Language Education, Linguistics, and Publishing

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Indigenous and Endangered Languages Lab Reunion
Purdue University
May 2019

What to expect today

- Who am I?
- What is Read With You?
- Publishing and ESL Curriculum Development
- Translation
- Research and the American Language Journal
- Read With You and Language Revitalization

Who Am I? Role in the IEL Lab at Purdue

- Tuahka Dictionary
- Mayangna Asangpas Textbook Project
- Indigenous and Endangered Languages Lab
- Thesis on Native American language revitalization
 - Ideology
 - Structure of Educational Programs
 - Published Materials





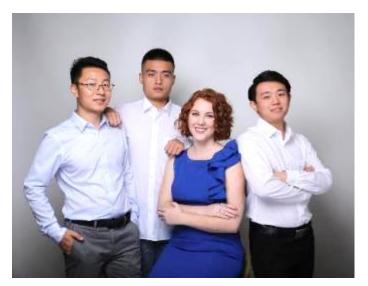




Who Am I? Role at Read With You

- Building education company and publisher, Read With You
- Head of research and development at Read With You
- American Language Journal Editor









Inspiring · Nurturing · Connecting

What is Read With You

- Read With You is an education startup
- Focused on...
 - developing strong, student-focused, research-backed educational materials
 - connecting students with experts by offering one-on-one online lessons with certified, licensed teachers
 - bridging the divide between language researchers and language educators
 - giving back to the community through company-wide donation projects involving staff, teachers, and students
 - The golden monkey logo represents endangered species and languages

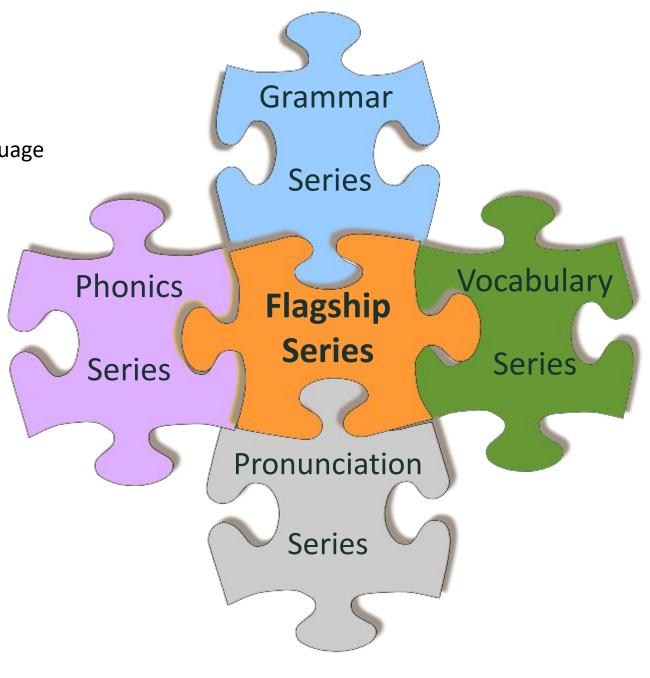
Let's focus on....

Read With You ESL Curriculum

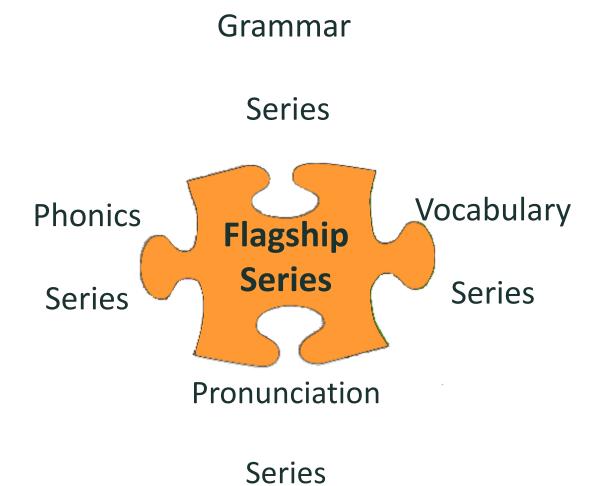
English Language Series

Series designed to support each aspect of language learning

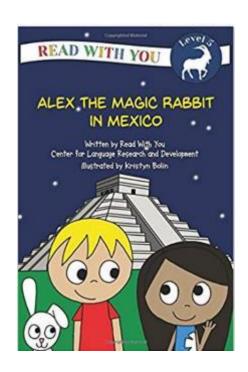
- Fully adaptable to individual students' skills
- There's a book for every student.



