

THE INDIGENOUS LANGUAGE PROFICIENCY (FLUENCY) DEGREE FRAMEWORK



Overview

- Background of language proficiency/fluency degree initiative
- Guiding Principles
- Indigenous Language Fluency Degree Framework



FNESC and IAHLA



The First Nations Education Steering Committee (est. 1992) is led by a board of 117 First Nations community representatives. It is an independent non-profit society.



Indigenous Adult and Higher Learning Association (est. 2002) represents Aboriginal-controlled adult and post-secondary education institutes in BC. There are 40 member institutes.

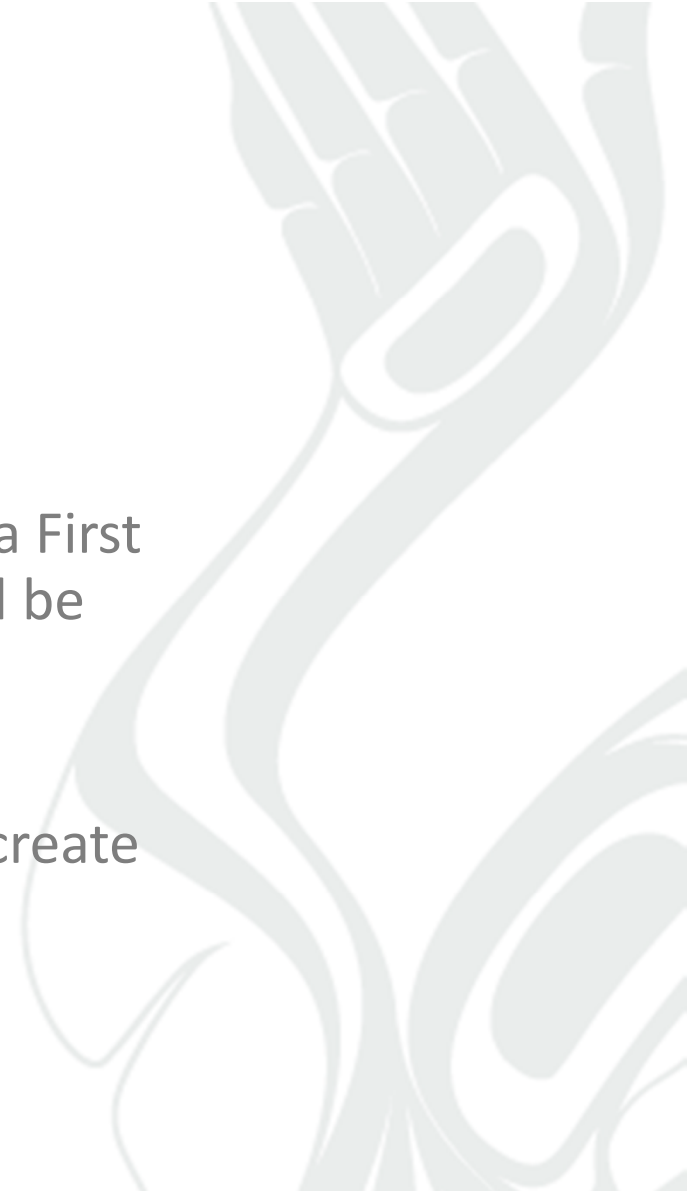
Language Proficiency / Fluency Degree Consortium

- Okanagan Indian Educational Resources Society (En'owkin)
- Wilp Wilxo'oskwhl Nisga'a (WWN)
- Nicola Valley Institute of Technology (NVIT)
- Simon Fraser University
- University of British Columbia Vancouver (UBCV)
- University of British Columbia Okanagan (UBCO)
- University of Northern British Columbia (UNBC)
- University of Victoria



Background I

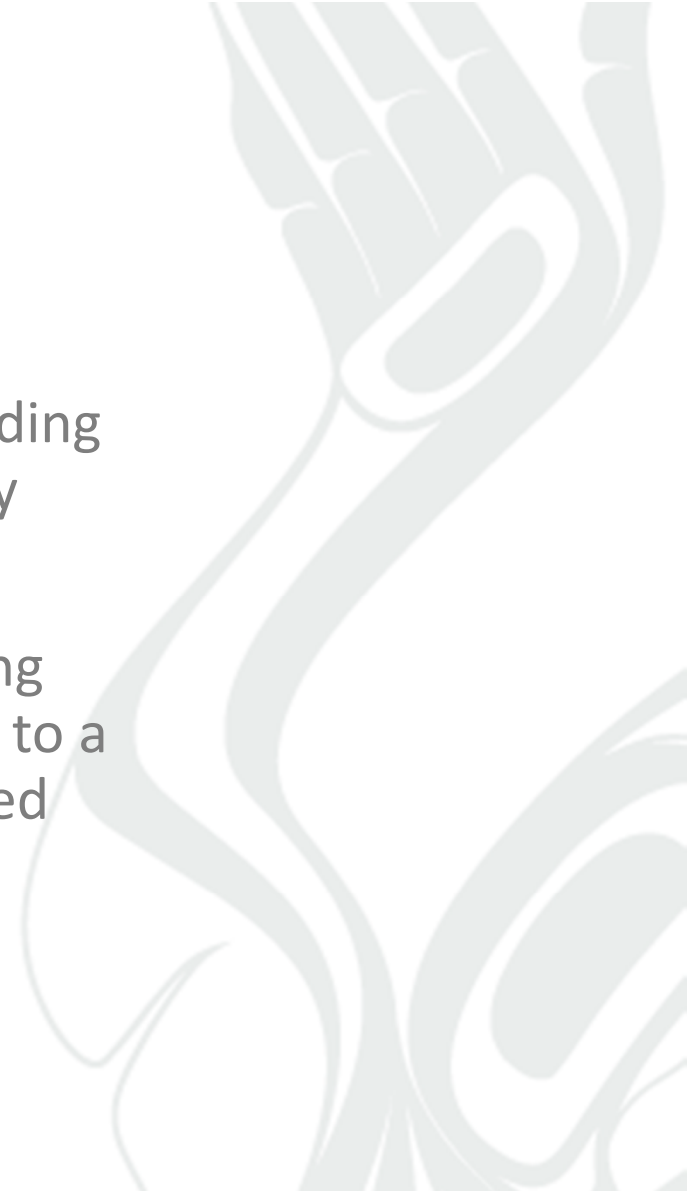
- Arose from discussion around First Nations language teacher training and the DSTC
- Discussions moved towards the creation of a First Nations language fluency degree that would be more responsive to the evolving language situation
- FNEESC and IAHLA have worked together to create the guiding principles and to bring together Indigenous and public institutions willing to support the effort



