

A person is seen from behind, sitting and reading an open book. In the foreground, there is a fire burning in a hearth, with bright yellow and orange flames. The background is dark, suggesting an indoor setting. The overall mood is quiet and focused.

nuučaañuł

Lesson

ONE

Hesquiaht
Language
Program

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Fluent Elders:

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March 30, 2015

www.hesquiahtlanguage.org

Acknowledgements

Thank you to Peterson, Wiley & Parkin (2014) for creating and sharing the *N'sel'xcin Curriculum Project*, on which we have based most of this nuučaañuł lesson. Thank you to Dr. Michele Johnson for familiarizing us with this curriculum, also known as the *Paul Creek Method*.

Thank you to our Hesquiaht Elders Larry Paul and Angela Galligos for helping to transcribe and develop the first lesson. Thanks to Elders Julia Lucas, Maggie Ignace and Ruth Paul for approving the use of the new lesson, based on the trial session in the ʔuʔuʔaʔuk Language Nest.

Thanks to waakituusiis, ńaasaʔuk, čiiʔiʔimqa, hitaaqʔas, taaʔisumqa, Kimowan, Kura, ʔaʔuusaʔiʔ, čaʔakʔis, Mackenzie, ʔuuta and Hali for taking part in the trial delivery.

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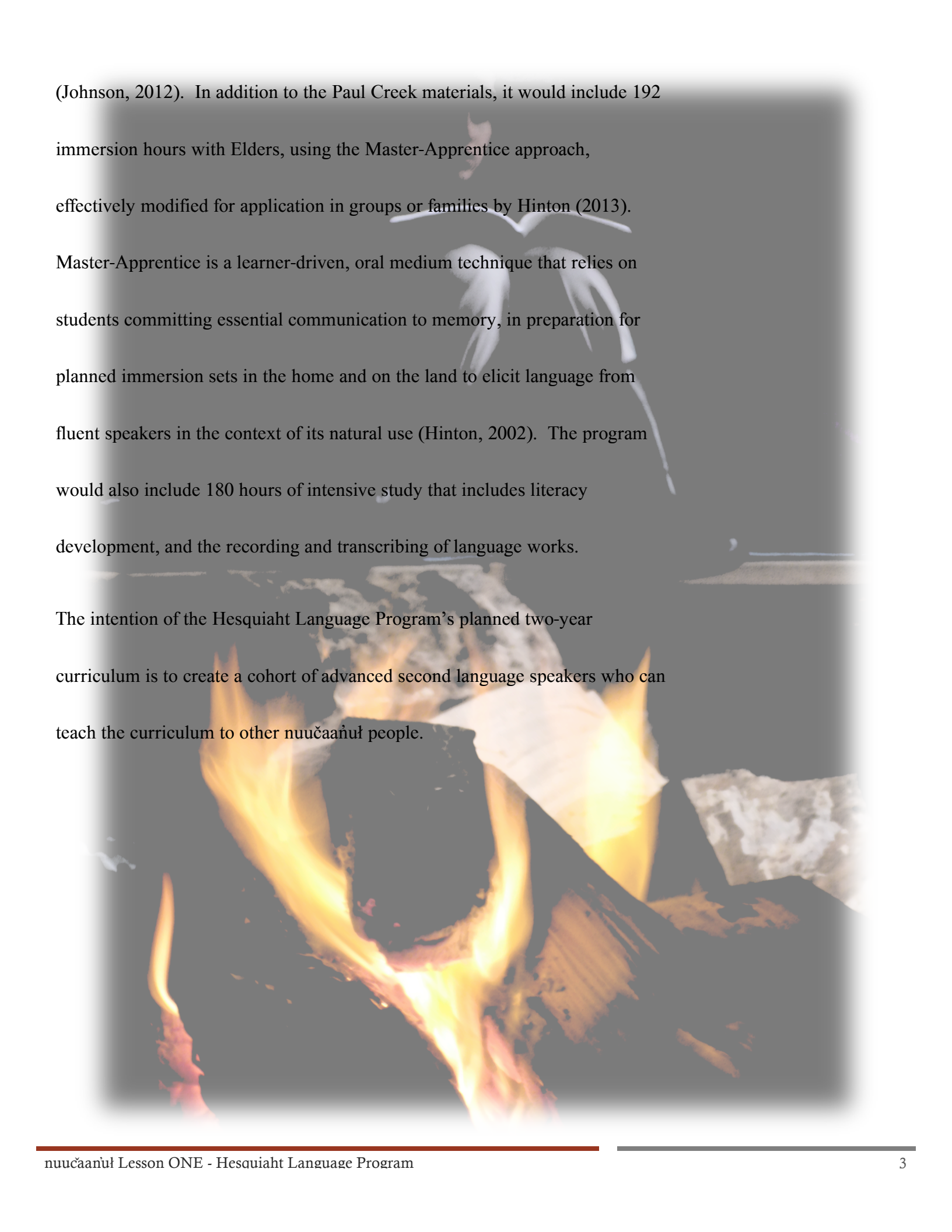
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Methods

