

2017

**INDIGENOUS LANGUAGES
FLUENCY SYMPOSIUM**
FEBRUARY 17-19 | KELOWNA + PENTICTON



Program

This symposium brings together communities, institutions, and traditional knowledge holders and scholars to address the current situation by sharing innovations in programming and approaches currently underway. This provides an opportunity for people to share, learn, and co-create a common body of knowledge, from which the creation of a collaborative cross-institutional Indigenous Language Fluency Degree (ILFD) can be strategized.

Presentation Schedule:

Friday Feb. 17.17	Opening Reception @ En'owkin Centre, Penticton BC
4:00 pm	Bus leaves from the Coast Capri Hotel for the En'owkin Centre, Penticton BC.
5:30-6:00 pm	Reception
6:00-6:30 pm	Welcome/Opening Remarks
6:30-7:00 pm	Dinner
7:00-7:45 pm	<p> Keynote: Jeanette Armstrong - The University of British Columbia, Community, Culture and Global Studies <i>Moving Forward on Language Fluency: Reconciliation and Implementing Indigenous Rights to Language.</i> May 10, 2016, Canada officially removed its ten-year objector status to the UN Declaration on the Rights of Indigenous Peoples. The First Nation Education Steering Committee (FNESC) and the Indigenous Adult and Higher Learning Association (IAHLA) joint focus on adult Indigenous language fluency building in light of BC's endangered and moribund languages, is to strategically situate relevant and necessary adult higher learning as a path to safeguard, for its constituents, their Indigenous knowledges present in their languages and cultures. The focus of my keynote will be the key principles asserted by FNESC and IAHLA in the discussion paper commissioned to assist their collaborative strategy to confront the systematized biases in this critically necessary area of higher learning for the Indigenous Peoples' in British Columbia. The keynote will revisit objectives raised in the discussion paper emphasizing the responsibilities of all partners (including government) in this trailblazing initiative in moving forward together. <i>Jeannette Armstrong</i> is Syilx Okanagan, a fluent speaker and teacher of Nsyilxcn Okanagan language and a traditional knowledge keeper of the Okanagan Nation. She is a founder of En'owkin, the Okanagan Nsyilxcn language and knowledge institution of higher learning. A Ph.D. holder in Environmental Ethics and Syilx Indigenous Literatures, Dr. Armstrong is the Canada Research Chair in Indigenous Okanagan Philosophy at UBC Okanagan. She is the recipient of the EcoTrust Buffett Award, and recently received the BC George Woodcock lifetime achievement award. Her published works include poetry, prose and children's literary titles and academic writing on a wide variety of Indigenous issues. Over the last 2 decades she has worked in a variety of </p>

	capacities to protect Indigenous languages and cultures, in part by insisting that these be understood as intrinsically linked, and by helping develop curricula, pedagogy, and institutional conditions that are shaped accordingly.
7:45-8:15 pm	Q&A
8:15-8:30 pm	Closing
8:45 pm	Bus departs En'owkin Centre for the Coast Capri Hotel

Saturday Feb. 18.17	UNC 200, University of British Columbia Okanagan, Kelowna BC
8:15-8:45 am	Registration
8:45-9:15 am	Welcome/Opening Remarks
9:15-10:00 am	<p>Keynote: Brian Maracle - Onkwawenna Kentyohkwa <i>The Root-Word Method: How the Mohawks are creating fluent adult speakers</i></p> <p>Onkwawenna Kentyohkwa is a full-time, two-year immersion program on the Six Nations Grand River territory that teaches adults to speak Kanyen'keha (the "Mohawk" language). The program creates Advanced-Level speakers on the ACTFL (American Council on the Teaching of Foreign Languages) scale. Some of them, in turn, are raising newborn children as first-language speakers. The program, based on its unique root-word method, has spawned similar programs in other communities and in other languages. Onkwawenna Kentyohkwa has also conducted an on-line program based on the root-word method for the past two years. In his keynote address, Owennatekha will discuss the root-word method that is used in the immersion program, as well as their successes and challenges over the last two decades.</p> <p><i>Owennatekha (Brian Maracle)</i> has been the principal instructor at Onkwawenna Kentyohkwa since he founded it with his wife, Audrey Maracle, in 1999. Before returning to Six Nations in the early 1990s, he was the host of the CBC radio program Our Native Land, a reporter for The Globe and Mail, and the author of two critically acclaimed books on Native issues. Owennatekha did not speak or understand Kanyen'keha as a boy. He used the root-word method to become a speaker in his 40s. Since then he has done most of his writing in Kanyen'keha -- a blog, theatrical skits, short films, comic strips and biographies in the language. He has become one of the speakers on the Turtle Clan side of the Mohawk Longhouse at Six Nations where he helps conduct traditional Iroquois ceremonies, all of them in the Mohawk language.</p>
10:00-10:15 am	Q&A
10:15-10:30 am	Break
10:30 am-12:30 pm	<p>Panel 1: Pedagogy for Adult Learners</p> <p>Mandy Na'zinek Jimmie: Which Ones Work: Lessons from and about Intergeneration Learning in Classroom settings</p> <p>Laura Cranmer: Pathways to Fluency for Latent Learners</p>

