the path: **Home** > **Course** > **Lessons**.

The main content area is titled **Lessons** and includes a sub-menu: **Add Content**, **Rearrange**, **Reports**, **Utilities**, **Submissions**, and **Preferences**.

The left sidebar contains a vertical menu with icons for: Home, Help, Power, Folder, User, and Chat. At the bottom of the sidebar, there is a PDA icon and the number 508.

The main content area lists several resources:

- Start Here**
- Community Practicum Log and Language Lab Log**
Print this two documents and keep a record of your language use & practice log
- Class Supplemental Handouts & Audio**
- Course Syllabus and Course Guide**
- Navajo Font, Installation Instruction, & Websites for other Navajo Fonts**
Download free Navajo Fonts. Please follow the instructions carefully!
- Unit Lesson Lectures and Review Questions**
- Oral Presentation Self-Reflection**
Unit 1 Lesson 1
- Common Questions About The Course**

Use in the classroom: Angel



Class Supplemental Handouts

[Add Content](#) [Rearrange](#) [Settings](#) [Reports](#) [Utilities](#)

Print these handouts prior to the first day of class.



Saad Bee Alini



Useful Phrases for the Classroom



Languages, Culture, & Migrations



Songs



Question Words & Games

Angel: The flipped classroom

The screenshot shows a web browser window with the title "NAVA 111 - Elementary Navajo I SECTION 001 - 2012FA - Mozilla Firefox". The address bar displays the URL "https://angel.sanjuancollege.edu/section/default.asp?id=NAVA_111_001_2012FA". The browser tabs include "Welcome to San Juan College", "MySJC Portal", and "NAVA 111 - Elementary Navajo I SEC...".

The main content area is titled "NAVA 111 - Elementary Navajo I SECTION 001 - 2012FA" and features a navigation menu with the following options: Course, Calendar, Lessons (selected), Resources, Communicate, Report, Automate, and Manage.


A breadcrumb trail indicates the current location: Home > Course > Lessons > Unit Lesson Lectures and Review Questions.

The left sidebar contains a vertical menu with icons for Home, Help, Power, Folder, User, and Chat.


The main content area displays the following sections:

- Unit Lesson Lectures and Review Questions**
Add Content Rearrange Settings Reports Utilities Submissions Delete
- Navajo Verb**
- Unit 1 Lesson Lectures & Review Questions**
- Unit 2 Lesson Lectures & Review Questions**
- Unit 3 Lesson Lectures & Review Questions**
- Unit 4 Lesson Lectures & Review Questions**

Use in the classroom: Angel

 **Unit 1 Lesson Lectures & Review Questions**
[Add Content](#) [Rearrange](#) [Settings](#) [Reports](#) [Utilities](#) [Submissions](#) [Delete](#)

 **Unit 1 Lectures: Language Basics**

 **Unit 1 Review Questions**

 **Unit 1 Lectures: Language Basics**
[Add Content](#) [Rearrange](#) [Settings](#) [Reports](#) [Utilities](#) [Submissions](#)

 **Unit 1 Lesson 1: Basic Sentences**

 **Unit 1 Lesson 2: Everyday Items**

 **Unit 1 Lesson 3: Colors and Sizes**

 **Unit 1 Lesson 4: Clothing & Quantities**

Use in the classroom: Angel



Unit 1 Lesson Lectures & Review Questions

[Add Content](#) [Rearrange](#) [Settings](#) [Reports](#) [Utilities](#) [Submissions](#) [Delete](#)



Unit 1 Lectures: Language Basics

Nouns with plurals

Singular

- 'asdzaní



- hastiin
- 'at'éeyázhí
- 'ashkiiyázhí

Dual & Plural

- sáanii



- hastóí
- 'at'éeké yázhí
- 'ashiiké yázhí

3rd Person Plural with prefixes before -da-

Singular & Dual

- Ch'iyáán 'íílééh
- Na'aílkóó'
- 'ak'e'et'chí

Plural

- Ch'iyáán 'adeilée'h
- Nida'aílkóó'
- 'ak'eda'at'chí

Use in the classroom: Angel



Unit 1 Lesson Lectures & Review Questions

Review Questions

- Explain in your own words what are the difference between a singular and plural nouns?
- What is the function of the -da- prefix?
- Write 2 sentences with irregular verb, one singular and one with plural.



Complementary materials: Workbooks

Unit 1 Lesson 1 Worksheet 1

Exercise 1. Cross out the word that does not belong. Pay attention to the number of the noun (singular/plural).