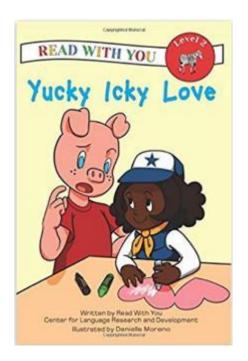
Let's look deeper...

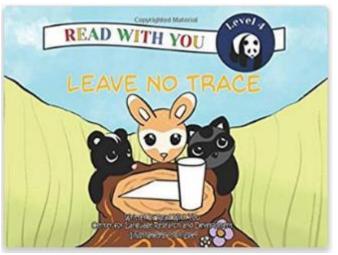


for English Language Learners









teaching grammar on every page

Grammar: Modal Verbs

In English, modal verbs serve many purposes. Modal verbs include: would, could, and should.

One purpose of modals is to show politeness. For example, when offering help, a speaker could say, "I can help you." This focuses on the speaker's abil to help. Another option is for the speaker to say "I could help you." This expresses politeness and a willingness to help.

In the story, Jabari says, "Maybe I could be of help." He is expressing a willingness to introduce Alex, Kona, and Mason to the elder from his tribe.

Another purpose of modals is to express conditional results. In this case, the condition is described using an "if" clause. Let's look at some examples:

"Wow, if the elephants hadn't broken the box, we never would have found this hidden key!" Alex said.

"If we dehorn Zaza, we could give the poachers his horn!" exclaimed Kona.

As you reread the story, draw a line under each sentence with a modal verb. How many can you find?

36

"Yes, it is, but their greed means they keep coming back," said Jabari.

"You know what? I've read that safely chopping rhinos' horns could save them from poachers," said Alex.

"How? Would you please tell me more about it?" asked Jabari.



"A rhino's horn grows back if it's chopped correctly," explained Alex.

"Really?" exclaimed Mason.

"If a rhino has been dehorned, it would have no value to the poachers, who only want the horns. As a result, their live: would be spared," said Alex.

"Wow! I could save many more animals," said Jabari excitedly.

teaching vocabulary on

every page

Vocabulary

This book focuses on vocabulary of common items found at home. Read the list out loud and put a check mark next to all the words you know. Practice finding the ones you don't know in the pictures throughout the book. Once you can remember the words well, put a check mark by the word here.

1.	backpack	11.	curtain	21.	puzzles
2.	bed	12.	desk	22.	skateboard
3.	bed cover	13.	door	23.	stereo
4.	bike	14.	drawers	24.	stuffed animal
5.	blankets	15.	fish tank	25.	toy box
6.	bookshelf	16.	lamp	26.	vacuum cleaner
7.	carpet	17.	model robot	27.	window
8.	chessboard	18.	phone	28.	fence
9.	couch	19.	picture frame	29.	bathroom
10.	crayons	20.	piggy bank	30.	obstacle course

In the box below, draw a bedroom. It should include vocabulary words 1-27. If you run out of space, use the second box to make a second bedroom:



Is it under the bed?

No, but I find lots of smelly socks.

Is it in the toy box?

No, but I find the chess pieces!

Is it on my bookshelf?

No, but I find the library book!

teaching pronunciation on every page

Pronunciation: Multisyllabic Stress

This book has a lot of long words! In English, we must stress one part of the word more than the others. A "stressed" sound is one that is spoken louder and longer than others. Sometimes the first part of a word is stressed, other times it's the second part or even the third. Read the following words out loud:

In the first list of words below, the first part of the word is loudest. In this list, the loudest syllable is underlined. It should be read like: DA-da-da.

fascinating

disappointed

futuristic

interested

southernmost

continent

In the second list of words below, the second part of the word is loudest. It this list, the loudest syllable is underlined. It should be read like: da-DA-da.

Republic

instantly

re<u>mem</u>ber

immediately

Antarctica

magician

Level 5

evi magician happily announced.

"If you don't give me the map, they will never wake up," he added.

"Mason, give it to him. We have no choice," Alex said as he gave a secret signal to Kona.

Mason sighed and threw the treasure map to the evil

"Ha-ha! That's no use! They've been hypnotized" the

magician unwillingly.

43



"Ha-ha! That's no use! They've been hypnotized" the evil magician happily announced.

"If you don't give me the map, they will never wake up," he added.

"Mason, give it to him. We have no choice," Alex said as he gave a secret signal to Kona.

Mason sighed and threw the treasure map to the evil magician unwillingly.