Background II

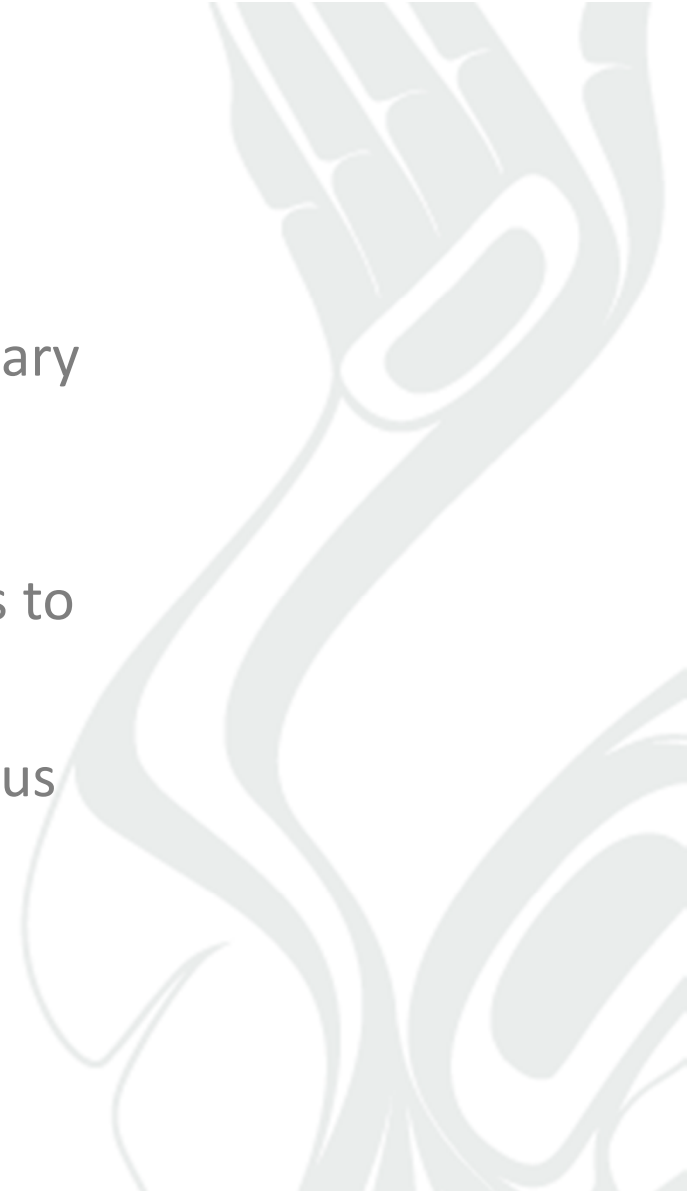
IAHALA Sponsored research / policy paper developed by Dr. J. Armstrong focussed on building individual language fluency through community fluency.

Note: Fluency and Proficiency are not competing terms. The emphasis on “fluency” corresponds to a goal of “advanced proficiency” – this is discussed later in presentation.



Supportive Developments

- The TRC report call to action to post-secondary institutions to create university and college degree programs in Aboriginal languages;
- Liberal government removes objector status to the UNDRIP;
- Liberal commitment to co-develop Indigenous Language Legislation.