Maxine Baptiste: Supporting the Whole Person in Language Learning: Okanagan Experiences and Insights

Peter Jacobs and Onowa McIvor: 'One mind, one people': Developing a context-relevant Assessment Tool for adult Indigenous language learners in Canada

Mandy Na'zinek Jimmie: *Which Ones Work: Lessons from and about Intergeneration Learning in Classroom settings*

I will be presenting the multi-media approach and strategies I have used to teach predominately young adults Nl̓eʔkepmxcin - Thompson (River) Salish. Teaching from familiar vocabulary and phrases the students know, I begin to introduce basic sentences and basic word formation students may be familiar with and may advance to the level they feel comfortable using.

Mandy Na'zinek Jimmie has committed her entire work life to working on Nl̓eʔkepmxcin and Nicola Valley Education. Mandy took the opportunity to enter the field of education attaining her Bachelor of Education-Elementary degree through UBC in 1979. She began formal study in Nl̓eʔkepmxcin in 1986 and in 1994, she graduated with a Master of Arts in Linguistics at the UBC. She has been involved with the Nicola Valley First Nations Education, she continues to be involved in the School District First Nations Education Council and the Local Education. She also has been involved in many provincial language and education initiatives over the past twenty-five years. It would make her extremely happy, if there was an immersion program for adults and children before there are too few speakers to maintain Nl̓eʔkepmxcin, that we could create at least 500 fluent speakers to pass on our language to the upcoming generations.

Laura Cranmer: *Pathways to Fluency for Latent Learners*

Engagement with an Indigenous language as an adult is a complex sociological and linguistic process. My own engagement with Kwak'wala and its speakers is tied up in my own identity as a language learner attempting to reclaim Kwak'wala. As an adult learner, I engaged phonological memories from my childhood via some print literacy skills in order to deepen my understanding of the how Kwak'wala works grammatically, lexically and syntactically. Decolonization and language recovery are linked, and there are multiple pathways to language fluency depending on the particular colonial histories of the people and communities involved. This paper explores a few such pathways, focusing on latent learners. (Please note, the presenter has confirmed they will join us, but this abstract is tentative and may change).

Dr. Laura Cranmer has been an instructor with First Nations Studies at Vancouver Island University (Nanaimo, BC) since 2000. As a residential school survivor, Laura has used her academic training to help her make meaning of her familial history as shaped by colonial policy. As a 'Namgis scholar, one of her research interests is the use of theatre methods to explore issues of Indigenous identity. Among her research and publications, Laura has published classroom-based research results of using Image Theatre as a research method to explore First Nations oratory. In this way she developed student theatre troupes that present to Indigenous and other audiences. Her PhD dissertation (UBC 2016) "Reclaiming Kwak'waka through Co-constructing Gwanti'lakw's Vision" presents an auto-ethnographic inquiry into Indigenous heritage language reclamation of Kwak'waka.

Maxine Baptiste: *Supporting the Whole Person in Language Learning: Okanagan Experiences and Insights*

Language fluency program development should take into consideration prior learning experiences of adult aboriginal learners that may affect the success of adult learners. Adult aboriginal learners come into our classes, programs and institutions with a number of issues. They already have experienced systemic racism having been streamlined through a high school non-academic vocational program. They are either Residential School survivors or have intergenerational impacts due to parental/grandparental attendance at residential school. These students require academic upgrading, trauma counselling and supports for the barriers they are faced with within the academic setting. A strong support system within the institution within an indigenous community framework, access to mentors and/or Elders, language and culture, land based learning, traditional Indigenous teaching and learning techniques, incorporating storytelling and the arts, will foster reciprocal relationships and provide a holistic learning experience which will assist in overcoming the barriers to education and to foster lifelong learning.