Right when the evil magician let go of Alex to reach for the map, Alex shouted, "Now, Kona!"

She quickly tossed the pendulum that she had been making to Alex.

"Three, two, one." Alex snapped his fingers. The evil magician was hypnotized.

Mason picked up the map and exclaimed, "That was awesome teamwork!"

True Level 5

Pronunciation

focus

Pronunciation

Grammar

Vocabulary

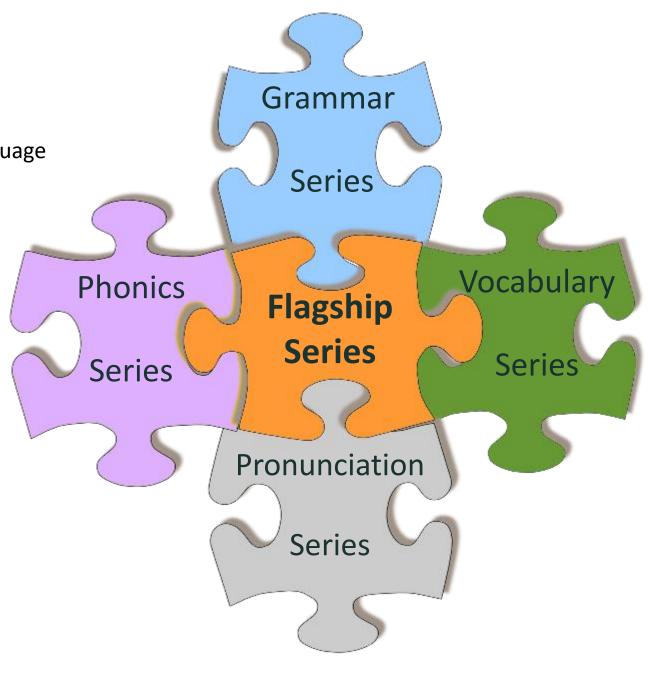
- Key Features:
- ESL Levels 1-6
- Engaging stories
- Salient focus on linguistic features
- Detailed illustrations introduce opportunities to describe
- Unique Attribute:
- Written with targeted linguistic features repeated throughout
- Take Away Point:
- Learn English naturally through <u>exposure</u> and <u>practice</u> with each linguistic feature
- Literacy Power

English Language Series

Series designed to support each aspect of language learning

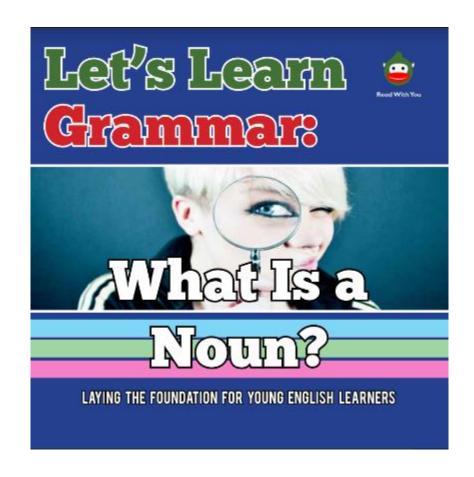
- Fully adaptable to individual students' skills
- There's a book for every student.

Let's look deeper...



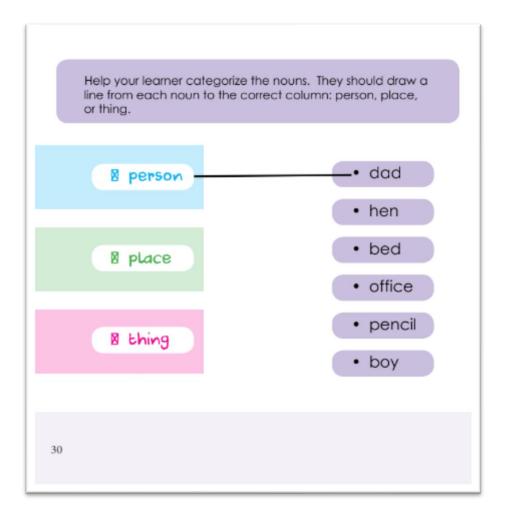
Beginner Grammar

• New series: Let's Learn Grammar



Beginner Grammar

- New series: Let's Learn Grammar
- Identifying parts of speech as taught in the US English classroom.

