# Fall 2019

4

D

CAN

S H

**B** 

LANGU

ш

2

Ш 5

Z

ح م

Z W

**0** 

ш

OUNDATION

**Newsletter #9** 

# Strengthening First Nation, Inuit and Métis languages of Canada inu'wi't'g - mamawo pikiskwewak

Kwey! ◄ત▷ખિઠ<br/>
Tawâw! ⊂<br/>
i.°!<br/>
Pee-piihtikwee! Bienvenue!

# Welcome to The Foundation for Endangered Languages Canada!



Welcome to a new Indigenous Languages Year in Canada!

The United Nations Year of Indigenous Languages (2019) sees networks of language teachers, community linguists, language coaches and language therapists working to regularly meet and teach, coach and share their language expertise with interested community members. You are part of this movement!

Additionally, this year FEL recognizes two important milestones. First, when thousands of Indigenous leaders from around the world met at the United Nations this past spring to participate in the forum Traditional knowledge: Generation, transmission and protection, the world acknowledged that many of the languages are at risk as a result of linguicide. By recognizing the socio-historical processes that led us to language loss, we can now move into action on many fronts using a reclamation framework to rejuvenate all Indigenous languages of Canada.

Second, a further essential step in this process is policy development at all levels and coinciding with this UN year has been the development of legislation Bill C 91 in Canada. This legislation has been codeveloped by the Department of Canadian Heritage and three national Indigenous organizations: The Assembly of First Nations (AFN), the Inuit Tapiriit Kanatami (IKT) and the Metis Nation of Canada (MNC). This is the first time the federal government has enacted legislation to support and promote these languages in the 150 years of our constitution. Now all levels of government, including Indigenous government, must work to align with this new legislation.

Although FEL recognizes the imperfections of The Indigenous Languages Act Bill C 91, we also acknowledge that it offers a very good starting point. We will all be watching to see how the policy and planning that follow play out in all jurisdictions. If you want to read the legislation in full please see the web link below. The following principles guide this Act and as you read them, please think about what you and your community are doing in relation to each and what still needs to be

done regionally, provincially or by language groups.

- a) support and promote the use of Indigenous languages;
  (b) support the efforts of Indigenous peoples to reclaim, revitalize, maintain and strengthen Indigenous languages, including their efforts
- (i) assess the status of Indigenous languages,
- (ii) plan initiatives and activities for restoring and maintaining fluency in Indigenous languages,
- (iii) create technological tools, educational materials and permanent records of Indigenous languages, including audio and video recordings of fluent speakers of the languages and written materials such as dictionaries, lexicons and grammars, for the purposes of, among other things, their maintenance and transmission,
- (iv) support Indigenous language learning and cultural activities, including language nest and immersion programs,
- (v) support entities specialized in Indigenous languages, and
- (vi) undertake research or

# Special points of interest:

- Read reports from recent FEL Bursary Winners
- Meet new FEL Board Members Dorothy Thunder and Velvalee Georges; Renew your membership on Page 48
- Learn about the Indigenous Languages Act and language revitalization funding across the country
- Check out Indigenous Language Diversity on p. 35!
- Plus... an exciting job opportunity, upcoming conferences, a poetry call for submissions, and more!

# **Connect with Us!**

Facebook: felcanada
Website: www.felcanada.org

Email: felanguagescanada@gmail.com

Twitter: @FEL Canada

### Inside this issue:

Letter from President and Feature Stories	3
FEL Bursary Winners	8
Welcome to new FEL Board Members	11
British Columbia Language News	12
Alberta Language News	15
Saskatchewan Language News	17
Manitoba Language News	23
Ontario Language News	26
Quebec Language News	28
Atlantic Canada Language News	31
Northern Canada Language News	32
News from Around the World	33
Resources	36
Job Opportunity	39
Learning Opportunity	40
Upcoming Conferences	41
The Polyglot Call for Submissions: Poetry in Indigenous Languages	45
FEL Membership and Bursary Application	48

studies in respect of Indigenous languages;

- (c) establish a framework to facilitate the effective exercise of the rights of Indigenous peoples that relate to Indigenous languages;
- (d) establish measures to facilitate the provision of adequate, sustainable and long-term funding for the reclamation, revitalization; maintenance and strengthening of Indigenous languages;
- (e) facilitate cooperation with provincial governments, Indigenous governments and other Indigenous governing bodies, Indigenous organizations and other entities in a manner consistent with the powers and jurisdictions of the provinces and of Indigenous governing bodies and the rights of Indigenous peoples;
- (f) respond to the Truth and Reconciliation Commission of Canada's Calls to Action; and
- (g) advance the achievement of the objectives of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to Indigenous languages.

### https://www.parl.ca/DocumentViewer/en/42-1/bill/C-91/royal-assent

To further understand and enact Bill C91, another useful resource is A Guide to an Act Respecting Indigenous languages: A Tool for First Nations Languages Revitalization by the AFN. This document explains the background and process that of developing the act, a definition of languages rights, what this act could mean to you, and ideas for local and regional implementation. It also maps out suggestions for actions and a path for the ongoing continuous co-development of policy. One of the most visible outcomes of this Act will be the Office of the Commissioner of Indigenous Languages. This office will be established in Ottawa with a commissioner who will monitor the ongoing health of all indigenous languages in Canada. This is an important step. The commissioner will have the ear of the Prime Minister and be able to take ideas forward. We don't know yet all that will come forward through this office but we are hopeful that 2020 brings not only clear vision but action on many levels.

In our next newsletter we would like to report on how communities in each region are aligning their activities and projects with the Act so please send us photos, website links and other updates. If you are working on a language app, have started a young parent group or are planning for a new immersion program please send us an email about it. Let's think about it as a challenge to keep each other informed. In the meantime, have a great fall and winter and keep in touch!

### Heather and Olenka

And a special thanks to Adriana Onita for donating her time to assembling this newsletter. We are grateful for her creativity and skills.



Above: the official visual of National Indigenous Peoples' Day, the day in which the *Indigenous Languages Act* received Royal Assent (Government of Canada).

Image retrieved from: https://www.rcinet.ca/en/2019/06/21/canada-celebrates-national-indigenous-peoples-day-with-new-laws-and-a-new-name/

# Letter from Belinda Daniels, FEL President

tansi etawiya, kitatamiskātinawaw

We have been nourishing and replenishing our minds, hearts, and souls this past summer with language and land education across the country, and now we are in the midst of preparing for the winter season. The United Nations declared the year 2019 as the Year of Indigenous Languages and it has been one of celebration and victories, such as the Indigenous Language Act which was passed in June 2019. This is something we work with, and our Indigenous languages are now on the parliamentary table. Let us keep the momentum and remember to give thanks to the language spirit and Creator's helpers so that our Indigenous languages keep moving forward in a way that is meaningful for the Indigenous Peoples of Canada.

As President, I would like to say that the past year has been busy for our amazing team. We are all passionate about Indigenous Languages and



with that, we hope that each and every one of you takes advantage of the Bursary Awards to attend some of Canada's Indigenous language symposia and conferences. We share some of the upcoming conference dates in this newsletter.

I personally have been working on a few projects; one of them is for my home community of Sturgeon Lake First Nations, Sk. We deliver a boys' language and land education program, where boys between the ages of 11-15 years of age work on skills such as canoe safety, hunting safety, power-saw safety, fishing, hunting, trapping, and camping along with meaningful language learning in the context. We are in our sixth month of a year-long program and we hope to experience a winter weekend with kaaniyasihk Cultural Camps (my personal friend Kevin Lewis). The funds for this boys' language and land education program came from the Jordan's Principle initiative. We are grateful for this and would like to extend a sincere thank you to all those that help and contribute to make the childhoods and lives of these boys special and meaningful.

A second program that I have been a part of is 'Bringing Cree Home' held in Saskatoon in partnership with Read Saskatoon and the Saskatoon Community Foundation. This is a fall evening program that takes place at supper time on Thursdays. Families are encouraged to come learn to speak Cree around the kitchen table and learn terminology that goes with 'setting table' -'wiyascike' along with food, table items, and visiting -- all in Cree! Andrea Cusker and I are working on a manual so that parents can take home something physical and useful. This manual will be filled with ideas, activities, methods, wordlists, flash cards, and images that go with 'setting the table.' We are excited!

Third, the nehiyawak Language Experience (www.nehiyawak.org) wraps up in November with the last of the 'mini' language experiences of 2019 and will proceed in 2020. We have been in Saskatoon, Prince Albert and Regina hosting, coordinating, and teaching these mini language workshops inspired by our Summer July camp! We are doing what our Ancestors have always done... being nehiyaw on our own terms, in our own way, just as Creator meant it to be.

Lastly, I would sincerely like you all to check out the national collaboration Centre on Indigenous education (nccie.ca). They have a wonderful resourceful website, full of videos and ideas for the Indigenous languages.

From the desk of FEL President, Belinda Daniels, nehiyawak oma kiyanaw

# As a parent I am making Cree the Language of our Home for my two young children

By Andrea Custer, B.A., B.Ed., M.Ed.

tânisi! mihko-asiniy iskwîw nitisithikâson, kîwîtinohk, mâhtâwi-sîpihk tîki ohci nîtha

My name is Andrea Custer. I am originally from Pelican Narrows in Northern Saskatchewan from the Peter Ballantyne Cree Nation. I am a mother of five children. Three are grown, Sky, Alyse and Tyler and on their own. My other two Scarlett and Andrew are young.

Most of my career has been in the area of Cree language teaching. As a fluent speaker in the Cree "TH" dialect, I never quite understood the significance of the gift I was given from my own family. As an older adult, I have had numerous experiences and encounters with elders and knowledge keepers who have taught me about why our language is vital. It is because of this that I have grown to have a deep respect and great love for my own language. I also realize what a precious and invaluable gift it is. So, at home I make a concerted effort to make Cree the language of our home. nîhithawîwin î-kîmithikawîyân ikwa nîsta înohtî mithakwaw nitawâsimisak. kwayask nikocîtân tahtokîsikaw

My daughter Scarlett, eight, is learning Cree as a second language. For the first two years of her life I predominantly spoke to her in English. Then I decided I needed to change this and since then I've used a variety of methods to teach her Cree and she has picked up a significant amount of the language - not just vocabulary. She can mix up the word order for some small sentences but mostly uses basic Cree grammar and sounds like a native speaker. With Scarlett, I use real objects, commands, kinship terms, Cree books, flashcards, Cree phrase of the week, Cree prayer at bedtime, terms of endearment and other useful words/phrases that are needed to ask her to help me around the house or when we are going for a ride in the car. I am integrating oral Cree and Cree literacy in her learning. This seems to work with her. When she wants to say something she doesn't know she uses the Cree dictionary app "Online Cree Dictionary" which is easy to use. She puts the word in English and it offers a few options in Cree. Sometimes we debate about a word because she's been taught in the Plains "Y" dialect for so long so wonders why something is as it is! Recently, I made an after-school routine in Cree where I use time in Cree and the words that go along with each hour such. She was able to pick up the vocabulary for time in Cree quite easily. I was impressed! Currently, I am getting a set of sight words made in Cree and plan on playing sight word games with her. I would like her to be able to read Cree because I believe this will help her become a stronger learner.

The challenge sometimes is that English is a language bar- I am doing this research as a parent by documenting my rier for us. I have to find ways to explain what I'm trying to



get across, in Cree if it's too difficult, then I code switch to English. Fortunately, she is a fast learner and remembers Cree words or concepts easily.

My son Andrew, nine months old, is learning Cree as his first language. Before he was born, I put Cree recordings on my belly and when he was born, I had my family welcome him in Cree. At home, he's been listening to Darlene Auger's Cree lullabies during naps and at bedtime. In addition, any and all conversations at home are carried out in our language. We do not teach him words in isolation but rather speak to him in complete sentences and phrases and in context. He has a time in the morning where we listen to Cree songs on YouTube. What we are doing is imprinting our language in his heart and mind. The challenge with him is visitors. Some are fluent speakers who speak English to him so they need to be reminded to speak only Cree to him. English only speakers are okay, he will eventually have to learn English so I feel it's okay to expose him to it. For now, my partner and I maintain a home language policy where we only speak to him in Cree. I am looking forward to and excited to hear him speak in the near future as any child of his age will. I am listening to his babble and ways of communicating and thinking about how he is taking on the Cree language.

children's language growth. I listen and watch what Scar-

lett is doing. mâhti-isa îspathik kâ-isi-kiskinawahamawak. website: https://www.learncreewithandrea.com/ if you wish My good friend would call this action research. I call it to follow our progress and see how we do it at home. If you sâkihîtôwin because it takes active parenting and a desire to do, please comment because it keeps me motivated! ikosi give them the gift of connection to ancestors and our way ikwa tîniki! of understanding the world through the language. Each day I think about what I will do next and I work on creating As more families recognize the value of a family language resources to help us in our efforts to pass on our language.

similar things with your children. You can always email me 190318-WEB.pdf if you have questions. I've posted a few videos on my

policy in the development of their children's language, the following resource may be of value. Retrieved from: http:// I hope some of you as readers of this newsletter will try www.fpcc.ca/files/PDF/Language/FPCC-LanguageforLife-

## Why Speak Your Language At Home?

# Language is used for everyday situations.

- · It requires learning and using Indigenous languages for real-life situations.
- The home is the main space for learning and speaking a language.

# Language and culture are shared across generations.

- The language is spoken between adults (parents or caregivers) and children, which is also known as intergenerational language transmission.
- · Language and culture are connected, and families draw strength from their culture.

# Language builds strong Indigenous identities.

 Language supports a strong Indigenous identity for both children and adults.

### Language fluency is increased among children (and adults).

- · Children are more likely to be successful learning their Indigenous language in school if they also use it in the home and community.
- Children learn a language better when they are supported by parents and other family members.

### Languages are used more regularly.

 Regularly speaking Indigenous languages in the home will help make using the language in other areas of life easier.

### Language is healing.

- · Speaking Indigenous languages in the home is a journey to reverse trauma from language loss.
- Speaking Indigenous languages at home gives children access to their language and culture.
- · Speaking Indigenous languages supports individual and community well-being.



# Cree Nation Government Enacts 'Historic' Cree Language Bill



Imaged retrieved from https://www.cbc.ca/news/canada/north/cree-language-act-bill-1-abel-bosum-self-government-1.5295010

On September 18, 2019 the Cree Nation of Eeyou Istchee Government (northern Quebec) unanimously passed its first Bill – An Act respecting the Cree language of Eeyou Istchee. The objectives of the Act are to support and promote the use of the Cree language, to support Cree efforts to reclaim, revitalize, maintain and strengthen the Cree language, and to plan initiatives and activities for restoring and maintaining fluency in the Cree language.