Maxine Baptiste has been involved in Okanagan language initiatives for many years. She obtained a BA in Linguistics at the University of Victoria, an MA in linguistics at the University of BC, Vancouver, and is a PhD candidate at the University of Arizona Language, Reading and Culture Program. As a linguist, she has provided her support to the language programs and projects in the Okanagan member communities as a language consultant, curriculum developer, materials developer and language teacher. In her work as a language director at the En'owkin Centre, she has been involved in development of many programs such

as immersion camps, language teacher programs, language workshops, and language teaching methods training. She was also a founding developer of the Certificate in Aboriginal Language Revitalization program at the University of Victoria. Maxine is dedicated to the revitalization and perpetuation of the Okanagan language and culture.

Peter Jacobs and Onowa McIvor: *'One mind, one people': Developing a context-relevant Assessment Tool for adult Indigenous language learners in Canada*

The 'One mind, One people' research project investigates adult Indigenous language learning and the contribution that the increasingly popular Mentor-Apprentice Program (MAP) method can make to the language revitalization movement. There is no comprehensive, contextually relevant assessment tool available to measure this within the MAP program. Therefore, a sub-project within the larger study was the collaborative creation and piloting of such a tool. Bridging the gap between Indigenous pedagogy and Western models of language assessment, the assessment tool must be able to: relate to self-directed learning goals; respond to various levels of proficiency; consider the lack of conventional opportunities to use language, such as interacting with other speakers in diverse settings; provide a set of standards or criteria applicable across different languages, cultural contexts, but without reference to a curriculum or classroom setting; and inspire confidence in the learner. We present the outcome of this assessment tool development project.

Peter Jacobs is of both Skwxwu7mesh and Kwagiulth; ancestry. At UVic he has taught in Indigenous Language courses (Mentor-Apprentice, Language Revitalization Best Practices) and now teaches in the undergraduate and graduate Indigenous Language Revitalization programs, as well as for the Linguistics at UVic. Peter has over 20 years of experience working with his own community and partnering with provincial and federal First Nations organizations. He worked for the Skwxwu7mesh Nation teaching the Skwxwu7mesh language in high school and in college, has 20 years experience conducting linguistic research on the Skwxwu7mesh language and also leads a project with the Squamish Nation developing an electronic dictionary. Currently, he is co-lead of a team of researchers investigating adult learners of their Indigenous language. McIvor and Jacobs will present together: they are amongst a few but growing numbers of Indigenous scholars who are dedicating their lives to Indigenous Language Revitalization.

	<p>Onowa McIvor is maskiko-nihyaw from Norway House Cree First Nations and has been a visitor on Coast and Straits Salish territories for nearly 20 years. She has had the privilege of working with many different Indigenous communities around BC over the past 15 years on various projects related to language revitalization. Onowa completed her Ph.D at UBC focused on adult Indigenous language learning. She is currently the Director of Indigenous Education and an Assistant Professor in the Faculty of Education at the University of Victoria, which houses both, in part, an undergraduate and graduate program in Indigenous language revitalization. McIvor and Jacobs will present together: they are amongst a few but growing numbers of Indigenous scholars dedicating their lives to Indigenous Language Revitalization. Onowa's research focuses on Indigenous language and cultural revitalization, sociocultural aspects of language learning and language education; second language acquisition; and cultural identity development and maintenance.</p>
12:30-1:30 pm	Lunch
1:30-2:15 pm	<p>Keynote: Pila Wilson - University of Hawai'i at Hilo, College of Hawaiian Language <i>Developing and Advancing Pathways to Indigenous Language Fluency in Post-Secondary Education (* by video link)</i></p> <p>Universities have provided adults a pathway for learning Hawaiian language through post-secondary institutions across Hawai'i since 1921. However, Ka Haka 'Ula O Ke'elikolani at the University of Hawai'i Hilo is the first college in the United States to be administered and conducted entirely in an Indigenous language offering a certificate, B.A., M.A., and Ph.D. taught primarily through Hawaiian medium. In this presentation, I will discuss the structure of our BA in Hawaiian Studies and share how the courses, curricula, pedagogy, and resources are used to support language fluency, proficiency and competency allowing our students (i.e. Hawai'i residents and non-residents, Indigenous and non-Indigenous learners, and immersion and non-immersion students) to double major, continue towards a teaching certificate and/or graduate degree. The success of this BA program contributes to the growing number of fluent Hawaiian language speakers who are committed to perpetuating Hawaiian language and culture in their lives.</p> <p>William H. "Pila" Wilson, founding member of the 'Aha Punana Leo is a professor in Ka Haka 'Ula O Ke'elikolani (KH'UOK) College of Hawaiian Language at the University of Hawai'i Hilo (UHH). As the Division Chair of Academic Programs, Wilson established the first B.A.</p>