GUIDING PRINCIPLES OF AN
INDIGENOUS LANGUAGE
PROFICIENCY/FLUENCY
DEGREE

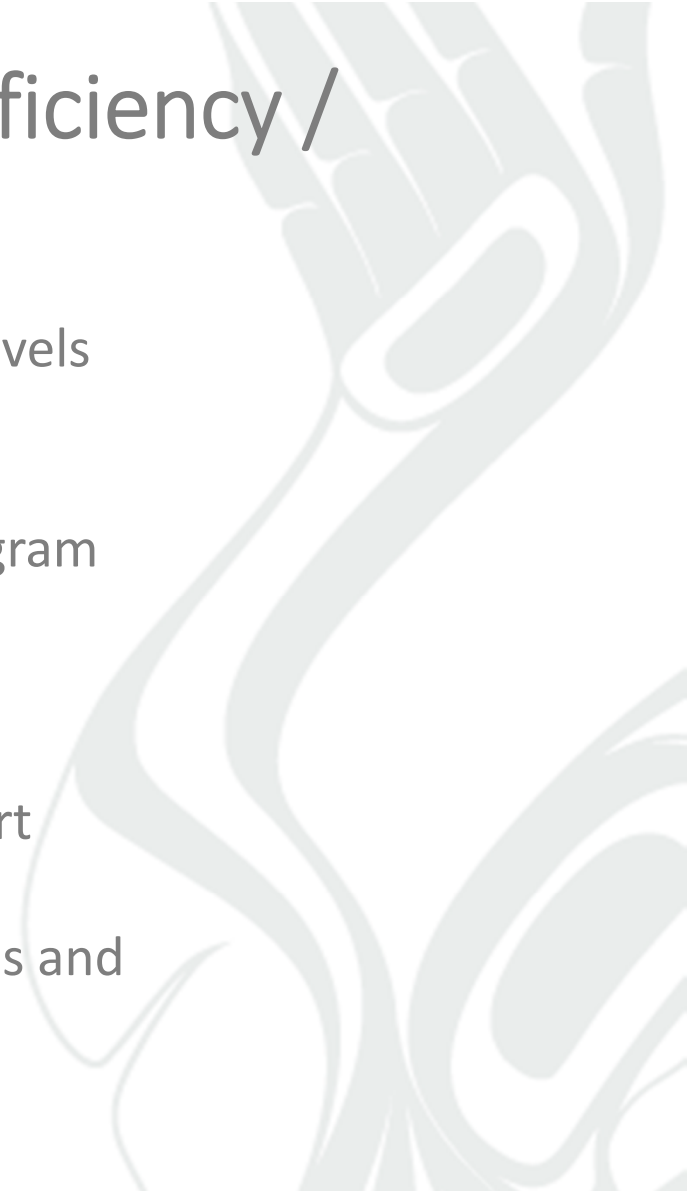


The Vision

The creation of a province-wide, First Nations language proficiency / fluency degree, which will reflect and embed the culturally distinct requirements of the First Nations community and First Nations post-secondary institute partners.

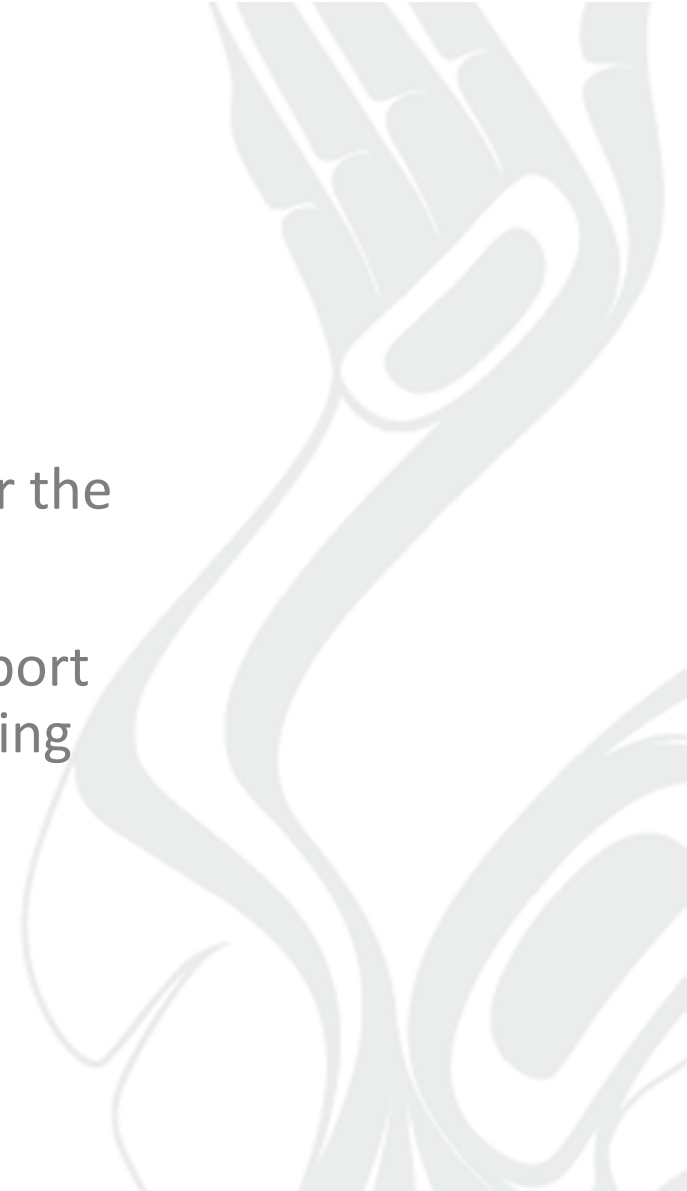
Guiding Principle: Focus on Proficiency / Fluency

- The need to substantially increase the fluency levels of students will be the primary objective of the fluency degree, therefore:
 - Fluency instruction supersedes all other program requirements
 - Meeting First Nations-defined language acquisition outcomes
 - Community-based delivery needed to support immersion programming
 - Use current best practice immersion methods and natural learning methodologies