In 2017, the Cree Nation successfully concluded a Governance Agreement with the Government of Canada which described a vast range of powers and jurisdictions to be exercised by the Cree Nation Government and by the local Cree First Nations. Pursuant to this Agreement, accountability to the Federal Minister of Native Affairs has been replaced by accountability to the Cree Nation Government. This Agreement also provided for the Cree Nation to draft its own Constitution. This Act passed today is the first piece of legislation to be enacted by the Cree Nation Government.

"The Cree Chiefs took a historic step today in enacting this urgently needed legislation", declared Grand Chief Dr. Abel Bosum. "It is in keeping with our Indigenous nation-building agenda, our mission to become 'masters of our own destiny' and our profound commitment to ensure the protection and the continuity of our Cree language. Our traditional knowledge, our values and our cultural practices are deeply embedded in our language and the Chiefs today expressed their dedication to vigorously protect and promote the Cree language."

"Revitalizing our Cree language is essential in ensuring a strong Cree culture", stated Dr. Sarah Pashagumskum, Chair of the Cree School Board. "We are inspired to do our share in building on this important achievement".

Read more at: https://www.newswire.ca/news-releases/cree-nation-government-enacts-historic-cree-language-bill-869726592.html

# Indigenous sign languages in Canada

### By Darin Flynn

The linguistic and cultural heritage of First Nations and Uukturausingit; Inuit includes several sign languages. The most famous, 2001). Though its linguistic Plains Sign Language (PSL), is still known by a few Da-documentation is only recent kota, Cree, Blackfoot, and others in Canada—some deaf, (Schuit 2015 and references and others hearing, who use it to accompany their oral therein), IUR has been in use narratives. PSL was apparently developed by deaf indi- for centuries among the Inuit, viduals and their families on the Great Plains, and its use the Indigenous people of the spread as a lingua franca as far South as the Rio Grande Canadian Arctic. It is currently in Mexico and as far north as the North Saskatchewan a mother tongue to fewer than River in Canada (Davis 2015 and references therein). As 40 Deaf Inuit who are widely Ernest Seton described in his 1918 textbook, Sign Talk:

"My attention was first directed to the Sign Language in 1882 when I went to live in Western Manitoba. There I found it used among the various Indian tribes as a common language, whenever they were unable to understand each other's speech. In later years I found it a daily necessity when traveling among the natives of New Mexico and Montana." (p. v)

Though most of its signers have been hearing, PSL has References: always served as a full-fledged, primary language to Deaf Plains people. For instance, Seton (cited above) learned PSL from White Swan (a.k.a. Strikes Enemy), a famed Deaf Crow: 'I was glad to be his pupil, and thus in 1897 began seriously to study the Sign Language' (ib.). Above is Seton's 1897 portrait of White Swan.

A report in the same year by John Maclean, an Indian agent among the Blackfoot in Alberta, described how three young Deaf Piikáni (Peigan) conversed in PSL with each other, as well as with their hearing friends and family members. Maclean also described how they conversed with a Deaf visitor from the Kainai (Blood) Nation, named Kotonáaikoan (so he may have been Ktunaxa), who shared his warrior stories in PSL 'for hours' (McKay-Cody 1996: 23).

A different sign language was indigenous to the Northwest Plateau, including Central and Southeastern British Columbia (cf. Davis 2015: 920). Like its Plains counterpart, Plateau Sign Language was a mother tongue to Deaf people and it was used more widely as a lingua franca by Salish, Sahaptian, Ktunaxa and other Plateau peoples. Plateau Sign Language was eventually replaced by Plains Sign Language, and as a trade jargon, by Chinook Jargon, a newer spoken lingua franca of the Pacific Northwest. Today, Plateau Sign Language is only partially known by one or two hearing elders in Montana, such as Francis Auld (Ksanka/Ktunaxa).

A third signed language in Canada is Inuit Sign Lan-(abbreviated IUR, Inuktitut guage from

MacDougall



dispersed across Nunavut, the newest, largest and most northerly territory in Canada, where congenital deafness happens to be relatively frequent. The language is also known by perhaps 80 hearing Inuit (Schuit 2012). Its future prospects are dim, as American Sign Language (ASL) and la Langue des Signes Quebecoise (LSQ) have become the primary sign languages of Deaf Inuit.

Twitter: @darin flynn

Davis, Jeffrey. 2015. 'North American Indian Sign Language', in Julie Bakken Jepsen, Goedele De Clerck, Sam Lutalo-Kiingi and William B. McGregor (eds), Sign Languages of the World: A Comparative Handbook, pp. 911–932. Berlin: Mouton de Gruyter.

MacDougall, James. 2001. 'Access to Justice for Deaf Inuit in Nunavut: The Role of Inuit Sign Language'. Canadian Psychology/Psychologie canadienne, 42(1): 61–73.

McKay-Cody, Melanie. 1996. 'Plains Indian Sign Language: A Comparative Study of Alternate and Primary Signers'. Unpublished MA thesis, University of Arizona.

Schuit, Joke. 2012. 'Signing in the Arctic: External Influences on Inuit Sign Language', in Ulrike Zeshan, Connie de Vos and Marie Coppola (eds), Sign Languages in Village Communities: Anthropological and Linguistic Insights, pp. 181–208. Berlin: Mouton de Gruyter.

Schuit, Joke. 2015. 'Inuit Sign Language', in Julie Bakken Jepsen, Goedele De Clerck, Sam Lutalo-Kiingi and William B. McGregor (eds), Sign Languages of the World: A Comparative Handbook, pp. 431–448. Berlin: Mouton de Gruyter.

Seton, Ernest Thompson. 1918. Sign Talk: A Universal Signal Code, without Apparatus, for Use in the Army, the Navy, Camping, Hunting, and Daily Life. Garden City, NY: Doubleday, Page & Company.

Do you have a story, announcement, or visuals for our Spring Newsletter? Please email Dr. Olenka Bilash at obilash@ualberta.ca

# **FEL Bursary Winners**

### FEL Fall 2019 bursary winner: Jacob Manatowa-Bailey (Sauk)

I am currently a doctoral student at the University of Victoria and my primary areas of interest include Sauk language, grassroots organizing, leadership, and the human dynamics of language revitalization efforts. I will be attending the Language Keepers Conference in Saskatoon 2019 to present on developing and implementing an adult immersion program in an Indigenous community with only a handful of elder speakers, limited resources, and no previous history of effective language revitalization. Lessons learned will be used as talking points to generate discussion among participants about the following three core areas of adult immersion learning in Indigenous communities:

- 1) Community organizing, alliance building, and the human dynamics of program development.
- 2) Principles, practices, and methods used to create an effective immersion environment that builds conversational proficiency.
- 3) New directions in adult immersion program development for Indigenous communities.

From this experience I hope to gain from the experience is to build connections and relationships that start to expand the number of communities developing and implementing adult immersion programs. As an Algonquian language speaker, I am particularly interested in networking with people from other Algonquian language

communities. I am currently coordinator of the Multicultural Initiative on Cultural Advancement's Next Steps Project providing planning and development assistance to Indigenous language programs

I was the founding Director of the Sauk Language Department. The *Thâkîwaki* (Sauk) people originate from the northeastern seaboard with historic presence near present day Montreal. The modern Sac and Fox Nation is located in Oklahoma. Sauk is an Algonquian language with close ties to Kickapoo and Meskwaki. Under his leadership the Sauk Language Department developed a team-based Master Apprentice model. In a 3-year time span, learners working with elder speakers spent 2,952 hours in an immersion environment and increased their proficiency to a conversational level.

Concurrently I served as founding Director of the Center for Tribal Languages at Bacone College (2012-2018). Working in partnership with participating Indigenous language programs we created the Tribal Languages Degree Program. This Bachelor's Degree in language revitalization provides students the opportunity to engage in intensive immersion learning while simultaneously gaining on-site internship experience working with Indigenous language programs.





It was an honor and privilege to have the support of the FEL student bursary in order to attend the Stabilizing Indigenous Languages Symposium (SILS) hosted by the University of Manitoba and the Red River College in June 2019. Furthermore, it was an honor to visit Treaty 1 territory. My name is Rochelle Starr. I am from Little Pine First Nation but live in Edmonton with my three children. I am a PhD candidate in the Department of Educational Policy Studies, Faculty of Education, University of Alberta where I am specializing in Indigenous Peoples Education. I am also the director of the Young Indigenous Women's Circle of Leadership (YIWCL), a Cree immersion program for young women ages 10-16, held every summer at the University of Alberta. Last winter we launched a program for the YIWCL which paired Cree mentors with participants of YIWCL, which was modeled after the Mentor Apprenticeship Program (MAP).

YIWCL's version of MAP was a solid step in our responsibility in language transmission. Each week for 12 weeks mentors and apprentices met to teach and learn Cree. Our vision for the MAP was that it would be an extension of our summer program wherein the traditional pedagogy, which we call Cree in Motion, for teaching the language would be employed. During those 12 weeks, the mentors spent time with their mentees talking Cree, and doing traditional activities like beading, attending ceremony and such. Beyond learning conversational Cree, the young women also had the oppor-



keepers and speakers. Susan Sinclair, Brenda Morency, Mountain penitentiary. During the writing of my disserta-Dr. Lillian Gadwa-Crier and Dorothy Thunder were the tion and asking my family for stories about Big Bear, they mentors. Dorothy Thunder and I presented Young Indige- explained that while Big Bear was imprisoned his tribe nous Women's Circle of Leadership's MAP at the SLIS camped out right where the motel is - where I stayed as a 2019. Our session had a good turn out and we fielded lots child, where I camped out waiting for my loved ones. I of good questions.

I also had the opportunity to do a lot of visiting. I was able to attend some of the presentations at SLIS, one of which stood out in my mind was by a Metis women, Heather Souter, who was also presenting on her experiences starting a MAP with Metis speakers. Ms. Souter's presentation was inspiring because she discussed how much the language impacted her ability to work from Metis ways of knowing and being which also furthered her connection and relationship to the land.

take the time and visit the land in Treaty 1 territory as I had Penitentiary, I thought about these stories and my family lived there for five years when I was a child. I visited and how that institution has affected my life and my fami-Grand Beach, and the Stoney Mountain Penitentiary as ly's lives. I thought about how so many of our warriors these were two places and spaces where I had spent a lot of have been imprisoned behind those walls, and how so time visiting while I lived in Winnipeg in the early 90's many of our warriors are there right now. I thought about and of which I have fond memories. It is quite obvious all the families who didn't have their husbands, their brothwhy I would have good memories of Grand Beach. Its not ers, their fathers and grandfathers. What else is being imas obvious as to why I would have fond memories of a prisoned? Their protection, their knowledge, their lanprison. My connection to Stoney Mountain penitentiary guage. stems back to the days of Big Bear, of whom I come from. Big Bear was one of Stoney Mountain's earliest prisoners. Since then I have had many close and immediate family members spend time where our great great grandfather was and have heard many stories of Big Bear, the language, and Stoney Mountain. For example, as a child I remember

tunity to be mentored by strong Indigenous knowledge staying in the motel that is directly across fom Stoney also remember hearing stories about how our language was used in the prison as a way for our people to protect themselves from the guards, kind of like how many Indigenous languages were used in World War 2 by code talkers. My grandfather, Thomas Paul Starr served in World War 2 and was also a code talker. He used Cree to protect his crew by preventing the enemies from gaining insight into their tactics and location. Although it may seem odd to make that connection between prisoners and war heroes, it's not. Big Bear was and continues to be a good man, a warrior and a leader and was imprisoned for being exactly who he was Ms. Souter's presentation inspired and motivated me to supposed to be. As I sat outside of the Stoney Mountain

> Visiting with the land in Treaty 1 territory brought forth many memories, thoughts, and connections for which I am truly grateful.

> > Hiy Hiy - Rochelle Starr





### kitatamininâwâw kêtohtêyân SILS 2019!!!

tân'si kahkiyaw kitatamiskâtinâwâw. Thunder nitisiyihkâson ekwa Little Pine First Nation ohci niya. I would like to thank FEL for supporting me to attend the Stabilizing Indigenous Languages (SILS) 2019 conference that was held in Winnipeg on June 6-8, 2019. Rochelle Starr, also from Little Pine, and I shared experiences about the Young Indigenous Women's Circle of Leadership in our presentation. We provided examples of our ideas and experiences to help others start similar or enrich existing programs.

The SILS conference, gave me the opportunity me to network with other language leaders. Attending the presentations allowed me to attend interactive workshops, which can help me, further my work as nehiyaw language leader and help others as well. For example, Creating New Speakers, Healing Old Wounds: The Prairies to Woodlands Master-Apprentice Program for Michif and other Indigenous Languages by Verna Demotigny and Heather Souter. In this project, new language learners are paired with fluent elder speakers of the Michif language using master apprentice (MAP) method. The elders are compensated for their knowledge as they work one on one with the language learners. The project was granted funding from Another presentation that caught my interest was the Canadian Heritage Aboriginal Language Initiative to fund 1,000 Hours of Fluency – a Window into the Syilx Lanthe participants and also host free workshops to showcase guage House by Michele Johnson. The adult students their learning and teaching technique. At the workshops met two days a week over four years following Nysilxon they shared their best practices that are most useful in Curriculum - methodologies and immersion. The particilearning language -creating lesson plans, collection of pants were funded by their bands collected data by rerecordings and assessing the participants learning. I be- cording Elders, developing resource materials, and exlieve this is an innovative idea to help the elders and lan- panding the programs. The focus was to assist them to guage learners feel the importance of keeping our lan- develop YouTube videos and enhance fluency in the languages stronger and also feeling it nurturing our spirit as guage. Their was also an opportunity to listen to the el-

Another interesting presentation was Using Games for Alternative Teaching Methods by Rebecca Goff. Their focus is to create resource materials to teach indigenous language, history and culture. They started by developing digital resources but ended up focusing on card games (ex. Go Hunt) and board games using indigenous languages learning about history and culture. Sharing their knowledge of history and speaking the language to the language learners involved the community elders. The participants were very engaged and interested in hearing the language and history of their people. During the workshop we played games that were interactive and hands-on allowing for expanding the vocabulary of our indigenous language.

der stories share stories and most of all networking with others that are passionate in indigenous languages. With that, once again, I would like to thank FEL for assisting us in attending the SILS 2019 conference. ekosi pita.