	<p>program in the U.S. to be taught through the medium of an Indigenous language. KH'UOK, along with the college's Nawahiokalani'opu'u Laboratory School now offers schooling in Hawaiian-medium education from ages under one to the doctoral degree. Wilson has developed state laws for Hawaiian language education and federal policies to protect and promote Native American languages.</p>
2:15-2:30 pm	Q&A
2:30-4:00 pm	<p>Panel 2: Learning Resources Larry Grant, Jill Campbell, Marny Point, Patricia Shaw: Building to fluency: intersecting ripple effects in community language revitalization</p> <p>Angela Dennis, Odelia Dennis, Judy Thompson: We are speaking our language again: Creating safe places for our people to speak Tahltan</p> <p>Chief Ronald E. Ignace, Marianne Ignace: Successes and Challenges of Enabling Fluency in the First Nations Community through university-Indigenous community collaboration and partnership.</p> <p>Larry Grant, Jill Campbell, Marny Point, Patricia Shaw: <i>Building to fluency: intersecting ripple effects in community language revitalization</i> For a First Nations community to commit to working towards language revitalization in the absence of an active fluent speech community is an immensely worthy, challenging, and courageous act. Since the signing of a negotiated Protocol Agreement in 1997 between the Musqueam Indian Band and the UBC First Nations Languages Program, there has been continuous growth of exciting, creative, dynamic teaching and learning initiatives in multiple contexts throughout the community. The core is adult language teaching and learning, in order to build capacity and confidence in individuals, families, and the diverse community agencies that impact intersecting generations of community members, ranging from the Preschool through the Elders' Center. Each individual in their spheres of family and community interaction can initiate what becomes an inspiring and influential ripple effect. This will be a group presentation from the Musqueam Team.</p> <p>Larry Grant, Musqueam Elder, was born and raised in Musqueam traditional territory by a traditional hə̀nqə̀mìnə̀m speaking Musqueam family. After 4 decades as a tradesman, Larry enrolled in the First Nations Languages Program, which awoke his memory of the embedded value that the hə̀nqə̀mìnə̀m language has to self-identity, kinship, culture, territory, and history prior to European contact. He is presently assisting in revitalizing hə̀nqə̀mìnə̀m in the</p>

Musqueam Language and Culture Department, and co-teaching the introductory hənqəmīnəm course through UBC. Larry is the Elder-in-Residence at UBC's First Nations House of Learning. He is a Faculty Fellow at St. John's College, and the inaugural Honorary Life Fellow for Green College. In 2010, he received the Alumni Award of Distinction from Vancouver Community College, and in 2014, he became an Honorary Graduate from the Native Indian Teacher Education Program (NITEP) at UBC.

Jill Campbell is a member of the Musqueam Indian Band (MIB) and has been affiliated since its inception (1996) with the MIB-UBC First Nations and Endangered Languages Program (FNEL), in multiple roles for language documentation, analysis, archival research, curriculum development, and pedagogy, having collaborated in the teaching of every level (Introductory through to Advanced) of the post-secondary UBC-accredited Musqueam language courses. In her role as Coordinator for the Musqueam Language and Culture Department (2007-present), Jill works closely with the MIB Language and Culture team, to develop programming and resource materials that support and enhance Musqueam language revitalization across multiple sectors of the community, from the creation of programming through to its delivery to the Musqueam Preschool, to youth groups, to summer children's language camps, to a series of 10 children's books providing community-centered early literacy materials.

Marny Point (B.Ed., M.Ed.) is a member of the Musqueam Indian Band and has served for over a decade as an innovative and thoroughly engaging Lecturer in the UBC Vancouver First Nations and Endangered Languages Program (FNEL), in which she teaches the intermediate level Musqueam (Central Coast Salish) language courses. As a fisher woman with her own boat, she also works hard through the summer season salmon-fishing for her family and community for food, social, and ceremonial purposes. Her classroom teachings in the Musqueam language courses embody her deep cultural connection to the fundamental role of land and water resources in traditional and contemporary Coast Salish culture. In addition to her role with the MIB-UBC FNEL program, Marny holds a full-time appointment as the dedicated Urban Program Coordinator for NITEP, UBC's Indigenous Teacher Education program, and is an instructor for the introductory Indigenous Education courses.