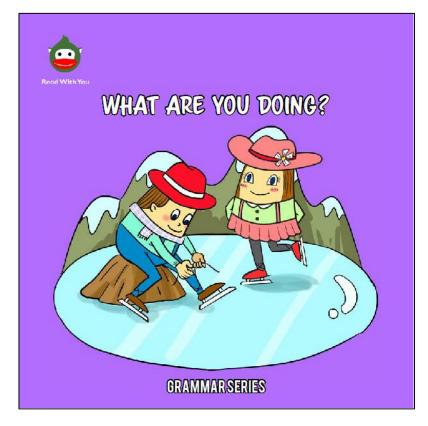


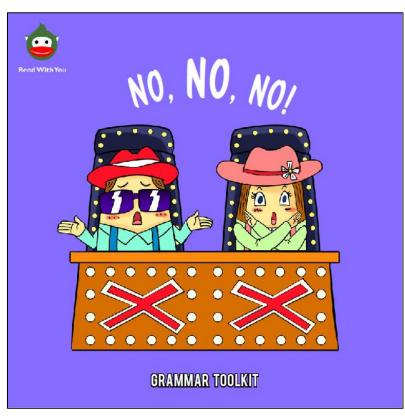
Upcoming Grammar Series:

Let's Explore Grammar

 Equipping students with tools for testing parts of speech, such as coordination.

Grammar Toolkit







Grammar Toolkit

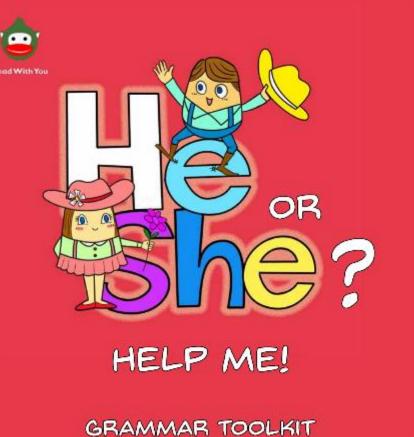
25 books

I run.

 Uses illustrations to demonstrate how grammar changes meaning.







I am running.



Every toolkit contains many tools. The measuring tape is used to help you know the size of something. Use these pages to help you know how, when, and where to use this grammar structure!

In this book, all the verbs are irregular past tense verbs. These are verbs that do not add -d or -ed to the end when forming the past tense. Below are some examples of irregular past tense verbs:

- see → saw
- do → did
- go → went
- throw → threw
- run → ran

Did you notice these verbs do not end in -d or -ed?

Use the exercises below to practice forming the irregular past tense.

Exercise 1: Below is a list of present tense verbs. Write the irregular past tense verb in the blank next to each present tense verb. (Hint: you can find all these verbs in the book!)

1.	I draw	
2.	I win	
3.	l ride	
4.	I build	
5.	I see	
6.	I lose	
7.	I read	
8.	I make	
9.	I feed	
10.	I flu	

Measuring Tape (Cont.)

Exercise 2: Below is a list of irregular past tense verbs. Write the present tense verb in the blank next to each irregular past tense verb. Then, choose 4 irregular past tense verbs (from exercise 1 or 2) and write a sentence using each verb.

1.	I went
2.	I did
3.	I swam
4.	I wore
5.	I ate
6.	I was
7.	I bought
8.	I threw
9.	I found
10.	I had
11.	
12.	
14.	

They sold jewelry to make money

25

Answer Key:

Exercise 1: (1) I draw, (2) I won, (3) I rode, (4) I built, (5) I saw, (6) I lost, (7) I made, (8) I made, (9) I fad, (10) I flaw

Exercise 2: (1) I go, (2) I do, (3) I swim, (4) I woar, (5) I oat, (6) I am, (7) I buy, (8) I throw, (9) I find, (10) I have, (11-14) Answers will vary

Exercise 3: (1) I go, (2) I do, (3) I swim, (4) I woar, (5) I oat, (6) I am, (7) I buy, (8) I throw, (9) I find, (10) I have, (11-14) Answers will vary

Exercise 3: (1) I de broke the egg, (2) They brought towels to the beach, (3) She came to my house, (4) We drew pictures of fruit, (5) The baby fell morning, (6) I got a soda on Sunday (7) You heard the children laughing, (8) I knew how to drive a car, (9) We left at 7:00 in the morning, (10)