Dorothy Thunder

**Apply for the FEL 2020 BURSARY today!** See page 49 for full details!





Stabilizing Indigenous Languages 2019 Conference

### **Welcome to new Board Members**

### Dorothy Thunder

Dorothy Thunder is a Plains Cree (nêhiyawiskwêw) from Little Pine First Nation, Saskatchewan and full-time Cree instructor in Faculty of Native Studies at the University of Alberta. She is a Language Keeper, educator, and an Aboriginal woman who practices the traditional way of life. Her passion for the Cree language began at the U of A, where she completed her BA in Native Studies in June 2002 and MSc in Linguistics in December 2015. She co-authored the book, Beginning of Print Culture in Athabasca Country, which won the Scholarly and Academic Book of the Year in June 2011. In March 2011, she received the Graduate Studies Teaching Award in recognition of excellence in the performance of teaching duties in the Faculty of Native Studies. Being a fluent nêhiyawêwin speaker and instructor has inspired her to continue in developing resource materials and promoting nêhiyawêwin language programs. Her purpose is to assist in strengthening confidence and competence in Cree language skills by supporting educators and nehiyawewin language learners. As an advocate of nehiyawewin, she shares various methodologies to strengthen existing or new Indigenous programs. Her main focus is integrating nehiyaw language and literacy strategies from cultural perspectives of First Nations teachings and the inclusion of Aboriginal stories and teachings.



## Velvalee Georges

Presently Velvalee Georges is a sessional instructor and PhD student at the University of Alberta. Her areas of research and teaching are Literacy, Indigenous language and Assessment. Her research interest centres on, "How middle years Indigenous Languages learners show what they know and what teachers do with that knowledge". She teaches Assessment in Indigenous Language classrooms for Canadian Indigenous Languages and Literacy Development Institute (CILLDI). She has a been research assistant for two major projects, one involving elders telling their stories in Cree and Michif and the second synthesizing research for an Indigenous Language Teacher Education Project. She has also conducted research for the Canadian Association for Second Language Teachers on developing the Aboriginal Languages Gathering website. She is an educator, with over 30 years of successful classroom, publication, management and leadership experience. She is Metis, speaks some Cree and Michif, but understands more. She is originally from Sakitawak (Ile a la Crosse) SK.



PLEASE SUBMIT YOUR

FEL MEMBERSHIP APPLICATION AND FEES NOW

SEE PAGE 47 FOR FULL DETAILS!

# **British Columbia Language News**

# T'selcéwtqen Clleq'mel'ten/Chief Atahm School (Kamloops)

In 1987, a small group of parents from the surrounding bands, Adams Lake Band, Neskonlith and Little Shuswap, worked together to start a Secwepemc immersion program for children from birth to five years old. This *language nest* was the first to start up in the province of B.C. and was inspired by the Maori *Te Kohanga Reo* initiative. The Secwepemc Ka Language Nest led to the development of Chief Atahm School in 1991.

# "We have a vision of a Secwepemc-speaking community living in balance with nature"

Today, hundreds of children have been immersed in the Secwepemc language and culture and have contributed to the revival of the Secwepemc language. Chief Atahm School seeks to continually improve their program with the development of and educational framework that privileges Secwepemc knowledge, language, and culture. To honour the Secwepemc value of kwseltktnéws, or "we are all related", Chief Atahm School has reached out to support other First Nations group in their quest for language survival. The school host's an annual conference, offers language teacher training institutes, and shares teaching resources and strategies with other communities.

For more about this active school and its professional development opportunities see: <a href="http://www.chiefatahm.com/impression-events/impression-templates/event">http://www.chiefatahm.com/impression-events/impression-templates/event</a> index.html



Note their special research project with elders:

### Connecting Stories Childhood Stories of Cstelnec Elders

The "Connecting Stories Research Project" is a collaborative, community research project, in partnership with the province-wide research initiative, "First Nations languages in the twenty-first century: looking back, looking forward", funded through the Social Sciences and Humanities Research. The goals of this research are to work in collaboration with Chief Atahm School, a Secwepemc immersion educational site to document language through stories told by fluent Secwepemc Elders of the Chase area in order to create language teaching resources.

The focus of the project is to record local history through the eyes of real people. The research project focused on the collection of oral stories from 5 Secwepemc Elders, with the data to be subsequently used to develop online, and class-room language curriculum, for use in a Secwepemc immersion setting, which will also be shared with the local community, and Secwepemc learners and speakers in other communities. The power of the oral tradition comes through the

# **British Columbia Language News (con't)**

dynamic retellings of stories that reflect a people's history, knowledge, and values to younger generations, thereby ensuring the continuity of culture. This research will not only make a valuable contribution to preserving Secwepemc history and language, but also will help in language regeneration through the creation of language teaching resources that help children connect to their history.

## Language Keepers Conference: Session 9 - Why Indigenous Languages Matter

The United Nations has designated 2019 as the International Year of Indigenous Languages. The panel, including Professor Nicholas Evans, Professor Rawinia Higgins, Professor Jakelin Troy and Chair, Dan Bourchier explore why language revival is vital to the future of Indigenous communities. To learn more click here: <a href="https://www.youtube.com/">https://www.youtube.com/</a> watch?v=B50HipcFrJO



Language Keepers Conference: Session 9 - Why Indigenous Languages Matter

### Conference: Revitalizing Indigenous Languages in B.C

Recently, the B.C. Government announced an historic \$50 million investment in First Nations #LanguageRevitalization. The First Peoples' Cultural Council thanks the Government of B.C. for taking this concrete step towards reconciliation. This urgently needed funding will help all groups work closely with First Nations communities throughout B.C. to help ensure Indigenous languages survive and thrive into the future.

Listen to what the B.C. language champions have to say about the new investment and language revitalization work in B.C., and the inspiring words about the mentor-apprentice program: <a href="https://www.youtube.com/watch?v=rEITnV1r5-Y">https://www.youtube.com/watch?v=rEITnV1r5-Y</a>



# **British Columbia Language News (con't)**

### Haida Film: SGAAWAAY K'UUNA—EDGE OF THE KNIFE

In the first feature-length Haida film, *Edge of the Knife* tells a story of pride, tragedy, and penance.

Edge of the Knife draws its name from a Haida saying: "the world is as sharp as a knife," reminding us that as we walk along, we have to be careful not to fall off one side or the other. Set in the nineteenth century against the backdrop of the rain forest and storm-ravaged Pacific coast of Haida Gwaii, the film is an adaptation of one of Haida's most popular stories, sustained over the years through song and performance.

After tragedy strikes, young Adiits'ii becomes Gaagiixiid/Gaagiid, the Haida Wildman. Stranded, he fights to survive while his humanity gives way to a more bestial state. Meanwhile, the community struggles with conflicting emotions upon returning to the site where Adiits'ii was last seen. Both a timeless story and a contemporary allegory for the Haida Nation, the film was envisioned as a way to support Haida language, a critically endangered language spoken fluently by fewer than twenty people, and promote Haida culture by bringing an ancient story into a new space through film. Source: https://iyil2019perspectives.org/mother-tongue-film-festival/

Directors: Gwaai Edenshaw (Haida) and Helen Haig-Brown (Tsilhqot'in)



Image retrieved from: https://www.bbc.com/news/world-us-canada-48028970

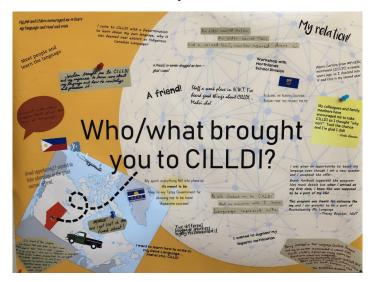
### Did you know?

The National Film Board of Canada has put together a playlist of Indigenous-language versions of select films from their Indigenous collection to celebrate the International Year of Indigenous Languages.



# **Alberta Language News**

# CILLDI celebrates 20 years





# CILLDI's Young Indigenous Women Circle of Learning (YIWCL)







Instructor Darlene Auger uses a traditional swing with the young women and sings them Cree lullabies.



# **Alberta Language News (con't)**

### University of Alberta's Online Courses

Indigenous Canada is a free online course hosted by the University of Alberta. It explores Indigenous histories and contemporary issues in Canada.



### Edmonton Public Library (EPL): Learn an Indigenous Language

One way to keep a language alive is to learn and practise it with others! Try learning a word or phrase in one of <u>Canada's Indigenous languages</u>. Here are a few ways you can get started.

Check out these Indigenous Language Resources in EPL's Collection

Chipewyan Language Resources
Cree Language Resources
Inuktitut Language Resources
Michif Language Resources
Siksika Language Resources



# Voices of Amiskwaciy

Voices of Amiskwaciy is a digital public space that supports the community to create, share, discover and celebrate local Indigenous content online.



### Enoch News

Katlin Ward is an Educational Assistant at Kitaskinaw School in Enoch, Alberta. She supports the Kindergarten program and, with the help of Edmonton Public Library's Makerspace team, she created 3D printed syllabics to help her students learn Cree words (including spelling their own names in Cree).

### Watch more here:

https://www.youtube.com/watch?time\_continue=4&v=DF-8yA1J208



# Saskatchewan Language News

The Government of Canada announces support for 59 Indigenous language projects across Saskatchewan



Photo retrieved from: https://www.eaglefeathernews.com/news/indigenous-languages-in-sk-receive-federal-government-investment

On August 30, 2019 The Honourable Ralph Goodale, Minister of Public Safety and Emergency Preparedness, announced nearly \$4.7 million in funding for 59 projects to support Indigenous languages across Saskatchewan. Minister Goodale made this announcement on behalf of the Honourable Pablo Rodriguez, Minister of Canadian Heritage and Multiculturalism who reported: "Language is essential to Indigenous Peoples' identity and culture. That is why our government is committed to taking action to help preserve, promote and revitalize Indigenous languages. This includes Royal Assent of the *Indigenous Languages Act*. Together with Indigenous partners, we are ensuring that these languages can flourish across the country."

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has declared 2019 the International Year of Indigenous Languages. According to UNESCO, three out of four of the 90 Indigenous languages in Canada are considered endangered. Indigenous communities are best placed to determine the best ways to reclaim, revitalize, strengthen and maintain Indigenous languages. That is why the Department of Canadian Heritage is providing nearly \$3 million to the Saskatchewan Indigenous Cultural Centre (SICC) for the delivery of the Aboriginal Languages Initiative for First Nations communities

in Saskatchewan. The SICC has funded 45 community-based projects including language camps, train-the-trainer programs, language immersion camps, mentor-apprentice programs, language nests, production and distribution of language resources (such as online tools, educational materials and children's books).

Eight additional projects have received more than \$700,000 from the Aboriginal Languages Initiative to support further Indigenous language efforts, the majority to support Michif language revitalization.

Canadian Heritage has also provided funding totalling nearly \$1 million to six organizations in Saskatchewan through the Northern Aboriginal Broadcasting component. Green Lake Communications, Ile à la Crosse Communications Society, Minahik Achimowin, Missinipi Broadcasting Corporation, O.K. Creek Radio Station and the Northern Hamlet of Jans Bay will produce and broadcast more than 15,000 hours of culturally relevant radio and television programming, including more than 7,500 hours in Indigenous languages.

These 59 projects involve 10 languages: Cree, Plains Cree, Woodland Cree, Swampy Cree, Nakota, Michif, Dakota, Dene, Lakota and Saulteaux.

Budget 2019 committed \$333.7 million over five years, starting in 2019–2020, and \$115.7 million per year ongoing to support the implementation of the Indigenous Languages Act.

The objectives of the Aboriginal Peoples' Program (APP) are to:

- promote, revitalize and preserve Indigenous languages and cultures;
- strengthen Indigenous cultural identity; and
- increase Indigenous participation in Canadian society.

The APP offers two funding components to eligible Indigenous organizations: Northern Aboriginal Broadcasting and the Aboriginal Languages Initiative.

The Northern Aboriginal Broadcasting component of the APP supports Indigenous broadcasting societies in producing and distributing radio and television programming in the North. The objectives are to:

- support the production of culturally relevant Indigenous programming;
- facilitate establishment and maintenance of production facilities;
- ensure availability of a significant amount of radio and television programming;
- contribute to the preservation and promotion of Indigenous languages and cultures; and
- provide venues to articulate issues of relevance to Indigenous audiences and communities.

Applicants must be non-profit, democratically controlled, Indigenous organizations or working with Indigenous organizations that provide broadcast communications north of the 55th parallel ("Hamelin Line").

The Aboriginal Languages Initiative (ALI) compo-

nent of the APP supports the preservation and revitalization of Indigenous languages through community-based projects and activities. The ALI aims to:

- give Indigenous people access to communitybased projects and activities that support the preservation and revitalization of Indigenous languages and cultures;
- assist Indigenous communities in their efforts to enhance languages and cultures; and
- preserve Indigenous languages and cultures and enhance them as living cultures.

Applicants must be non-profit, democratically controlled, Indigenous organizations or working with Indigenous organizations that support the preservation and revitalization of Indigenous languages.