Patricia A. Shaw is the Founding Chair (1996-2014) of the First Nations Languages Program at UBC Vancouver. She has worked in close collaboration with several communities to document grammatical and cultural knowledge, to train Indigenous students and community members in research and archiving methodologies, to develop pedagogical materials for language revitalization, and to co-teach these languages for post-secondary accreditation at UBC-V and in First Nations communities. She is Editor of the UBC Press First Nations Languages Series; serves on the executive of the Society for the Study of the Languages of the Americas (SSILA); and has been a faculty mentor at the the Breath of Life California Indian Language Restoration Workshop (UC Berkeley 2010, 2012, 2014), and at the National Breath of Life Archival Institute for Indigenous Languages (Smithsonian 2011, 2013, 2015). She has taught at CoLang/InField since its inception.

Angela Dennis, Odelia Dennis, Judy Thompson: *We are speaking our language again: Creating safe places for our people to speak Tahltan*
A Tahltan Language Revitalization Framework has been developed focusing on governance, language programs, documentation, and training and professional development. The framework is transforming and strengthening the Nation around the shared goals of language revitalization. The ways in which community members in Tahltan communities are implementing this framework will be discussed, with examples from all areas being highlighted, such as: the formation of the Tahltan Language and Culture Council, language nests, Mentor-Apprentice Program teams, the creation of a significant Tahltan dictionary, digital language learning tools, children's language books, a Diploma in Indigenous Language Revitalization being offered in our territory, with plans to open language houses to carry out adult immersion. From this framework, we will focus on the ways in which our team has created environments for new speakers to be immersed in the language, but as well, safe places for our Elders to be speaking our language again.

Angela Dennis is a fluent speaker of the Tahltan language. She has received training in linguistics and language revitalization teaching methods and is an expert on the translation and transcription of the Tahltan language. Angela is currently a student in the University of Victoria's Diploma in Indigenous Language Revitalization Program. Along with Odelia Dennis, she is also co-teaching Tahltan as a second language in the UVIC program. Angela has been teaching the Tahltan language in the Klappan School in Iskut for almost three decades and has been involved in the development of Tahltan language learning

materials. At the First Nations Education Steering Committee's 2015 bi-annual conference, Angela was honoured as a language champion in the Lifetime category.

Odelia Dennis is Tahltan and originally from Iskut, BC. Odelia was exposed to Tahltan language as a child but began learning to speak in 2012 through constant contact with fluent speakers. Since then, she has been involved in several community projects around the Tahltan language including publishing children's books, opening of language nests, and more recently, teaching Tahltan as a second language to adults through the University of Victoria's Diploma in Indigenous Language Revitalization program. Now, as a semi-fluent speaker, Odelia is an advocate of revitalizing the Tahltan language through a team effort, with the need to involve all communities, fluent speakers, Elders and leadership. Odelia is currently completing a Master of Arts in Indigenous Language Revitalization.

Judy Thompson is a member of the Tahltan Nation. She is a trained elementary school teacher and an assistant professor in First Nations Studies at the University of Northern British Columbia. Edōsdi has a BSc (Kinesiology), a MSc (Environmental Studies), and a PhD (Environmental Studies/Education/Linguistics). Her doctoral research guided the development of a Tahltan Language and Culture Framework, which focuses on governance, programming, documentation, and training and professional development. Since 2012, she has been the Tahltan Language and Culture Lead for her Nation. Her research interests include Indigenous language revitalization, Indigenous research methodologies, culturally-based curriculum, and Indigenous knowledge systems.

Chief Ronald E. Ignace, Marianne Ignace: *Successes and Challenges of Enabling Fluency in the First Nations Community through university-Indigenous community collaboration and partnership.*

In this presentation, based on some 25 years of engaged work we have carried out with and through Simon Fraser University, we reflect on the fundamental role of First Nations communities as centres of building Indigenous language fluency and capacity, and on the role that collaborative engagement between communities and universities can play in this context. We address various key issues and challenges inherent in the task of bringing the university to the community and vice-versa. These include the scarcity of sustained financial and human resources, the “politics of distraction,” diverse backgrounds and learning

styles of learners, and the increasing difficulty of learners being able to immerse themselves in the 1,000 hours of practice in the target language that they require, given the shrinking number or even absence of fluent first language speakers. However, even in light of these difficulties, we show some promising models of community learning, especially when it comes to producing at least intermediate level proficiency, and last not least, learner engaged ways of measuring, assessing and celebrating the progress of learners.

