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Collaborative Language Planning Project: Report 05: Summer 2021

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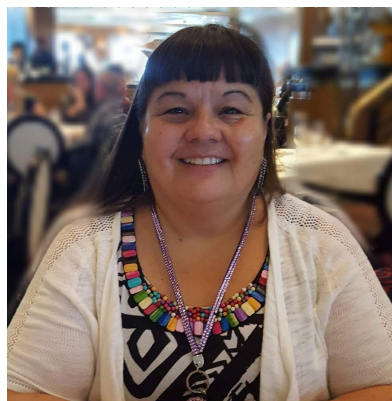
CLPP Report 05

Continuation

The CLPP reporting period is twice per year: winter and summer. We will continue to include a summary of our activity as well as exciting news from our liaisons and partners. The basic purpose of these reports is to serve as communication among CLPP liaisons, participants, and anyone interested in our activities. CLPP aims to enhance communication and collaboration among language workers and scholars in the state of Montana. The reports will be uploaded to ScholarWorks, a digital repository managed by the Mansfield Library.

Congratulations!

Our BCC liaison, Iva Croff, the Division Chair of the Liberal Studies and Piikani Studies, and General Education Core, was awarded a William Pratt Endowment for Indigenous, Folk, Traditional and Media Arts grant from the Montana Community Foundation. The project title is “ Oral History & Language through Blackfoot Societies Songs.”



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

TCU Online Meetings

Each TCU liaison will meet with the CLPP directors with the purpose of deepening the level of understanding about each TCU's unique situation. Scheduling will start in August 2021, and meetings will be spread over AY 2021-2022.

Please be prepared to discuss these topics at the meeting:

- Current activities
- Community needs
- Suggestions for CLPP
- Research interests
- TCU scholars
- Scholar trainings

Imagining Our Future with AILDI

The American Indian Language Development Institute's (AILDI) mission is to provide critical training to strengthen efforts to revitalize and promote the use of Indigenous languages across generations. This is accomplished by engaging educators, schools, Indigenous communities and policy makers nationally and internationally through outreach, transformative teaching, purposeful research and collaborative partnerships.



[/aildi.arizona.edu/](http://aildi.arizona.edu/)

AILDI offers a summer institute consisting of five week-long intensive trainings in June. Back in the day, quite a few Indigenous language teachers from Montana participated in the institute, and are now experienced language teachers in their communities.

The AILDI workshops continue to improve and provide effective trainings that meet the needs and interests of today's language teachers.

AILDI also conducts smaller workshops as part of their outreach activities, example, the four day long event *pute'nt khwa isqwa'qwe'el Honor Your Language* held in Worley, Idaho in September 2019. The participants discussed the current state of their communities' language work efforts, learned about a tool for documenting traditional ecological knowledge, and were introduced to basic concepts in linguistics that are useful for language activities.

Such an outreach workshop program is informally referred to as a mini-AILDI. CLPP is interested in organizing a mini-AILDI training event for our members and friends here in Montana. The PI-team and the AILDI consultant plan to discuss this further. Any suggestions from the CLPP members and potential participants are welcome.

Class 7 teachers



Class 7 teachers are an important part of the education system in Indigenous communities in Montana. CLPP recognizes the need for training opportunities for their classroom preparation, assessment methods, as well as language education techniques. CLPP is committed to supporting the improvement of the training and work environment for Class 7 teachers.



Zoom meeting on May 20, 2021. Top row from left to right: Mizuki Miyashita, Leora Bar-el, and Irene Appelbaum. Middle row: Susan Penfield, Sean Chandler, and Richard Littlebear. Bottom row: Iva Croff, Alyce Sadongei, and Kaylene Big Knife.

CLPP All Liaisons Meeting on Zoom Summary & Updates (May 20, 2021)

We are gradually learning to hold CLPP meetings online. At our all Liaisons meeting, we first reviewed how far we have come since our first-ever meeting in May 2018. We also explored a potential collaboration with AILD! (see page 2). We heard updates from three TCU liaisons about the current status of their NSF grant proposal development.

Sean Chandler (ANC) presented on his research grant proposal, submitted to NSF in collaboration with UM and U of Washington-Bothell (UW) in November 2020. His plan is to investigate the Aaniiih’s sound system, as well as to test an online tool developed by the collaborators at UM and UW. If his proposal is accepted, Aaniiih interns will be trained in language documentation, focusing on audio processing. Iva Croff (BCC) presented about an NSF planning grant proposal she is currently developing. The project includes a community language awareness survey, faculty and student intern training, and the development and implementation of Blackfoot-specific language workshops. Kaylene Big Knife (SCC) presented on her NSF planning grant proposal. Her plan is to train community language teachers by arranging special consultations with experts in various areas: family language programs, first and second language acquisition and teaching, and computational language education.

We also reviewed our plan for the convening in June 2022, and a language science conference in the following year.

Still Zooming

Organizing an e-meeting went more smoothly this time, thanks to our increased experience using Zoom, a platform we were thrown onto due to the pandemic. It was so nice to see all our faces, and we cannot wait to meet again in-person. As all our schedules are constrained by various responsibilities and our unique lives and careers, it can be challenging to find a time that works for everyone. Unfortunately not all members can make all meetings. The photo (left) is from our latest meeting, held on May 20th, 2021.

