INNU ONLINE LESSONS PEDAGOGICAL AND USER GUIDE

URL: **https://lessons.innu.atlas-ling.ca**

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I. Introduction

This guide is intended for users of the Online Innu Lessons, available at innu-aimun.ca and tshakapesh.ca (https://lessons.innu.atlas-ling.ca), and for teachers who wish to use it as a supplement to their classes. The guide contains a brief description of the target audience and methodology used. Then, after an introduction to the Innu language, we present the software and the proposed progression, highlighting educational objectives for each module and/or lesson. Lastly, we give examples of activity types available with the software. Since hundreds of activities are possible with thousands of combinations, we invite users to try them online.

II. Target Audience and Methodology

The modules, lessons, and activities have been designed both for adults who speak Innu fluently and want to learn and master the standard spelling of their language, and for people who want to learn Innu as a second language.

For literacy training, our approach combines the phonic method and the global method for learning to read. Letters are always presented in the context of complete words and activities are designed so that students gradually learn the presented elements, including letters and graphemes, vocabulary, and grammatical concepts. Numerous activities are also based on complete texts.

The first series of lessons/activities is designed for self-directed learning while the advanced series complements literacy courses by furthering vocabulary enrichment, mastery of spelling and grammatical concepts, and knowledge of the language's morphological structure, and focuses on working with whole texts.

For second-language learning, we provide content, mostly for the Eastern dialect, including dialogues, personal narratives, verb conjugations, grammar exercises, thematic vocabulary, and translation and pronunciation activities.

Detailed objectives for each series of lessons/modules are described further below, after we briefly situate the Innu language and its dialects.

III. Introduction to the Innu Language

The Innu language is part of the large family of Algonquian languages that stretches from the Atlantic to the Rocky Mountains. More precisely, it is part of the Cree-Innu language continuum (see www.atlas-ling.ca). In 2016, Innu was spoken by more than 11,000 people in Quebec (86%) and Labrador (14%). There are 11 Innu communities and the different dialects are grouped as follows:

Classification of Innu Dialects

WEST	EAST			
	'n' dialects			
'l' dialect	Central	Lower-North-Shore (Mamit)	Labrador	
Mashteuiatsh

Pessamit

Essipit (†) | Uashat mak Mani-utenam

Matimekush | Ekuanitshit

Nutashkuan

Unaman-shipit

Pakua-shipit | Sheshatshiu | Natuashish (Mushuau dialect) |

Innu from Labrador tend to speak English as their second language, while Innu from Quebec tend to speak French.

Map of Innu Communities in Labrador and Quebec
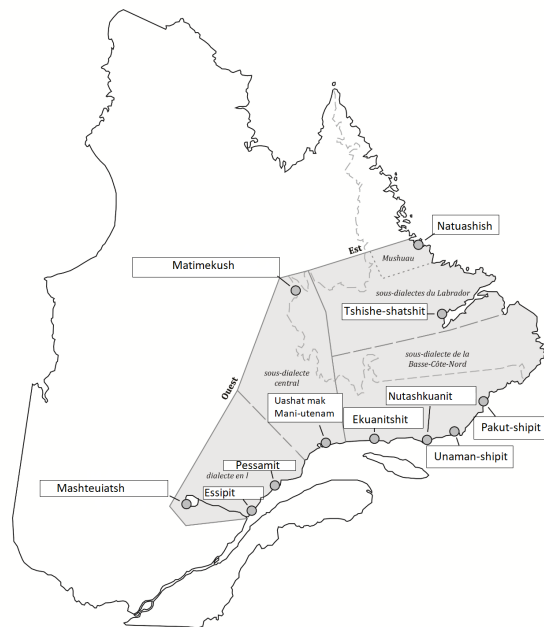
Writing System

Innu has a relatively long written tradition. Its first writing systems date from the sixteenth century and are based on the roman alphabet used by missionaries. However, the standardization of Innu orthography only began in 1974 and it wasn't until 1997 that work towards a single spelling system for all Innu dialects began.

Grammatical forms are based on the Eastern dialect, while spelling was inspired by the oldest forms of Innu, which are more similar to the Western dialect. In standard Innu spelling, vowel length is not marked, and *l* is written as *n* (or, optionally, *ń*). Written forms reflect

pronunciations without contractions and the *s* is never written on its own, but always as part of the graphemes *ss*, *sh*, and *tsh*. The raised u (ᵘ) only appears at the end of a word.

Letters and Graphemes in Standard Innu

Vowels	a	e	i	u	ᵘ			
Consonants	h	k	m	n	p	s		t
Graphemes				ń		ss	sh	tsh

For more information on Innu spelling and the process of spelling standardization itself, consult the following resources, available on the Innu-aimun.ca website:

- https://www.innu-aimun.ca/english/grammar
- https://www.innu-aimun.ca/english/resources

Structure of the Innu Language

Innu structure is quite different from English and French. Some differences include:

Gender: In Innu, there is a distinction between **animate** and **inanimate** gender. People, animals, and most plants are animate. Some objects are also animate, for example *ushpuakan* 'pipe', *pishimᵘ* 'sun', *pakueshikan* 'bread', and *ashtish* 'mitten'. Everything else is inanimate.

Verb Classes: Innu verbs are distinguished by whether they are **transitive** or **intransitive**, as well as by the gender (animate or inanimate) of the participants (agent or patient).

Transitive Animate Verb (VTA)
uapameu s/he sees him/her, it (anim)

Transitive Inanimate Verb (VTI)
uapatamᵘ s/he sees it

Animate Intransitive Verb (VAI)
nipau s/he sleeps
mikushiu it (animate) is red

Inanimate Intransitive Verb (VII)
tshimuan it's raining
mikuau it (inanimate) is red

Grammatical Categories: Innu only has four word classes or grammatical categories: **nouns** (words that designate living beings and things); **pronouns** (words that replace nouns); **verbs** (words that describe actions and states of being); and **particles**, which include the equivalents of conjunctions ('and', 'but'), prepositions ('under'), and adverbs ('very').

Verb Conjugations: Innu verb conjugations are very rich. See the conjugation guide at: https://verb.innu-aimun.ca

While the complexity of English and French lies at the level of the sentence, the complexity of Innu can be found at the level of the word. In Innu, a single verb can always constitute a full sentence, as is shown in the translations of the verbs given above. For more information, see: www.innu-aimun.ca/english/grammar/

IV. Content and Progression

Note: in the list below, the labels L1 and L2 refer to first-language and second-language learners, respectively.

1. Reading and Writing in Innu *(L1)*
2. Flashcard Vocabulary *(L1 and L2)*
3. Innu Vocabulary *(L1 and L2)*
4. Thematic Vocabulary 1 (buildings, clothing, animals, and fish) *(L1 and L2)*
5. Thematic Vocabulary 2 (birds, food, senses, and more) *(L1 and L2)*
6. Thematic Vocabulary 3 (Akua-nutin) *(L1 and L2)*
7. Conversations 1 (Aimitunanu) *(L2)*
8. Conversations 2 (Aimitunanu) *(L2)*
9. Personal Narratives (Uauinitishunanu) *(L2)*
10. Sentences and Dialogues 1 *(L2)*
11. Sentences and Dialogues 2 *(L2)*
12. Sentences and Dialogues 3 *(L2)*
13. Story-based Activities *(L1 and L2)*
14. Dialect Recognition *(L1 and L2)*
15. Innu Grammar: Word Families *(L1)*
16. Innu Grammar: Pronouns *(L1 and L2)*
17. Innu Grammar: Verbs *(L1 and L2)*
18. Conjugating Verbs (series of modules, from beginner to advanced) *(L1 and L2)*

1. Reading and Writing in Innu

General Objective: The main goal of this module is for adult speakers of Innu to master the basics of standard Innu spelling using self-directed learning. Each lesson presents challenging Innu spellings by highlighting certain letters, with example words, followed by a variety of activities.