Marianne Ignace, PhD, is professor of Linguistics and First Nations Studies at Simon Fraser University and the Director of SFU's First Nations Language Centre. In collaboration with numerous First Nations communities throughout British Columbia and Yukon Territory, she has (co)-taught and facilitated programs and courses in particular First Nations languages, language teaching and language curriculum development for more than two decades, and continues to work with speakers and learners of Xaad Kil (Haida), Sm'algyax and her home language, Secwepemctsin, to support language documentation and resource development with speakers, and fluency development with learners. She is the author of the 1998 FNEC Handbook of Aboriginal Language Program Planning in BC, and of a recent (2015) FNEC K-12 First Nations Language Curriculum Building Guide. She also just co-published (with Nancy Turner and Sandra Peacock) a collaborative and ground-breaking collection of research articles on Secwepemc Ethnobotany through the Society of Ethnobiology, and together with Ron Ignace, has a book on Secwepemc People, Lands and Laws forthcoming with McGill Queens University Press, in collaboration with the Shuswap Nation Tribal Council.

Chief Ronald E. Ignace, PhD, has been elected chief of Skeetchestn Indian Band in the Secwepemc Nation for more than 26 years. He was raised in a Secwepemc speaking household by his great-grandparents, Julienne and Edward Eneas. Aside from being a life-long practitioner of Secwepemc language and cultural traditions, Ron earned an M.A. in Sociology from the University of British Columbia in 1980, and a PhD in Anthropology from Simon Fraser University in 2008. In 2003-2005 he co-chaired the Canada-wide Taskforce on Aboriginal Languages and Cultures. He has taught and co-taught courses in Secwepemctsin to learners in Skeetchestn and other communities, and he is committed to connecting learners of Secwepemctsin to their/our language by emphasizing the fundamental connection between language and culture, and in particular the role of story-telling in language acquisition. Together with Marianne Ignace, he has co-authored numerous books and

	articles on Secwepemc language, culture, laws and ethno-ecology. He was appointed in late 2016 as the BC regional representative on the Assembly of First Nations Chiefs Committee on Languages.
4:00-4:45 pm	Break
4:45-5:00 pm	Welcome/Opening Remarks
5:00-5:15 pm	Dinner
5:15-6:15 pm	<p>Keynote: Daryl Baldwin - Miami University, Myaamia Center <i>toopeeliyankwi, kati myaamiaataweeyankwi: WE SUCCEED AT SPEAKING THE MYAAMIA LANGUAGE</i></p> <p>The Myaamia language was labeled an extinct language by the mid 20th century. After 25 years of reconstruction and revitalization, the Myaamia language is spoken once again among a younger generation of tribal youth who are using language learning opportunities to reconnect to each other and their Indigenous knowledge system. It is through the creation of a holistic well-designed educational effort that cultural knowledge and language proficiency will increase over time. This talk will explore the strategies employed by the Myaamia community in their attempts to rebuild community through language and cultural education. Special attention will be given to the constructive use of assessment strategies. (Please note, the presenter has confirmed they will join us, but this abstract is tentative and may change).</p> <p><i>Daryl Baldwin</i> is a citizen of the Miami Tribe of Oklahoma. As a personal commitment to his Miami heritage, Daryl redirected his career path from biology and forestry to pursue a graduate degree in Linguistics from the University of Montana, with the goal of learning about the Myaamia language, which had been labeled as "extinct" by the mid 20th century. Starting first from bringing the language into their family unit, where Daryl and his wife home-schooled their four children, Daryl has been instrumental in broadening a community base for developing and implementing language and cultural education materials, and in his leadership to rebuild community through language and cultural education. After 25 years of reconstruction and revitalization, the Myaamia language is spoken once again among a younger generation of tribal youth who are using language learning opportunities to reconnect to each other and their Indigenous knowledge system.</p>
6:15-6:30pm	Q&A
6:30-6:45 pm	Closing

Sunday Feb.19.17	UBC Okanagan Ballroom – UNC 200
8:15 – 8:45 am	Registration
8:45 – 9:00	Welcome / Housekeeping
9:00 – 10:20 am	<p>Panel 3: Language in Community Context Lauren Terbasket: Nsyilxcen Language Learning in Cultural Education Programs Deanna Nyce: Community Empowerment through Partnership in Language and Culture Programming Tehota'kerá:tonh: Language revitalization at Six Nations</p> <p>Lauren Terbasket: <i>Nsyilxcen Language Learning in Cultural Education Programs</i> The En'owkin Centre has been working to restore and revitalize the Nsyilxcen Language and Culture through education for over 40 years. It has developed of a suite of more than 20 language and culture courses across a variety of educational and community based organizations. Language learning within a community and cultural context is critical in the recovery of Indigenous Languages. Understanding and addressing the social and historical Issues in language loss is important for learners in understanding the barriers and challenges they face in learning Language in Community settings where fluent speakers are working through issues of language trauma. The focus on creating safe spaces for learning, and on including language within contexts that focus on community priorities is a key component of language re-learning, and fluency building. This session will focus on insights and experience in language learning within community based cultural education programs.</p> <p>Lauren Terbasket is the Executive Director of the En'owkin Centre, and oversees one of the longest running Indigenous language initiatives in the country. Nsyilxcen curricula developed by En'owkin has been mirrored throughout the Southern Interior, and provides a model of supportive learning linking language, culture, and practice at the community level. Lauren has extensive experience working with community, as well as negotiating and seeking collaborations with public post-secondary institutions to deliver language programming in and for community.</p> <p>Deanna Nyce, Irene Seguin, and Allison Nyce: <i>Community Empowerment through Partnership in Language and Culture Programming</i></p>