The *N'sel'xcin Curriculum Project*, by Peterson, Wiley, & Parkin (2014) uses a direct acquisition language learning approach. Their collection of textbooks represent 630 hours of instruction. Additional hours of language study can be delivered with further immersion and homework. According to Johnson (2015) the curriculum is best delivered in small groups of four to six parent-aged learners who can commit to one year of intensive instruction in order to reach the 1,000 hour mark and achieve intermediate to advanced proficiency.

The goal is for the students to become teachers of the curriculum, and creators of further curriculum upon completion of each book of lessons in the classroom. Student teachers should become able to expand the domains in which the language is used (Johnson, 2012). Johnson (2012) assessed her own cohort's language proficiency at the beginning of their immersion house program, and again at 600 hours with video interviews.

The nučaañuł curriculum would be best delivered in 1,002 hours over the period of two years of intensive study. It would make use of the same video assessment approach that Johnson delivered in the Nsyilxcn immersion house



(Johnson, 2012). In addition to the Paul Creek materials, it would include 192 immersion hours with Elders, using the Master-Apprentice approach, effectively modified for application in groups or families by Hinton (2013). Master-Apprentice is a learner-driven, oral medium technique that relies on students committing essential communication to memory, in preparation for planned immersion sets in the home and on the land to elicit language from fluent speakers in the context of its natural use (Hinton, 2002). The program would also include 180 hours of intensive study that includes literacy development, and the recording and transcribing of language works.