Intended for Innu speakers (L1)

Because the target audience already speaks Innu, oral instructions are given in Innu and written instructions are in English (or French).

Here is a reminder of the letters and graphemes in the Innu alphabet:

Vowels	a	e	i	u	ᵘ			
Consonants	h	k	m	n	p	s		t
Graphemes				ń		ss	sh	tsh	

Reading and Writing in Innu		
Lesson	**Letters**	**Innu Vocabulary[1]**
Lesson 1	a, i, k u, ᵘ	amishkᵘ, amu, anik, anushkan, akunishkueun
Lesson 2	u, ᵘ	amishkᵘ, amu, anik, anishku-enikᵘ (C,E,W,M)/aianishku-enikᵘ (S), atshikᵘ, innasht, kashkuan
Lesson 3	a, e, i	apita-tipishkau, ashtish, emikuan, esh, kanakunass
Lesson 4	k, p, sh, ss	akup (C,E,W,S)/ishkueukup (M), epishiminishkueu, emikuaniss, akunishkueun, ashtueikan (C,E,W,S)/ashtueiaputshikan (M)
Lesson 5	i, sh	anikutshash (C,E,W,S)/anissikutshash (M), ashatsheu, anushkan, ashtish, esh
Lesson 6	sh, ss, t	akussutakaniss, esh, innasht, innu-assi, kashikueuniss

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[1] C=central, E=est, W=west, S=Sheshatshiu, M=Mushuau
Where unmarked, the word is used in all dialects
"/" between words indicates that they are synonyms

Lesson 7	m, n	aiamieutshuap, anakapeshakan (C,E,W,S)/kassipishun (M), inniminan (C,E,W,S)/ashtassiminish (M), amishkᵘ, ashtuannakan (C,E,W,S)/atutshimiutan (M)
Lesson 8	a, k, n	akushiuakan/tatakushkaian, anakapeshakan (C,E,W,S)/kassipishun (M), akuaiashkuaikan/akuaiashkuanakan, ashtuannakan/atutshimiutan, ashtueikan/ashtueiaputshikan
Lesson 9	a, e	anakapeshakan (C,E,W,S)/kassipishun (M), atusseussin (C,E,W,S)/mishtikussin (M), emikuan, auass-meish, esh
Lesson 10	a, k, t	kaishkuteusht, kakashteuat, kamikuat, kashipekut, kaiapitshiminet (E,W,S)/kaututshi-mikuatsh (M)
Lesson 11	k, n, p	akushiutapan (C,E,W,S)/natukunishiutapan (M), ishkuteutapan, ishkuteu-ush (C,E,W,S)/katshishipanisht ush (M), kaneukatet (C,E,W,S)/uapush (M), kapimautishunanut (C,W,S,M)/kapimauishunanut (E)
Lesson 12	t, tsh, u	akushiutshuap (C,W)/natukunitshuap (E,S,M), atautshuap, kamitshishunanut, aiamieutshuap, katshipaikanisht, kaishetshishimakanit (S)/kamatau-katshiunanut (E)/kamatanikashiut (M)

Additional Information:

Lesson 1: Writing initial "a", which is only pronounced in some dialects

Students will learn that some initial vowels (in this lesson, "a") are not pronounced in certain dialects but are still written in the standard orthography.

- See https://grammar.innu-aimun.ca/english/spelling/letters-and-sounds-vowels/short-vowels-at-the-start-of-a-word/

Lesson 2: The difference between the regular *u* and the raised ᵘ (at the end of a word)

- See https://www.innu-aimun.ca/english/grammar/spelling/letters-and-sounds-vowels/using-the-raised-u/

Lesson 3: Differences in pronunciation across dialects for the vowels *a, e, i*

Lesson 4: Students will learn that…

- Other vowels besides *a* can appear at the beginning of a word
- The vowel *e* is always long and always pronounced in initial position
- The vowels *a, e, i* are pronounced differently across dialects

- The consonants *k, p* and *sh* are pronounced differently across dialects (there is a notable difference between Quebec dialects (West, Central, East) and Labrador dialects (Sheshatshiu and Mushuau)

Lesson 5: Students will learn that…

- Other vowels besides *a* can appear at the beginning of a word
- The vowel *e* is always long and always pronounced in initial position
- The vowels *a* and *e* are pronounced differently across dialects
- The grapheme *sh* can be pronounced differently across dialects (sometimes it's pronounced like an aspirated "h" but it's always written "sh" in the standard spelling)

Lesson 6: Students will learn differences in pronunciation across dialects for *sh* and *ss*

- The grapheme *sh* is sometimes pronounced like an aspirated "h" but always written "sh"
- The grapheme *ss* is sometimes pronounced like "sh" but is always written "ss"

Lessons 7 - 8: The ending "-akan" is often pronounced "-an"

Lesson 9: Students will learn how the vowels *a* and *e* are pronounced differently across dialects

- The vowel *e* is always long and always pronounced in initial position

Lesson 10: Learn the words for colours, which are nominalisations; learn about participles

- Words with the form *ka-…-t /-k*: "the thing that… + conjunct verb" or "the one who… + conjunct verb" https://www.innu-aimun.ca/english/grammar/participles/

Lesson 11: Consonants *k*, *n, p* with thematic vocabulary (means of transportation)

Lesson 12: Consonants *t, tsh*, *u*

- Nominalisations with the preverb *ka-* (for some words)

https://www.innu-aimun.ca/english/grammar/participles/

- The final "*–tshuap*" used for buildings

2. Flashcard Vocabulary

Objective: learn vocabulary and spelling, emphasizing one letter/grapheme at a time, using flashcards presented in alphabetical order.

Beginner – Intended for Innu speakers (L1) or second-language learners (L2)

These lessons include vocabulary for the following letters and graphemes: *a, e, i, k, m, n, p, sh, ss, t, tsh, u*. The images used are those from the original physical flashcards produced by Les éditions Tshakapesh (2012; used with permission), which are available at: https://catalogue.tshakapesh.ca/Articles/view/5638fb21-831c-45f5-bdd2-307d0a01dd02

For example, the lesson **Flashcards: P** contains the following words that begin with *p*:

- pakueshikan ka tutuakanit
- papinaman
- pashpapuakan
- patshuianitshuap
- peshaikanashkᵘ
- pineshish
- pishakanassin
- pishimᵘ

3. Innu Vocabulary

General Objectives: Students will learn to read and write basic words. Students will learn/review vocabulary and practice spelling with a variety of themes (see the table below).