The Wilp Wilxo'oskwhl Nisga'a Institute is a community driven, student focused aboriginal post-secondary institute in the Nass Valley of Northern BC. Since 1993 we have provided quality post-secondary education to the Nisga'a community, and worked to ensure the survival of Nisga'a language and culture. Over more than 20 years now, WWNI has collaborated with the University of Northern British Columbia to help community members to complete a full BA degree in First Nations Studies-Nisga'a. This includes language and culture courses. I will share some of the lessons we have learned along the way, and some ideas about how we can collaborate to construct language fluency offerings that will serve our whole community. Offering Language and Culture courses in ways that are both accessible, and for some leads to degree and higher degree completion, is an important part of building our human capacity into the future.

Deanna Nyce has a Bachelor's Degree in Education as well as a Master's Degree in Educational Administration. Her research and publications have provided a template for Aboriginal curriculum development. Deanna has advocated for Aboriginal education with the BC Ministry of Education and has been a guest lecturer/instructor at many BC education institutions. Deanna, like the elders, felt that their people's future success depended on the education of their youth. Deanna was one of the five key figures in the creation of the Wilp Wilxo'oskwhl Nisga'a (Nisga'a university-college) and its affiliation agreement with UNBC. As CEO of Nisga'a university-college, she oversees the operation of the institution, is responsible for educational planning and programming, and fostering affiliations with other post-secondary institutions for program delivery in the Nass Valley. *Irene Seguin, and Allison Nyce*, members of the next generation of Language activists, have worked in various capacities in support of language and cultural education through WWNI.

This presentation will offer a brief synopsis of language revitalization at Six Nations and how my examination of that process has led to the creation of a theory of successful second language acquisition for adult learners of Rotinonhsón:nih languages built on the patterns of successful second language learners at Six Nations of the Grand River Territory. I will also discuss my research process for Six Nations Polytechnic Institute's current year-long study, "Uncovering the path to creating a critical mass of second language speakers of Rotinonhsón:nih languages" that draws on over 45 years of experience here at Six Nations of language revitalization and individual efforts that have been successful in creating proficient speakers and users of our languages

	<p>who have (or are now) re-establishing the inter-generational transmission of Onkwe'honwehnéha.</p> <p><i>Tehota'kerá:tonh (Jeremy D. Green)</i> is Kanyen'kehá:ka' (Mohawk), is wolf clan, from the Tyendinaga Mohawk Territory and has been involved in Kanyen'kéha language revitalization for 25 years. He currently resides at Six Nations of the Grand River Territory with his wife and 5 children. 'Teho' has been a sessional lecturer in Six Nations Polytechnic Institute's Onkwe'hón:we' Diploma and Degree programs for the past 8 years. He is currently the lead researcher for Six Nations Polytechnic Institute's study on uncovering the path to creating a critical mass of second language speakers of Onkwe'honwehnéha.</p> <p>Tehota'kerá:tonh is also a full time Ph.d student at the University of Hawaii at Hilo in the Hawaiian and Indigenous Language Revitalization Ph.d Program. Teho is an Ontario trained teacher (Queen's University A.T.E.P.) who has worked as an elementary Mohawk immersion teacher (grades 1-6), an elementary school NSL teacher (grades 4-8), a language specialist at a Mohawk Language Nest, a third year instructor and board member at Onkwawenna Kentyohkwa Adult Mohawk Language Immersion Program, a founding member, teacher, curriculum developer, Mohawk language resource, and former board member of Skaronhesehko:wa Tsyohterakenra'ko:wa Tsi Yontaweya'tahkwa (The Everlasting Tree School) and most recently taught the Additional Qualifications Course: 'Teacher of Mohawk' for the Ontario College of Teachers.</p>
10:20-10:40 am	Break
10:40 am-12:00 pm	<p>Panel 4: Language in Other Contexts</p> <p>Candace Galla: Living Language in Multiple Domains to Support Fluency</p> <p>Splatsin Tsm7aksaltn: Innovation, New Media, and Cross Generational Approaches to Community Fluency</p> <p>Deborah Jeffrey: Language Fluency and BC's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</p> <p>Candace Galla: <i>Living Language in Multiple Domains to Support Fluency</i></p> <p>Educational institutions were once places of forced cultural and linguistic genocide, prohibiting the use of Native languages. These spaces are now emerging environments that provide students (children,</p>

