

British Columbia's Indigenous Language Proficiency/Fluency Degree Framework

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Overview

- Background of Language Proficiency/Fluency Degree Initiative
- Guiding Principles
- Indigenous Language Fluency Degree Framework
- Example Degree:
 - En'owkin Centre / NVIT Certificate/Diploma in Nsyilxcn Language Fluency
 - UBC Okanagan's Bachelor Nsyilxcn Language Fluency

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 Developmental Standards Training Certificate (interim to BEd – designed for First Language Speakers).
- Discussions moved towards the creation of a First Nations language degree that would be more responsive to the evolving language situation (i.e. gap between available first language speakers and new second language speakers).
- 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

- IAHLA sponsored a research / policy paper developed by Dr. Jeannette Armstrong which focussed on building individual language fluency through community fluency (i.e. language taught in community to both benefit from and contribute to the network of speakers).
- FNEESC / IAHLA call for proposals to BC PPSIs to partner to develop Indigenous Language Fluency Degree Framework (2014/2015)

Supportive Developments

- The TRC report calls to action for post-secondary institutions to create university and college degree programs in Aboriginal languages;
- Canadian Government removes objector status to the UNDRIP;
- Canadian Government commitment to co-develop Indigenous Language Legislation (June 2019 Indigenous Languages Act)
- BC Government adoption of UNDRIP into legislation (introduced to Legislature Oct 2019)

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 Principles

- Increasing FN language fluency is primary objective.
- Accessibility through FN community-based delivery in first 2 years.
- Equitable Partnerships with FN communities.
- Meet Quality Assurance requirements of Public Institutions
- Transferability of community-based programs and courses.
- Flexibility to allow for multiple exit points within the program.
- Respect of Intellectual Property within FN protocols.

Guiding Principle: Focus on Proficiency/Fluency

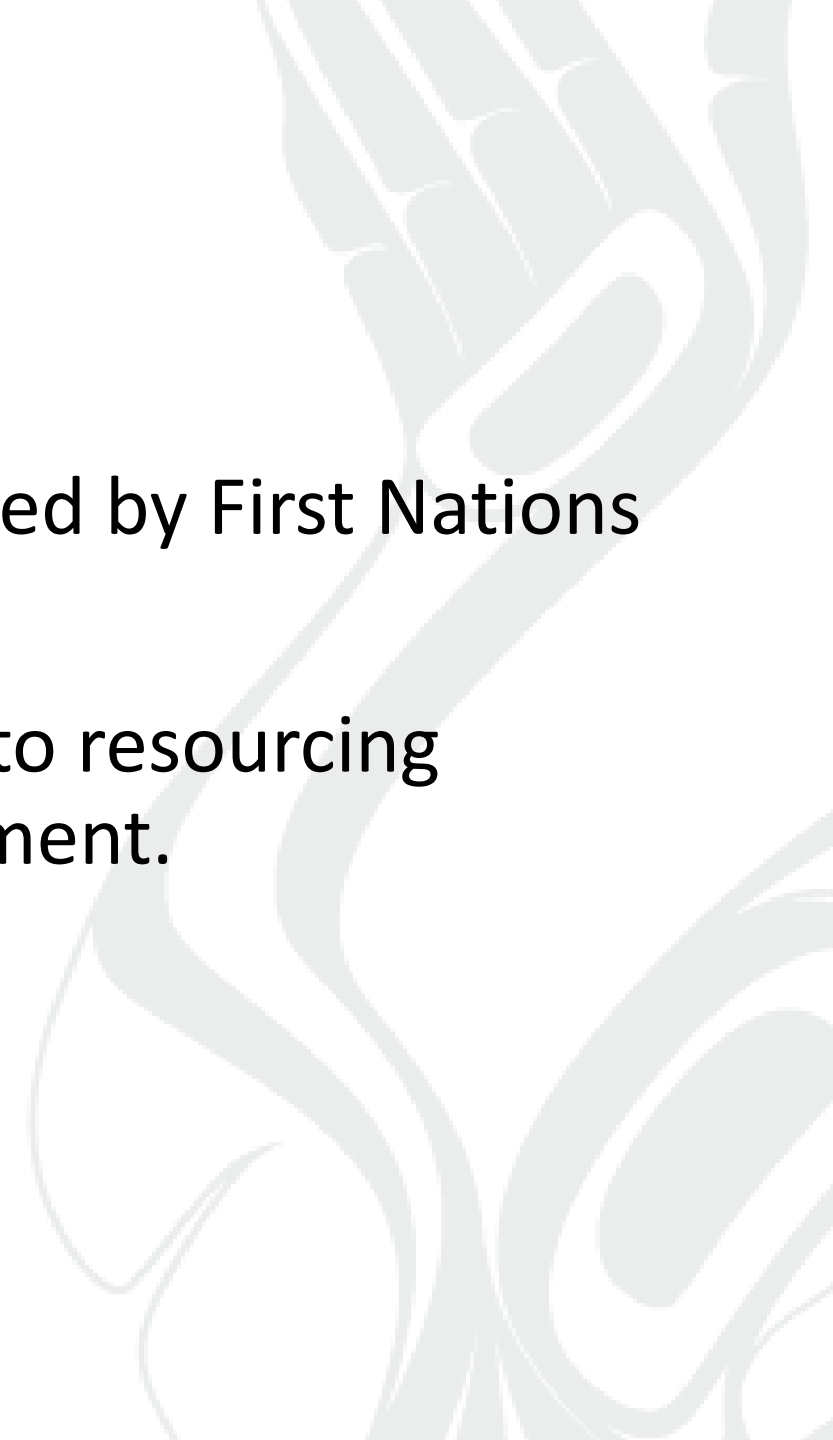
- The need to substantially increase the proficiency levels of students will be the primary objective of the fluency degree, therefore:
 - Fluency instruction supersedes all other program requirements
 - Meeting First Nations-defined language acquisition outcomes
 - Community-based delivery needed to 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.