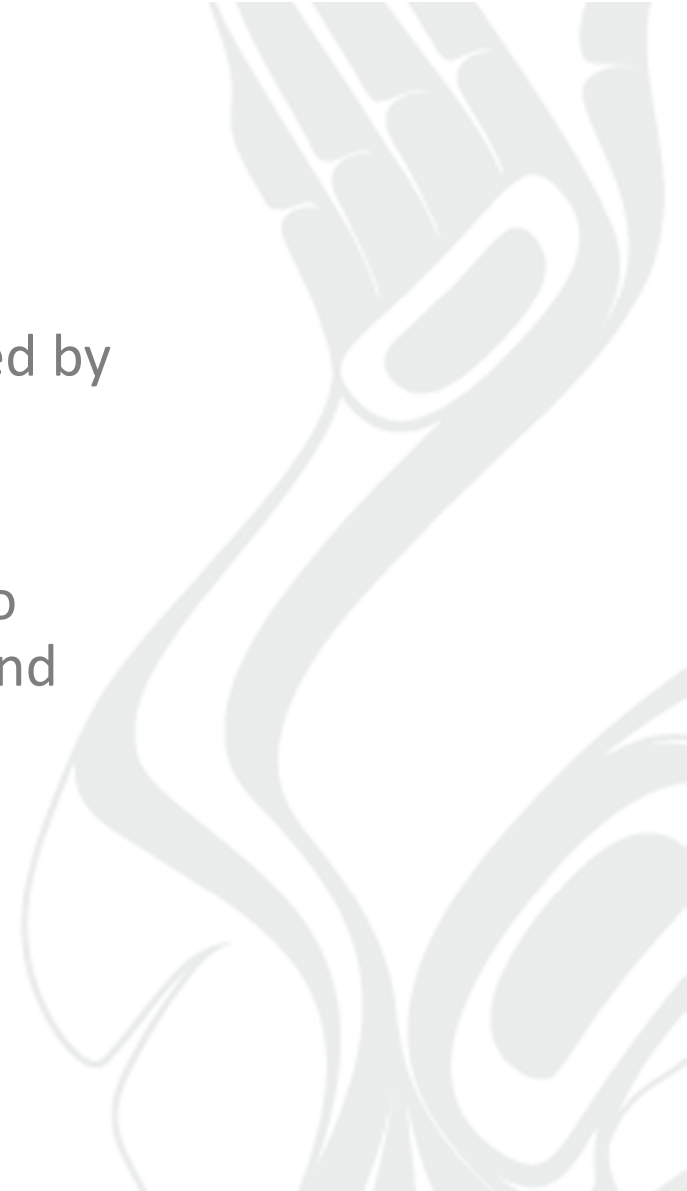
Guiding Principle: Accessibility

- The program must be accessible to all First Nations language families in BC that are interested in partnering to design and deliver the program.
- Community-based delivery is needed to support both increased levels of proficiency by ensuring accessibility



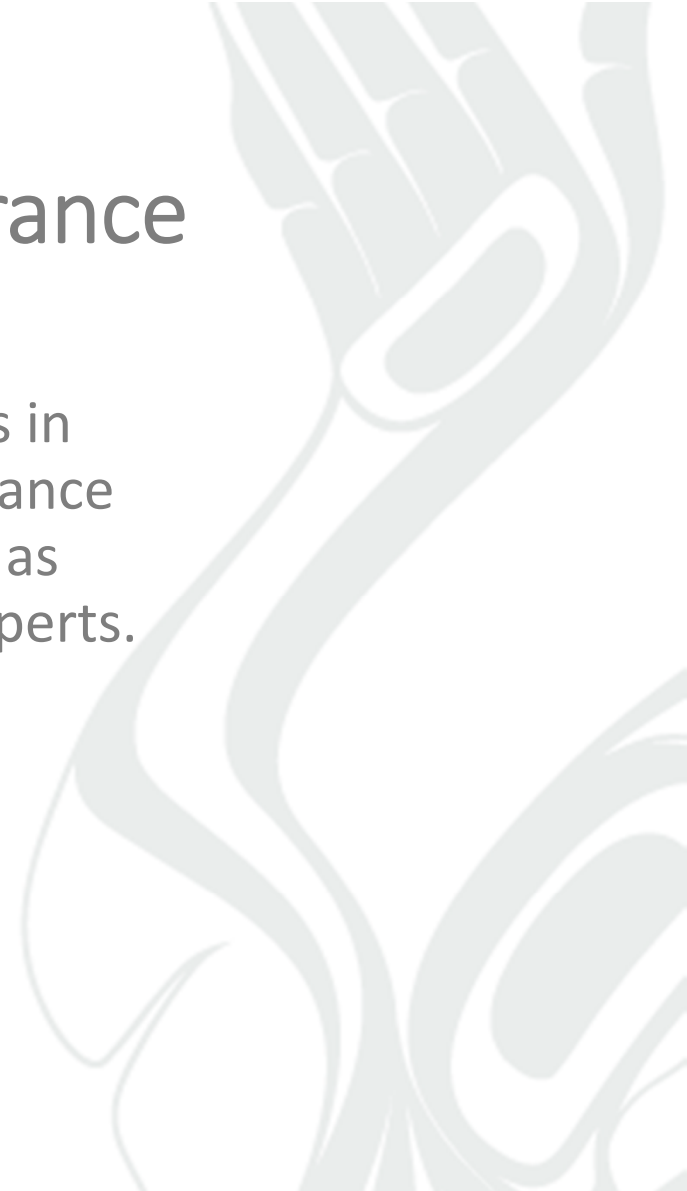
Guiding Principle: Partnerships

- Partnerships will be founded on and governed by First Nations principles and protocol requirements.
- Partnerships will be equitable with respect to resourcing program development, delivery and assessment.