News and charts retrieved from: https://www.newswire.ca/news-releases/supporting-indigenous-languages-across-saskatchewan-851017071.html

# Data Tables Support from the Aboriginal Languages Initiative

Recipient	Project	Amount
Central Urban Métis Federation (1993) Inc.	Language from an Indigenous Place of Knowing – Building Michif Family	
	Language	\$70,000
Gabriel Dumont Institute of Native Studies and Applied	Michif to Go Plus	
Research		\$97,400
Prince Albert Metis Nation Local #7 Inc.	Michif Language Nests	\$180,624
Prince Albert Métis Women's Association Inc.	Learning Michif Resources	\$159,580
Saskatoon Indian and Métis Friendship Centre Inc.	Aboriginal Spoken Languages Revitalization	\$25,060
Missinipi Broadcasting Corporation	Missinipi Broadcasting Corporation App 3.0	\$74,800
O.K. Creek Radio Station Inc.	Indigenous Language Learning Circle	\$22,523
Kineepik Metis Local Inc.	Pinehouse Youth Culture & Language Enhancement Project	\$75,000
	Total:	\$704,987

### Support from the Aboriginal Languages Initiative through the Saskatchewan Indigenous Cultural Centre

Recipient	Project	Amount
Ahtahkakoop First Nation #104	Conversational program and language camps	\$66,408
All Nations Hope Network	Language learning through storytelling	\$44,045
Asiniw-Kisik Education Campus	Language classes and language camps	\$49,600
Canoe Lake Cree First Nation, SK	Language immersion camp and language camps	\$49,245
Carry The Kettle First Nation	Language immersion camps and resources	\$43,000
Cote First Nation	Mentor-Apprentice Program	\$60,000
Cowessess First Nation Education	Capacity-building program for Elders	\$5,640
Cowessess First Nation Education	Language classes, language camps and resources	\$40,000
English River First Nation	Language immersion program	\$47,500
File Hills Qu'Appelle Tribal Council	Language nests and resources	\$75,000
Kâniyâsihk Culture Camps	Immersion language classes	\$75,000
Kâniyâsihk Culture Camps	Train-the-trainer program and language immersion camps	\$77,968
Keeseekoose First Nation	Mentor-Apprentice Program	\$106,300
Keeseekoose First Nation	Mentor-Apprentice Program	\$60,000
Lac La Ronge Indian Band Education	Resources and language camp	\$68,585
Little Black Bear's Band	Resources	\$33,100

Mato Ska Nakodabi Linguistics	Training program for educators	\$75,868
Mato Ska Nakodabi Linguistics	Language immersion camp and language classes	\$73,150
Mistawasis Nehiyawak	Language immersion camp and language classes  Language classes and language camps	\$50,900
Mosquito, Grizzly Bear's Head, Lean Man First Nation	Language classes and language camps  Language camp, language classes and language resources	\$74,460 \$74,460
		,
Muskeg Lake Cree Nation	Language classes, language nests and language camps	\$51,450
Nakoda Language Keepers	Language immersion camp	\$68,727
Newo Yotina Friendship Centre	Language classes	\$68,904
Newo Yotina Friendship Centre	Language classes	\$46,445
Northern Dakota Language Revitilization Group	Language classes and language camps	\$56,450
Ocean Man Education Centre	Language classes	\$30,450
Ocean Man Education Centre	Language immersion camp and language classes	\$80,211
Okanese First Nation	Resources	\$30,700
Peepeekisis Cree Nation	Language classes and language camps	\$25,000
Pheasant Rump First Nation	Language learning through land-based activities and language	
	resources	\$80,372
Pheasant Rump Nakota First Nation	Language learning and language resources	\$49,748
Poundmaker Cree Nation	Language instruction through cultural activities	\$62,135
Sakimay First Nations	Language classes, resources, language immersion camps	\$47,700
Saskatchewan Indigenous Languages Advisory Committee	Mentor-Apprentice Program	\$99,987
Saskatchewan Indigenous Languages Advisory Committee	Mentor-Apprentice Program	\$75,000
Saulteaux First Nation	Language classes	\$37,640
St. Louis School, English River First Nation	Immersion language classes	\$78,200
Standing Buffalo First Nation	Language camps	\$25,000
STC Health and Family Services Inc.	Language camps	\$54,000
The Key First Nation	Language classes and language camps	\$55,550
The Mann Art Gallery Inc.	Language immersion camp	\$12,754
Standing Buffalo First Nation	Language camps	\$25,000
STC Health and Family Services Inc.	Language camps	\$54,000
The Key First Nation	Language classes and language camps	\$55,550
The Mann Art Gallery Inc.	Language immersion camp	\$12,754
University of Regina Press	Resources	\$10,555
University of Saskatchewan (Office of First Nation & Métis	Immersion language classes	
Relations)		\$50,000
White Bear Children's Charity Inc.	Radio language programming	\$45,425
Yellow Quill First Nation	Mentor-Apprentice Program	\$75,000
	Total:	\$2,984,020
		(including \$490,848 in monitoring and administration
		expenses)

### Support from the Northern Aboriginal Broadcasting component

ouppoint in our interest in a second in a second	acarding compension	
Recipient	Project	Amount
Green Lake Communications Inc.	Radio programming	\$97,649
lle à la Crosse Communications Society Inc.	Radio and television programming	\$214,400
Minahik Achimowin Inc.	Radio programming	\$335,610
Missinipi Broadcasting Corporation	Radio programming	\$282,010
Northern Hamlet of Jans Bay	Radio programming	\$44,400
O.K. Creek Radio Station Inc.	Radio programming	\$22,523

Have you completed your FEL Membership Form yet? See pg. 48!

Associate professor of mathematics keeps the Scrabble board, but makes new tiles for 'Screeble'



Edward Doolittle, an associate professor of mathematics at First Nations University in Regina, has applied his love for playing crosswords, word searches and all other word games has tailored the number value on Scrabble tiles so that the game can be played in Cree rather than English. Doolittle is also a Mohawk speaker who is passionate about Indigenous languages.

News and photo retrieved from: https://www.cbc.ca/news/canada/saskatchewan/cree-scrabble-regina-1.5299049

### K-8 Students give weekly broadcast in Cree

Priscilla Wolf of APTN News reports that students at Mistawasis Nehiyawak in Saskatchewan are learning Cree language at school and using it in radio programming for their local radio station CHEK 93.7. Cree instructor Calinda Duquette and tech coach Denise Desjardins work together with the 5-13 year old students.

Each week a different group of students does morning prayers on the air for their attentive mushums and kokums at home. Participating on these radio segments not only helps to build self-confidence and self-esteem, but may create a few future broadcasters.

### Learn more at:

https://aptnnews.ca/2019/06/20/reviving-and-sustaining-the-cree-language-by-taking-it-to-the-radio-air-waves/



# Enrolment in Cree immersion programs has grown 67 per cent in four years



With the education ministry recording 861 students across the province enrolled in Cree immersion programs in 2018-19, enrolment in Cree immersion programs has grown 67 per cent in four years. However, the demand for Cree-language education now outpaces teacher supply. Cree language programs have become so popular that school divisions are struggling to find enough fluent teachers. News and photo retrieved from: https://thestarphoenix.com/news/local-news/demand-for-cree-language-education-outpaces-teacher-supply

Pete Chief is the principal of Confederation Park Elementary School, where demand for Cree language education is soaring in Saskatoon, SK on Monday, September 16, 2019.

### Kokum Cree Rap



The Cree lyrics throughout the video were translated by La Ronge Cree teacher Christine

In an intergenerational exchange, music video producer Zoey Roy taught kokums how to rap. The spoken word poet is Métis, Cree and Dene from the Peter Ballantyne First Nation. The music video project was part of the Indigenous Artist in Residence Program she completed at the University of Saskatchewan. Roy stressed that the video was a team effort. It was filmed and edited by Geordie Trifa and the audio was done by Muskwa Lerat. To see the rapping Kokums - featuring elders Maria Campbell, Louise Halfe, Rita Bouvier and Roy's mother Maxine Roy, and read the story go to: https://www.cbc.ca/news/canada/saskatoon/kokum-cree-rap-1.5256315

ws · Posted: Oct 07, 2019 11:52 AM CT | Last Updated: October 7

### NDP candidate seeks use of more aboriginal languages in parliament

A candidate running for the NDP in northern Saskatchewan called for the federal leaders debate to be translated into Dene and Michif. Jolibois has long advocated hearing more Indigenous languages spoken at the federal\ level. In March 2018, she delivered a speech in Dene at the House of Commons, which was then translated by an

"It is a very meaningful thing for all Dene people throughout Canada to hear their language at the national level," said Jolibois, running in the riding of Desnethe-Missinippi-Churchill River.

While the debate is being translated into Plains Cree, Inuktitut and Ojibwe, Georgina Jolibois says it's important for people in her riding to hear their own language.



La Loche-based NDP candidate Georgina Jolibois wants Dene and Michif translation of the English federa leaders' debate. (Alicia Bridges/CBC News)

# Funding falls short of need in Saskatchewan



Elder McNeil McArthur oversees four young boys on a duck hunt in Saskatchewan's Pheasant Rump Nakota First Nation. McArthur used the Cree and Assiniboine languages while instructing the boys how to make their blinds and wait patiently for the ducks. (Submitted by Juanita McArthur-Big Eagle for CBC)

Despite the federal government's announcement of funding for indigenous language projects in Saskatchewan in August, many well deserving projects did not make the cut. The projects that were funded included language camps, train-the-trainer programs, language immersion camps, mentor-apprentice programs and language nests. Funds were also allotted for production and distribution of language resources such as online tools, educational materials and children's books.

All eight First Nations languages of Saskatchewan were represented in the approved projects: Plains Cree, Woodland Cree, Swampy Cree, Nakoda, Dakota, Dene, Lakota and Saulteaux. Read more at: https://www.cbc.ca/news/canada/saskatoon/saskatchewan-indigenous-language-camps-demand-1.5273521

### Bringing nēhiyawēwin Home

The nehiyawak Language Experience takes place at READ Saskatoon every Thursday evening from September to December 2019. Families across all generations enjoy dinner and Cree conversation. Funded by the Saskatoon Community Foundation, the focus is on Task Based Learning around the dinner table while eating meals together. It is repetitive, meaningful and practical for those wanting to learn or reclaim Cree.

Our goal is for learners to take the language home. The program also offers free babysitting and home-style cooked meals, special guests and Master Language Teachers!

Here's a snippet from the Custer and Daniels Manual that is still in progress:

Setting Goals; creating a language bank

- Setting goals for yourself and your family is important. It makes your language learning mission more manageable and you will feel successful with each word, phrase and area you learn. A language bank is a visual of the vocabulary and phrases that you have made and learned. Seeing your progress helps you assess your language growth and most importantly, it helps you stay motivated.
- Set time aside to keep Cree spoken and listened to from anywhere between five minutes to one hour daily for the first month, or year. It is said that 1000 hours in the language or learning a language will get you to beginning proficiency. 3000 hours will lead to intermediate vocabulary or proficiency.
- Once you learn a word or phrase in Cree, make it a point to never use that word in English again.
- Note the strategies and methods that work best for you and your family. For example, in my family, I always ask members to repeat after I have introduced a word. Once my daughter knows the word, I will not reply until asked in Cree. I also praise her when she uses the Cree language.
- Take your daily routine into consideration...



Image retrieved from: https://www.readsaskatoon.com/events/details/nehiyawak-language-experience-at-read-saskatoon2.html

# **Manitoba Language News**

# Government of Canada is investing close to \$1.4 million to preserve, promote and revitalize Indigenous languages and cultures in Manitoba

The Honourable Pablo Rodriguez, Minister of Canadian Heritage and Multiculturalism, announced today that this funding, provided through the Aboriginal Languages Initiative (ALI), will support 22 community-based projects including language camps, classes and master-apprentice programs in Indigenous communities in Manitoba. These projects will also allow the production and distribution of language resources, including strategic plans, teaching aids, language kits, books, recordings, translation and cataloguing. The projects will involve 15 languages: Anishinaabemowin, Cree, Dakota, Dene, Ininew, Inuktitut, Lunaapeew, Michif, Nehetho, Nsyilxen, Nuu chah nulth, Ojibwe, Oji-Cree, Rocky-Cree and Saulteaux.

This funding is in addition to the \$1.8 million provided to support 16 community-based projects in Manitoba, as previously announced on November 13, 2018.

UNESCO declared 2019 the International Year of Indigenous Languages. According to UNESCO, three quarters of the 90 Indigenous languages in Canada are considered endangered.



Photo retrieved from: https://aptnnews.ca/2019/02/05/canada-unveils-indigenous-languages-bill-to-fanfare-criticism/

In 2016, only 15.6 percent of Indigenous people in Canada could speak in an Indigenous language, down from 17 percent in 2011 and 21 percent in 2006. The Aboriginal Languages Initiative supports the preservation and revitalization of Indigenous languages and cultures through community-based projects and activities, including printed resources in an Indigenous language, language classes and the development of language preservation strategies.

The announced projects will allow the delivery of approximately 2,070 hours of language instruction to approximately 520 participants of all ages, as well as the production and distribution of approximately 2,270 language resources.

Budget 2019 committed \$333.7 million over five years, starting in 2019–2020, and \$115.7 million per year ongoing to support the implementation of the *Indigenous Languages Act*.

Recipient	Project	Amount
Manitoba Indigenous Cultural Education Center Inc.	Indigenous Language Instructor Training Workshop	\$44,761
University of Winnipeg (Wii Chiiwaakanak Learning Center)	Learning from our Kookums – Gikendan onji-nookomisag	\$98,000
Riverton and District Friendship Center Inc.	Anishinaabemowin	\$91,472
Seven Oaks School Division	Indigenous Languages Preservation & Revitalization Initiative	\$135,660
Anishnabe Mikinack Kinamakamik Inc.	The Way of the Anishinabeg and Ininiwak	\$396,910
NISICHAWAYASIHK CREE NATION	The Culture and Language of the People of Nisichawayasihk	\$309,897
Indigenous Languages of Manitoba Inc.	Dakota Immersion Workshop	\$85,500
Kinosao Sipi Minisowin Agency NPO Inc.	Minisowin Life Book Language Revitalization Project	\$45,510
Ma Mawi-Wi-Chi-Itata Center Inc.	The Indigenous Language Revitalization for Urban Youth	\$48,290
Native Communications Inc.	Archiving of Manitoba Elder stories and the creation of a free online resource to view them	\$32,075
Prairies to Woodlands Indigenous Language Revitalization Circle	Prairies to Woodlands Master Apprentice Pilot Project (FN-Metis)	\$93,470
Sagkeeng First Nation	Bih Kay Cain Dun, Key Dinay Win Nee Naan	\$71,000
Sandy Bay Child and Family Services Inc.	Anishinaabe Mino Pimatisiwin	\$62,900
Sioux Valley Dakota Nation	Sioux Valley Dakota Iapi Project	\$152,720
University of Winnipeg	Picture Book App Development and Summer Institute for Six Seasons of the Asiniskow Ithiniwak Project	\$40,769
University College of the North	Aski Achimowin	\$53,681

# Manitoba Language News (con't)

# Manitoba Aboriginal Languages Strategy (MALS)

MALS: The Manitoba Aboriginal Languages Strategy (MALS) was created to revitalize, retain and promote the seven Aboriginal Languages of Manitoba. MALS is committed to sharing, developing, and promoting Aboriginal language resources throughout the province.

### **Intent of the Partners**

- Recognize the importance of working together to achieve positive outcomes for all partners
- Build strong relationships with each other in a consistent and positive manner
- Ensure cooperative and meaningful consultation around issues or opportunities of mutual concern
- Explore joint work and resource sharing in areas of mutual interest to achieve our stated goal
- Participate in forums and events around key committee issues as opportunity presents

 Commit to working constructively and collaboratively with partners to achieve our stated goal

### **Guiding Principles**

- 1. We will be open, honest and truthful in our relationships with our respective work organizations and with each other.
- 2. We will provide accurate and timely reports of our activities to our respective organizations and partner working groups.
- We will respect each partner's autonomy and responsibilities while recognizing the partnership may require change and innovation.
- We will build relationships that celebrate achievements, address challenges and acknowledge contributions.