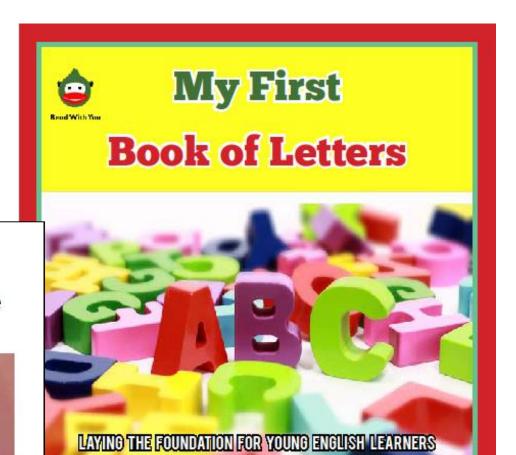
Grammar Series

- Key Features:
- 25 books / 25 grammar features specifically selected for native speakers of Chinese
- One book for each grammar feature
- Activities and practice in each book
- Unique Attribute:
- Teaches how grammar <u>changes meaning</u>. Does not focus on memorizing rules.
- Take Away Point:
- Designed to model grammar acquisition through natural language acquisition processes. (Meaning vs. Rules)

Phonics Series

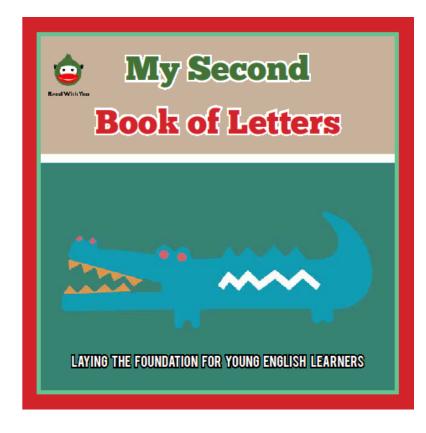
 Learning the alphabet and their sounds
 (Sound-Letter Correspondence)



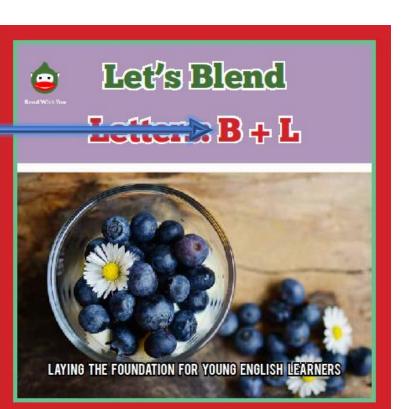


Phonics Series

Letters, Digraphs, and Blends



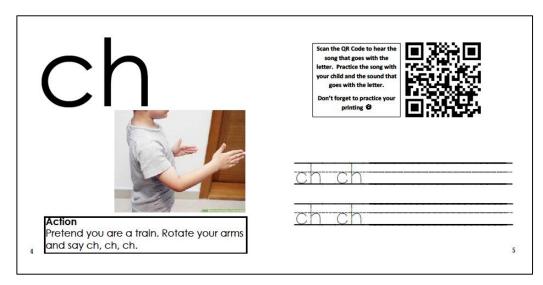




Phonics Series

- Key Features:
- 11 vocabulary words per book
- 5 sets letters (abc), consonants (bcdf), vowels (aeiou), consonant blends (br, bl, cr), digraphs (ph, sh, ck)
- 100 books
- Unique Attribute:
- Every letter, consonant cluster (blend), and letter combination (digraph) exemplified in detail.
- Take Away Point:
- Learn basics of English sounds and reading by practicing with every common sound combination.

Let's Make New Sound: ch





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Words

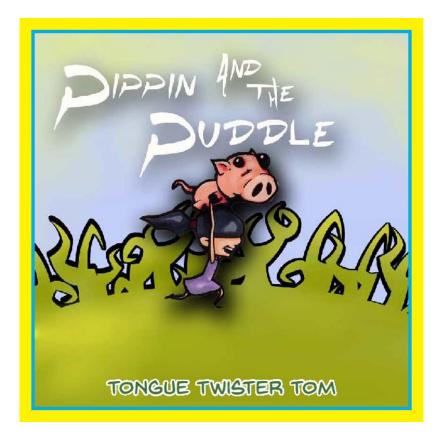
chair cheese beach lunch

chicken change bench touch

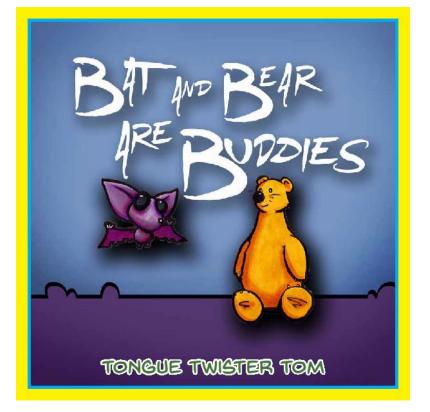
church chain teach peach
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Tongue Twister Tom

- 41 Books
- 41 Sounds







Tongue Twister Tom

 Practice Accurate Sound Production

Hello! I'm Tongue Twister Tom.

