meeting 5 4/7

short meeting. Subject had 10 min phone meeting. lesson ended 10 minutes early

Subject reported having listened to more audio from another source. These appeared to be more historic recordings because the audio quality was poor. More listening while driving because subject had more driving to do this week. He said he did some transcription of it. He said he wanted to start doing translations of short prayers and opening ceremony speeches that he had written. We agreed that at this point only word for word translations would be possible and that as we progress we will be able to attempt a more grammatical formation of sentences. He also volunteered that the translations would be innacurate and grammatically wrong at first but as wekeep working they should eventually become more accurate and grammatical. This technique was discussed in the Warner et al. article I sent him. I must read it for myself. We agreed that this translation exercise would provide a context for vocabulary and would be preferable to rote memorization. It would also engage the subject with the language in a way that excited him, as he said. He said he was excited about this translation execise. He remembered that I had said in the begining that there should be a goal to the learning and that this would mitigate some of the more tedious aspects of language learning. I also reiterated that whatever he wanted to do was what he should do because this was not a formal structured classroom. The important thing was to keep him engaged with the language.

We agreed that his background in teaching English gave him the tools to do the language analysis necessary for translating. We discussed the way certain words that are not in the dictionary could be broken down into equivalent expressions or paraphrases using words that were (I don't remember exactly what word we looked at). We discussed the difference between doing this and creating new words for items not in existence when the last native speaker was living. Such words are in fact listed at the back of the phrase list and are called "constructed words." We agreed that certain words should have been available or at least the concept should have been expressible in traditional language. His translation should attempt to find ways of saying these things with the know words. He mentioned possibly using a thesaurus to find different ways of saying the same thing which may be more easily translatable. (Here we may be dealing with idiomatic expressions which it would be helpful to find in known texts).

He did decide that he wanted to learn the numbers in Mutsun. We worked on one through ten (ch. 4 in textbook). The plossive/ejective came up in the 1st number. I explained it and we practiced it. The **tR** sound came up and we discussed how to pronouce it. I suggested that the **R** portion should be softer and more aspirated than an actual trilled **r** and more of a coloring than a whole sound. He did well with the pronunciation of the vowels, form listening to the cds I assume. He did well with the geminate **kk** in **pakki** for example. Remembering that **tc** was equivalent to English ***ch*** also needed to be reiterated. Also the aspiration of **h** especially after **p**.

I volunteered that I needed to finish the pronunciation key. I want to put in all the letter headings in the dictionary because I noticed some didn't seem to be in the other documents. I will see.