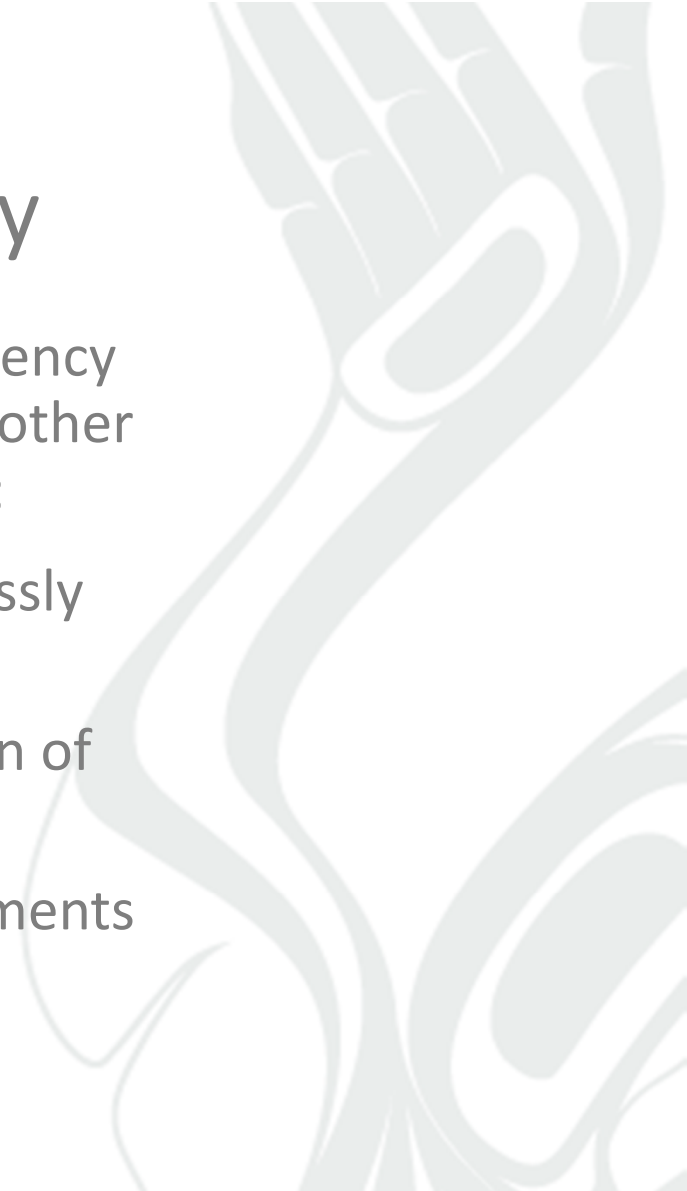
Guiding Principle: Quality Assurance

- The degree program will meet the quality assurance requirements of degree programs in British Columbia as well as the quality assurance requirements of First Nations communities, as established by language speaker-teacher experts.



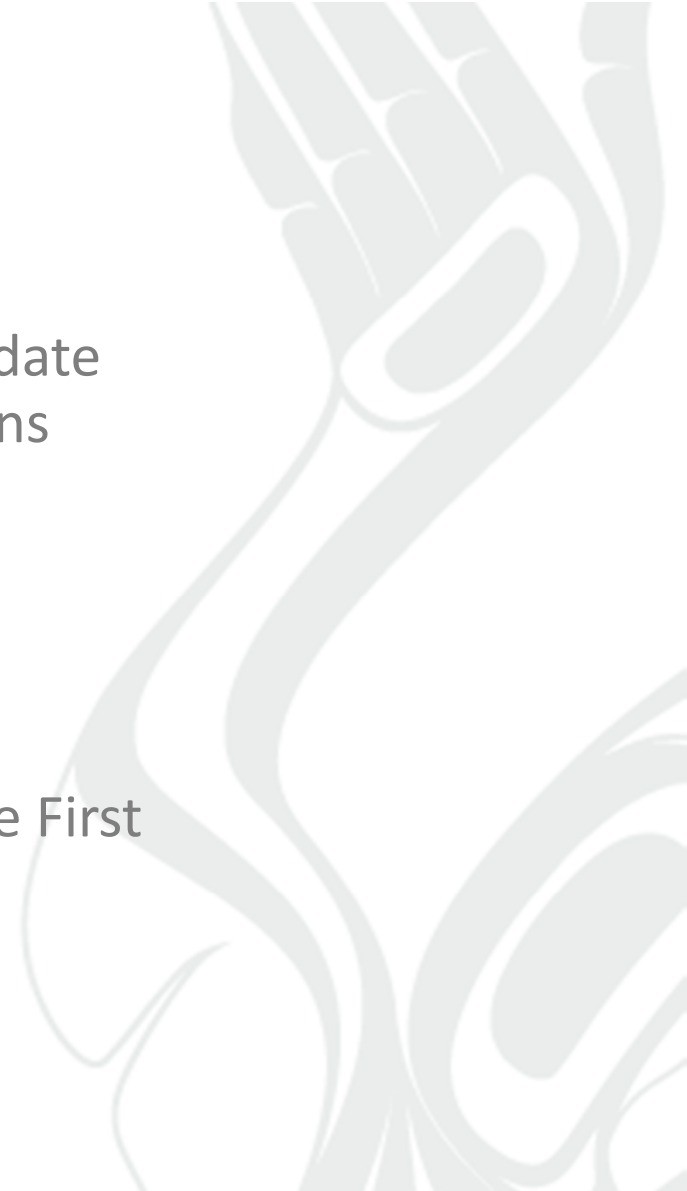
Guiding Principle: Transferability

- Courses within the First Nations language fluency degree program itself will be transferable to other public post-secondary institutions, including:
 - Community-based courses ladder seamlessly into the degree program
 - Province-wide recognition and articulation of courses within the program
 - Degree program meets the entry requirements for key post-secondary programs, such as Bachelor of Education programs.