Intended for Innu speakers (L1) or second-language learners (L2)

Innu Vocabulary		
Lesson	Theme	Words
Pishimuat	Months of the Year	tshishe-pishimᵘ, epishiminishkueu, uinashku-pishimᵘ, shiship-pishimᵘ, nissi-pishimᵘ, uapikun-pishimᵘ, shetan-pishimᵘ, upau-pishimᵘ, ushkau-pishimᵘ, uashtessiu-pishimᵘ, takuatshi-pishimᵘ, pishimuss
Atushkan-tshishikua	Days of the Week	verbs: ushkat-atushkanu (W), nishu-tshishikau (E)/e nishu-tshishikat (C)/nishutshishikua-atushkanu (W), tetau-tshishikau (E,W)/e tetau-tshishikat (C), neu-tshishikau (E,W)/e neu-tshishikat (C), namesh-muakanu (W)/ namesh e muakanit (C,E), mashten-atushkanu (W) nouns: minashtakan, ushkat-atushkan (C,E,S,M), nishu-tshishikᵘ (S,M), nishtu-tshishikᵘ (S,M), neu-tshishikᵘ(S,M), namesh (C,E,W,S)/namesh-muakan (M), mashten-atushkan (C,E,S,M)
Uiau	Body Parts	ututan (C,E,W,S)/mitutan (M), utshikun (C,E,W)/uitshikun (S,M), utashtan, ushukan, ushtikuan, ushpishkun, upuam, uiau, ushkatai

Ushtikuan	Parts of the Head	utashtamikᵘ, utun, utenni, ussishikᵘ, utamakan (C,E,W,M)/utamakana (S), uipit, ushkush (E,S)/ushkut (M)/ussun (W), ushkatikᵘ, ukueiau, ushtikuan, umamama, utukai (C,W,S)/uitukai (E,M), mishuiapunan, pishkueun
Atshitashuna 1-10	Numbers 1-10	peikᵘ, nishᵘ, nishtᵘ, neu, patetat, kutuasht (C,E,W,S)/ashutash (M), nishuasht (C,E,O,S)/nishuashutash (M), nishuaush (C,E,W,S)/nianeu (M), peikushteu, peikunnu (E,M)/kutunnu (C,W,S)
Atshitashuna 10-100	Numbers 10-100	peikunnu (E,M)/kutunnu (C,W,S), nishunnu, nishtunnu, neunnu, patetat-tatunnu, kutuasht-tatunnu (C,E,W,S)/ashutash-tatunnu (M), nishuasht-tatunnu (C,E,W,S)/nishuashutash-tatunnu (M), nishuaush-tatunnu (C,E,W,S)/nianeu-tatunnu (M), peikushteu-tatunnu, peikumitashumitannu, peikutshishemitashumitannu

4. Thematic Vocabulary 1

General Objective: Practice reading and writing while learning new vocabulary.

Intended for Innu speakers (L1) or second-language learners (L2)

Thematic Vocabulary 1		
Lesson	Theme	Words
Eshinakuaki mitshuapa	Buildings	aiamieutshuap, atautshuap, natukunitshuap (E,S,M)/akushiutshuap (C,W), mashinaikanitshuap, mitshuap, metueutshuap, kapitaipimenanut (E)/kapimikatatishunanut (W)/kapitshipimanut (S)/kapitshipimanitsh (M), kamatau-katshiunanut (E)/kamatau-pikutakanit (C,W)/kaishetshishimakanit (S)/kamatanikashiut (M), kamitshishunanut (C,E,W,S)/mitshishutshuap (M)
Matshunisha	Clothing	akunishkueun, akup (C,E,W,S)/ishkueukup (M), anakapeshakan (C,E,W,S)/kassipishun (M), ashtish, matinet, mitash, mitashiapiu-akunishkueun (C,E,W,S)/kaiassimatanikanutsh-akunishkueun (M), ninikashtish, nipeukup, pishakanassin
Aueshishat	Animals	amishkᵘ, anikutshash (C,E,W,S)/anissikutshash (M), atimᵘ, katshinuakueiet, kukush, manatenish, mashkᵘ, matsheshu, minush, mush
Nameshat	Fish	atikamekᵘ, kashkanamekush, makanash (E,S)/kaushkanusht (C,W), matamekᵘ (C,E,W,S,M)/mashamekush (W), mishtamekᵘ, papakatishu (E,S,M)/pakatishu (C,W), unan, unushu (C,E,W,S)/ueushu (M), upimishui, utshashumekᵘ

5. Thematic Vocabulary 2

<u>General Objective</u>: Practice reading and writing while learning advanced Innu vocabulary.

Intended for Innu speakers (L1) or second-language learners (L2)

Thematic Vocabulary 2[2]		
Lesson	Theme	Words
Pineshishat	Small Birds	kapiminau (E)/uishkatshan (W,S), uapikun-pineshish, uapishush (E,S)/uapitshiminikushish (W), pashpashteu, pipitsheu, pitshikaishkashish, shakuekanish (E,S)/kautshishtunitshesht (W), nutshipemakueshish, ashtukuteshish, anukᵁ
Pineshuat	Birds	kakatshu, uhu/uhumishu (W), munaikutanish (E,S)/munaikutan (W), mitshishu, ahashu, uapakanu, tshiashkᵁ, umemeu (E)/umimiu (W,S), askushamesheu, kukukueshish, papanatshishish
Innu-mitshim	Innu Food	apuan, atiku-pimi, atiku-uiash, innu-pakueshikan, mush-uiash, niuaikanat, pashteu-uiash, pimikan, shaieuat, shikuteu-minapui
Etit auen	Transitive verbs referring to the five senses	uapatamᵁ, uapameu, kutshishtamᵁ, kutshipueu, minatamᵁ, minameu, petamᵁ, petueu, tatshinamᵁ, tatshineu
Ishkuau mak ishkushiu	Intransitive verbs referring to size	tshinuau, tshinushiu, tshinuapekan, tshinuapetshishiu, tshinuapishkau, tshinuapissiu, tshinuashkuan, tshinuashkushiu, tshinuekan, tshinuetshishiu
E tshishitet mak e takat tshekuan	Verbs indicating what is hot or cold	takau, tatshishiu, tshishiteu, tshishishu, takapishkau, takapissiu, tshishapissiteu, tshishapissiu, tatshikamu, tshishakamishu, tshishakamiteu, tatshikamishiu

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[2] These lessons do not exist for the Central and Mushuau dialects.

Additional Information:

Etit auen (Senses): Learn vocabulary and spelling for transitive verbs (which take animate and inanimate objects) in relation to the five senses.

 https://www.innu-aimun.ca/english/grammar/verbs/verb-classes/

Ishkuau mak ishkushiu (Length): Learn vocabulary and spelling of verbs (animate intransitive or inanimate intransitive) that indicate length. These words also include classifiers that indicate specific properties of the objects: metallic, string-like, etc.

E tshishitet mak e takat tshekuan (Hot and Cold): Learn vocabulary and spelling of verbs (animate intransitive or inanimate intransitive) that indicate what is hot or cold. These words include classifiers that indicate specific properties of the objects: mineral, liquid, etc.

6. Thematic Vocabulary 3 (Akua-nutin)

General Objective: Practice reading and writing while learning new vocabulary.

Intended for Innu speakers (L1) or second-language learners (L2)

Source (text, sound files and images): Institut Tshakapesh, partner organization. From *Akua-nutin,* published by Les éditions Tshakapesh (2016), with beautiful illustrations by Innu artist Roger (Kupaniesh) Dominique.

To order: http://catalogue.tshakapesh.ca/Articles/view/587e4662-79e0-495e-82c7-4eeb0a01dd02

Examples of available lessons *(work in progress)*:

Thematic Vocabulary 3 (Akua-nutin) - EXAMPLES	
Lesson	Theme
Nutshimiu-aueshishat 1	Animals from the bush 1
Nutshimiu-aueshishat 2	Animals from the bush 2
Atishauiana	Colours
Manitushat 1	Bugs and other creatures 1
Pushunana	Means of transportation
Matshunisha 2	Clothing 2

7. Conversations 1 (Aimitunanu 1)

Objective: Exposure to short but realistic/natural conversations between fluent speakers.