Onsite Workshops

Most of us (if not all) are fully vaccinated, and some of us started meeting in-person, with or without a mask. Some of us are traveling by airplanes. It feels like the end of the pandemic is approaching. However, with the new variants, we still need to be cautious with respect to holding onsite workshops. Talking with the SCC-CLPP liaison, Kaylene Big Knife, the current plan is to hold an onsite workshop at SCC in Box Elder in Spring 2022.

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 (student rep.)
Naatosi Fish (alum member)
Richard Littlebear (CDKC PI)
Mizuki Miyashita (UM PI)
Helen Parker (SCC liaison)
Susan Penfield (UM Co-PI)
Melanie Sandoval (SKC liaison)
Alyce Sadongei (AILDI rep.)
Madeleine Shek (coordinator)
Mike Turcotte (FPCC liaison)

Editors of this issue

Richard Littlebear
Mizuki Miyashita
Susan Penfield
Madeleine Shek

Cewagi

*Pi şa:muñim 'ab dahă.
'ab dahă kc 'ab beihim g gewkdag
'ab beihim 'amjeđ g s-ke:g hewel.
'l:da gewkdag mo na:nko ma:s.
'l:da gewkdag mo d 'ep ge'e tatañ.
'l:da tatañ mat 'ab amjeđ o si 'i-hoi g jeweđ.
'l:da tatañ mo we:s 'an 'i t-bijimidahim.*

*Summer clouds sit silently.
They sit, quietly gathering strength.
Gathering strength from the good winds.
This strength that becomes the thunder.
The thunder so loud it vibrates the earth.
The thunder that surrounds us.*

— Ofelia Zepeda, “Ocean Power”

SCC's ANA Language Project

Stone Child College launched the ANA Language Project to create and implement an Associate's degree in the Cree language with the goal of improving the vitality of Cree on the Rocky Boy's Indian Reservation. Kaylene Big Knife, the ANA Language Project coordinator (also CLPP liaison) organized a trip to Salish Kootenai College and Blackfeet Community College for the SCC staff to meet the teams at the visiting sites, observe their programs, and to bring back ideas to apply to the SCC's project activities.



On June 9th, 2021, the staff met with Michael Munson, Director of Salish Language Educator Development (SLED) & Native Language Teacher Education (NLTE) Programs at the Salish Kootenai College, and on June 10th, 2021, they visited Iva Croff, the Chair of the Liberal Studies & Piikani Studies and Jesse DesRosier, the Piikani language instructor at the Blackfeet Community College. Kaylene shared her experience with the editors:

“SKC and BCC hosted us with incredible kindness in early June, sharing their vast knowledge on their Indigenous languages and the setup of their language degree programs. SCC was able to witness different teaching styles, curriculum, and the students were so welcoming as we observed their classes. SKC's and BCC's visions and efforts for the communities have greatly inspired SCC's ANA Language Project staff as we make final preparations for launching the Associate of Arts in the Cree Language this fall.”



Photos by Wilma Tyner, the Dean of Academics, SCC. Left—Meeting at SKC (left: Kaylene Big Knife, Helen Parker, John Murie, Robert Murie, and Michael Munson.); Right—Helen Parker (SCC language instructor and CLPP liaison)

Perspective: Shifting Roles in Revitalization

By Susan Penfield
University of Montana



For the past 50 years, I have had the distinct privilege of working with Native American languages and the communities who use them. As I look back, I see that there have been many positive changes, in spite of the concerns over language loss facing most communities. In the 1970s, the role of a linguist was still very much that of a ‘lone wolf’ researcher. The power dynamics were largely that the linguist had skills, which Indigenous people did not, aimed at analyzing and developing work on any given language. Back then, it was still the case that even though there was growing awareness of language loss, and language description was deemed critical, there was not an awareness of how quickly loss occurred nor of the challenge of revitalization.

From my perspective, change began in the late 1970’s with the realization and implementation of training for Indigenous people to take control of their languages. One of the markers was the development of the American Indian Language Development Institute (AILDI) which is the longest standing training institute which supports Indigenous people in their quest to reclaim their languages themselves. The role of a linguist has changed markedly from someone assigned to work ‘in’ a community to someone

assigned, or hired, to work ‘with’ and ‘for’ a community.

This power shift has led the academic world to seek more collaboration in all research efforts and puts the speaking community in charge of their own language reclamation.

The shift initiated by training opportunities rippled through communities and eventually moved from grass roots to the top levels of the federal government. In the 1990s, the Native American Language Act, which resulted from the collaboration of linguists and Native activists, led to establishing federal funding now recognized as ANA language grants and the NSF program for Documenting Endangered Languages. Now, in 2022, we see training institutes, like AILDI, NILI and CoLang and more, being largely staffed by Indigenous people who are highly skilled in working on their own languages and well positioned to share their knowledge with others. It has taken a long time for this shift to occur. While there have been many other positive changes, there is room for more. As ever, language reclamation is always possible, if always a challenge, requiring time,

Ending Note

At the time this report was composed, Natives4Linguistics recently had just issued their “Statement from Indigenous linguists and language scholars on Boarding and Residential Schools”. The CLPP directors acknowledge with sadness the history of the field of linguistic research, and the atrocities committed therein. We also recognize that this ‘history’ is not fully in the past. Comprised by language workers who engage with Indigenous peoples and Indigenous languages, CLPP commits unwaveringly to true collaboration and to ethical research practices. We strive to bring about positive change by setting an example for language workers everywhere. -- The editors

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Collaborative Language Planning Project (CLPP) 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

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HERE