Please see: http://www.malsmb.ca/

# University of Manitoba Ojibwe student takes unique approach to learning his language

Westin Sutherland, a 19-year old Ojibwe student from the Peguis First Nation, has taken a unique approach to learning his language – he dubs over popular cartoons like Sailor Moon, Spongebob Squarepants and Anime in Ojibwe, Cree and Saulteaux.

Sutherland draws on assistance from his grandmother Valerie Hudson and teacher Millie Moar at the University of Manitoba. To watch the news release please see: https://aptnnews.ca/2019/09/23/ojibwe-student-takes-unique-approach-to-learning-his-language/



Photo retrieved from: https://aptnnews.ca/2019/09/23/ojibwe-student-takes-unique-approach-to-learning-his-language/

# University of Manitoba offers Indigenous languages

University of Manitoba: This school year, for the first time in the University of Manitoba's 142-year history, four Indigenous languages will be available for students to learn. For years, multiple levels of Ojibwe and Cree have been taught in the Department of Native Studies, but — due to demands from students and Indigenous leaders — two more have been added: Michif and Dakota.

See: https://www.winnipegfreepress.com/local/u-of-m-takes-step-to-revitalize-indigenous-languages-559223092.html

fanguage revitalization is about ... "using text messages in Anishinaabe or Cree to emphasize literacy skills ... hearing and listening to the language."

- Indigenous Languages Manitoba Facebook Group

# Manitoba Language News (con't)

### Manitoba First Nations Education Resource Centre

At MFNERC, our language support staff consists of five iPads to create their own resources and transfer them to First Nations language facilitators, a resource developer, a MS Word/MS PowerPoint. Time was also given to review research assistant, and an administrative assistant. Recent- BYKI/Transparent Online. ly, the FL/C Information Technology facilitator conducted a regional session that involved participants from different First Nations communities. The attendees participated in an intermediate technology session and produced various printed materials in each of their languages.

to provide language support to the schools, who are currently offering language instruction to various FN communities in Manitoba.

The Centre's First Nations Language and Culture program plan to host First Nations Information Technology training sessions for the 2019-2020 academic year. An invite was All Information Technology training delivered for lansent to the FNs language and culture teachers/instructors to focus of these sessions. Other useful information and top- tion in the classroom from the students. ics requested in past years from the IT session feedback from the language instructors were also included in these sessions.

One of the two-day IT training sessions focused on how to Learn more at use the iPads and how to incorporate them into their lan- http://www.trcm.ca/facilitations/partnerships/manitobaguage programs. Participants were shown how to use the first-nations-education-resource-centre/

For the two-day intermediate-level training session, the focus was mostly on iPads with time given to review BYKI/Transparent Online. At this level, the participants were expected to know how to use the IPad, such as downloading apps, creating folders, navigating and uploading While offering regional sessions for language instructors IPad files to the laptop. The participants also learned about throughout the year, individual language facilities continue using iPad apps in the language classroom. Language instructors learned how to create and edit videos for classroom use and how to preserve the language, or how to document land-based activities. As well, participants created language classroom material, such as flashcards and a short picture book using an IPad app and PowerPoint.

guage teachers provides them with competence in impleparticipate in a beginner or intermediate session. FN menting technology in their language classroom. Technolschools offering language programming were provided ogy enhances language classes and provides teachers with with iPads for their language classes, so this was the main more ideas and useful ways to encourage active participa-

Submitted by Dr. Violet Okemaw, PhD

Director of Research and Development



Image retrieved from: https://bit.ly/2OeYKbk

# **Ontario Language News**

### Province Investing in Indigenous Language Revitalization

In 2018 Ontario released *Strengthening our Learning* • *Journey*, the Third Progress Report on Ontario's First Nation, Métis and Inuit Education Policy Framework. Since 2008, Ontario has been working with Indigenous partners to support the success and well-being of First Nation, Métis and Inuit students including:

- Signing historic partnership agreements with the Nishnawbe Aski Nation, Association of Iroquois and Allied Indians, Métis Nation of Ontario and Tungasuvvingat Inuit, and the signing of the Master Education Agreement with the Anishinabek Nation, to improve educational outcomes for Indigenous students.
- Working with Indigenous partners to ensure the curriculum is more inclusive of First Nation, Métis and Inuit histories, cultures, contributions and perspectives.
- Co-hosting the "Gidinwewininaanan, No Lang" Indigenous Languages Symposium, and establishing the Indigenous Languages Fund to support community-led projects that promote the revitalization of Indigenous languages.

Supporting the achievement and well-being of Indigenous students is one of the many steps on Ontario's journey of healing and reconciliation with Indigenous peoples. It reflects the government's commitment to work with Indigenous partners in making meaningful change and creating a better future for everyone in the province.

### **QUICK FACTS**

- Strengthening Our Learning Journey is the Third Progress Report for Ontario's First Nations, Métis and Inuit Education Policy Framework. The first two progress reports were published in 2009 and 2013, respectively.
- Ontario is home to six Indigenous language families-Anishinaabek, Onkwehonwe, Mushkegowuk, Lunaape, Inuktitut and Michif, which include over 18 unique languages and dialects.
- Ontario is providing \$10 million, over two years, to support community-led programs that promote the revitalization of Indigenous languages.
- Starting in 2017, the Ontario government is investing an additional \$56 million over three years for Indigenous Institutes to expand their capacity and strengthen their role as an important pillar in Ontario's postsecondary education system.

- In response to Truth and Reconciliation Commission's Calls to Action (#62 and #63), Ontario is investing \$15 million over three years to support the development of resources and educator capacity to enhance the learning and teaching of the history of the residential schools system, the legacy of colonialism and the importance of treaties.
- As part of The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples, the province is enhancing existing, and supporting the development of new, child and family programs in over 40 First Nations.
- In 2017, the Ontario Federation of Indigenous Friendship Centres (OFIFC) was selected to lead the Indigenous Education Knowledge Network (IEKN). The IEKN is part of the ministry's Knowledge Network for Applied Education Research (KNAER). The objective of IEKN is to mobilize existing knowledge, share wise practices and build relationships to support the well-being and success of Indigenous girls and young women in schools. The work of IEKN will be aligned with the intended outcomes of Walking Together: Ontario's Long-Term Strategy to End Violence Against Indigenous Women.

Read more at: http://mncfn.ca/ontario-investing-in-indigenous-language-revitalization/

Have you attended a workshop lately? Tell us about it! Email Dr. Olenka Bilash at obilash@ualberta.ca



Photo retrieved from https://www.socialconnectedness.org/the-power-of-immersion-and-bilingual-schools-for-indigenous-language-revitalization/

# **Ontario Language News (con't)**

# What if Aboriginal Languages Mattered?

Youtube, TEDXHumberCollege, Dr. John Steckley, uploaded Feburary 19, 2012, 14 min 32 sec

Dr. Steckley has been teaching at Humber College in Toronto since 1983 and has taught Anthropology and Native Studies and other Canadian universities throughout his career. His area of specialization is Canada's Aboriginal people, and he is a leading expert in the Huron language and culture. Watch the clip:

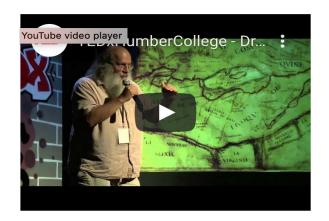
https://www.youtube.com/watch?v=Q50ZJWc1uyE

### Language nests

A language nest is designed to create an immersion environment for children. Chance and Mariah King are bringing together Anishinaabemowin speakers with babies, young children and their parents so that Ojibwe will become the first language of the children in a natural way.

### Learn more:

https://www.cbc.ca/news/canada/sudbury/nipd-language-nest-wasauksing-first-nation-1.5183363





### Ontario Curriculum for Native Languages

# Curriculum information retrieved from:

http://www.edu.gov.on.ca/e ng/curriculum/secondary/nat ivelang.html

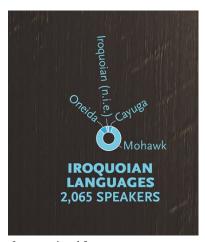


Image retrieved from: https://www.canadiangeographic.ca/article/mapping-indigenous-languages-canada

### The Ontario Curriculum: Secondary

### **Native Languages**

### Curriculum Documents

CURRICULUM DOCUMENTS BY GRADE >

### The Ontario Curriculum, Grades 9 and 10: Native Languages, 1999

- PDF Format (PDF, 160 KB)
- Plain Text Format (73 KB)

### The Ontario Curriculum, Grades 11 and 12: Native Languages, 2000

- PDF Format (PDF, 108 KB)
- Plain Text Format (53 KB)

### **Resource Documents Specific to this Subject**

- Native Languages: A Support Document for the Teaching of Language Patterns Oneida, Cayuga, and Mohawk – Resource Guide, Grades 1 to 12, 2011 (PDF, 465 KB)
- First Nation, Métis and Inuit Education Policy Framework, 2007
- Building Bridges to Success for First Nation, Métis and Inuit Students Developing Policies for Voluntary,
   Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards, 2007
- Native Languages: Delaware Resource Guide, Grades 1 to 12, 2003
- Native Languages: Ojibwe and Cree Resource Guide, Grades 1 to 12, 2002 (PDF, 1.4 MB)

A list of <u>Policy and Resource Documents</u> for the Ontario Curriculum: Secondary is available. This page contains useful and current tools that apply to all publicly funded elementary and secondary English-language schools in Ontario.

# **Quebec Language News**

# The Government of Canada supports 48 Indigenous cultural and language projects in Quebec

In late August 2019, The Honourable Pablo Rodriguez, Minister of Canadian Heritage and Multiculturalism, announced that the Government of Canada was investing more than \$8.7 million over two years in Indigenous languages and cultures in Quebec.

This funding, provided through the Aboriginal Peoples' Program and the Museums Assistance Program, will support 48 community-based projects that include the promotion of Indigenous cultural heritage, language camps, classes, immersion programs, and production and distribution of language resources such as translator tools, educational materials and children's books. The funding will also allow for the production and broadcasting of culturally relevant radio and television programming in Indigenous languages, as well as the development of mobile web applications.

This funding is in addition to the \$691,482 provided to support 3 community-based projects in Montreal, Kahnawake and Gaspé announced in November 2018 and July 2019.

Through its Aboriginal Heritage component, the Museums Assistance Program provides funding for projects related to the preservation, management and presentation of Aboriginal cultural heritage.

"Indigenous languages are an integral part of Indigenous identity and Canada's cultural identity. We are pleased to support the efforts of these Quebec organizations who are working to preserve and promote Indigenous languages and culture."

—Marc Miller, Parliamentary Secretary to the Minister of Crown-Indigenous Relations



Photo retrieved from https://nationalpost.com/pmn/news-pmn/canada-news-pmn/ottawa-committed-to-advancing-mikmaw-nation-self-governance-summit-told

### **Museums Assistance Program**

Recipient	Project	Amount
Cree First Nation of Waswanipi	Weskitch Tibaajimuwin Meskinuu "Our Ancient History Trail"	\$126,171
(Waswanipi)		
Maison de la culture innue	Entre la parole et l'écrit : L'univers des Innus d'Ekuanitshit	\$186,582
(Mingan)		
Conseil des Innus de Pessamit	Auenitshenat Pessamiulnuat? Qui sont les Innus de Pessamit?	\$81,531
(Pessamit)		
Institut culturel Avataq Inc.	Inuutsuta Piusitugavut / Notre culture inuite – Mise en valeur et rayonnement des collections du Musée Daniel-Weetaluktuk d'Inukjuak	\$33,400
(Westmount)		
Archéo-Mamu Côte-Nord	Mise en valeur d'artéfacts archéologiques des Premières nations et des sociétés allochtones de la Côte-Nord	\$77,012
(Baie-Comeau)		
Société historique d'Odanak	L'Indien au-delà d'Hollywood	\$105,930
(Odanak)		

# **Quebec Language News (con't)**

# Aboriginal People's Program: Aboriginal Languages Initiative

Recipient	Project	Amount
Mistassini Lake Telecommunications	Cree Language Project	
Association		\$37,500
(Mistassini)		
James Bay Cree Communications	JBCCS Digitization and Cultural Materials Web Application	
Society		\$379,188
(Mistassini)		
James Bay Cree Communications	Preserving and Promoting Proper Cree Terminology 2018–2020	
Society		\$351,044
(Mistassini)		
Mistassini Lake Telecommunications	CINI-FM radio programming	
Association		\$90,000
(Mistassini)		
Whapmagoostui Aeyouch	Operating costs	
Telecommunications Association		\$483,818
(Whapmagoostui)		
Wemindji Telecommunications	Preserving and Strengthening Cree Culture through Intergenerational Radio Production	
Association		\$297,245
(Wemindji)		,
Cree Nation of Mistissini	Preserving Cree Cultural Activities Through Film	
(Mistassini)		\$75,000
Wemindji Telecommunications	Revitalization Cree Language Learning on the Air	
Association		\$73,575
(Wemindii)		
Association des femmes inuit du	Traduction en Inuktitut	
Nunavik Saturviit		\$12,053
(Kuujjuaq)		012,000
James Bay Cree Communications	James Bay Cree Communications Society - Cree Radio Network	
Society	danies buy of the continuations decisty of the readily returned	\$485,487
(Mistassini)		0 100, 101
Minwashin	Anicinabemodan, Exposition sur la langue anicinabe	
(Rouyn-Noranda)	7 membernodali, Exposition sai ta tangae amembee	\$73,336
Anicinabe Mikana	Abinodjish Anicinabemowin Phase 3	
(Kebaowek)	7. Sintedjan 7. Michael Chowin 1. Mase 3	\$26,978
Listuguj Mi'gmaq Development Centre	Siawiminuignewa'tu'g Gtli'sutiminu	
(Listuguj)	Sidwinningnewa ta g Sairsatinnina	\$400,000
Mi'gmaq – Mi'kmaq Online	Completing the Mi'gmaq-Mi'kmaq Online Talking Dictionary-Nnuigtug Ugsituna'tas'g	
(Listuguj)	Glusuaqanei	\$70,905
Première nation des Abénakis de Wôlinak	Cours de langue et livre pour enfants	
(Wôlinak)	Cours de langue et nivre pour emants	\$55,690
Conseil des Abénakis d'Odanak	Parlons abénakis / Let's speak abenakis	<del>                                     </del>
(Odanak)	Tallons abolians / Let's speak abelians	\$54,000
	Unau / Onoho	-
Centre d'amitié autochtone du Saguenay  (Chicoutimi)	Upau / Opoho	\$375,409
(Chicoutimi)	Atalians distriction any language insure at affiliant - I	-
Université du Québec à Chicoutimi	Ateliers d'initiation aux langues innue et atikamekw	\$111,245
(Chicoutimi)	D. January and Mild and this	<del>                                     </del>
La Boîte Rouge VIF	Redonner une musicalité aux objets	\$85,876
(Chicoutimi)	I	I

