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Collaborative Language Planning Project

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Collaborative Language Planning Project: Report 06: Winter 2022

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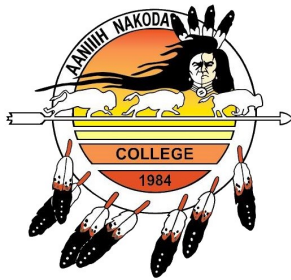
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CLPP Report 06

Congratulations!

Dr. Sean Chandler, President of Aaniiih Nakoda College and our ANC liaison, was awarded a National Science Foundation (NSF) grant “Collaborative Research: Prosodic Analysis and Visualization of Phonetic Samples for Improved Understanding of Stress and Intonation” [BCS-2109200] from the Dynamic Language Infrastructure-Documenting Endangered Language (DLI-DEL) Program and Tribal College and University Program (TCUP) in collaboration with the University of Montana [BCS-2109437; PI: Dr. Mizuki Miyashita] and the University of Washington-Bothell [BCS-2109654; PI: Dr. Min Chen]. This grant enables ANC interns and emerging language scholars from the community to be trained in basic linguistics, focusing on phonetics and phonology. This will aid them in their creation of visual pronunciation guides (Pitch Art) using archival sound recordings.



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

Class 7 Development Conference

UM Linguists were invited to speak about the Linguistics Program at the Class 7 Development Conference and Language Revitalization Workshop. The hybrid event was held on December 10th and 11th, 2021, in Billings co-sponsored by the Chippewa-Cree Tribe Dept. of Indian Education, MSU-Bozeman Center for Bilingual and Multicultural Education, MSU Billings American Indian Student Achievement, and Fort Peck Tribes Language & Culture Dept. CLPP members Irene Appelbaum, Leora Bar-el, and Mizuki Miyashita virtually co-presented a short talk on “Linguistics as a tool for language teaching & learning.”

International Decade of Indigenous Languages Launching Event included Montana community

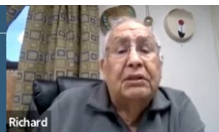
Many Indigenous communities are working to revitalize their languages. Some successes have been showcased at recent conferences and events; one that was particularly remarkable was the Launch event for the International Decade of Indigenous Languages (IDIL), hosted by the Cherokee Nation and Global Indigenous Languages Caucus. Speakers included Darren Kipp, the director of Piegan Institute, and Jesse DesRosier, an instructor at Cuts Wood School. The presentations and panels consisted of Indigenous communities sharing stories of their journeys that brought them thus far. One strikingly commonly shared aspect was the use of the language with very young children. Dr. Pila Wilson, co-founder of the Punana Leo Hawaiian Immersion School also shared his experiences using the language with his children at home. It was encouraging to hear of this success, especially because neither Dr. Wilson nor his wife are first language speakers. They learned Hawaiian as a second language, and were determined to use it at home. Dr. Wilson described his determination as a second language learner using the expression “no pain, no gain”. It is important to remember that for adult learners, learning another language is a long-term commitment and process, unlike for the children who grow up around the language, who will acquire it without the struggles second language learners might go through. This may shed new light on our situations with respect to our Indigenous language teaching and learning. Are our children involved? Do they have opportunities to hear and use the language in their lives?

Panel Presentation at the LSA's Annual meeting (January 7, 2022)

Richard Littlebear, Susan Penfield, and Mizuki Miyashita co-presented a talk, "Collaborative Language Planning Project: Findings and Implications via Networking with the Tribal Colleges in the State of Montana," as part of the organized session "Inclusive Pathways and Broadening Participation for Native Americans in the Language Sciences," co-organized by Colleen Fitzgerald and Wesley Leonard. The panel presentations included a wide range of programs and projects that aim to increase Indigenous scholar participation in language science. Representatives from University of Arizona and University of Victoria shared information about their graduate programs for Native American linguistics and degrees in language revitalization. Other scholars presented on ways to incorporate Native Perspectives in their linguistics courses. One presentation was about a mentor-mentee relationship between Indigenous scholars in linguistics and Indigenous education. The CLPP leaders' presentation was unique because its impacts extend beyond university students. The entire panel presentations are available for view on the Natives4Linguistics's YouTube channel :

<https://www.youtube.com/playlist?list=PLw6ycNCeQ1foQXFfaMKJFibaRxykT-4uCs>

Findings: Community's overt perspective



Commonly heard: "We have not produced fluent speakers."

Needs (community perspective)

- Teacher training in education, and language teaching methods b/c the issues are
 - Language teachers want their students to learn to speak the language
 - Class 7 teachers have the knowledge of language and culture, but the education degree is waived
 - Community stakeholders are often not sure whether linguistics training would help the situation

Image: snapshot of presentation recording presented on January 7, 2022 at the special session included in the Annual Meeting of LSA.