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 2019; Submitted to the Ministry of Advanced Education May 2019.
- Nsyilxcn Certificate and Diploma established at NVIT and Nsyilxcn Degree passed by UBC Okanagan Senate (goes to BoG shortly); degree under-construction at UNBC.

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			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)	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 a 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)		<p>Language Courses include four foci (all are as immersive as possible):</p> <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) <p>Revitalization courses support language acquisition and learning (w/o necessarily being language informed):</p> <ul style="list-style-type: none"> • Courses on learning support, archiving, digital resources, curriculum, linguistics (not language courses) <p>Revitalization/Other allows flexibility for communities to focus on core language, and develop additional parallel programs specifically designed for university preparations:</p> <ul style="list-style-type: none"> • E.g. Arts 100 / Eng 100 <p>Other – Electives include university preparation/transition courses, and/or courses to support pathways to alternative degrees.</p>
	Term 2	Language (stream 1)	Language (stream 2)	Language (stream 3)	Other (e.g. English Communications)	
	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			<p>Revitalization/Other allows flexibility for communities to focus on core language, and develop additional parallel programs specifically designed for university preparations:</p> <ul style="list-style-type: none"> • E.g. Arts 100 / Eng 100 <p>Other – Electives include university preparation/transition courses, and/or courses to support pathways to alternative degrees.</p>
	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)

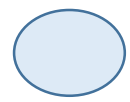
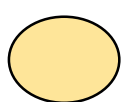
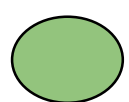


Other (e.g. English, Arts 100, intro Linguistics, Science, Math)

