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Collaborative Language Planning Project: Report 02: End of 2018

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Collaborative Language Planning Project

CLPP Report 02: End of 2018

CLPP activities report June-December 2018

Reporters: Mizuki Miyashita, Susan Penfield, and Richard Littlebear

0. Reports

Mansfield Library at the University of Montana has created a space for our reports, presentation slides to be posted for dissemination: <https://scholarworks.umt.edu/clpp/>. Currently, the first report and the slides from the presentation at SILS are available. We will keep posting our activity reports here.



Figure 0. Screenshot of CLPP repository on SclarWorks at UM Mansfield Library.

1. Evaluation

Follow-up questions were sent to CLPP meeting participants. Number of respondents was two. As everybody's schedule is very tight, evaluation and the follow-up questions should be included in the onsite agenda in future activities.



Figure 1. CLPP first meeting on May 17th, 2018.

2. Stabilizing Indigenous Language Symposium (SILS)

On June 7th 2018, the CLPP organizers presented a report of the first stage of CLPP activity. A copy of the presentation slides were sent to the CLPP members and posted on Scholarworks (see above). At the presentation, some members of the Piikanii tribe (Nothern Piegan – Blackfoot speaking tribe) came up to the presenters and gave a compliment saying that they appreciated the fact that there is a state-wide outreach project in Montana, and they wished there is something like this in Alberta. In addition, some of the CLPP presenters had communicated with one of the keynote speakers, Wes Leonard. He is an emerging scholar on language reclamation. It would be a good idea to bring him to our CLPP meeting in 2019.



Figure 2. CLPP participates in 25th SILS at University of Lethbridge. From the left, Susan Penfield, Alyce Sadongei, Jordan Lachler (CILLDI), Richard Littlebear

3. CoLang 2018

Mizuki Miyashita participated in CoLang 2018 (June 18-29) which was held at the University of Florida. At the business meeting, she made an official announcement that CoLang 2020 will be held at the University of Montana (UM) co-hosted by UM and Chief Dull Knife College (CDKC). In her presentation, she mentioned about the CLPP meeting and future activities as these will help toward the success of CoLang 2020. A copy of the slides of the CoLang 2020 launching announcement was sent to the CLPP members along with the first report.

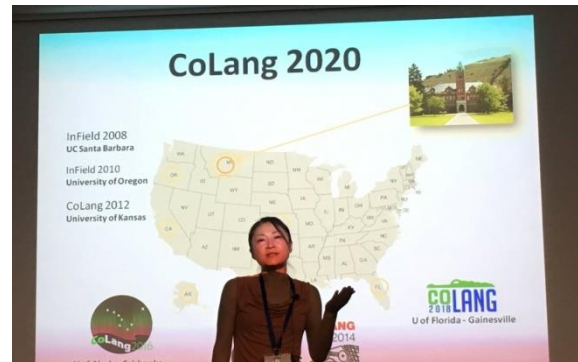


Figure 3. Mizuki presents a launch of CoLang 2020 at the business meeting in CoLang 2018 – University of Florida, Gainesville

4. Skype (Mizuki Miyashita and Mike Turcotte)

Mizuki Miyashita and Mike Turcotte had an informal skype meeting. Some good ideas were derived and these include:

- Workshop on Federal Indian Policy to CLPP members - Mike (and perhaps Sean) can offer this workshop to members who are not familiar with this issue
- Linguistics workshops for TCUs – One possibility is to do it online to learn ABOUT linguistics so that the audience can have some ideas on what it is in general and/or details. Linguistics course may be beneficial to Fort Peck Community College Native Language Instructor program
- Documentation – collaboration can be done.

These ideas will be revisited when CLPP members plan on onsite visit at FPCC and 2nd Missoula meeting.

5. CDKC Visit

5.1. Planning

Richard Littlebear, Susan Penfield and Mizuki Miyashita had a series of conversations regarding onsite visits (Photo). These three who are the CLPP's PIs decided to have the first onsite meeting at Chief Dull Knife College consisting of a PIs meeting, a workshop to Class 7 teachers, and a debriefing.