Beginner to intermediate – Intended for second-language learners (L2)

This module contains 10 short conversations and 1 monologue. Optional text translations (in English/French) and translation-based activities are included, among others. Topics include:

- 1.1 – What are you doing?
- 1.2 – Who's that?
- 1.3 – How are you?
- 1.4 – Who are you?
- 1.5 – Feeling sick
- 1.6 – School and work
- 1.7 – Meeting for the first time; introducing oneself
- 1.8 – How is your friend?
- 1.9 – Who are they?
- 1.10 – Innu language class
- 1.11 – Annie introduces herself (monologue)

8. Conversations 2 (Aimitunanu 2)

Objective: Exposure to short but realistic/natural conversations between fluent speakers.

Intermediate – Intended for second-language learners (L2)

This module contains 8 short conversations, though slightly longer and/or more advanced than those in the previous module. Optional text translations (in English/French) and translation-based activities are included, among others. Topics include:

- 2.1 – A radio show: Aimitutau "Let's talk together!"
- 2.2 – Feelings
- 2.3 – Innu language class
- 2.4 – Someone is sick
- 2.5 – Cold weather
- 2.6 – Housing
- 2.7 – A conversation with Yvette
- 2.8 – Country food

9. Personal Narratives (Uauinitishunanu)

Objective: Strengthen comprehension skills by listening to personal narratives in Innu, without written transcripts or translations. Activities for these lessons consist of written comprehension questions (available in French/English, and in Innu-aimun for more advanced learners).

Beginner to advanced – Intended for second-language learners (L2)

These short narratives cover a variety of topics, including self-introduction, family, jobs, employees, teachers, personal goals, the community, etc. The comprehension activities include both multiple-choice and true/false questions about the contents of the spoken narrative.

10. Sentences and Dialogues 1

Objective: Learn Innu grammar by listening and reading along to short sentences and dialogues.

Beginner – Intended for second-language learners (L2)

This module presents sentences and dialogues from lessons 2-7 of Clarke and MacKenzie's Innu Lesson Book, recorded in the Sheshatshiu and Eastern dialects.

Lesson topics include animate/inanimate nouns and pronouns; animate/inanimate plural nouns; locatives; possessors; and dependent nouns.

11. Sentences and Dialogues 2

Objective: Learn Innu grammar by listening and reading along to short sentences and dialogues.

Intermediate – Intended for second-language learners (L2)

This module presents sentences and dialogues from lessons 8-13 of Clarke and MacKenzie's Innu Lesson Book, recorded in the Sheshatshiu and Eastern dialects.

Lesson topics include preverbs; each of the four verb classes (VAI, VII, VTI, VTA); and inverse and reciprocal forms (VTA).

12. Sentences and Dialogues 3

Objective: Learn Innu grammar by listening and reading along to short sentences and dialogues.

Advanced – Intended for second-language learners (L2)

This module presents sentences and dialogues from lessons 14-20 of Clarke and MacKenzie's Innu Lesson Book, recorded in the Sheshatshiu and Eastern dialects.

Lesson topics include the past tense and imperative forms; the conjunct; counting; the independent dubitative; inverse forms and the dubitative; and the evidential and the subjective.

13. Story-based Activities

Objective: Practice reading and writing using complete texts. These activities include various types of dictations, fill in the blanks, and translation exercises.

Advanced – Intended for Innu speakers (L1) or second-language learners (L2)

Dictations are well-known exercises for learning orthography, while fill in the blanks are an excellent way to evaluate and practice reading. Optional text translations (in French/English) and translation-based activities make these stories accessible to L2 learners as well.

The stories presented here come from the dictations given in Institut Tshakapesh's annual competition:

- Nitassinan (Our territory)
- Aitinanuipan shashish (The old way of life)
- Nikaui (My mother)
- Auass ka nakatakanit (The abandoned child)
- Tipatshimun (A story)
- Aishkat tshe ishinakuak (The future)

14. Dialect Recognition

Objective: Promote standard Innu orthography by raising awareness of dialectal differences, including differences in pronunciation and lexical items.

Advanced – Intended for Innu speakers (L1) or second-language learners (L2)

This module contains 8 dialect-recognition activities on the following topics:

- 1: greetings, feelings, days of the week, weather
- 2: seasons, clothing, expressions of time
- 3: physical characteristics, family
- 4: family (cont'd)
- 5: money, work, school, at the store, social events
- 6: numbers, comings & goings
- 7: comforts & discomforts, hunting, location & travel
- 8: questions & answers, orders & requests

The activities contain 10-12 phrases, each with 3-4 different sound files, which the user must identify according to dialect (see page 4 for reference).

Note: Generally, there is only one voice per dialect, so it is possible to recognize the voice rather than the dialect. However, the learner will hear all variants at the beginning of each activity, which ensures that all dialectal variations will be learned.

15. Innu Grammar: Word Families

Objective: Practice reading while testing vocabulary knowledge; identify morphological and semantic regularities.

Advanced – Intended for Innu speakers (L1)

Themes: caribou, beaver, geese, trees, fish

The words in these families all contain an element of meaning in common, often indicated by a particular morpheme (short forms for animal names, classifiers, or finals), or are synonyms (or dialectal variants).

16. Innu Grammar: Pronouns

Objective: Learn and distinguish between various types of Innu pronouns.

Beginner – Intended for Innu speakers (L1) or second-language learners (L2)

Types: indefinite and interrogative pronouns (animate & inanimate), emphatic pronouns, pronouns of precedence, and dubitative pronouns.

17. Innu Grammar: Verbs

General Objective: Learn grammatical concepts specific to Innu verbs.

Intermediate to advanced – Intended for Innu speakers (L1) or second-language learners (L2)

Verb Classes

Objective: Test knowledge of verb classes, including the terminology used to describe them. Innu verbs agree in gender (animate/inanimate) with their subject and/or object, resulting in four different verb classes: VAI, VII, VTI, VTA.

Changed Forms

Objective: Recognize *conjunct* and *changed conjunct* forms of animate intransitive verbs (VAI).

Direct and Inverse (VTA)

Objective: Distinguish between *direct* and *inverse* forms of transitive animate verbs (VTA).

18. Conjugating Verbs

General Objective: Learn to conjugate Innu verbs.

This section refers to a whole series of modules, ranging from beginner to advanced, and focuses on different verb classes (VII, VAI, VTI, VTA), stems, and different grammatical modes (independent, conjunct, imperative).