Follow the example:

sáanii

'ashkii yázhí

'asdzání

1) 'ashiikéyázhí

'ashkii yázhí

'at'ééyázhí

2) 'asdzání

hastóí

'at'éékéyázhí

3) hastiin

sáanii

hastóí

4) 'at'ééyázhí

hastiin

'at'éékéyázhí

Exercise 3. Fill in the blank with the correct noun based on the photo. Follow the example:

1)



'at'ééyázhí

2)



3)



4)




5)



Complementary materials: Quizzes

Unit 1 Lesson 1, Quiz

Exercise 1. Based on the picture, write the correct verb for the sentence. Follow the example:

1)		2)		3)		4)		5)	
	<u>yilwoł</u>		_____		_____		_____		_____

Exercise 2. Place a check mark next to the sentence if the underlined word is correct. If not, provide the correct word. Follow the example:

- | | | | |
|----|-------|-----------------------------------|-----------------------|
| 1) | _____ | <u>'Ashkii yázhí</u> yijah. | <u>'Ashiiké yázhí</u> |
| 2) | _____ | <u>Hastóí</u> ch'iyáán 'ádeilééh. | _____ |
| 3) | _____ | <u>'Asdzání</u> 'ółta'. | _____ |
| 4) | _____ | <u>'At'ééyázhí</u> 'ak'eda'at'hí. | _____ |
| 5) | _____ | <u>Hastiin</u> 'ayá. | _____ |

Language learners today

- ❖ Up until now, most Navajo curricula have been based on Navajo as a first language.
- ❖ Now, most students who know the language go to college with Navajo as a second language.
- ❖ There's a need to change the curriculum from first language to second language instruction.
- ❖ Rosetta Stone is helping with this shift, supporting NLR's efforts to develop workbooks & the online test.

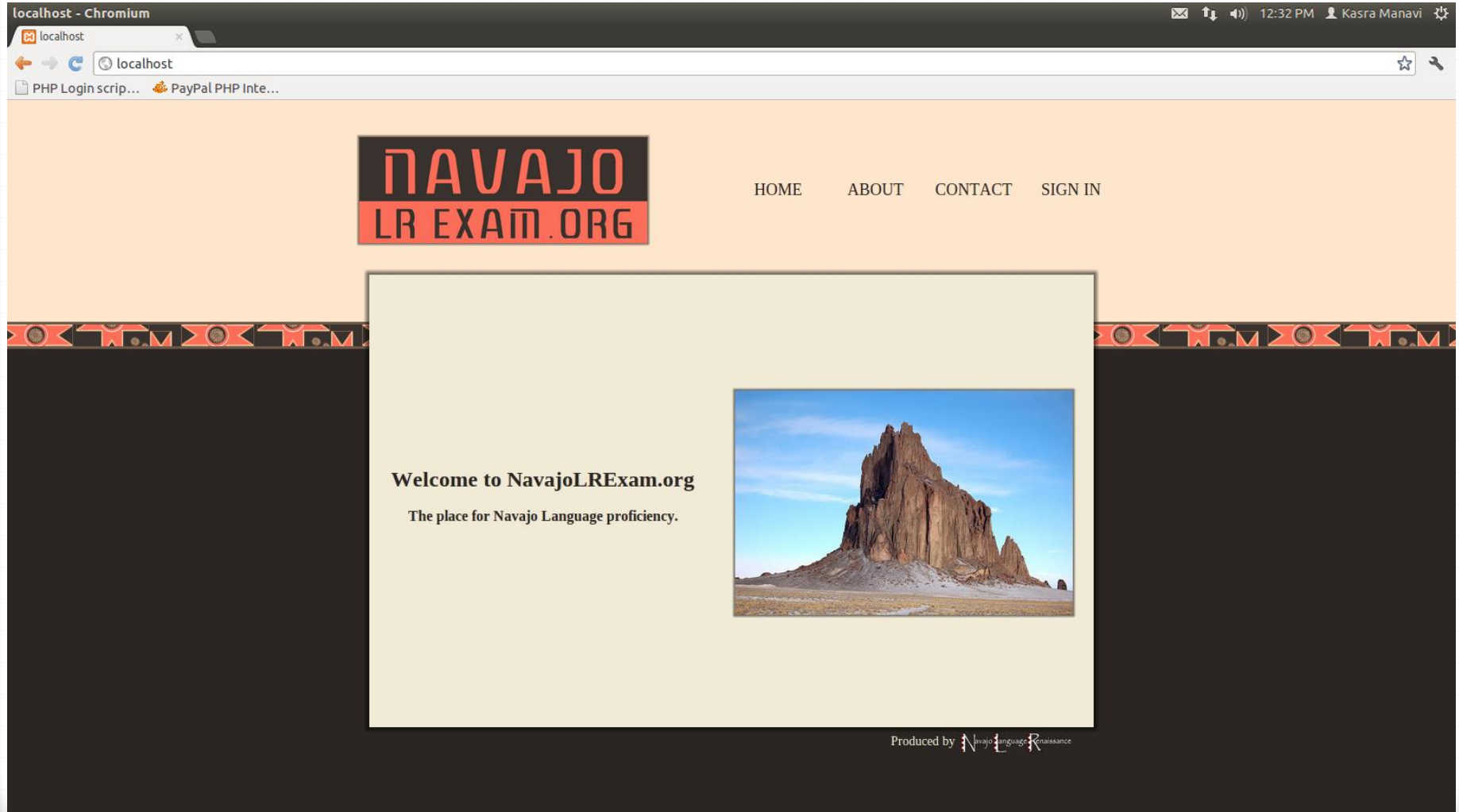
Use as a proficiency exam

- ❖ The Navajo Nation offers the Chief Manuelito Scholarship to Navajo high school students who have completed the equivalent of Navajo Language I and II
- ❖ Not all Navajo students have access to Navajo language classes, so an entire subset of students automatically doesn't qualify
- ❖ Navajo Nation scholarship office actually approached Navajo Language Renaissance to create this test