Are you ready for the most twisted tongue twister tales?



Let's do some warm ups!

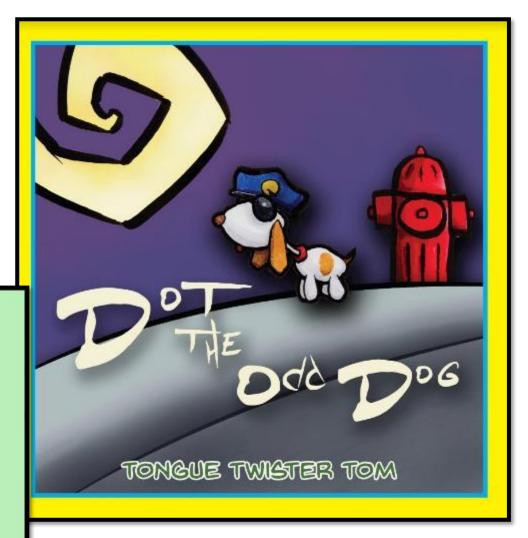
First, let's sing, "Bibbidi bibbidi bop!"

Then, let's do a karate chop!

Lastly, let's ask for a lollipop!



Alright! You seem ready! Let's do this!



Sound Guide

This /ai/ sound is repeated a lot in this story, isn't it? Are you pronouncing the sound correctly? To make the sound correctly, your mouth should be open very wide, and your tongue should be flat against your jaw. Then, your mouth will close a little, and your tongue will move up high. While your mouth is closing, your lips will spread into a smile.

We can look at this picture to see how to make this sound:



Can you see where the nose is? Find the lips, the teeth, the chin, and neck, too. Do you see how the tongue looks? You should do this with your tongue when you say this sound!

Action Time

Let's make sure you are saying the sound correctly. Put your hands on your face, like this:





Put your pinky under your chin. Make sure you can feel both cheeks in your hand. Press your other hand against your throat.

Now say "aaaaiiiii" like in "I spy mice." What happened??

- I felt my jaw move down, then up, and I felt my lips smile.
 - -> Super cool! You mastered the sound!
- I felt my jaw move down.
 - -> Oh no!! Try again! Your jaw should move down, then up again!
- I felt my lips turn into a smile.
 - ---> Oh no!! Try again! Your lips should not turn into a circle!

Vocabulary

5. bike

1. pie

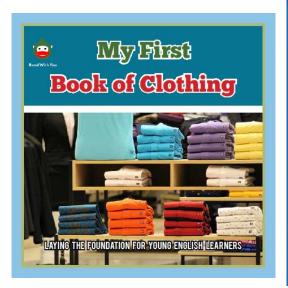
	3.	kite to spy lime		7.	spice twice to ride
Write ea	ch word belov	v 3 times:			
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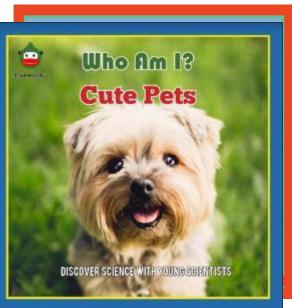
Pronunciation Series

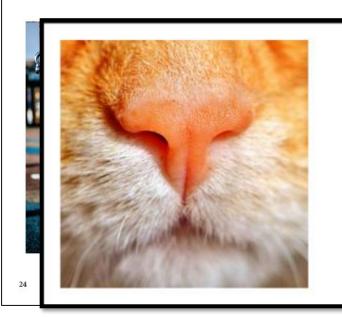
- Key Features:
- Warm up activity
- Alliteration
- Exercises
- Unique Attribute:
- Teaches linguistic and physiological awareness (rather than phonemic awareness).
- Take Away Point:
- Activities, self-assessment tools, and frequent repetition of sounds to improve accurate pronunciation.

Vocabulary Overall

- My First
 - 20 books
 - 250 common words
 - 17 most frequent sentence patterns
 - Take your first steps in English
- All Around Me
 - 20 books
 - 250 common words
 - Describe the world and things they see most
 - Promotes self-awareness
 - Learn to build sentences
 - Let's explore the world together
- Who Am I?
 - 20 books
 - 120 animals
 - Written in question format to activate vocabulary
 - Promotes exploration of biology
 - Includes facts about each animal
 - Strengthen scientific deduction skills
 - Discover science with young scientists







I sweat through my paws.

