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Collaborative Language Planning Project

Linguistics

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1-25-2021

## Collaborative Language Planning Project: Report 04: Winter 2020

Mizuki Miyashita

Susan Penfield

Richard Littlebear

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# CLPP Report 04

## New Reporting Design

**C**LPP reports have a new look! It has been a while since the last report was released in August 2019. From this issue, CLPP reports will be presented in this format, transforming the style from “notes” to “communication” among CLPP liaisons, participants, and anyone who is interested in our activities.

At the second Missoula meeting in May 2019, there was a suggestion to conduct one onsite workshop in September 2019. At that time, ANC and BCC were the candidates to be the host. September, however, presented a difficult timing situation, as the month also marks the beginning of fall semester and a busy time for us all. Consequently, no onsite workshop was held in Fall 2019.

## The Pandemic: Impacts on CLPP

**I**t seems ages ago when World Health Organization announced the pandemic due to coronavirus in March, 2020. Since then, our lifestyle has drastically changed and it is called the “new normal.” Before the announcement, the CLPP organizers were developing another onsite workshop to be held in April at Stone Child College that was, of course, cancelled. This report also outlines the changes made, activities that were conducted since the beginning of the pandemic, as well as our hopes and plans for our future communications.

### Collaborative Language Planning Project (CLPP)

#### PARTICIPATING INSTITUTIONS

Aaniiih Nakoda College (ANC)  
Blackfeet Comm. College (BCC)  
Chief Dull Knife College (CDKC)  
Fort Peck Comm. College (FPCC)  
Salish Kootenai College (SKC)  
Stone Child College (SCC)  
University of Montana (UM)



CLPP is supported by the National Science Foundation DLI-DEL and TCUP grants

BCS-1800617  
BCS-1800820  
BCS-2037470

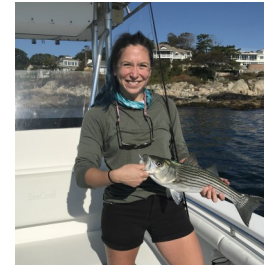


## Welcome Kaylene and Madeleine!



**K**aylene Big Knife, a UM alumna, joined CLPP representing Stone Child College. Kaylene is a graphic designer. Kaylene will serve as a SCC liaison assisting Helen Parker, who is our original liaison and the Cree language specialist. Kaylene also holds an MA in Native American Linguistics from the University of Arizona.

**M**adeleine Shek is the coordinator for CLPP. She earned an MA in Linguistics from the University of Montana in May 2020. She will assist CLPP in terms of budget management, event planning, and regular communications.



*“Native Americans are particularly susceptible to the coronavirus ...”*

*— John Blake, CNN (April 14, 2020)*

### Onsite Workshop: Pre-COVID 19

CLPP co-directors worked with SCC to organize an onsite workshop in Box Elder. The date scheduled was April 2<sup>nd</sup>. We developed the schedule (right) and the instruction team members were ready for the visit. The workshops were made available for up to 6 CEUs to accommodate Class 7 teachers. For the best of everybody’s health and safety, the workshop was cancelled until it is safe to have an in-person onsite workshop.

## Linguistics and Language Instruction for Tribal Communities



**Thursday, April 2<sup>nd</sup>, 2020 (8:30AM-4:00PM)  
at Stone Child College, Kennewash Conference Rm**

**Organizer:** Kaylene Big Knife (Stone Child College)

**Instructors:**

Sean Chandler (Aaniiih Nakoda College), Richard Littlebear (Chief Dull Knife College), Mizuki Miyashita (University of Montana), Susan Penfield (University of Montana)

**Agenda**

The workshop consists of presentations, participant discussions and hands-on activities.

- 8:30AM-9:20AM Introduction: Working with Linguistics  
RICHARD LITTLEBEAR
- 9:30AM-10:50AM Knowing our students: How do my students learn language?  
MIZUKI MIYASHITA
- 11:00AM-11:50AM Solving puzzles: How do we discover language patterns?  
MIZUKI MIYASHITA
- 12:00PM-1:00PM (Lunch Break)
- 1:00PM-1:50PM White Clay Language Immersion School  
SEAN CHANDLER
- 2:00PM -3:20PM Learning goals and lesson plans: What do my students need to do/know and what should a lesson plan look like?  
SUSAN PENFIELD & MIZUKI MIYASHITA
- 3:30PM-4:00PM Reflection and Evaluation: What can I do to improve my language teaching?  
THE CLPP TEAM