CLPP REPORT 06—WINTER 2022



CoLang 2022

CoLang 2022 is coming up in June! Regular updates, including detailed information on the workshops, can be found on the CoLang website. There will be a number of workshops that are relevant for language teachers, documenters, community-based linguists, interdisciplinary scholars, etc. If you are interested, contact the CoLang coordinator at colang2022@gmail.com for more information.

TCU Online Meetings

Each TCU liaison will meet with the CLPP directors with the purpose of deepening the understanding about each TCU. Scheduling is postponed, and meetings will be spread over AY 2022-2023. Please be prepared to discuss these topics :

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

Editors of this issue

Richard Littlebear
Mizuki Miyashita
Susan Penfield
Madeleine Shek

Richard Littlebear and the Cheyenne Language Texts Project Team Awarded SSILA's 2021 Ken Hale Prize!

The Cheyenne Language Texts Project Team led by Richard Littlebear, Wayne Leman, and Sarah Murray has been nominated for and awarded the 2021 Society for the Study of the Indigenous Languages of the Americas (SSILA) Ken Hale Prize. The late Ken Hale was a linguist recognized for his outstanding community language work and a deep commitment to the documentation, maintenance, promotion, and revitalization of Indigenous languages in the Americas. This prize is awarded to individuals or organizations who have shown outstanding accomplishments in language work that both contribute to the field of language science and to the communities. Richard Littlebear and the team's collaborative work has been contributing to the documentation, analysis and revitalization of the Northern Cheyenne language. The project is conducted in collaboration between the community's language specialist and academic linguists, and the work aims to contribute to the advancement of linguistics and the community's language revitalization efforts. Richard Littlebear and his team are an inspiration to others who work to document and sustain Indigenous languages in the spirit of Ken Hale. CLPP is proud to report this, and feels fortunate to be a part of the team members through CLPP activities. The team members attended the award ceremony at the SSILA annual meeting in January 2022. Congratulations!



The team photo: From left to right: Sarah Murray, Desta Sioux Calf, Wayne Leman, Chloe Ortega, Richard Littlebear, Jessie Angel-Brian, Haley Ash-Eide, Mina Seminole, Carol-Rose Little, Anthony Whitedirt

Encouraging Aaniiih Anticipation

By Sean Chandler
Aaniiih Nakoda College

For the last several years it appeared that there would only be a few of us taking on the immense task to restore our Aaniiih Language. Recently, hope has come along to help share the weight of this seemingly indefinite process. Three young language learners have been inspired to become instructors. They have naturally grown into this process, all three have been involved in the Aaniiih Language through Aaniiih Nakoda College's (ANC) White Clay Immersion School (WCIS).

Xavier Hawley's presence was always felt at the WCIS even though he wasn't a student, as his age was not in the range of grades that we offered. His mother was a teacher; therefore, he was able to attend several of our events. He began volunteering his time as a classroom declutterer and chaperone to our students. Upon entering college at ANC, Xavier became a student intern helping and assisting WCIS teachers. He is set to be one of the first graduates of ANC's new 4-year degree of Aaniiih Nakoda Ecology. In addition to his duties at WCIS, he regularly travels to our local head start centers to provide language lessons and curriculum.

Wozek and Serena Chandler have had similar paths to becoming champions for the Aaniiih Language. Both began as students at the WCIS,

Wozek was part of the inaugural class of the WCIS in 2003 and would go on to graduate

from the school in 2011. Throughout her high school years, she would serve in a mentorship role for the younger WCIS students. Upon enrolling at ANC in 2015, she returned to the WCIS as a student intern/mentor, where she began to teach children in the Aaniiih Language. She has now graduated with her Bachelor's in American Studies and has plans to return to us once again to teach and develop curriculum. Serena graduated from our WCIS in 2018, currently, she is serving as a mentor to our young students in addition to developing curriculum. She is set to enroll at ANC this coming Fall and will be continuing her desire to help put the Aaniiih Language into practice.

It is an exciting time for the WCIS, as the future of the Aaniiih Language seems to be a little brighter. Additionally, these young speakers will be vital contributors to our new MeTILDA project. We await with encouraging anticipation in what they do with their lives and the Aaniiih Language.



Ending Note

Though we are not out of the woods of this pandemic, CLPP and its members continue to collaborate and make progress toward our goals, come up with great new ideas, and develop plans for the future. We are optimistic. We find inspiration around us all the time, in the great work being done by our colleagues, and in their positive attitudes. We are ever grateful for all CLPP members' commitment to collaboration, and everyone's efforts to build strong institutional networks that support the grass roots efforts toward language reclamation that are happening in Montana's Indigenous communities. -- 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

Collaborative Language Planning Project

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