Who am I?

400

Spanish Series



Mi primer libro de letras



Spanish Series



Veo un conejo.

Conejo

Russian Series 1 ОДИН



ОДИН. СКОУРКО\$

Turkish Series



Bu kırmızıdır.

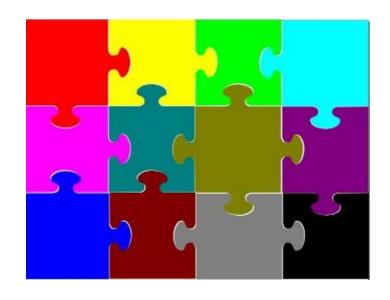
Kırmızı

Coming Soon...

12 Pieces to Solve the Puzzle of English

- Multifaceted Flagship Series
- Phonics
- Vocabulary
- Grammar
- Pronunciation
- Literacy Basics
- Reading: Literary Analysis
- Speaking
- Spelling

- Writing
- Pragmatics
- Listening Techniques



12 Pieces to Solve the Puzzle of English

- Multifaceted Flagship Series
 - Strong plot, linguistic features
- Phonics
 - Sound-letter correspondence
- Vocabulary
 - Clearly depicted meaning
- Grammar
 - Demonstration of structure
- Pronunciation
 - Accurate production
- Literacy Basics
 - Sounding out new words

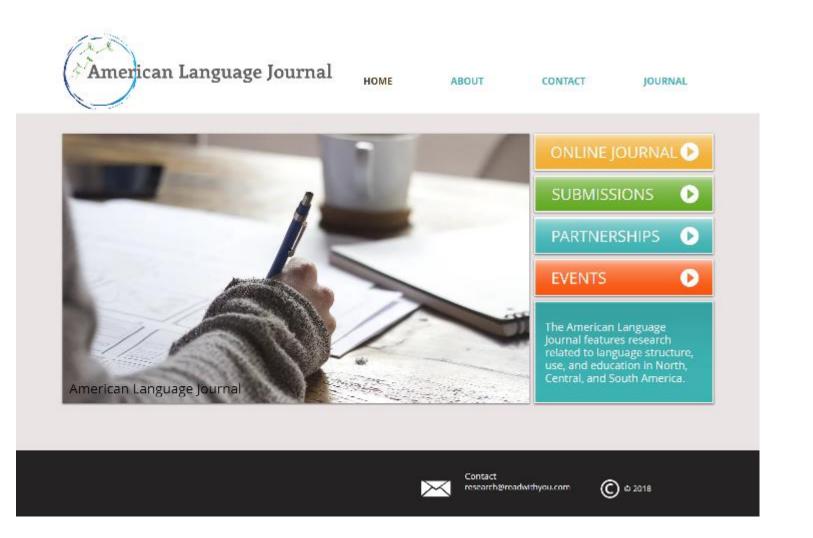
- Spelling
 - Basics of writing accurately
- Reading: Literary Analysis
 - Plot, character development tools
- Writing
 - Organized thoughts
- Listening Techniques
 - Key word identification, compensation
- Speaking
 - Fluency and expression
- Pragmatics
 - Semantics beyond grammar and vocabulary

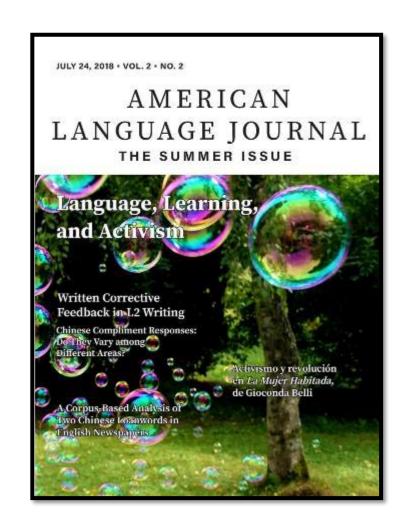
Let's focus on....