# **Quebec Language News (con't)**

	<u> </u>	
Taqramiut Nipingat Inc.	Preservation and revitalization of the Inuktitut language and Culture in Nunavik communities	\$341,375
(Dorval)	and beyond	
Taqramiut Nipingat Inc.	Taqramiut Nipingat Inc The Inuit Radio and Television of Arctic Quebec	\$872,124
(Dorval)		
Karihwanoron Kanienkeha Owenna Tsi lonteriwaienstahkwa	Language Immersion for Toddlers and Pre-schoolers	\$75,092
(Kahnawake)		\$10,002
Pekuakamiulnuatsh Takuhikan	Taht tshishik neluetau - Parlons de plus en plus le nelueun	\$46,325
(Mashteuiatsh)		940,323
Cdfm Huron Wendat - Centre de développement et de formation de la main-d'œuvre	Wendat Kwawennontahkwih (nous parlons tous le wendat)	670 500
(Wendake)		\$78,592
Institut de développement durable des premières nations du Québec et du Labrador	Livres jeunesse multilingues sur le développement durable (avec contenu audio et/ou vidéo)	
(Wendake)		\$393,539
Société de communication Atikamekw-Montagnais Inc.	"Kapatakan", portager les langues et les cultures innu et atikamekw de génération en	
(Wendake)	génération	\$354,275
Conseil en éducation des premières nations	Collecte de données sur la situation des langues autochtones et production d'un outil	
(Wendake)	d'apprentissage	\$74,646
	11.	
Société de communication Atikamekw-Montagnais Inc.	Financement opérationnel 2019–2020	\$383,665
(Wendake)		
Cercle Kisis	Cours de langue innu-aimun et de langue atikamekw à Québec	\$123,515
(Wendake)		
Institut Tshakapes	Enrichissement et soutien à la langue innue	\$254,156
(Uashat)		,
Conseil des Innus de Pessamit	Camp d'immersion linguistique et culturel : Leluetau ute Pessamit (À Pessamit, parlons innu)	\$73,888
(Pessamit)		0,000
Uapashkuss	AMUN	\$54,825
(Maliotenam)		\$34,623
Corporation de radio Kushapetsheken Apetuamiss Uashat	Le balado : la tradition orale à l'ère numérique	674 705
(Maliotenam)		\$74,785
Mohawk Language Custodian Association / Association pour la préservation de la	Kanien'kéha Aión:ronke Project	
langue mohawk		\$75,000
(Kanehsatà:Ke)		
Première nation Malecite de Viger	Francisation d'outils pédagogiques d'apprentissage de la langue Wolastoqey	
(Cacouna)		\$66,802
Comité ad hoc autochtone	Trickster: Raconte-moi ta langue (2018–2020)	
(Montréal)	Therefore the talling of (2010 2020)	\$214,109
	La création au conjec des langues autochtanes	
Corporation Wapikoni Mobile (Montróal)	La création au service des langues autochtones	\$71,486
(Montréal)	Alumitahan u II aanad daa ahata tanaan uu El-	<del>                                     </del>
L'académie du cinéma	Akunitsheu – « II prend des photos, tourne un film »	\$75,000
(Québec City)		-
L'organisme Kina8at	Camps linguistiques autochtones (langue Algonquine et langue Attikamek)	\$350,438
(Deux-Montagnes)		
Conseil des Atikamekw de Wemotaci	Lisons l'atikamekw 2	\$266,827
(Wemotaci)		
Atikamekw Sipi – Conseil de la nation atikamekw	Ouvrages de référence	\$69,536
(La Tuque)		\$00,000
Canadian Deafness Research and Training Institute	Preservation and Revitalization of Inuit Sign Language: Deaf Life Stories on Video	\$222,202
(Montréal)		9222,202

Data tables retrieved from: https://aptnnews.ca/2019/08/27/indigenous-language-culture-programs-in-quebec-receive-8-7-million-boost-from-canada/ or https://www.newswire.ca/news-releases/supporting-indigenous-languages-and-cultures-in-quebec-812263041.html

# **Atlantic Canada Language News**

### Federal funding announced

The 2019 federal budget earmarked \$333.7 million over five years and \$115.7 million per year after that to support the implementation of the new Indigenous Languages Act, which received royal assent in June 2019. The funding will support 36 community-based projects, including language camps and immersion programs. There will also be mentor-apprentice programs in the region's Indigenous communities. The funding is part of the government's larger Aboriginal Languages Initiative. The funding announcement came as the Assembly of First Nations holds its annual general assembly in Fredericton. Read more at: https://globalnews.ca/news/5676915/ottawa-announces-funding-indigenous-lanug

### Newfoundland and Labrador

From a linguistic perspective, Newfoundland and Labrador has a rich linguistic history. Its Aboriginal languages, not all of which continue to be spoken, represent the Algonquian (Beothuk, Mi'Kmaq and Innu) and Eskimo-Aleut (Inuktitut) language families.

### Nova Scotia

The Native Council of Nova Scotia preserves, protects and encourages the use of the Mi'kmaq Language for both the Aboriginal and non-Aboriginal Peoples. NCNS maintains a "Language Resource Library" of printed and audio material about Native languages in general and the Mi'kmaq language in particular. It has developsed and published Mi'kmaq Second Language Learning materials including a ten part Mi'kmaq Language Learning Workbook Series, Mi'kmaq story books, Mi'kmaq Learning aids, Map of Mi'kma'ki and Mi'kmaq Language posters. The





organization also provides planning and development of customized introduction to "Mi'kmaq Teaching Methodologies" and Mi'kmaq translation services. For more information see: http://ncns.ca/mikmaqlanguage-program/

### New Brunswick

The Mi'kmaq territories, culture and powwows are found mostly in the north and east regions of the province, while the Maliseet communities live in a large area spreading from the Madawaska (northwest), along the St. John River Valley, to the south. For more information visit:

https://indigenoustourism.ca/en/regions/new-brunswick/

### Prince Edward Island

Numbering 2,230, less than 1% of the Aboriginal identity population in Canada lived in Prince Edward Island in 2011. They made up 2% of the total population of that province, the smallest share of all provinces and territories.

### For more information see:

https://www150.statcan.gc.ca/n1/pub/89-656-x/89-656-x2016003-eng.htm

# **Northern Canada Language News**

# Film: TQQ OOZHRII ZHIT TSYAA TSAL DHIDII

In the midst of famine, an Athabaskan community must trust a small child to provide the medicine they need to survive. Originally recorded on wax cylinder by linguist Edward Sapir as told by John Fredson, this traditional story has been faithfully retold as part of the Language Keepers series, a project that strives to harness the power of language to highlight culturally unique stories with revitalization.

As a Gwich'in boy helps his tribe overcome the Winter famine, he discovers his own powers to harness the power of the moon. Boy in the Moon is the animated re-telling of a Gwich'in folktale, using live-action backgrounds, archival photography, and multimedia animation. It is part of a larger educational language suite entitled Language Keepers.

Language Keepers is a series of animated documentaries that harness the power of endangered languages to tell stories unique to cultures on the fringes of humanity. Each episode is comprised of two main elements: an animated short film and the interactive multimedia suite that follows it. Contained in the suite is a short documentary profiling a language immersion camp on the Yukon River, an animated walk through of the linguistic features of the Gwich'in language, a documentary portrait of two Gwich'in natives living in a small village inside the Arctic Circle, and an interactive Q&A with the language

keepers working to preserve the Gwich'in culture.

Director/Producer: Sam Osborn

Sam Osborn has directed films for Topic, Jazz at Lincoln Center, Vice News, Vox, Bustle, GQ, Vocativ, Teen Vogue, Verse Media and more. He is also the Series Producer for Mosa Mack Science, which is an Impact HUB winner and recipient of the SIAA Teacher's Choice Award. He is currently at work on his debut feature-length documentary, Universe, and a 10-episode series for Topic Studios entitled "Eating." Most recently, he completed the four-part documentary series "Night Shift" for the September 2018 issue of Topic.

### Storyteller: Allan Hayton

Allan grew up in Arctic Village, and is the son of Lena Pauline Hayton from Fort Yukon, Alaska, and James T. Hayton from Natick, Massachusetts. Allan is a Doyon Foundation alumnus, and studied theatre and film at Haskell Indian Nations University and the University of Kansas. Allan hopes to see all of the Doyon region languages being learned and spoken by present and future shareholders. "It is imperative that these languages continue to be spoken on the land of our ancestors," he says.

### News and film poster from:

https://iyil2019perspectives.org/mother-tongue-film-festival/



# **World Language News**



### Kazakhstan: A new writing system

University of Kansas phonetics specialist Professor Allard Preserving South African Languages Jongman is helping to develop a script for Kazkh, the indigenous language of Kazakhstan. The two reasons why Kazakhs are confused about how their language should sound have to do with Soviet domination. First, the language is full of imported Russian words that have sounds in them that are not native to Kazakh. Second, Cyrillic script is tailored to Russian sounds, and sometimes it doesn't do justice to Kazakh sounds. Since Kazakh has made accommodations for this over the decades, some pronunciations have changed.

Jongman is not certain whether the Latin alphabet will be any more accurate, but is positively optimistic.

For decades, Kazakh, the national language of Kazakhstan, has been using the Cyrillic script, a legacy of Soviet times. To re-orient his country away from Moscow, and toward the West, Kazakhstan's long-term president, Nursultan Nazarbayev, faces the ire of Russian President Vladimir Putin who, in August, questioned whether Kazahkan is really even a nation. He said President Nazarbayev had "created a state in a territory that had never had a state before. The Kazakhs had no statehood.". Since Russia shares a 4,000-mile border with Kazakhstan and the Kazakh army is tiny in comparison to that of Russia, it is not surprising that the Kazakhs fear a Russian invasion similar to that of Georgia and Ukraine. In August, Putin questioned whether Kazahkan is really even a nation. He said President Nazarbayev had "created a state in a territory that had never had a state before. The Kazakhs had no statehood."

### Learn more from the audio story:

https://www.pri.org/stories/2014-09-03/university-kansaslinguist-risking-ire-russia-helping-kazakhstan-change-its

### Siberia

Is a Siberian language related to Navajo?

Western Washington University Historical linguist Edward Vajda spent several years in Siberia learning Ket, a language that most of its own tribe no longer speak. Through diligence and persistence Vajda returned to this remote area annually. Even though it takes days to reach, the area of the former Soviet Union is now open to outsiders. To learn how he has connected Ket to Navajo, Llsten to the podcast at: https://www.pri.org/stories/2017-05-23/remote-siberian-language-ancestor-navajo

### South Africa

https://www.youtube.com/watch?v=t46Ii3VJVWU delivered a powerful message – you are what you speak!



# Udmart linguist and activist tragic death

Albert Razin, a 79-year-old Udmart linguist and activist lit himself on fire protesting against Russia's language policies in the capital of the Volga region of Udmurtia. He held two signs reading "If my language dies tomorrow, then I'm ready to die today" and "Do I have a Fatherland?"

Razin was among a group of local experts who had signed an open letter calling on the Udmurt parliament not to support the bill on the teaching of "native languages" in schools that has angered representatives of many of the country's ethnic minorities.

The bill, approved by Russia's lower house of parliament, the State Duma, last year, canceled the mandatory teach-

# World Language News (con't)

ing of indigenous languages in Russia's so-called ethnic regions and republics, where there is a relatively high proportion of non-Russian ethnic groups.

Responding to complaints from ethnic Russians living in these regions, President Vladimir Putin said in 2017 that children should not be compelled to study languages that are not their mother tongues.

Putin's directive effectively initiated an attack on minority languages in the regions' educational systems by federal prosecutors and, in fact, downgraded non-Russian languages in all spheres of public life to the extent many are now ignored and must fight to survive.

The bill is therefore considered in Russia's so-called ethnic regions, including Udmurtia, as an existential threat.

The Udmurt language is of the Uralic stem, which also includes Finno-Ugric languages. The number of people who speak the language has decreased from 463,000 in 2002 to 324,000 in 2010.

There are some 560,000 ethnic Udmurts living in Russia's Volga region, Kazakhstan, and Estonia.

The Udmurt community represents some 560,000 people living mostly in the Volga region, Kazakhstan, and Estonia.

Russia has signed but refused to ratify the Council of Europe's European Charter for Regional or Minority Languages. The 1992 document has been ratified by 25 European countries.

# Montana, USA

Language is tightly integrated with how a culture integrates itself in the world - with values such as ownership defining how we talk about our relationships with each other and the natural world. April is the Executive Director of Nkwusum Language Institute on the Salish, Kootenai, Flathead Indian Reservation. She teaches indigenous languages and has learned how cultural differences have evolved. This talk was given at a TEDx event using the TED conference format but independently organized by a local community. Learn more at

https://www.youtube.com/watch?v=6kuC IemiCs





Indigenous Language Revitalization | April Charlo | TEDxUMontana

# World Language News (con't)

### Ethnologue

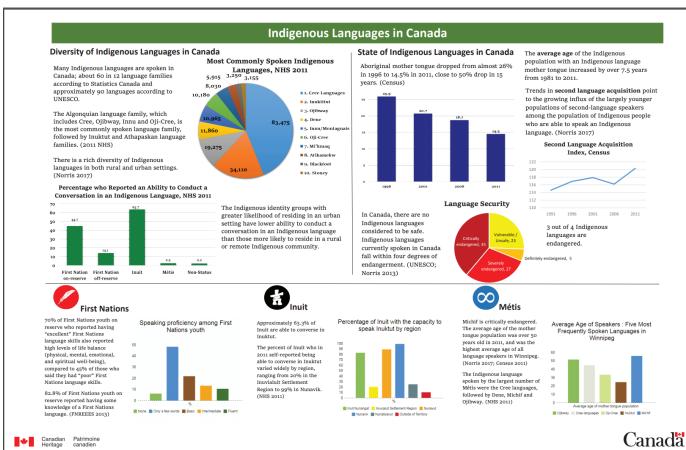
While Indigenous languages in particular are in rapid decline, there are also many contact languages, pidgins and creoles, and varieties of dominant world languages that are also endangered. Sources such as *Ethnologue* aim to provide an index of the 'vitality' of each of the world's languages, noting that while not all languages are endangered and that many have 'oral and literary traditions and are being used for a wide variety of functions ... other communities, which have not achieved that status for their languages, are nevertheless taking steps to preserve the vitality of their languages by finding new ways of using them.' Let's contribute to not only what is causing language endangerment but also what are successful solutions to the global decline in linguistic diversity.