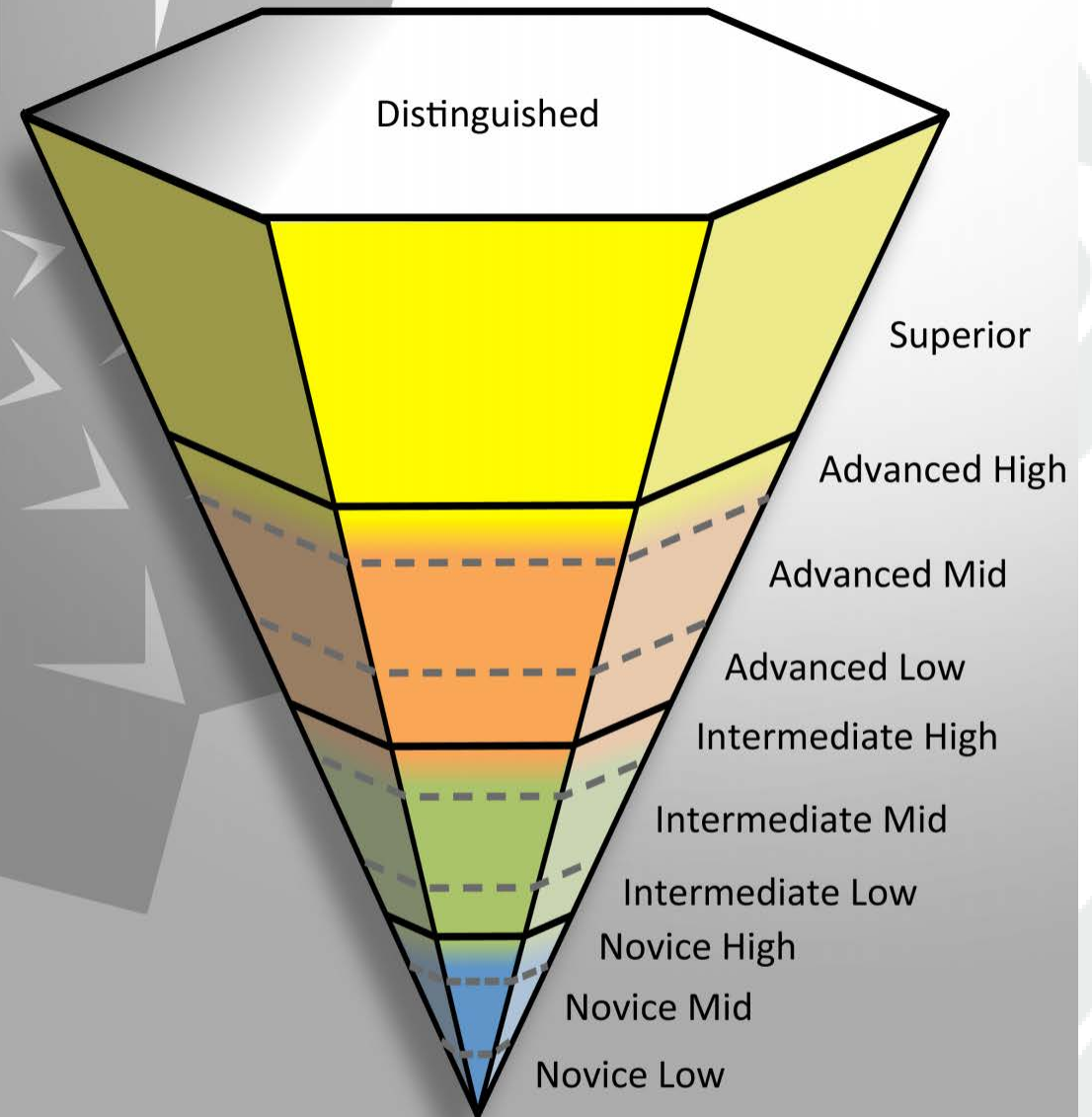
Bachelor of Indigenous Language Proficiency

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 (48ll/36ul credits)		Revitalization courses from relevant disciplines (6-12ll/12 ul credits)		Other Courses - including required courses (12 credits)
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Levels of Proficiency – American Council on the Teaching of Foreign Languages (ACTFL)



We are committed to fluency

– that is **ADVANCED** Proficiency

- 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.

Example:

Certificate/Diploma/Bachelor
of Nsyilxcn Language Fluency

En'owkin / NVIT / UBC Okanagan Relationships

- Serve the same areas and intersect regularly across various programming – nested, and each with significant existing human resource capacity
- Existing MOUs and MOAs
- Long term interpersonal relations
- Based on complimentary capacities and reciprocal relations