*Zoom meeting on May 21, 2020. Top row from left to right: Mizuki Miyashita, Leora Bar-el, Susan Penfield. Middle row: Samantha Prins, Sean Chandler, Michael Turcotte. Bottom row: Alyce Sadongei, Irene Appelbaum, Kaylene Big Knife. Melanie Sandoval also attended the meeting, and the picture was taken after her left—we will do this first next time!*

## NSF B<sup>2</sup> Proposal Awarded

**T**hank you for your collaboration! CLPP (Mizuki Miyashita as the PI) has been awarded a special conference grant (BCS-2037470) by the National Science Foundation (NSF): Build and Broaden (B<sup>2</sup>): Enabling New Social, Behavioral and Economic Science Collaborations with Minority-Serving Institutions. The project aims to expand participation in language research from under-represented institutions, specifically Tribal Colleges and Universities (TCUs). The project “Build and Broaden: TCU Participation in Indigenous Language Science (B<sup>2</sup>)” consists of the following activities (i) a national conference for language researchers and language workers from communities and academia, (ii) onsite workshops for TCU scholars, and (iii) a convening among researchers, community stakeholders and TCU scholars about language science. The project will provide training venues for TCU scholars to develop research skills in linguistics, language acquisition and related fields, and will lead to the designing of research projects in language science. Direct outcomes of this project will include research agendas developed by the Indigenous scholars and stakeholders, some of which will be carried out in collaboration with outside researchers. The incorporation of the research results will contribute to the communities’ language revitalization efforts. The B<sup>2</sup> project is an extended activity of CLPP; together, they aim to strengthen the environment for collaborative research in Indigenous languages in response to the Native American Languages Act (NALA), passed by the U.S. Congress in 1990. NALA called for stakeholders, including Native American activists, to act together to “preserve, protect and promote the rights and freedom of Native Americans to use, practice and develop” these languages.

### Zoom Meeting (May 2020)

Everyone is zoomed out in this world of pandemic! However, we must agree we are able to stay connected— thanks to technology!

The PIs (Susan, Richard and Mizuki) have been utilizing Zoom in planning meetings since 2018. This time however, was the first time meeting with the CLPP liaisons. The meeting had multiple purposes: (i) to stay in touch with liaisons and discuss COVID impacts at the local level, (ii) to update CLPP activities including workshops and CoLang, and (iii) to try an online meeting and find out whether it works for our needs.

In addition, various concerns and key points were raised:

- How language teachers can manage their own school and training.
- Interests in language work in the community is sometimes there and sometimes not.
- More ideas get generated once some ideas are showcased.
- CLPP can consider mini-Zoom ‘onsite’ visits or sessions by themes.
- AILDI can try some online trainings with CLPP

### Zoom Meeting (December 2020)

Another Zoom meeting with CLPP liaisons was held on December 9th, 2020. The main purpose of the meeting was to keep in touch during this hardship.

### CLPP members (2020-21)

Irene Appelbaum (UM rep)  
Leora Bar-el (UM rep)  
Kaylene Big Knife (SCC liaison)  
Sean Chandler (ANC liaison)  
Iva Croff (BCC liaison)  
Aspen Decker (SKC liaison)  
Richard Littlebear (CDKC PI)  
Mizuki Miyashita (UM PI)  
Helen Parker (SCC liaison)  
Susan Penfield (UM Co-PI)  
Melanie Sandoval (SKC liaison)  
Alyce Sadongei (AILDI cons.)  
Madeleine Shek (coordinator)  
Michael Turcotte (FPCC liaison)

### Editors of this issue

Richard Littlebear  
Mizuki Miyashita  
Susan Penfield  
Madeleine Shek

## CoLang 2020 Web Series

On June 23-25, the CoLang 2020 team hosted the CoLang 2020 Web Series, a three-day event of curated sessions presented over Zoom. It was brought to the audience in collaboration with the CoLang community including former participants and workshop facilitators. Each day, the CoLang 2020 team hosted presentations and discussions with our colleagues and collaborators. Featured sessions included moderated Q&A sessions with the audience. The web series was record-

ed and uploaded to a space in the ScholarWorks (hosted by the Mansfield Library at the University of Montana) for viewing. [https://scholarworks.umt.edu/colang\\_2020\\_webseries/](https://scholarworks.umt.edu/colang_2020_webseries/)