### Follow Indigenous Social Media

Listen to Media Indigena's podcast episode <u>"Is Native Twitter More Than Just a Hashtag?"</u> for a discussion about what **#NativeTwitter** is and how it's used.





### Resources

### Aboriginal Languages Gathering Website

The Aboriginal Languages Gathering (ALG) website (www.caslt-alg.org) was conceived to become an online hub of resources and pedagogies for educators and communities striving to teach and revitalize Indigenous languages. Created by the Canadian Association of Second Language Teachers (CASLT), the ALG website emanates from the Aboriginal Languages Gathering held in conjunction with the 2017 Languages Without Borders conference. With support from Alberta Education, CASLT created professional learning videos with four of the 2017 ALG session presenters:

- Culturally Responsive Curricula; Kevin Lewis, Cree Curriculum Developer,
- Cree Lullabies in the Alberta Woodland Cree Y Dialect;
   Darlene Auger, Educator and Holistic Practioner,
- Keeping Blackfoot Language Alive Through Blackfoot Immersion; Mary Fox, Pottainaa Language Preservation Consultant,
- Spirit Markers; The Nehiyaw Language Writing System; Rueben Quinn, Teacher of the Nehiyaw writing system

As well, a website to host the videos and additional resources for teachers of Indigenous languages was created. CASLT wishes to recognize the important contributions Mary Cardinal-Collins, the Edler advisor for this project; and of Velvallee Georges, doctoral student in education at the University of Alberta for having researched and assembled the pedagogical and

research components of the website.

The intent of the ALG website is to provide practical resources and supporting research. Resources currently available include high-quality learning videos, podcasts, pedagogies, links to teacher training and language proficiency programs. CASLT hopes that the ALG website will evolve into a comprehensive resource for educators of Indigenous languages. To that end, CASLT is eager to engage with educators, researchers, administrators and communities invested in the teaching and learning of Indigenous languages to create, promote and disseminate culturally sensitive and pedagogically sound teaching resources. When called upon, CASLT will work to marshal the knowledge and expertize to be found in its membership and stakeholder network in support of Indigenous language education.

CASLT welcomes feedback and commentary on the ALG website. As well, the association is ready and eager to work collaboratively with stakeholder organizations to augment its support to Indigenous language educators.

CASLT fosters and advances professional excellence in the teaching of languages in Canada. CASLT supports its members by promoting the advancement of language learning and teaching throughout Canada, by creating opportunities for professional development, by initiating and disseminating research, and by facilitating the exchange of information and ideas among language educators.



Home About Pedagogies Multimedia Teacher Training Con



## Resources (con't)

## BC releases Authentic First Peoples resources

The guide is intended to help BC educators introduce resources that reflect First Peoples knowledge and perspectives into classrooms in respectful ways. The inclusion of authentic First Peoples content into classrooms supports all students in developing an understanding of the significant place of First Peoples within the historical and contemporary fabric of this province and provides culturally relevant materials for Indigenous learners in British Columbia.

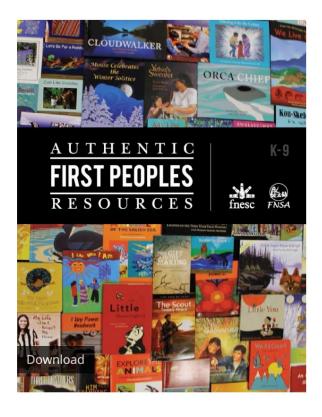
This guide lists resources (story and informational text) written for a student audience.

#### The Resource Evaluation Process

The annotated list of resources provided in this guide was developed by BC educators. As a part of the process:

- a resource evaluation tool was developed (see Appendix: Evaluation Form)
- FNESC issued a call to BC and Canadian publishers to distributors to submit materials for evaluation
- FNESC convened teams of BC educators to evaluate the submitted resources according to the criteria in the Evaluation Form.

For more information visit: http://www.fnesc.ca/authenticresources/



## Ojibwe online dictionary remains regularly updated

See: https://ojibwe.lib.umn.edu/news/dictionary



## "Spoken from the Heart - Indigenous Radio in Canada"

CCUNESCO and ICMI (Indigenous Culture & Media Innovations) reported the results of the state of Indigenous radio in Canada. Spoken from the Heart – Indigenous Radio in Canada was prepared under the direction of Indigenous Culture & Media Innovations' Monique Manatch, and provides original research on Indigenous radio and its contribution to the promotion and revitalization of Indigenous languages and the broader well-being of Indigenous Peoples.

- Topics explored in this report include:
- Language promotion and revitalization
- Capacity-building and youth
- Broadcasting Policy
- Challenges and opportunities

For more information read the report at: https://en.ccunesco.ca/resources#

## Resources (con't)

#### Maskwacis Cree Language App

**Description:** It lets you explore 20 different categories of words, play word games and take quizzes. Also includes culture notes with songs, video and historical images.

Language(s): Cree

**Devices:** available for Apple devices **Developer:** Samson Cree Nation

Cost: Free



#### Maskosis Goes to School

**Description:** It will teach you about pow wows, traditional Cree values, culture and

basic Cree language structure.

Language(s): Cree Devices: available

for Apple and Android devices **Developer:** Samson Cree Nation

Cost: \$10.99



#### Kobe Learn

**Description:** It is a suite of apps available in Cree, Oii-Cree and Oiibway. Download it now to learn over 500 words and phrases!

Language(s): Cree, Oji-Cree and Ojib-

way

Devices: available

for Apple and Android devices **Developer:** Keewaytinook Okimakanak

Board of Education

Cost: Free



#### FirstVoices 4 6 7 1

Description: It contains keyboard software for over 100 Indigenous languages, including every First Nations language in Canada, Australia and New Zealand. Select a custom keyboard for your email, social media, word processing or other apps to communicate in your mother language or language of your choice.

Language(s): 100+

**Devices:** available for Apple and Android devices

Developer: First Peoples' Heritage Language and Culture Council

Cost: Free



#### Plains Cree Yorkton Tribal Council

**Description:** It teaches the Plains Cree Language—listen to the spoken word and practise pronouncing your favourite words and phrases. It includes categories such as greetings, weather, animals, anatomy and family.

Language(s): Plains Cree

**Devices:** available for Apple devices **Developer:** Yorkton Tribal Council

Cost: Free



#### **Omniglot**

Omniglot is an online encyclopedia of writing systems and languages. Learn about the history of Indigenous languages and use its translation tools. We've listed some available languages below, but be sure to look at its complete language index.

Blackfoot (Siksiká) Chipewyan (Dënesyliné) Cree (Nēhiyawēwin) Inuktitut) Michif Stoney (Nakoda)



#### Singuistics

Description: It will teach you traditional songs from the Inuktitut, Gwich'in, Anishinaabemowin, Cree and Chipewyan languages. It includes 15 songs (three from each language), unique language lessons and original artwork by local artists.

Language(s): Anishinaabemowin, Chipewyan, Cree, Inuktitut and Gwich'in **Devices:** available for Apple devices

**Developer:** Pinnguaq Technology

Cost: Free



#### Cree Literacy Network

The Cree Literacy Network promotes literacy in Cree language and culture.

## **Job Opportunity**

#### NETOLNEW Partnership Research Associate

Kwe', Shé:kon, Aanii, tânisi, Edlánet'e, Negha dágondíh, Weytkp, ÍY S¢ÁĆEL, Gilakas'la, Ha7lh Skwáyel (greetings),

We invite applications for a 1-year, full-time position of Research Associate - NETOLNEW Project, with an immediate start date (posting open until filled). For detailed information, visit our website at https://netolnew.ca/were-hiring/

The NETOLNEW Partnership invites applications for the position of *Research Associate*. This is a 12- month, grantfunded, full-time (28-35hrs/week) contract opportunity, with an immediate start date. The position salary is commensurate with education and experience.

The NETOLNEW national SSHRC Partnership grant project (2017-2024) works to understand and enhance Indigenous adults' contributions to reviving Indigenous languages in Canada. The project is hosted at the University of Victoria and includes nine Indigenous communities and organizations from across Canada. Distinct research projects are jointly led by members of the UVIC team together with each Partner.

Our research work focuses on sites where Indigenous adults learn their languages as well as sites where they are able to pass it on to others. We are also focused on researching language learning assessment. The foundational connection between language and wellbeing and the overarching goal to document language revitalization efforts across Canada frame and unite the research themes of our project. For more information on the Partnership and research themes, please visit *netolnew.ca*.

Our Ideal Candidate has the ability to oversee multiple community and UVIC-based research projects and assist communities with the development of research plans in areas such as additional language learning and teaching, language revitalization, language assessment, or language education. The successful candidate will draw on their lived experience in an Indigenous community or their substantial competency in engaging in and maintaining intercultural affiliations.

#### Key Responsibilities

Reporting to the PI, the Research Associate:

- · Supports community Partners with existing research projects in the implementation and execution of these projects [SEP]
- · Collaboratively develops community research projects proposed by Partners
- · Works with co-PI's on existing and emerging research projects hosted at UVIC

- · Contributes to the advancement of Indigenous Language Revitalization & Maintenance and/or separate adult (language) learning theory, practice, and research separate Skills & Qualifications
  - · A Master's degree or higher in a relevant discipline (e.g. education, linguistics, social sciences)
  - · Demonstrated capability for advanced research / project planning, including milestone tracking, budget monitoring, and reporting
  - · Demonstrated leadership, including ability to anticipate and respond to changing priorities and directions provided by the Governance Council, co-PI's, and Partners
  - · Excellent communication skills, both written and verbal
  - · Excellent analytical thinking skills
  - · Effective time management skills
  - · Ability to work independently and collaboratively in a team environment, on UVIC campus
  - · Availability for some off-site travel to Partner communities, as required
- · Working knowledge of Indigenous research methodologies

#### Application process

Please direct questions to Barbara Jenni, Project Manager, at netolnew@uvic.ca. Review of applicants will start immediately and continue until the position is filled. Please submit your application via email to netolnew@uvic.ca, combining the following documents into one continuous PDF file:

- (a) cover letter (2 pages max), explaining your interest in and suitability for the position; salary expectation; schedule availability/restrictions; and ability to work on site at UVIC campus and for periodic travel to communities, as needed;
- (b) current curriculum vitae;
- (c) ontact information for two referees (including current and/or most recent direct supervisors);
- (d) one writing sample (preferably academic paper, may also be grey literature); We thank all applicants for their interest. Only those selected for an interview will be contacted.



ONE mind · ONE people

## **Learning Opportunity**

## The Community Linguist Certificate (CLC) at the University of Alberta

The Community Linguist Certificate (CLC) is a sequence of six courses offered annually at the CILLDI Summer School, as well as throughout the year in partner communities. The courses are designed to provide speakers of Indigenous languages with the tools and insights they need in order to carry out effective language revitalization in their communities.

The first four courses focus on introducing students to basic concepts in linguistics. Students learn to discover and describe the individual sounds of their language, to explore how words and sentences are structured, and the unique ways in which meaning is conveyed in their language. In the fifth course, students learn about language revitalization strategies from around the world and how to develop their own community language policies. In the sixth and final course, students improve their skills with technology to better document their language, and develop resources for new learners.

Through the CLC courses, students gain a deeper appreciation of the beauty and complexity of their own language, a fuller understanding of how languages can vary across communities and change over time, and a greater awareness of the challenges that younger community members face while learning the language.

The skills that students learn through the CLC courses are useful in a wide range of revitalization activities, including documenting the language of fluent elders, writing language books, working with language apprentices, creating dictionaries and graded readers, and developing practical policies to strengthen the language in the community.

To date, over 125 Indigenous students from across Canada, speaking more than a dozen different languages, have earned their Community Linguist Certificate through CILLDI. Start your journey toward the CLC at the next CILLDI Summer School in Edmonton, July 2020. For further information, check out our website (uab.ca/cilldi), send us an email (cilldi@ualberta.ca), or give us a call (780/248-1179).

CILLDI 2020 is excited about two new offerings. Please join us at the University of Alberta. Website www:cilldi.ualberta.ca

## EDEL 496/595: Indigenous Languages and the Land. Instructor Belinda Daniels

Learning an Indigenous language is complex because there are many unique dimensions to consider. Embodiment of the land for individuals and nations in Indigenous languages is one of those areas rarely considered. This new course provides that opportunity to explore land based pedagogies and language theory. Students will engage in research conducted on the land with pedagogies, processes and procedures that link land and identity. Students will explore Indigenous languages as ways of knowing. Using the outdoors and Indigenous Knowledge Systems as a means of understanding place and space will help graduate and undergraduate students gain a deeper understanding of local land and develop instructional expertise for Indigenous language teaching, maintenance and revitalization. The course will also include the many practical aspects of setting up land based learning. Belinda has 15 years of experience leading successful camps. See her nehiyawak Language Experience website www.nehiyawak.org

First Block of CILLDI July 8 – 15, 2020

EDEL 496/595 Effective teaching for Indigenous Language Acquisition: Theory and Practice. Instructor Dr. Stephen Neyooxet Greymorning

This new course has been designed to introduce students to both the theory of second language acquisition and an examination of the practices that work/don't in Indigenous language contexts. Students will receive hands-on instructional practicums using a proven method for accelerated second language instruction and acquisition. An exploration of the impact/s various teaching methods have on Indigenous language learning will be considered as it pertains to slowing, halting, or reversing the rate of language loss. This course will include discussions on how to overcome obstacles in languages revitalization. Dr. Greymorning has over 30 years of experience teaching Indigenous languages and is known all over the world for his work. We are very happy to have him come to work with us next summer. Please check out https://www.nsilc.com/

Second block of CILLDI July 15 – 24. 2020 To register in these classes contact CILLDI@ualberta.ca or Corrine in Education at ILTDP@ualberta.ca

## **Upcoming National Conferences**

Indigenous Language Symposium





#### Indigenous Language Symposium

University of Regina in partnership with First Nations University of Canada

Call for Presenters

In Honour of the Year of Indigenous Languages 2019

Symposium Date: October 17th, 2019

Theme: Language is within us

All Languages of Treaty 4 represented: Cree, Saulteaux, Lakota, Nakota, Dakota and Michif

Registration will be Free.

