

Kiowa Language Teaching and Learning Goals and Objectives

18+ years-old

Overview

For adult Kiowa language learners, students can focus on building conversational skills in Kiowa as well as learn related cultural knowledge. Students can learn basic greetings, introductions, and simple conversational sentences through the following suggested sequence of learning topics. These topics were curated by Gáuidòñ:gyà màutêmk'ì (Dane Poolaw) and Ts'ógútk'ómà (Martha Nell Kauley-Poolaw) for their Kiowa language classes taught at the University of Oklahoma.

Adult Kiowa Language Learning – Suggested Learning Progression List:

- Sounds of Kiowa
- Kiowa Help Phrases
- Greetings
- Farewells
- Open Ended Questions and Statements
- Understanding and Knowing
- Direction
- Invites
- First Meeting
- Location
- Kiowa Specific Questions
- Taking Leave
- Greetings with No Verbal Response
- Simple Commands
- Finishing Conversation
- Thirst and Hunger
- Offering Items, Food, Drink, Advice, etc.
- Weather

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- And me? And you? And him/here? Here or there?
- Keeping the Story, Speech, or Conversation Going
- What? or Who?
- Question Words

How do you know if what you are doing to learn Kiowa is effective? Indigenous language learning assessment begins with measuring your proficiency levels in using your target language. Assessing your own Kiowa language learning can be done by using an assessment tool, such as the [Indigenous Language Learning Assessment Tool](#) developed by NETOLNEW, an organization dedicated to revitalizing Indigenous languages based in Canada. The [Indigenous Language Learning Assessment Tool](#) is described as follows:

“NETOLNEW’s Indigenous Language Learning Assessment Tool is designed for learner-driven approaches like the Mentor/Master-Apprentice Program (MAP) where it is the learner’s responsibility to organize and initiate the learning experience. The purpose of this tool is to provide learners and language mentors with feedback on the learner’s progress.”

From the NETOLNEW Indigenous Language Learning Assessment Tool:

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

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

The Tool is completed by the adult learner selecting the appropriate scale that matches their current language proficiency based on their own self-study and potentially, feedback received from their Elder Mentor.

When Kiowa Language Elder Mentors saw this Indigenous Language Assessment Tool demonstrated, their reaction was: “I love this! It reminds me of our Sundance camp circle!”

NETOLNEW Indigenous Language Learning Assessment Tool Rating Scale

Adult Kiowa language learners would select one answer for each “I Can” statement that best describes where you are at in your learning on the day the assessment is being completed:

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

“I Can” statements at the Beginner level of Speaking proficiency for Indigenous adult language learners who are using the NETOLNEW Indigenous Language Learning Assessment Tool:

- I set my own language learning goals.
- I start and end a conversation by using the right greetings and goodbyes.
- I use survival phrases (when I don’t know the right words).
- I communicate without words when I don’t know how to say something (using gestures, facial expressions, acting, drawing.)
- I can repeat words after hearing them from a speaker.
- I use words and simple phrases to introduce myself.
- I use some words or short phrases to convey personal information (such as family, friends, home) about myself.
- I ask speakers to repeat themselves when needed.
- I can combine a few words I know into a complete sentence.
- I can use verbs to describe what I’m doing.
- I can use verbs to describe what someone else is doing.
- I can ask simple questions using single words or short sentences.
- I can imitate the rhythm of someone talking in my language.
- I can answer a few basic questions with single words or short phrases.
- I can repeat when someone doesn’t understand me.
- I can say words to talk about a familiar topic.

- I can say some words and phrases about a few things that I like to do.
- I can use verbs to describe what happened in the past.
- I can give simple commands.
- I can say most of the sounds of the language.
- I can say words and phrases in a way so that other speakers of my language can understand me.

“I Can” statements at the Beginner level of Understanding proficiency for Indigenous adult language learners who are using the NETOLNEW Indigenous Language Learning Assessment Tool:

- I can understand simple questions about me, such as my name and where I come from.
- I can understand survival questions when asked.
- I can understand descriptions when my mentor uses simple words and points to related things in our surroundings.
- I can follow simple requests when accompanied with gestures.
- I can understand some things with lots of repetition.
- I can recognize parts of words, even if I don't understand the whole word or sentence.
- I can play a simple game in the language.
- I can recognize individual words in longer sentences, even if I don't understand the whole sentence yet.
- I can understand some phrases when accompanied by pictures or props.
- I can understand short or simple sentences.
- I can understand short or simple conversations about familiar topics.
- I can understand when people speak slowly and clearly.
- I can understand predictable questions on familiar topics.
- I can follow simple requests without gestures.
- I can follow instructions for routine activities.
- I can hear a difference in the language spoken in public compared to when I learn with my mentor.
- I can listen to songs and understand some of the words.

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- I can hear the differences between the sounds (or letters) of my language when my mentor pronounces them.
- I can hear the differences between the sounds (or letters) of my language when I pronounce them.
- I can understand who the speaker is speaking about (e.g. herself/himself, me, someone else, or more than one person).

It is recommended by the Indigenous Language Assessment Tool developers to complete the Tool every 50 hours of language learning completed; however, the tool can be completed at any time by the adult learner.

From: Mclvor, O., & Jacobs, P. (2016, February). NETOLNEW Language Learning Assessment Tool (v3.1). Retrieved from <https://netolnew.ca/all-research-reporting/assessment-tool/>.

Here is a research report on the use and effectiveness of this Indigenous Language Assessment Tool when used by Indigenous adult language learners: [NETOLNEW Assessment Tool Report \(2018\)](#)

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