Read With You Research

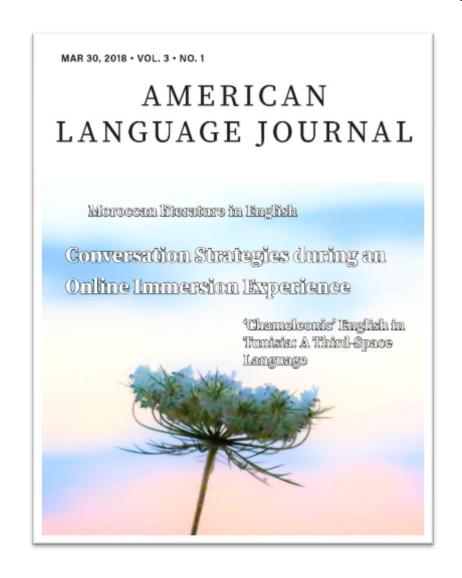


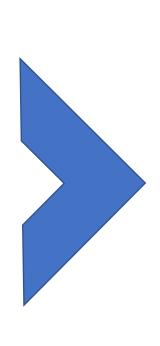
Research and Development





ALJ – American Language Journal







Research and Publishing

American Language Journal

AMERICAN MERCANT MERCAN



Practical and Imaginative Speech in Guaman Poma's El primer nueva corónica y buen gobierno:

17 Nagro within the chronicler's social reform and utopic agendas

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American Language Teachers

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The Power of Perspective

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Pretest

- 1. Ben saw a web in the hen's pen by the nest and eggs.
- 2. Jake was late for his date with Jane because he was in a race with a maze.
- 3. Simon smells a scent that stinks in the steel sink.
- 4. They went north and south on the path that went through the thick thorns.





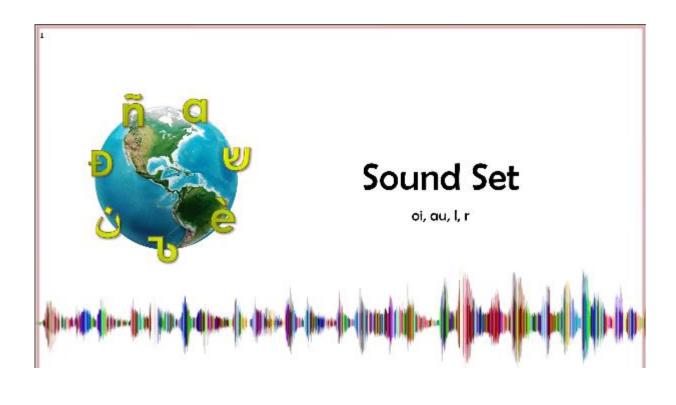




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After a year of collecting data...

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2019-03-04	,	https://driv	Pre-Test	rb2		36ael965-	eb5e75837-	2019-03-0	/2019-03-04	T13:43:567
2019-03-03	2	https://driv	Pre-Test	rb2		86f676bf-	e 82dee0f7-a	2019-03-0	42019-03-04	100:55:322
2019-02-12	Sound Set 1	https://driv	Pre-Test	rb7		92cel6e4-	c 384c2184-	2019-02-1	22019-02-12	T13:59:572
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Research on pronunciation acquisition

• *Prediction*: Students will improve accuracy of 41 English sounds by 10% annually

Preliminary results:

• Pretest average: 83%

• Posttest average: 93%

- Non-Transferable sounds (e.g., syllabic r, 'girl'): 51% average pretest score
- Transferable sounds (e.g., /k/, 'cat'): 88% average pretest score

Let's focus on....

Read With You 2019 Donation Project

Native American Language Revitalization



2012 trip to Cherokee, NC with IELL and Prof. Benedicto

Native American Language Revitalization



2018 with Gil Jackson

2019 Project – Cherokee Textbook

LESSON 49

The verb "get" is a command verb. It is used when you are telling someone to go get something. Continue to be aware of "iga" and "iyani".

New Words

Kawi	coffee	unvda	milk
Gansdi	stick	ugalogi	leaf
Tsula	fox	ginudi	quarter (coin

	Singular	Plural
GO GET SOLID	wihgi	wihtigi
GO GET LONG/RIGID	wihya	wihtiya
GO GET FLEXIBLE	wihnagi	wihtinagi
GO GET LIQUID	wihnegi	wihtinegi
GO GET ANIMATE	wihNagi	wihtiNagi

Write the following sentences:

- 1. Go Get the rock.
- 2. Go Get 3 marbles and two rocks. _____

- Go Get 4 quarters. _____

 Go get the leaves. _____
- 5. Go get the milk and coffee. _____
- 6. I want two quarters, _____
- 7. Give me the stick and a pencil.
- 8. I have six quarters. _____
- I have two fox and three rabbits.
- 10. I want milk and coffee.
- 11. I have a fox and I want a rabbit. _____

4



Language Education, Linguistics, and Publishing

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Indigenous and Endangered Languages Lab Reunion
Purdue University
May 2019