		Stream 1: Language learning tools	Stream 2: Elements of communication	Stream 3: Full immersion	Revitalization Language / Academic support
Diploma	T3	NSYL 350 Nsyilxcen Immersion: Introduction to Mentored Special Topics		NSYL 330 (NEW) Nsyilxcen Immersion: Pod/Cohort Learning through Multiple Mentors	UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective
	T2	NSYL 211 Nsyilxcen Translation / Transliteration	NSYL 221 Nsyilxcen Structure & Syntax	NSYL 231 Nsyilxcen Place and Time Through Immersion Learning	INLG 260 Ways of Knowing the Syilx Land & Culture
	T1	NSYL 210 Nsyilxcen, Linguistics	NSYL 220 Nsyilxcen Vocabulary in Place and Socio-spatial Context II	NSYL 230 Nsyilxcen Conjunctions through Immersion Learning	INLG 160 Ways of Knowing: Nsyilxcen Social Foundations
Certificate	T3	NSYL 112 Introduction to Writing Nsyilxcen	NSYL 122 Nsyilxcen Vocabulary in Place and Socio-spatial Context I	NSYL 132 Nsyilxcen Interpersonal Interactions through Immersion	
	T2	NSYL 111 Nsyilxcen Pronunciation	NSYL 121 Nsyilxcen Everyday Action and Interaction	NSYL 131 Special Topics: Nsyilxcen Immersion	INLG 181 Issues, Principles and Practices in Language Revitalization
	T1	NSYL 110 Okanagan Language Pronunciation - learning the sounds	NSYL 120 Nsyilxcen Everyday Social Language	NSYL 130 Nsyilxcen Entry Tools: Introduction to Full Immersion.	INLG 180 Dynamics of Indigenous Language Shift

		Immersive Language Courses			Language Revitalization Courses	Other Required Courses
Year 4	<i>Term 2</i> (15 cr)	INDG 499 (6) Indigenous Studies Capstone Project		NSYL 439 (3) Language Immersion on Capstone Topic	At least 6 credits from: INLG 481 (3): Heritage Resources in Endangered Language Revitalization INDG 405 (3): Indigenous Education: History & Revitalization INLG 480/ANTH 473: (3) Living Languages: Critical Approaches to Endangered Languages INLG 382 (3): Lexicography for Endangered Languages INLG 380 (3): Technologies for Endangered Language Documentation and Revitalization: Digital	INDG 301 (3) Examining an Indigenous Methodology: En'owkinwixw
	<i>Term 1</i> (12 cr)	INDG 460 (3) Indigenous Studies Internship	NSYL 433 (3) Language Practice & Pedagogy: Special Topics	INDG 401 (3) Research Applications		
	<i>Summer Term</i> (9 cr)	NSYL 353 (3) Language Applications: Traditional Ecological Knowledge	NSYL 333 (3) Language Practice & Pedagogy: Traditional Ecological Knowledge	INDG 307 (3) Traditional Ecological Knowledge		
Year 3	<i>Term 2</i> (12 cr)	NSYL 352 (3) Language Applications: Literature & Performative Arts	NSYL 332 (3) Language Practice & Pedagogy: Creative, Constructive & Performative Arts	INDG 202 (3) Okanagan Concepts & Frameworks	INLG 282 (3) Structures of Endangered Languages	
	<i>Term 1</i> (12 cr)	NSYL 351 (3) Language Applications: Numeracy & Math	NSYL 331 (3) Language Practice & Pedagogy: Praxis in Different Immersion Contexts			INLG 281 (3) Sounds of Endangered Languages
Year 2	<i>Summer Term</i> (3 cr)	Finalization of NVIT's Diploma Program (Summer Courses)				EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective

Challenges

- Degree requires existing Indigenous community-based Institution with existing human capacity (drawing from and augmenting community fluency)
- Degree requires existing infrastructure (e.g. video conferencing facilities/ human resources at the community level to be fully effective) (Note: Tensions between levels of government)
- Dispersed and diverse language communities and limited access to first language speakers and teachers (including certifications)
- PPSIs must be willing to be active and supporting partner(s).

Next Steps

- Implementation of sustainable resourcing frameworks for delivery of community based certificates/diplomas across the Province (Note pilot fund is in place, need longer term planning and resourcing plan)
- Establishing partnerships between Community Institutions / PPSIs (including IPR agreements) / resource sharing mechanisms / course transfer mechanisms/ supporting students through transition from Indigenous community to PPSIs– in both learning and living environment
- Ministry approval of PPSI degree programs
- Provincial capacity to collaborate around and share language revitalization courses