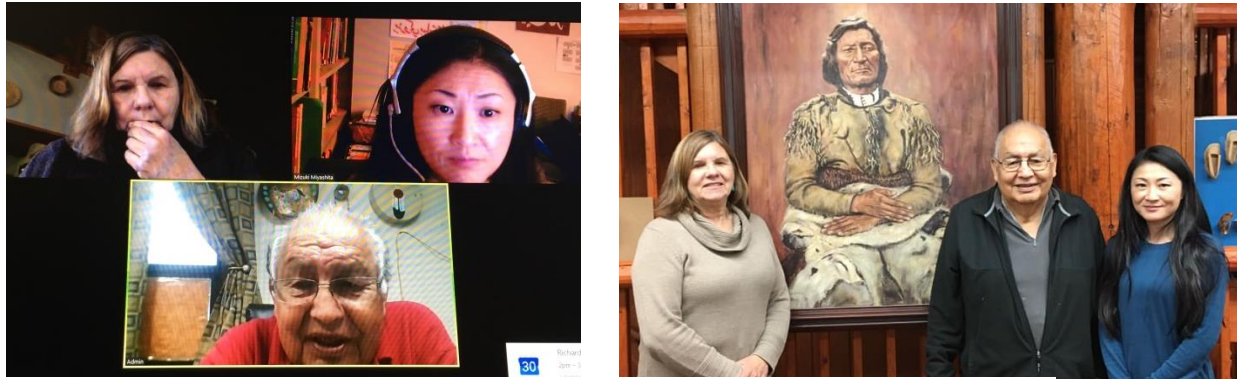


Figure 5.1. PIs online meeting (upper left), PIs meet on CDKC campus (upper right).

Developing of a workshop “for Class 7 teachers” involves preparing a workshop which is approved by OPI so that the participants can use their participation to earn CEU toward their Class 7 renewal. During the preparation time, Richard Littlebear suggested Mizuki Miyashita to contact OPI to develop the workshop CEU credited. General procedure is outlined below:

- a. Mizuki contacted OPI, and filled out a form and submitted it with an event description.
 - There is a CEU approval system through UM SELL which seems a more complicated and generates costs from attendees.
- b. The signed form was sent back from the OPI with information for the workshop provider (UM) and participants (Class 7 renewal seekers).
 - The signed form was copied.
 - Attendance sheet was created.
- c. Richard Littlebear further guided Susan and Mizuki to create an ad.
 - The ad in Figure 5.2 was first developed at UM, and then the draft was sent to Mr. Anthony Whitedirt who finalized the ad and posted it.
- d. Mr. Anthony Whitedirt works for the Cultural Affairs Department as an outreach worker/interviewer/computer specialist, also prepared copies of CDKC’s photo release form to be signed by the attendees.
- e. UM PIs prepared workshop materials for three hours (= 3 CEUs)
- f. PIs at UM prepared evaluation form to be given at the workshop.

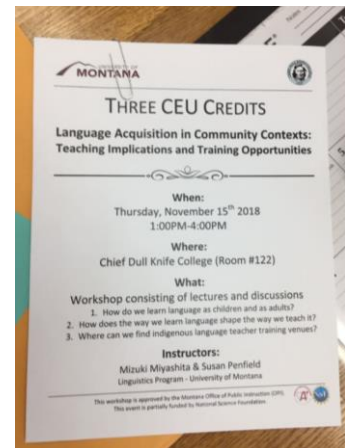


Figure 5.2. An ad of the workshop for Class 7 teachers

5.2. The visit



Figure 5.3. Mina Seminole and Susan Penfield at CDKC

Susan and Mizuki took a road trip in the afternoon of November 14th, 2018. They stayed in Billings that night. In the morning on November 15th, 2018, they drove to Lame Deer. The workshop was scheduled from 1PM-4PM. Susan and Mizuki arrived at CDKC at 11:00AM. Richard had to visit a high school in that morning. UM team met with Mina Seminole (CLPP first meeting participant), and had a brief conversation on the workshops and other related topics. Susan

and Mizuki met some of the workshop attendees and had good conversations learning about their interests and efforts toward teacher certification.

5.3. The workshop

The workshop started at 1PM in a classroom of a language teacher at CDKC. The topic consisted of a brief survey on language proficiency, assessments, first and second language acquisition, production errors and training venues. There was not enough time to cover most of the production errors.



Figure 5.4. Susan Penfield and Mizuki Miyashita offering a workshop for Class 7 teachers (bottom).

20 people attended, and 17 evaluation forms were returned. (Those who left the classroom early did not complete the evaluation form.) There was one evaluator who did not follow the directions, so the results reported here only include 16 completed forms. For the general question, “was the workshop useful?”, out of the 16 respondents, 10 people responded “extremely useful”, 3 “very useful”, 2 “somewhat useful”, and 1 attendee said “not so useful.” The evaluation also asked the usefulness of the workshop topic by topic. They seemed to be interested in language proficiency, and child language acquisition. Most attendees said they are likely to recommend this workshop to others. Besides the topics covered in the workshop, some participants indicated that they are interested in learning about teaching methods and curriculum development.