Because Innu verb inflections are so rich, the progression is based on and sequenced by grammatical person (1,2,3,4,1p,21p,2p,3p,0,0',0p,0'p, etc.) including number and obviation. The most common moods and tenses are presented first.
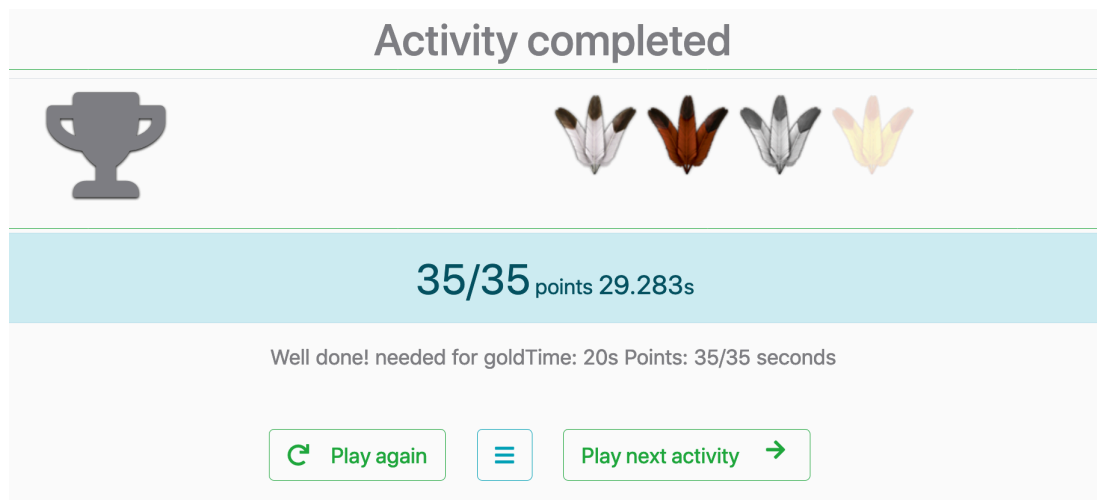
V. Software and Activity Types

Evaluation

Performance is evaluated based on precision and/or speed.

Scoring

Results are displayed as follows:

Activity completed

35/35 points 29.283s

Well done! needed for goldTime: 20s Points: 35/35 seconds

C↻ Play again   ≡   Play next activity →

The score (35/35 in the illustration above) reflects the number of correct answers and the time (29.283s above) indicates how quickly the student was able to complete the exercise. Both accuracy and speed determine the student's overall result.

For example, to reach the gold level, the student must get 100% accuracy and complete the exercise within a predetermined amount of time (for example, in 25 seconds or less).

For some exercises, scoring is only based on time because 100% accuracy may not be possible (e.g., in the Word Memory Matching activity).

User Interaction

For accessibility reasons, many of the exercises must be completed using "click and click" rather than "drag and drop".

Dialect

Upon entering the site for the first time, users are prompted to choose a dialect. A map and brief description of each dialect is provided to help users make an informed choice:

For those who register (as opposed to remaining an anonymous/guest user), this is saved to their profile as the preferred (default) dialect. To change the default dialect:
1. Make sure you are signed in
2. Navigate to the main Modules page
3. Click 'Dialect' in the top left navigation bar
4. Choose a new dialect; it will be saved to your profile as the new default

However, within a lesson or activity, users can temporarily switch between dialects by simply clicking 'Dialect' in the left-hand side of the navigation bar:

Modules, Lessons and Activities

A **Module** is a thematic or grammatical grouping of one or more **Lesson(s)**. To facilitate user navigation, modules are tagged with different labels, including first-language (L1) or second-language (L2) target audiences; beginner, intermediate, or advanced skill levels; and specific verb classes (VAI, VII, VTI, VTA). When users select a tag, the interface displays the module(s) that match their selection – for example, in the image below, the tag 'Beginner' has been selected. It is highlighted in green and the corresponding subset (15 modules) is displayed:
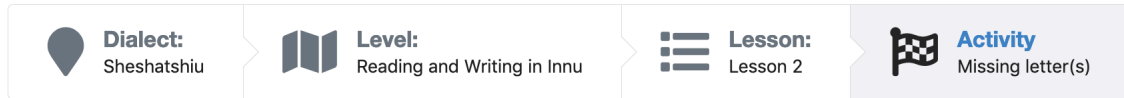
Modules [15]

Advanced ✓ Beginner Intermediate L1 L2 VAI VII VTA VTI

Reading and Writing in Innu →	Innu Vocabulary →
Learn to read and write in Innu by doing activities to strengthen your vocabulary and improve your spelling.	Strengthen your vocabulary and improve your spelling. Topics include: **months, days of the week**, **body parts** and **numbers**.
Intended for Innu speakers (L1)	*Intended for Innu speakers (L1) or second-language learners (L2)*
✓ Beginner L1	✓ Beginner L1 L2
Thematic Vocabulary 1 →	Thematic Vocabulary 2 →
Learn thematic vocabulary in Innu: **buildings**, **clothing**, **animals**, and **fish**	Learn thematic vocabulary in Innu: **birds**, **food**, **senses**, and **more**
Intended for Innu speakers (L1) or second-language learners (L2)	*Intended for Innu speakers (L1) or second-language learners (L2)*
✓ Beginner L1 L2	✓ Beginner L1 L2
Thematic Vocabulary Akua-nutin (work in progress) →	Dialogues (Aimitunanu) →
Learn thematic vocabulary in Innu: **animals from the bush**, **colours**, **the moon**, and **more**	Listen and read along to short conversations between Innu speakers.
Intended for Innu speakers (L1) or second-language learners (L2)	*Beginner to intermediate – Intended for second-language learners (L2)*
✓ Beginner L1 L2	✓ Beginner Intermediate L2

A **Lesson** contains language content for the user to study (such as vocabulary items, a story, a dialogue, a link to an explanation of a grammatical concept, etc.), as well as a series of Activities related to that content. Both lessons and activities contain multimedia including text, sound files and/or images. Practice and repetition of the activities allow learners to improve their language proficiency and confidence.

Activity Types

The software currently includes 17 types of activities and over 50 sub-types, according to the settings of the parameters. For example, for *Recognize New Words* exercises, the learner can be exposed to words in the current lesson only or to words in preceding lessons as well.

Dialect: Sheshatshiu	Level: Reading and Writing in Innu	Lesson: Lesson 2	Activity Missing letter(s)

Here are the 17 types that appear on the right-hand side of the navigation bar.

- Categorization
- Choose
- Classify by theme
- Crossword
- Fill in the blanks
- Identify dialects
- Matching
- Memory game
- Missing letter(s)
- Missing words dictation
- Questions
- Repeat and record
- Sentence dictation
- Spelling
- Word dictation
- Word pairs
- Word search

Available Activity Types with Examples

[Categorization] Noun or Verb? Identify

Noun or verb? Identify

Instructions

Indicate whether the word is a noun or a verb. Need help?

minu-tshishikau

Nom   Verbe

[Categorization] VTA or VTI? Identify

VTA or VTI? Identify

Instructions

Is it a transitive animate verb (VTA) or a transitive inanimate verb (VTI)? Hint: a VTI in the third person always ends in -m^u. A VTA ends with -eu. Need help?

tshissenitam^u

vta   vti

The goal of this activity is to select the grammatical class corresponding to the word displayed above by clicking on the correct box.

[Choose] Recognize New Words

	Dialect: Eastern	Module: Reading and Writing in Innu	Lesson: Lesson 1	Activity Choose	0% 00:23

☰ Choose an activity

Recognize new words

ⓘ Listen, then click the corresponding word

akunishkueun	amishkᵘ	amu	anik	anushkan

🔊
Replay

In this activity, students learn to match audio recordings with written words. At any time, a student can click "Replay" to hear the word pronounced again.

[Choose] Recognize All Words

	Dialect: Eastern	Module: Reading and Writing in Innu	Lesson: Lesson 5	**Activity** Choose	Stats 0% 00:05

≡ Choose an activity

Recognize all words

ⓘ Listen, then click the corresponding word

This activity uses words and letters from previous lessons

akup   anik   anushkan   apita-tipishkau   ashatsheu   atshik^u

emikuan   epishiminishkueu   innasht   kanakunass

🔊 Replay

In this activity, the student listens to the word being pronounced and then clicks on the box containing the corresponding word. At any time, the student can click "Replay" to hear the word again.