youth, adults, and elders) opportunities to learn their Indigenous languages that were once suppressed. For endangered languages to be revitalized, we must strive to use our Native and Indigenous languages in all domains of our life. Schools can support our languages, however our languages live and thrive in our homes, families, communities, and on the land. I will share examples of how we can encourage the expansion of our Indigenous languages as a medium of communication in education, business, government, and other contexts of social life in the public and private sectors to support language fluency, proficiency and competency in an effort to normalize the language. I will draw upon my experience working in Arizona, Hawai'i and British Columbia.

Candace Kaleimamoowahinekapu Galla (Native Hawaiian) is an assistant professor in the Department of Language & Literacy Education at the University of British Columbia Vancouver. She received her MA in Native American Linguistics and a PhD in Language, Reading and Culture with a specialization on Indigenous language revitalization, education, and digital technology from the University of Arizona. While there, she served as the Program Coordinator of the American Indian Language Development Institute (AILDI). Upon graduating, she moved back to Hawai'i to teach in Ka Haka 'Ula O 'elikolani College of Hawaiian Language at the University of Hawai'i in Hilo.

Rosalind Williams, Christine Schreyer, Aaron Leon and David Lacho(Splatsin Tsm7aksaltn): *Innovation, New Media, and Cross Generational Approaches to Community Fluency: Overlapping Innovations for Language Revitalization in Splatsin*

This presentation will outline the history of the reciprocal learning exchanges that the presenters have been involved in, including developing language curriculum materials, creating a Language handbook for visitors, and developing knowledge of a second language learning technique known as WAYK (Where Are Your Keys), which combines learning the Secwpmctsin language with learning ASL (American Sign Language). We will also discuss the current initiatives led by Aaron Leon and David Lacho to develop a video game that will be appealing to many generations and focus on the transmission of language and cultural knowledge. Finally, we discuss how these projects have helped contribute to fluency and to building community capacity and the plans we have for the future to expand on these collaborations.

The **Splatsin Tsm7aksaltn** has been working to promote language and culture revitalization in their community since 1992, and they have been lead by **Rosalind Williams**. **Aaron Leon** is the current president of the

	<p>Tsm7aksaltn and he is highly involved with Master's student David Lacho on a project to develop a video game that will promote language revitalization.</p> <p>Deborah Jeffrey: <i>Language Fluency and BC's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</i> For the BC post-secondary education system to effectively support the revitalization of First Nations languages, there must be an openness and understanding of the need for transformational change of existing systems. This change is envisioned by the "Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan." The development of an Indigenous language fluency degree in BC requires the action plan to be put into motion, making new space within existing systems for true First Nations control of First Nations education. It is crucial that we stay true to the guiding principles of Indigenous pedagogies, perspectives and knowledge. Our goal is not to create a degree structure that can fit within existing systems, but rather to transform existing systems to make new space which will be true to Indigenous ways of knowing and to the principle of First Nations control over First Nations education.</p> <p>Deborah Jeffrey is a member of the Tsimshian Nation and the Executive Director of the First Nations Education Steering Committee (FNESC). She has many years of First Nations education experience, in addition to a Master's Degree in Education. Deborah is also a lawyer and was called to the bar in 2008. Prior to completing law school, Deborah was a teacher and administrator of First Nations education programs and services. She has been involved in First Nations education initiatives at the local, provincial and national levels, consistently advocating for improvements in the quality of education available to First Nations learners and communities. Deborah has served in various leadership capacities in First Nations education, including Co-Chair of the National Working Group on First Nations Education; Co-Chair of the BC Teachers' Federation Task Force on Aboriginal Education and as a member of the FNESC Executive for several years.</p>
12:00-2:00 pm	<p>Lunch - Discussion Session/Closing circle</p> <p>The final session of the symposium will be led by Musqueam Elder Larry Grant, who will reflect on the symposium as a whole. He will start our discussion on the importance of language fluency work, and its impact on the well-being of communities. This will anchor a wider wrap up session in the form of a talking circle reflecting on people's priorities, and where we must go in future.</p>

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