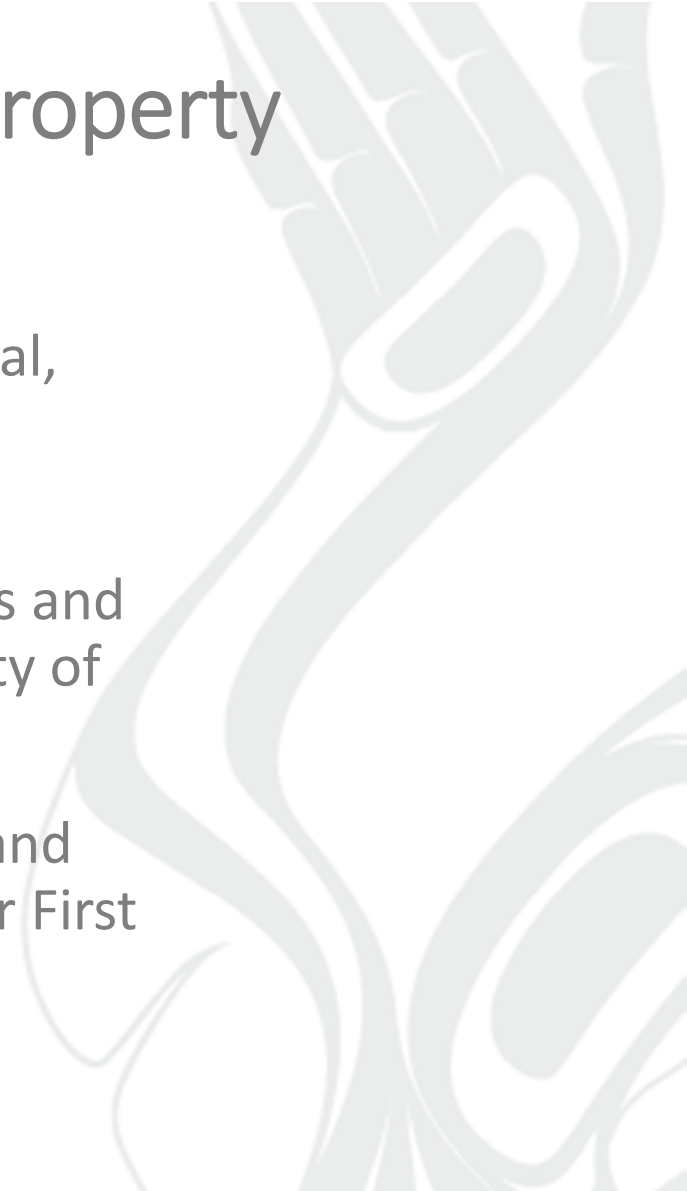
Guiding Principle: Flexibility

- Degree program will be flexible to accommodate the diverse and evolving needs of First Nations communities, including;
 - Multiple exit points within the program
 - Core program may be adapted to accommodate specialization in different disciplines, depending on the needs of the First Nation community and students



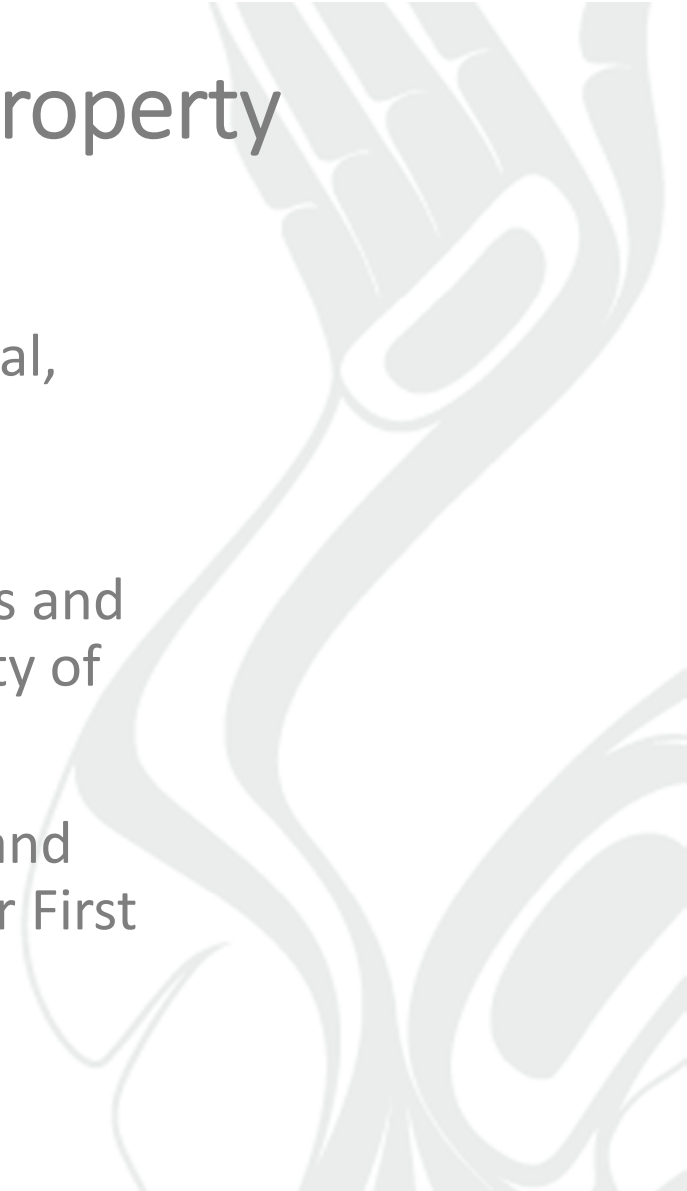
Guiding Principle: Intellectual Property Protocols

- The First Nations language family's intellectual, tangible, and intangible properties will be respected.
- Knowledge transfer will respect the protocols and cultural frameworks necessary to the integrity of the language family.
- Language course content will be developed and owned by the First Nation community and/or First Nation post-secondary institute.



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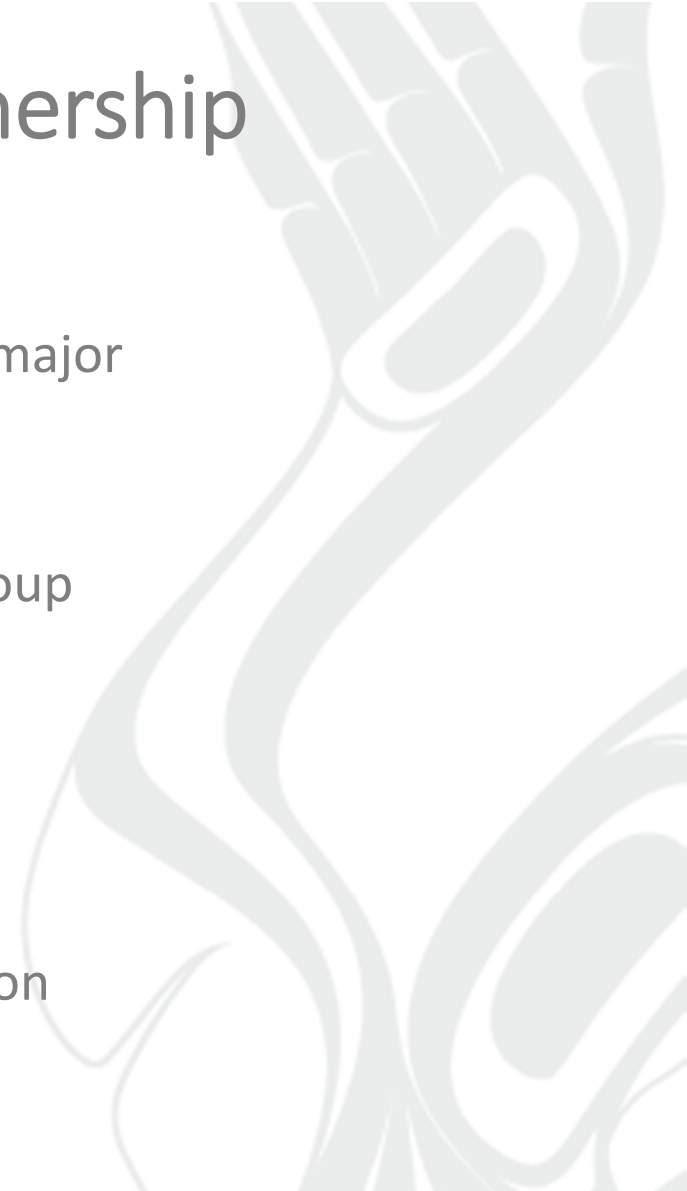
Language Fluency Degree Partnership Activities to Date