Use as a proficiency exam

- ❖ We have formatted the workbooks for Level I and II into a simple online exam which test for Navajo proficiency.
- ❖ Students sign up for an account, pay the examination fee and take the test.
- ❖ Students who pass receive a certificate, which can exempt them from taking Navajo I and II classes.

NavajoLRExam.org



NavajoLRExam.org

localhost/mainuserpage.php - Chromium

localhost/mainuserpage.php

localhost/mainuserpage.php

PHP Login scrip... PayPal PHP Inte...

NAVAJO
LR EXAM.ORG

HOME ABOUT CONTACT SIGN IN

Welcome Kasra, what would you like to do?

Download Fonts and/or Keyboards:

Download the Navajo font/keyboard package [here](#) and install before taking the exam.

Pay for an exam:

Navajo Language Renaissance accepts Paypal payments [here](#).
You have paid for 0 exams.

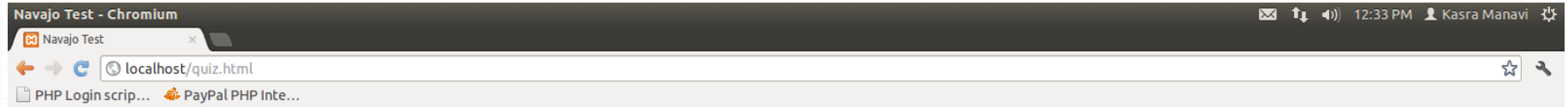
Take an exam:

You are current ineligible to take the exam.
Take the practice exam [here](#) , or pay to take the official exam.

View prior exams and print certificates:

View past exams and print certificates [here](#).
You are current have 0 exams on file.

NavajoLRExam.org



Navajo Test

Question 2 of 7 - CORRECT - Point Value: 10

Select the word that correctly completes the sentence.

Hastiin dichin (nisin / nizin).

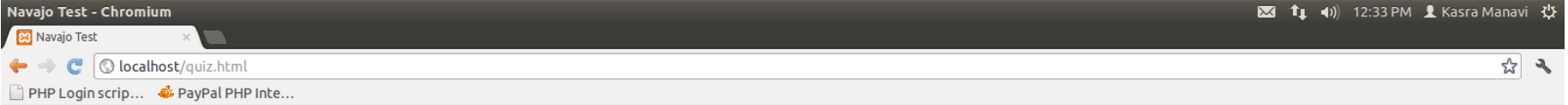
☒ nisin

☐ nizin

Quiz Review

PREV NEXT

NavajoLRExam.org



Navajo Test

Question 7 of 7 - CORRECT - Point Value: 10

Rearrange the order of the sentences so that they make a conversation.

Ha'át'íish nínízin?	3
Yá'át'ééh.	1
Díkwíish b́ááh 'íłj?	5
Nidaga', bee 'ąąh hadaajili bee nì'nishłé.	8
Saad bihi'níłi nisin.	4
Da' t'áá béeso bee nì'níłé?	7
'Aoo', yá'át'ééh.	2
Dí saad bihi'níłi ts'ídá 'aláahgo 'íłj.	6

Quiz Review

PREV NEXT

Who is buying Rosetta Stone Navajo?

- ❖ Navajos are not the only people buying Rosetta Stone Navajo – orders have been received from all over the continental United States and internationally.
- ❖ Navajo Language Renaissance uses profits from sales of Rosetta Stone Navajo to continue its pursuit of Navajo language revitalization.
- ❖ A variety of schools, community colleges, museums, health centers, chapter houses, universities.

Potential outside of the classroom

- ❖ We see interest from non Native American linguists who enjoy learning languages
 - <http://www.youtube.com/watch?v=aeqCw6tFdE4>
- ❖ We see Rosetta Stone Navajo as a broader phenomenon, helping to address the shift from L1 to L2 speakers.
- ❖ Navajo Language Renaissance working in conjunction with Rosetta Stone may also be formalizing/standardizing the Navajo Language

Future work on Rosetta Stone Navajo

- ❖ Further development of workbooks (Level 1 is in progress and Level 2 is forthcoming)
- ❖ Going live with the Navajo LR Exam website (probably October 2012)

Hágoónee'.



Hágoónee'.



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