CLPP Report 04

New Reporting Design

CLPP 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

It 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.
Welcome Kaylene and Madeleine!

Kaylene 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.

Madeleine 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 2nd. 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 2nd 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.

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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| 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  
                 (Lunch Break)                                                       |
| 1:00PM-2:00PM | 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                                                       |
Thank 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 (B²): 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 (B²)” 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 B² 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.
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 recorded 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/

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