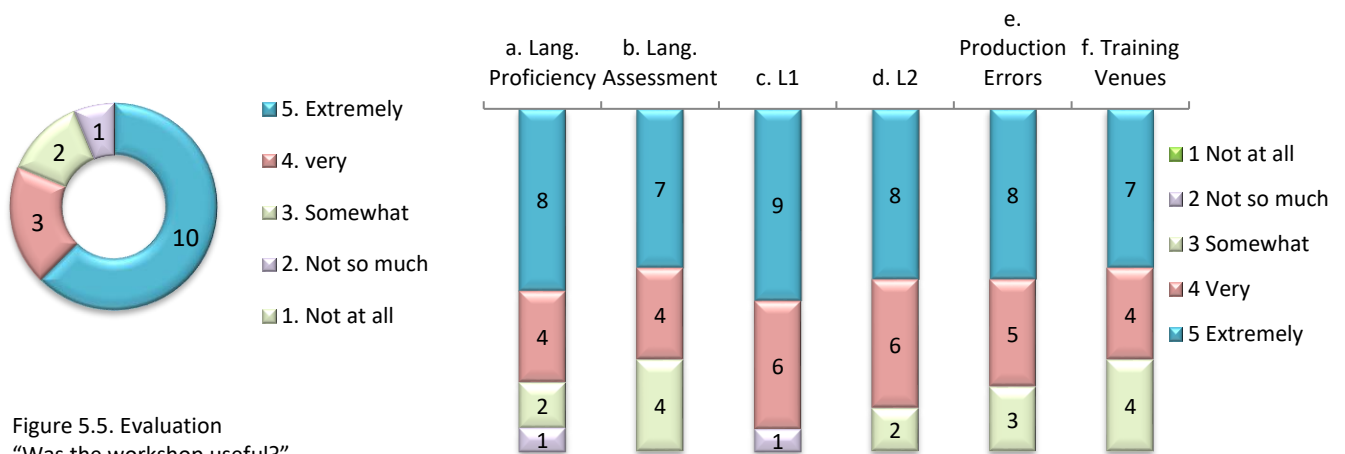


Figure 5.5. Evaluation “Was the workshop useful?”

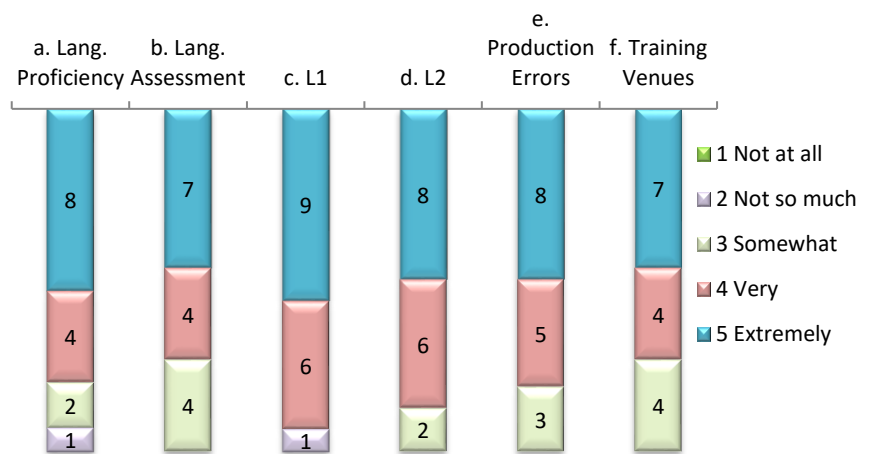


Figure 5.6. Evaluation – was it useful? (topic by topic)

5.4. Debriefing

Richard, Susan and Mizuki met after the meal – thank you for CDKC! (There were nice conversations happening at the meal time – some were in Cheyenne!). At the debriefing, some points were raised:

- The workshop was good for the first trial.
- Class 7 teachers seemed interested in the topics.
- TPR in different languages would give them good experience to learn what it's like to be a language learner
- Use of sign – sometimes people rely on signs and not learn spoken language

6. Next Step

Next activities are onsite trips to other TCUs and a second Missoula meeting. The current idea is to have one week-long trip to visit the other tribal colleges (first, FPCC, ANC, and SCC in this order). Then BCC and SKC later. It may be in March or April depending on everybody's schedule and the weather. Size of the group should be consulted with each college. It is suggested for us to have an online meeting in early part of the Spring semester.