- Signing of partnership agreement including all major PPSI engaged in Language programming in the Province
- Co-hosting Adult Language Educators Focus Group and Indigenous Languages Fluency Symposium
- Degree Framework Development Activities
 - Nested certificate/diploma/degree outline

Passed by the Partnership Table April 2018

Submitted to the Ministry of Advanced Education

May 2018.



Certificate (30 credits) laddering into a Diploma "A" (30 - 36 credits) of Indigenous Language Proficiency

Diploma A Capstone Project / Practicum (3 to 9 credits) Scheduling flexible

Year 2: Diploma	Term 3	Language/Indigenous Knowledge	Language/Indigenous Knowledge			Language Courses include four foci (all are as immersive as possible): <ul style="list-style-type: none"> • Whole (albeit guided) language experience - "swimming in the language"; • Parts of language and mechanics of meaning (including pronunciation); • Domain specific language acquisition (day-to-day communication); • Language/Indigenous knowledge (in and through language). Revitalization courses support language acquisition and learning (w/o necessarily being language informed): <ul style="list-style-type: none"> • Courses on learning support, archiving, digital resources, curriculum, linguistics (not language courses). Revitalization/Other allows flexibility for communities to focus on core language, and develop additional parallel programs specifically designed for university preparations: <ul style="list-style-type: none"> • E.g. Arts 100/ Eng 100. Other – Electives include university preparation/transition courses, and/or courses to support pathways to alternative degrees.
	Term 2	Language (stream 1)	Language (stream 2)	(Language (stream 3))		
	Term 1	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Language Learning Supports / Revitalization	
Year 1: Certificate	Term 3	Language/Indigenous Knowledge	Language/Indigenous Knowledge			Revitalization/Other allows flexibility for communities to focus on core language, and develop additional parallel programs specifically designed for university preparations: <ul style="list-style-type: none"> • E.g. Arts 100/ Eng 100. Other – Electives include university preparation/transition courses, and/or courses to support pathways to alternative degrees.
	Term 2	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Revitalization / Other	
	Term 1	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Language Learning Supports / Revitalization	

Certificate: 8 x Language Courses + Language learning support course + revitalization / other option over 12 months (30 credits)
Diploma A: additional 8 x Language Courses + Language learning support/revitalization course + capstone (30-36 credits)



Core courses in language;
Language / Indigenous Knowledge
Courses



Revitalization courses from relevant
disciplines (includes learning supports)



Other (e.g. English, Arts 100, Intro Linguistics, Science,
Math)

Certificate (30 credits) laddering into Diploma "B" (30 - 33 credits) of Indigenous Language Proficiency

Year 2: Diploma	Term 3	Language/Indigenous Knowledge	Language/Indigenous Knowledge	University Transition / Preparation Course (e.g. Arts 100)		Language Courses include four foci (all are as immersive as possible): <ul style="list-style-type: none"> • Whole (albeit guided) language experience - "swimming in the language"; • Parts of language and mechanics of meaning (including pronunciation); • Domain specific language acquisition (day-to-day communication); • Language/Indigenous knowledge (in and through language).
	Term 2	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Other (e.g. English Communication)	
	Term 1	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Language Learning Supports / Revitalization	
Year 1: Certificate	Term 3	Language/Indigenous Knowledge	Language/Indigenous Knowledge			Revitalization courses support language acquisition and learning (w/o necessarily being language informed): <ul style="list-style-type: none"> • Courses on learning support, archiving, digital resources, curriculum, linguistics (not language courses). Revitalization/Other allows flexibility for communities to focus on core language, and develop additional parallel programs specifically designed for university preparations: <ul style="list-style-type: none"> • E.g. Arts 100/ Eng 100. Other – Electives include university preparation/transition courses, and/or courses to support pathways to alternative degrees.
	Term 2	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Revitalization / Other	
	Term 1	Language (stream 1)	Language (stream 2)	(Language (stream 3))	Language Learning Supports / Revitalization	

Certificate: 8 x Language Courses + Language learning support course + revitalization / other option over 12 months (30 credits)
Diploma B: additional 8 x Language Courses + revitalization + other + additional (optional) transition preparation course (30-33 credits)



Core courses in language;
Language / Indigenous Knowledge
Courses



Revitalization courses from relevant
disciplines (includes learning supports)



Other (e.g. English, Arts 100, Intro Linguistics, Science,
Math)