This is more challenging than *Recognize New Words*, because it includes words from previous lessons.

[Choose] Recognize New Word Translations

Recognize new word translations

ⓘ   Listen and click on the right translation

| 1/10 | |

s/he, her/him, her/himself, they, 👍 ✕ lves [obviative]   I, me, myself

we, us, ourselves (excluding you)   you [singular], yourself   we, us, ourselves (including you)

you (plural), yourselves   **s/he, her/him, her/himself**   they, them, themselves

🔊
Replay

In this activity, the student listens to the Innu word being pronounced and then clicks on the box containing the corresponding English (or French) translation. At any time, the student can click "Replay" to hear the word again.

Note: translation-based activities are particularly useful for second-language (L2) learners in the context of independent learning (as opposed to an immersion context).
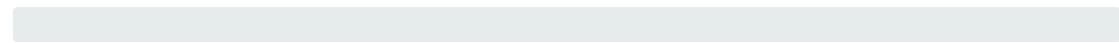
[Classify by theme] Word Family

Word family: Trees

Instructions

Move the words related to trees to the box on the right and all other words to the box on the left.

Consult the dictionary for the words you don't know.

Stats

◎ 0%
⏱ 00:13

mishtik^u		mishtik^u

ashamashk^u   aiatashkuaim^u

aiapishashkukateshu   aiatashkuaueu

aiakatuashkuaim^u   kashkan   mashkutin

aiashkumeu   akauashk^u   aiashku

[Classify by theme] Which Verbs are VTI?

Which verbs are VTI? Classify

Instructions

Which verbs are transitive inanimate verbs (vti)? Place them to the right, and place others to the left. Hint: a vti (3rd person) ends with m^u Need help?

VTI		VTI

shatshipeu   tshipaim^u   uapatam^u   ushinam^u   utuetam^u

aiakatuneu   aiaueu   tshimuan   uteu   tutam^u

The objective of this type of exercise is to classify words as belonging (green box on the right) or not belonging (red box on the left) to the category presented. To place a word in one of the two boxes, the student clicks the appropriate box, then clicks the corresponding word.

[Crossword] Crossword Puzzle

Crossword Puzzle

ⓘ Clicking any square in a word will reveal the corresponding image(s).
Complete a word by clicking each corresponding letter and square.
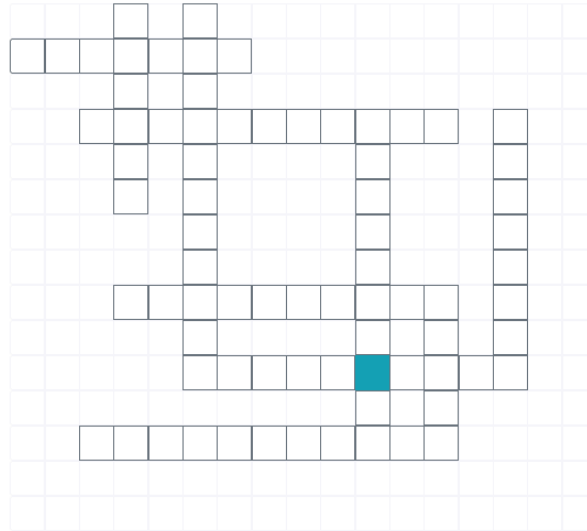
| a | e | i | k | m | p | sh | ss | t | tsh | u |

The objective of this activity is to complete the puzzle by filling in the correct words. The student clicks an empty box in the crossword to reveal the corresponding image or images (in the case of two intersecting words). Double clicking on any square will play the associated sound file. The student continues by clicking the letters and intended blank squares in order to spell each word until all boxes have been filled.

[Fill in the blanks] Fill in the Blanks: Choose the Correct Word (Nikaui)

Fill in the blanks: choose the correct word (Nikaui)

Instructions
Complete the text with the correct words.

1/23

Eukuannu umenu nikaui Tenesh [utipatshimun] nete ka aitiht [   ] nutshimit.

[nitipatshimun] [ueshkat] [tshimuan] [utipatshimun]

In this type of exercise, the student completes the sentences in a text one sentence at a time by choosing the appropriate words from a set of options. In some cases, the options will only include words necessary to complete the sentence. In others, there will be additional words presented, which do not work in the sentence. To complete the sentence, the student clicks a word and then clicks the corresponding blank box in the sentence (or vice versa).

[Fill in the blanks] Fill in the Blanks: Verb Classes (Nitassinan)

Fill in the blanks: verb classes (Nitassinan)

Stats
◎ 16%
⏱ 00:20

Instructions
Select the verb class and place it beside the verb, in parentheses.

2/13

Tshinashkumitin (vta) Innu, akua etutamin tshitassi. ✔

Nutshimit e uitakanit, eukuan ka mishta-itenitakuak (vii) tshitassinan. ✔

Nitassi nui uapaten ( ); tshin nuta, tshimeshkanam.

| vai | vta | vii | vti |

The objective of this type of exercise is to select the verb class that corresponds to the preceding verb. The student clicks a verb class followed by the corresponding blank box (or vice versa).

[Identify dialects] Dialect Recognition

Unuik^u!

Pakut-shipu   Pessamit   Matimekush   Uashat mak Mani-utenam

The objective of this type of exercise is to identify the dialect based on the pronunciation. The student clicks on the sound icons to listen to each recording and then selects the corresponding dialect. If the answer is correct, the icon is replaced by the name of the dialect. The student continues until all sound files have been associated correctly to their corresponding dialect. At any time, the student can click the sound icon to hear the recording again.

[Matching] Match Words to Images
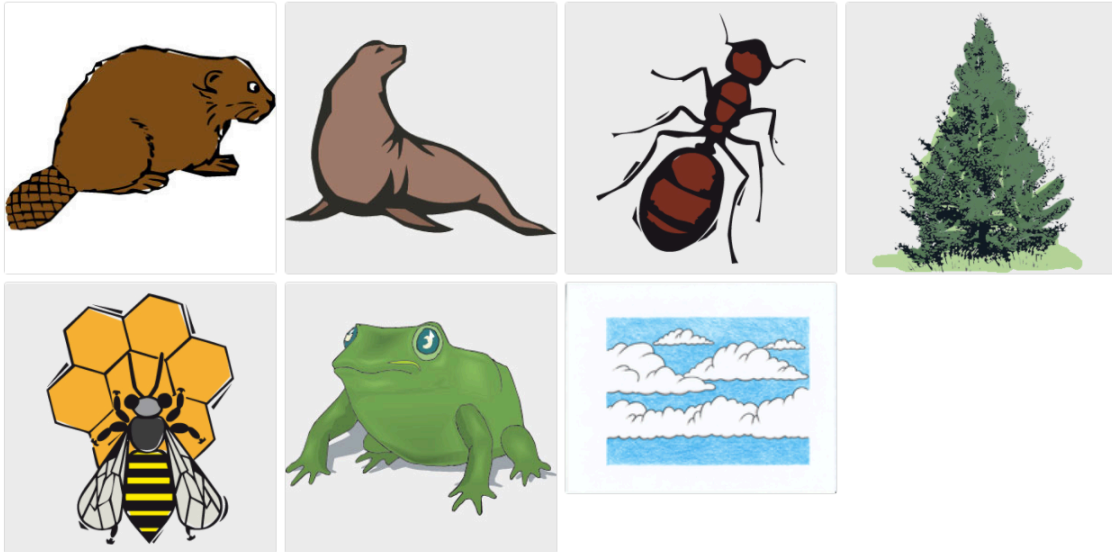
Match words to images

ⓘ Click the image and corresponding word

Stats

◎ 0%
⏱ 01:24

| kashkuan | atshik^u | innasht | anishku-enik^u | amu | amishk^u | anik |

The objective of this exercise is to match words to their corresponding images by clicking on them. The student can either click the word and then the image, or vice versa.