This symposium is for: researchers, teachers, learners, educators, speakers, Elders, storytellers, singers, crafters, and authors.

Please submit your contact information, title of proposed presentation, and a short abstract of what you would

like to present as well as presentation format, in 250 words to Anna-Leah.King@uregina.ca by August 6<sup>th</sup>. We

will have a review process and inform you of the results by August 16th.

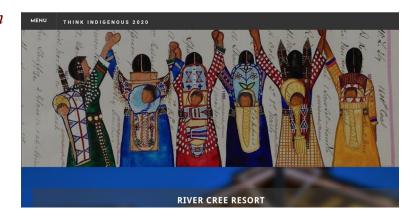
Miigwetch

Think Indigenous International Education

March 11-13, 2020

River Cree Resort, Enoch Alberta

http://www.thinkindigenous.ca/



## **Upcoming National Conferences (con't)**

## Anishinaabemowin 25th Annual Language Conference

March 26-29, 2020, Algoma University, Sault Ste. Marie, Ontario

https://anishinaabemowin-teg.org/



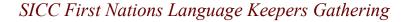
## First Nations Education Steering Committee

November 28-30 2019, Vancouver. BC

http://www.fnesc.ca/conference/

With this year's theme, Meeting Diverse Student Needs, participants will focus on the following topics:

- meeting the needs of current and former children and youth in care
- creating effective Local Education Agreements and other accountability tools
- creating learning environments and curricula that are inclusive and responsive
- developing quality First Nations language and culture programming



November 6-7, 2019, Saskatoon, SK

https://sicc.sk.ca/first-nations-language-keepers-gathering/

## Stabilizing Indigenous Languages Symposium 2019

June 25-27, 2020, Queens University, Kingston, Ontario

https://sils2020.ca/

SILS 2020 will focus on global perspectives of Indigenous Language Revitalization, as reflected in the Symposium title, "Global Indigeneity: Language from the Four Directions." In addition to bringing together voices from around the globe, this theme is inspired by the four directions teachings for understanding health and community in holistic perspective, encompassing the physical, mental, emotional, and spiritual. With this in mind, the Program Committee has identified four broad topic areas: Physical – Technologies and products for language revitalization, Mental – Insights and innovations in revitalization research, Emotional – Community connections for revitalization, Spiritual – Creative arts and language revitalization







## **Upcoming International Conferences**

International Year of Indigenous Languages 2019: Perspectives Conference



October 30-November 2, 2020 Purdue University, Fort Wayne Indiana https://iyil2019perspectives.org/

Conference themes include, but are not limited to the following:

- Community achievements and indigenous languages
- Community collaborations and partnerships
- Educational policy for language revitalization and maintenance
- Indigenous languages into the 21st century
- Indigenous voices in popular culture (e.g. social media, fiction, poetry, film, hip hop)
- Indigenous languages and multilingualism

In the spirit of this celebration, participants will share experiences and knowledge to bring community voices, policy voices, and academic voices together. Further, this is an <u>inclusive conference</u> with a focus on celebrating indigenous languages and bringing indigenous perspectives to the forefront.

# 14th Annual National Association for Bilingual Education Conference

February 26-28, 2020, Las Vegas Nevada <a href="http://www.nabe-conference.com/index.html">http://www.nabe-conference.com/index.html</a>



11th American Indian/Indigenous Teacher Education Conference

June 19-20, 2020, Flagstaff Arizona https://nau.edu/coe/aiitec/

Foundation for Endangered Languages XXXIII



December 14-16, 2019 University of Sydney, Australia

http://www.ogmios.org/conferences/2019/

Main theme: Causes of language endangerment

In the UN's International Year of Indigenous Languages we face ongoing and rapid decline not only of Indigenous languages but of the world's linguistic diversity. Why do languages become endangered? And what solutions might help arrest this decline? These are questions guiding the presentations at this year's conference. Many causes of language endangerment have been identified – ranging from speaker choices, to colonial interventions and invasions – that have forced communities to abandon or radically modify their languages. This conference will bring together studies of language endangerment for a global discussion of commonalities and differences in the experiences and circumstances of endangerment.

There is rarely one single cause of language decline and it is often not clear what makes a community stop speaking their language or to alter its communicative capacity. While sometimes it has been a clear result of the invasion and subjugation of Indigenous peoples, often much more subtle factors have led to people themselves devaluing their own languages and choosing to switch to another language for reasons associated with improved access to resources, prestige or power. Based on an estimate that 40 per cent of the world's 6,700 languages are in danger and noting that most of these are Indigenous languages thus putting the cultures and knowledge systems to which they belong at risk, it is a matter of urgency that we understand what is causing these languages to become endangered and potentially to 'disappear'.

## **Upcoming International Conferences (con't)**

International Federation of Language Teacher Associations

June 11-12, 2020, Reykjavik, Iceland <a href="https://fiplv.com/">https://fiplv.com/</a>



First Nations Languages Conference

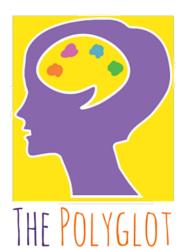


# First Nations Languages Conference

February 24-25, 2020 Pinnacle Harbor Front Hotel, Vancouver, BC http://www.fnesc.ca/languages-conference/

## Call for Poetry/Art Submissions in Indigenous Languages







*The Polyglot* is a Canadian biannual online magazine that was founded in 2016 and is devoted to publishing multilingual poetry and art. In our first four issues, we have published 117 Canadian poets working in more than 30 languages, from Nehiyawewin to Nepali, from Anishinaabemowin to Somali. We encourage you to submit your poetry or art work to *The Polyglot* for a special all-Indigenous sixth issue of the magazine.

In honour of 2019 being declared by the UN as the Year of Indigenous Languages, recently *The Polyglot* founder, Adriana Onita, met with Dorothy Thunder and Naomi McIlwraith to discuss the exciting prospect of an all-Indigenous poetry and art issue of The Polyglot. Dorothy Thunder is a Cree teacher extraordinaire from Little Pine Cree First Nation in Saskatchewan, and she has been inspiring students of the Cree language for many years at the Faculty of Native Studies, University of Alberta, in Edmonton. Born and raised in amiskwacîwâskahikan, (Edmonton), Naomi McIlwraith is a Métis writer, poet, and teacher who honours her parents and grandparents through her life's work. Naomi studied Cree under Dorothy. Naomi and Dorothy worked with Dr. Patricia Demers on the English and Cree translation of a prayer book titled The Beginning of Print Culture in Athabasca Country, a Facsimile Edition and Translation of a Prayer Book in Cree Syllabics by Father Émile Grouard, OMI. Dorothy and Naomi will serve as Guest Editors of the all-Indigenous issue, and we write to you now to invite you to submit your poetry or artwork to this important issue of The Polyglot.

We have outlined below the submission guidelines. Remember, you can submit your poems in English or in your particular mother tongue or Indigenous language.

**DEADLINE:** December 1, 2019

**HONORARIUM:** \$150 per contributor (up to 3 poems or artworks each)

You may submit **1-3 poems**. Your poetry can be in any style and format (including song or rap). It can be short or long, and if you are able to incorporate your Indigenous language into your poetry, that would be great. We accept poems entirely in other languages or a hybrid mix. If you do not speak or write in your Indigenous language, that is okay too, and we look forward to your insights on Indigenous-language reclamation or other ideas you would like to explore through poetry.

You may submit **1-3 artworks** (photographs, drawings, paintings, digital art, sculpture, video, music, dance, weaving, traditional art forms, etc.). Please provide a high-resolution JPEG or PNG file if it is visual or an MP3 file it if is a video.

To accompany and weave together your works, we ask for a short 200-300-word poet or artist statement reflecting on your process (making art, writing poetry, language use, etc.). Please provide a short biography as well, between 100 and 200 words, including where others can find you on social media.

All artists and poets will receive an honorarium of \$150 and a copy of this all-Indigenous magazine issue. There will be a poetry reading/launch of the issue where poets/artists will have a chance to share their work.

To give you a sense of *The Polyglot*, we include here a link to the website, where you can download the first few issues for free: www.thepolyglotmagazine.com

If you have any questions, please drop us a line at dthunder@ualberta.ca or naomi.mcilwraith@gmail.com or thepolyglotmagazine@gmail.com. We look forward to hearing from you soon; we also look forward to reading your submissions!

ay hay mistahi!

Many thanks!

## **Poem by Dorothy Thunder**

#### nehiyawewin – it is a living spirit!!!

I look at you, lying there, lifeless It hurts my spirit.
I wait patiently each day...
All I can say, "kisâkihitin ,waniskâ, mahtesa waniskâ!
"I love you, wake up, please, wake up!"
It feels like you're in a deep sleep,
Tears roll down my cheeks.

I look at you, lying there, numbness.
Tiny footsteps in the distance, *nitānis* is coming.
I pull myself together.
She comes in, holds her father's hand '*nohtâ kisâkihtin*!"
"Dad, I love you."
She looks at me and smiles.
I say to her, "*nikamo*, *nitânis*, *nikamo*!"
She steps onto the little footstool; she can barely see her father.

'wê yaa ya weya ya hah hah...weya yah heyahay 'She finishes her song, ahhh like a little bird It feels like an angel is watching over us. Tears roll down our cheeks.

I look at you, lying there, hopefulness.
We both watch you ever so closely, comforting each other, holding your hand.
Your toe moves ever so gently
A tear rolls down your cheeks.
nitânis and I cry together,
I say to her, "nitânis, he hears you."
I hug her, I know he heard her.
She looks and smiles, "nohtâwiy kisâkihitin".
"Dad, I love you."

I look at you, lying there, thankfulness. I remember that day like it was yesterday. *nehiyawewin, nikamowin* gave me hope, strength. Nurturing my spirit, I am ever so thankful to the Creator For giving us our language and our own songs.

*ninanâskomon*, to this day I am ever so thankful and grateful *nimiyomahcihon*!!!

## **FEL Canada Executive Team**



# For more information contact:

FEL Canada
School of Linguistics and
Language Studies
Carleton University
1125 Colonel By Drive
Ottawa, Ontario
K1S 5B6

Or email at felanguagescanada@gmail.com

Strengthening First Nation, Inuit and Métis Languages of Canada

We're on the web

www.felcanada.org



Belinda Daniels, President

Kuminko Murasugi, Treasurer

Heather Blair, *Communications and Member-ship Co-Director* 

Olenka Bilash, *Communications and Member-ship Co-Director* 

Serena d'Agostino, Secretary

Velvalee George, Member-at-large

Darlene Olsen, Member-at-large

Stephanie Pile, Member-at-large

Dorothy Thunder, Member-at-large

Adriana Onita, Newsletter team

Thanks for reading! It's time to renew your

FEL Momborship! Please see the payt

**FEL Membership!** Please see the next page for the application form!

# FEL Canada has charitable status and can issue tax receipts for your financial gifts

See our website/Frais d'adhésion et dons peuvent être payés à notre site web

"Get involved" or send a cheque to/ou par chèque envoyé à la Foundation FEL Canada

FEL would like to congratulate Dr Violet Okemaw, who recently graduated from the University of Alberta with a dissertation on *Anishinaabe Language* and *Literacies: Teachers' Practices in Manitoba*. Violet currently works for Manitoba First Nations Education Resource Center.



## MEMBERSHIP FORM FORMULAIRE D'ADHÉSION

Strengthening First Nation, Inuit and Métis languages of Canada

Date:				
Name Nom:				
Address Adresse:				
Telephone Téléphone :				
Email Courriel:				
Membership Adhésion				
□ Individual Individuelle	\$ 25			
☐ Organization Organisme (nation, community, company, school, department, foundation, etc.) ☐ Student or youth under 25 Étudiant ou jeune de moins de 25 ans	\$ 50 \$ 10			
□ Donation Don	\$			
Total	\$			
□ English □ Français □ Other Autre :				
□ English □ Français □ Other Autre :				
Mother tongue / heritage language Langue maternelle ou d'héritage :				
How would you like to be involved? Comment aimerais-tu t'impliquer?				
☐ Administration				
☐ Communications				
☐ Computer support <i>Informatique</i>				
☐ Fundraising Levée de fonds				
☐ Language education Éducation de langue				
☐ Language documentation <i>Documentation linguistique</i>				
☐ Policy / social research Politique / recherches sociales				
☐ Other Autre (provide details donner détails):				

Please complete this form and return it by email to/SVP remplissez ce formulaire et retournez-le par courriel à felanguagescanada@gmail.com. Membership dues and gifts can be paid on our website/Frais d'adhésion et dons peuvent être payés à notre site web (http://www.felcanada.org/, "Get involved") or sent by cheque to/ou par chèque envoyé à la Foundation FEL Canada, School of Linguistics and Language Studies, 1125 Colonel By Drive Ottawa ON, Canada K1S 5B6

## 2020 BURSARY APPLICATION

## for an Indigenous languages conference or symposium

## 3 bursaries of \$500 available

Three bursaries of \$500.00 each are available to support FEL Canada members' participation in one of the conferences listed in this newsletter or another Indigenous language conference of your choice. Preference will be given to Indigenous students at a post-secondary institution (full- or part-time) and to applicants presenting at a conference, but all participants are encouraged to apply. Only one bursary will be awarded per person.

Applicants must be current members of FEL Canada for the year 2019 - 20. Membership forms are available at <a href="http://www.felcanada.org">http://www.felcanada.org</a> and may be submitted prior to or with the bursary application. In your application please explain the kind of work you are doing in your community to support your language. Deadline for applications is March 1, 2020.

We request that successful bursary award winners contribute a short article (~200 words) on their experience at the symposium to FEL Canada to be published in our newsletter.

Successful applicants will be notified of their award before the end of March 2020. Award winners who are unable to attend the conference will be required to return the funds.

#### Instructions

Fill out the information below and attach your explanation.

Write a short explanation of why you want to attend the conference/symposium, which conference it is, and what you hope to gain from the experience. Share with the bursary selection committee what community work you are doing to support your language.

Provide a short biography.

Send all application materials by e-mail or mail to:

felanguagescanada@gmail.com

FEL Canada, c/o School of Linguistics and Language Studies, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6

Name				
Address, email and	l telephone (home a	nd cell)		