Bachelor of Indigenous Language Proficiency

Year 4	Term 2	Language	Language	Language/Indigenous Knowledge IVb - Indigenous Creative, Constructive & Performative Arts (Execution of performance entirely in language - including supports / provisioning etc.) : Other projects possible.	Individual Capstone Project	Other
	Term 1	Language	Language	Language (stream 3)	Revitalization - recovering/repurposing and reclaiming - Archival and Colonial Materials; developing resources from/with community speakers	Other
Year 3	Term 2	Language	Language	Language/Indigenous Knowledge IVa - Indigenous Creative, Constructive & Performative Arts (Preparation of materials for public performance) : Other projects possible	Comparative Languages Analysis/ Courses in another Indigenous Language / Anthropological Linguistics / History of Colonization, Language Loss, and Revitalization / Developing Curricular materials/etc.	Other
	Term 1	Language	Language	Language	Comparative Revitalization (comparative approaches to governance, programs, documentation and resources, practical opportunities)	Other
Year 2: Diploma	Term 1-3	Language	Language	Language	Language/Indigenous Knowledge - Indigenous Narrative & Oraliture; History (Humanities) Language/Indigenous Knowledge - Family, Community, and Social Connection (Social Science)	Revitalization /Other/Capstone
Year 1: Certificate	Term 1-3	Language	Language	Language	Language/Indigenous Knowledge - Indigenous Science + Math/Technology/Biology (Science) Language/Indigenous Knowledge - Indigenous Land Tenure, Occupancy & Guardianship (Geography, Governance, Ecology)	Language Learning Supports / Revitalization

Other electives could include pathways to additional degrees e.g. PDPP, M.A., MSC



Core courses in language; Language / Culture Courses (48II/36ul credits)

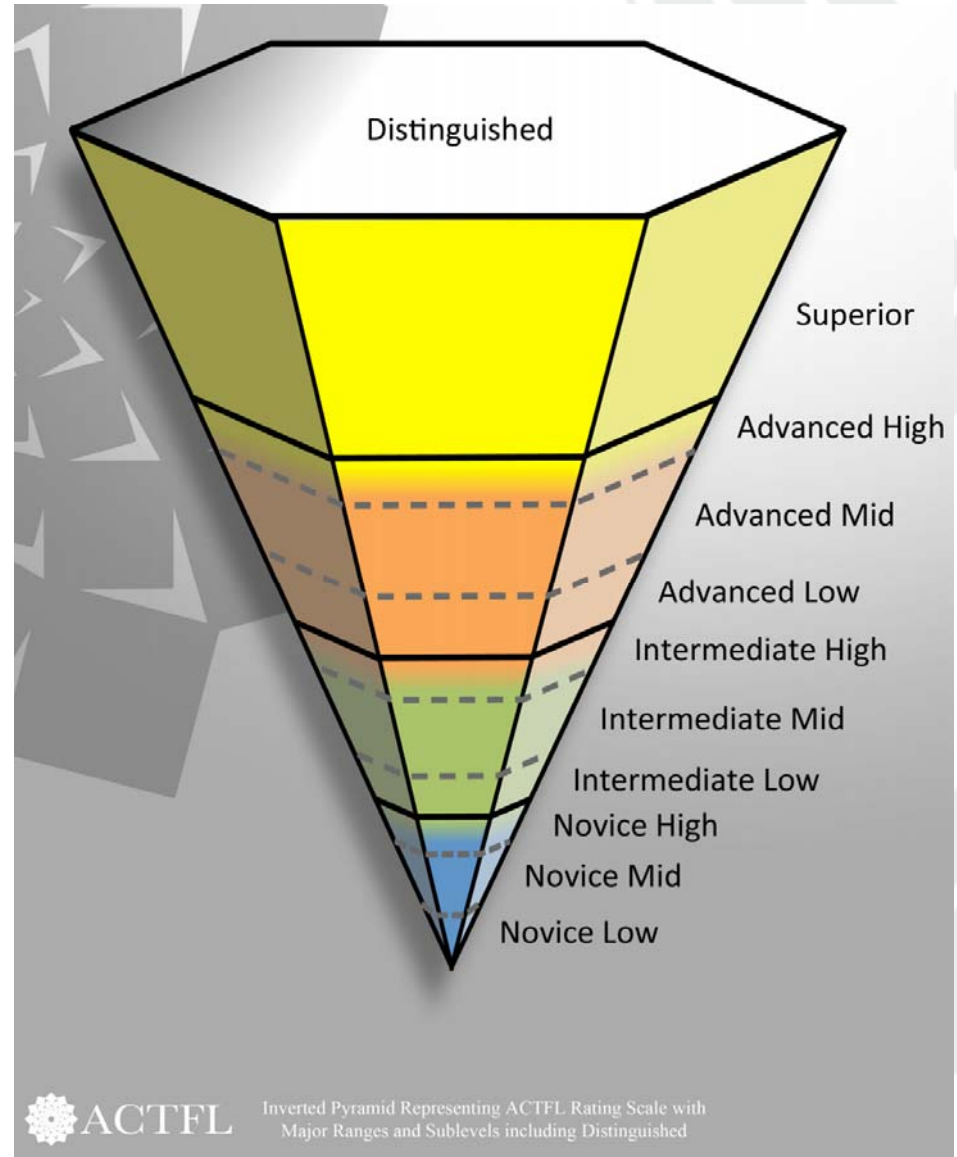


Revitalization courses from relevant disciplines (6-12II/12 ul credits)



Other Courses - including required courses (12 credits)

Levels of Proficiency



We are committed to fluency – that is ADVANCED Proficiency

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Language Certificate

Listening: Novice High - Intermediate Low;

Speaking: Novice Mid - Novice High

*level of proficiency is likely to vary between listening and speaking.

Language Diploma “A / B”

Listening: Intermediate Low - Intermediate High;

Speaking: Novice High - Intermediate Low.

*The introduction of written language via orthographic systems would also be expected at this time.

Language Degree

Year 3: Language Degree (listening: Intermediate High - Advanced Low; speaking: Intermediate Mid to Intermediate High).

Year 4: Language Degree (listening: Advanced Low - Advanced High; speaking: Intermediate High - Advanced Mid)

Next Steps

- Implementation of pilot projects (requires support for initial community sites)
- Establish mechanisms for sustainable delivery of community based certificates/diplomas across the Province
- Establish PPSI Senate approved degree programs for Ministry approval (note – this may also require development of mechanisms to ensure sustainable and meaningful community engagement).
- Establish mechanisms for ongoing cooperation between Partners