[Matching] Match Written Translations

Match written translations

ⓘ   Click the Innu word(s) and choose the corresponding translation

| 1/7 |

| you first [singular] | us first (including you) | you first [plural] | us first (excluding you) |

| him/her first | them first |

| tshińishtamuau | nińishtaminan | uińishtam | tshińishtaminan |

| uińishtamuau | | tshińishtam | nińishtam |
| | | | me first |

The objective of this exercise is to match the Innu words with their corresponding English (or French) translations. The student can either click the Innu word and then the translation, or vice versa.

Note: translation-based activities are particularly useful for second-language (L2) learners.

[Memory game] Word Memory Matching

Word Memory Matching

Stats
⏱ 00:35

ⓘ Find pairs of matching words by clicking on the tiles

6/10

epishiminishkueu			epishiminishkueu
akup	epishiminishkueu		
ashtueikan	ashtueikan		akup
	akunishkueun	akup	
akunishkueun	epishiminishkueu		akup

In this memory game, a player clicks on blank tiles to uncover words and find 10 pairs of matching words.

[Missing letter(s)] Missing Letter

Missing Letter

ℹ Complete the word by clicking the corresponding letter and space

	3/5	

a	e	i

a	p	i	t	a	-	t		p	i	sh	k	a	u

The objective of this type of exercise is to complete the word by clicking on the missing letter and then on the corresponding empty box (or vice versa).

[Missing letter(s)] Missing Letters

Missing Letters

ⓘ Complete the word by clicking the corresponding letter and space

Stats
◎ 63%
⏱ 00:57

4/6

| h | s | t | ss |

| a | k | u | ss | u | | a | k | a | n | i | |

This type of exercise is a variant of the preceding one (Missing Letter). The student selects a letter or grapheme by clicking it and then clicks the corresponding empty box (or vice versa) to complete the word.

[Missing letter(s)] Scrambled Words

Scrambled Words

ⓘ Unscramble the word by clicking the corresponding letter and space

n	t	i	a	n	sh

The objective of this exercise is to unscramble the word represented by the image above by placing each letter in the correct order. The student selects a letter and then clicks the corresponding empty box (or vice versa). This process is repeated until the student completes the word correctly.
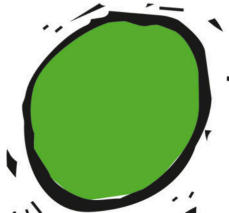
[Missing letter(s)] Many Missing Letters

Many Missing Letters

ⓘ Complete the word by clicking the corresponding letter and space

This activity uses words and letters from previous lessons

Stats
◎ 0%
⏱ 00:16

| a | e | i | k | ᵘ | u | p | s | sh | h | t | ss | m | n |

| | | | | | u | ss | | |

In this type of exercise, the student clicks a letter and then clicks the corresponding empty box (or vice versa). This process is repeated until the student has correctly completed the word.

[Missing letter(s)] All Letters Missing

All Letters Missing

ⓘ Complete the word by clicking the corresponding letter and space

Stats

◎ 20%

⏱ 00:22

1/5

| a | e | i | k | p | sh | t | u |

The objective of this activity is to place all of the letters in a word in the correct order by clicking a letter to select it and then clicking the corresponding empty box (or vice versa). This process is repeated until the student has completed the word correctly.

[Missing words dictation] Missing Words Dictation

The objective of this type of exercise is to listen to the sound file and then to complete the sentence by typing the missing words into the corresponding boxes. The student then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can click the play button to hear the word again.

[Questions] Comprehension Questions: ENGLISH / FRENCH

Comprehension questions: ENGLISH (Rita and her goals)

Instructions
Answer the following comprehension questions about what you just heard:

Stats
◎ 20%
⏱ 00:15

1/5

What is her position? ✔

manager   teacher   cook

What/who is she responsible for?

Innu women & children   Innu food & housing   Innu culture & language

How long has she been working in that role?

22 yrs   10 yrs   12 yrs

Rita says that the well-being of women is one of her objectives.

True   False

The objective of this type of exercise is primarily for second-language (L2) learners to test their listening comprehension of a short audio clip. Questions are presented in both multiple-choice and True/False formats; students indicate their answer by clicking on it.

*Note: in this version of the activity, questions are written in English to ensure that students are being evaluated on their listening comprehension alone, rather than a combination of their listening and reading comprehension. That is, if the questions were written in Innu and they did not fully understand (*reading comprehension*), they may select the wrong answer despite having correctly understood the Innu audio (*listening comprehension*). Questions can also be written in French for francophone learners. This approach is informed by best practices in second language testing and assessment. This version of the activity is most appropriate for beginner to intermediate L2 students (for intermediate to advanced students, see the next activity).

[Questions] Comprehension Questions: INNU-AIMUN

Comprehension questions: INNU-AIMUN (Rita and her goals)

Stats

◎ 20%

🕐 00:14

Instructions

Answer the following comprehension questions about what you just heard:

1/5

Tshekuannu ashit etatusset?   ✔

kapiminuesht   **katakuaitshesht**   katshishutamatshesht

Tshekuannu ua tutak tshetshi inniuimakannit?

innuat mak innushkueuat   innu-mitshim mak innu-mitshuap   innu-aitun mak innu-aimun

Tan tatupipuna eshpish nenu itatusset Rita?

10   22   12

Uitshiakanu auass tshetshi minupit.

Apu tapuenanut   Tapuenanu

The objective of this type of exercise is primarily for second-language (L2) learners to test their listening comprehension of a short audio clip. Questions are presented in both multiple-choice and True/False (*Tapuenanu* and *Apu tapuenanut* in the example above) formats; students indicate their answer by clicking on it.

*Note: in this version of the activity, questions are written in Innu-aimun in order to evaluate students on a combination of their listening and reading comprehension. This version of the activity is most appropriate for intermediate to advanced L2 students (for beginner to intermediate students, see the previous activity). First-language (L1) Innu speakers may also benefit from this type of activity.
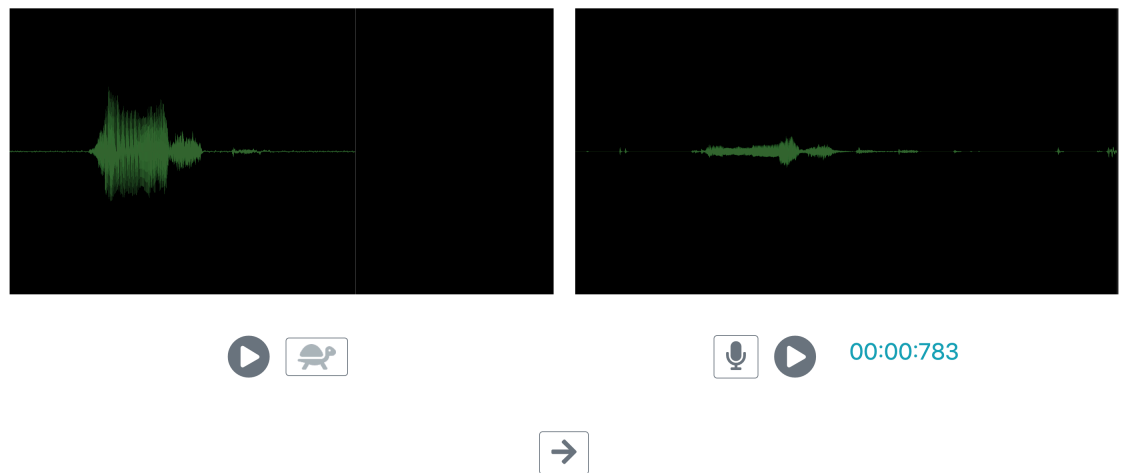
[Repeat and record] Repeat and Record