*CoLang 2020 Web Series June 23-25, 2020*

## Montana CoLang Approved for 2022

Although CoLang 2020 was cancelled, it would be sad to not show what we can do to the world! Many of the interested participants as well as our CLPP members and collaborators were looking forward to it. The co-directors reached out to the CoLang Advisory Circle and requested to consider the Montana team to host CoLang in 2022. Our enthusiasm reached their heart! CoLang will be coming to Missoula, Montana! Because of several restrictions such as funding and housing issues, the institute will be smaller than the plan made for CoLang 2020. However, its spirit and the theme will be the same — including Native Perspectives and increasing participation from the Indigenous communities at all levels! The CLPP liaisons will continue advising the co-directors in developing the program. Because of this re-do process, we anticipate more opportunities for the insti-

tute to respond to the needs of the communities. Look forward to several announcements from the CoLang 2022 team.



*CoLang 2022 Logo designed by Kaylene Big Knife*

# The Difference Between Language Acquisition and Learning

By Richard Littlebear  
President, Chief Dull Knife College



When I first became interested in saving the Cheyenne language in the mid-1980s and later started teaching it, I studiously followed the way English had been taught to us first at the government boarding school I attended and later at the white public school from which I graduated in Washington State.

I learned about conjugation, tenses, verbs, nouns, adjectives prepositions, adverbs and all the writing stuff that we learn in the U.S. school systems. I was blissfully, thoroughly and unknowingly brainwashed into following the grammar-based model. When I actually started teaching the Cheyenne language in a school classroom, that model is how I taught the language and that's how I failed at teaching my language. I searched around for a different method because the method I was using was proving ineffective.

I would start writing on the black board, white board, or whatever mode was available (and I did not know how to write the Cheyenne language at that time. I was getting very good at teaching myself how to write the Cheyenne language and NOT teaching the language to my students). When I would look at my students, once I took my attention away from the board, I would see a sea of glazed, non-comprehending eyeballs trying to focus on what I was saying and writing. Then I went to a Total Physical Response (TPR) Approach workshop at Boise State University. The principles of TPR really made sense to me. I had not wanted to be in Boise in July and wondered if I would make it through the five-day workshop. Dr. James J. Asher, the developer of TPR, was one

of the teachers along with assistants who were very enthusiastic

about teaching the TPR Approach. They all made that workshop fun.

The five-day workshop I once dreaded turned out to be too short for me. One of the principles I learned was that language acquisition is just that: picking up a language by hearing it. Another principle I learned was that comprehension comes before production which means that understanding is acquired before one actually speaks the language. That's how those of us who did not speak the English language acquired it, probably out on the playground with students who spoke only English.

TPR puts into curricular form a natural process that all humans undergo when they reach the language acquisition stage of child development. Grammar-based teaching has its place for those who want to learn the grammatical structure of their language or other languages, such as grammar specialists and linguists. Never having gone through linguistic training (except for one summer linguistic session at the University of New Mexico in Albuquerque) I can only conjecture about it. I hope linguists who work with indigenous languages are exposed to the TPR Approach or at least some aspect of language acquisition during their training. That way they can span the gap between their research and training and what is needed on a practical basis by those communities trying to save their languages.

Hena'haanehe.

Linguistics Program  
University of Montana  
Social Science Building  
32 Campus Dr.

Collaborative Language Planning Project is a series of activities conducted by a group of like-minded people who work toward the recognition, maintenance, and promotion of Indigenous languages of Montana and beyond.

## Collaborative Language Planning Project (CLPP)



*CLPP aims to enhance communication among language activists, language teachers, students, and researchers from Indigenous and non-Indigenous communities in the state of Montana. The participants consist of representatives from the tribal colleges in Montana as well as language activists, teachers and researchers from the independent community language programs. Its goals include enriching language revitalization efforts among Indigenous communities, enhancing teachers and activists' training experiences, and encouraging collaboration.*

CLPP - Montana

Collaborative Language Planning Project

Linguistics Program  
University of Montana  
32 Campus Dr.  
Missoula, MT 598122  
USA

Phone: 406-243-2693  
E-mail: [mizuki.miyashita@umontana.edu](mailto:mizuki.miyashita@umontana.edu)

PLEASE  
PLACE  
STAMP  
HERE