Repeat and record

Listen, record what you hear, and compare your own pronunciation to the original.

amishk^u

00:00:783

The objective of this type of exercise is primarily for second-language learners (L2) to practise their pronunciation. On the left is audio of a fluent speaker saying the word or sentence (*amishk^u* in the example above), which students can play repeatedly, along with the turtle button for playback at a slower speed. On the right, students record their own pronunciation of the same word, which they can play back and re-record repeatedly while comparing it to the original recording. They can also compare the visual waveforms of the two audio files. Note that this tool is intended for self-evaluation only; no score is given, as there is no way to provide customized evaluation or feedback.

In order for the software to work, users are prompted to grant access to their computer's microphone.

[Sentence dictation] Sentence Dictation

Sentence dictation

Stats

◎ 100%

Instructions

Write the sentences that you hear.
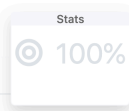
2/8

▶ 0:01 / 0:01 ━━━━━ 🔊 ⋮

Tan eshpanin?   ✔

Tan eshpanin

Tan eshpanin?

→

The objective of this type of exercise is to listen to a sound file and then type the sentence into the box. The student then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can press the play button to hear the word again.

[Spelling] Spelling

Type in this box : Type w if you want to type ᵘ

In this type of exercise, the student types the word represented by the image. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow.

[Word dictation] Dictation

| | Dialect:\nEast | | Level:\nReading and Writing in Innu | | Lesson:\nLesson 10 | | Activity\nWord dictation |

Dictation

ⓘ Type the word you hear

🔊\nReplay

Type in this box : Type w if you want to type ᵁ

✓

After listening to a recording of a word, the student types the word into the box and then clicks the check mark to verify the answer, at which point an arrow appears. If the word is spelled correctly, the timer is paused; if not, the timer continues. To move on to the next word, the student clicks the arrow. At any time, the student can click "Replay" to hear the word again.

[Word pairs] Changed Forms

Changed Forms

Instructions

Click on the two different forms of the same verb.

Study "changed form" here: https://grammaire.innu-aimun.ca/english/grammar/verbs/conjugations/inflection/changed-form/

6/11

| piapatat | uieñutishit | shakatshit | atusset | netaut | tekushinit | shikatshit | peuamut |

| puamut | akushit | upaut | ueñutishit | takushinit | papatat | uepaut | etusset | nekamut |

| iakushit | nataut | nikamut | auassiut | euassiut |

[Word pairs] VTA Direct and Inverse (1-2) Matching

VTA Direct and Inverse (1–2): Matching

Instructions

Match direct and inverse forms of each verb.

2/4

| tshiminuashin | tshuitshin | tshuitshitin | tshuapamitin | tshipetun | tshipetatin | tshiminuatitin |

| tshuapamin |

The objective of this type of exercise is to associate pairs of words by clicking on the correct boxes.

47

[Word search] Word Search

Word search

ⓘ Find the words illustrated under the puzzle.
Select each word by clicking the first and last letters.

4/5

| i | – | tsh | e | t | i | a | h | m | t | h | sh | m |
n	sh	p	n	u	i	k	p	h	e	h	sh	h
u	i	a	a	e	e	u	m	n	e	p	h	sh
–	u	–	–	u	a	n	t	u	u	h	i	–
i	n	tsh	n	m	n	i	ss	u	–	sh	p	k
p	u	p	t	u	u	sh	ss	t	n	i	a	e
k	u	a	m	i	sh	k	u	u	–	u	sh	a
n	u	a	ss	sh	k	u	u	e	m	tsh	i	u
h	p	t	e	tsh	a	e	–	t	k	a	u	u
sh	a	u	t	n	n	u	p	ss	p	p	–	t
n	p	p	e	e	a	n	i	k	e	–	–	p
k	–	i	–	ss	u	i	ss	u	m	p	i	u
m	–	a	tsh	h	sh	i	h	u	sh	sh	t	–

The objective of this activity is to find all of the words pictured under the word search. The word can be written from top to bottom, left to right, or diagonally. To select a word, the student clicks the first letter of the word and then the final letter. If correct, the word will appear highlighted in a particular colour. If incorrect, the word will flash red and the student tries again until all words are found. The student can also click on each image to hear the word pronounced.

VI. Signing in to Track Scores

Learners are presented with two options when visiting the website: 1) Proceed as a guest; or 2) Sign up/Sign in.

To sign in, users have the choice of: 1) creating an account, 2) using their Facebook account, or 3) using their Google (Gmail) account.
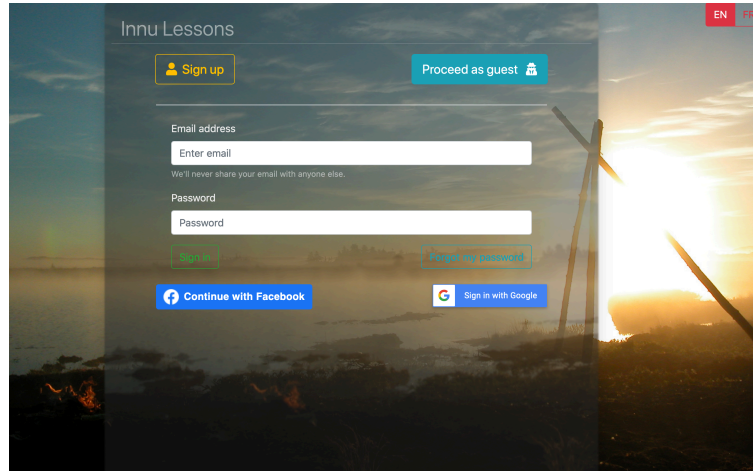
To log in with Facebook, click and follow the prompts.

To log in with Gmail, click and follow the prompts.

To create an account, click and then fill out the following form:

Learners who choose to sign in each time they use the site will be able to track which activities they have completed, including their personal best scores, and will be able to compare their results to the highest scores achieved for each activity.

A check mark ✔ (together with a percentage and time) indicates that an activity has been completed by the learner. A gold star ⭐ means that the learner has achieved 100% and a gold cup 🏆 indicates that the learner has achieved the top score among all users.

Choose an activity   ✕

These activities are listed in order of difficulty

Recognizing New Words   →

Personal Best: 100% (28.982s) ⭐ Best player: Claire
100% (23.297s)

Matching Words to Images   →

Personal Best: 84% (17.644s) ✔   🏆

Missing Letter   →

Personal Best: 100% (9.416s) ⭐   🏆

Missing Letters   →

Word Memory Matching   →

Scrambled Words   →

Many Missing Letters   →

All Letters Missing   →

Personal Best: 100% (25.457s) ⭐   🏆