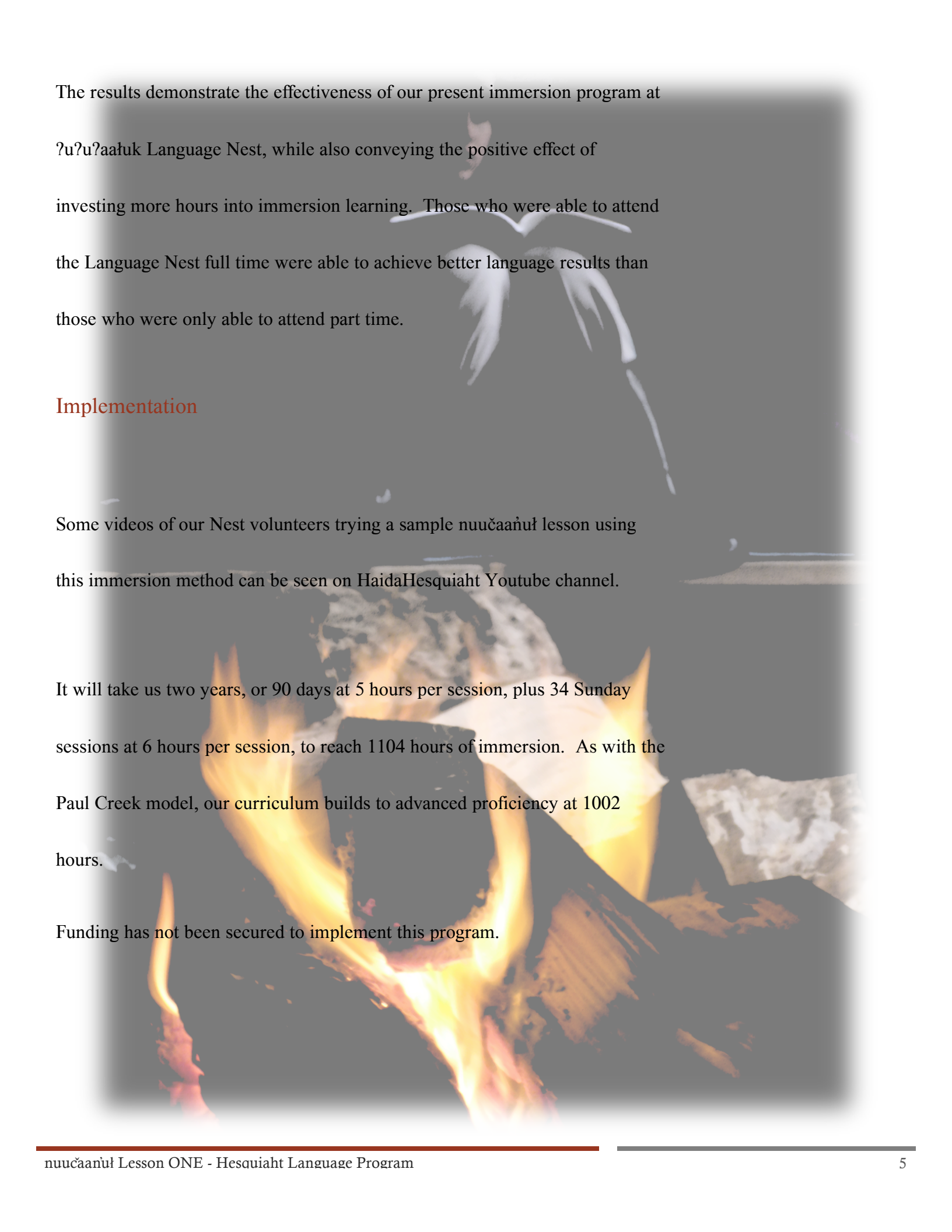
The intention of the Hesquiaht Language Program's planned two-year curriculum is to create a cohort of advanced second language speakers who can teach the curriculum to other nuučaanuł people.

Fluency Assessment

Hesquiaht Language Program Administrator, Layla Rorick conducted a proficiency assessment of adult second language learners of ?u?uaa?uk Language Nest adult participants. It is based on the guidelines in *First Nations Language Benchmarks* (Johnson, 2014 p. 252), and used a video and real-time assessment of conversation between Elders and learners.

This table measures the amount of language acquisition gained by full-time and part-time learners from 7 months participation in the Language Nest.

Full Time at Nest	Language Level Sept. 2014	Language Level Mar. 2015
Learner 1	High-Beginner	Mid-Intermediate
Learner 2	Low-Beginner	High-Beginner
Learner 3	Low-Beginner	High-Beginner
Learner 4	Low-Beginner	Mid-Beginner
Part-Time at Nest		
Learner 5	Mid-Beginner	High-Beginner
Learner 6	Low-Beginner	Low-Beginner
Learner 7	Low-Beginner	Mid-Beginner

A person is seen from behind, reading a book. The background is dark with a bright fire burning, creating a warm, glowing atmosphere. The person's hair is dark and styled in a bun. The book is open, and the person's hands are visible near the pages.

The results demonstrate the effectiveness of our present immersion program at ?u?u?aakuk Language Nest, while also conveying the positive effect of investing more hours into immersion learning. Those who were able to attend the Language Nest full time were able to achieve better language results than those who were only able to attend part time.

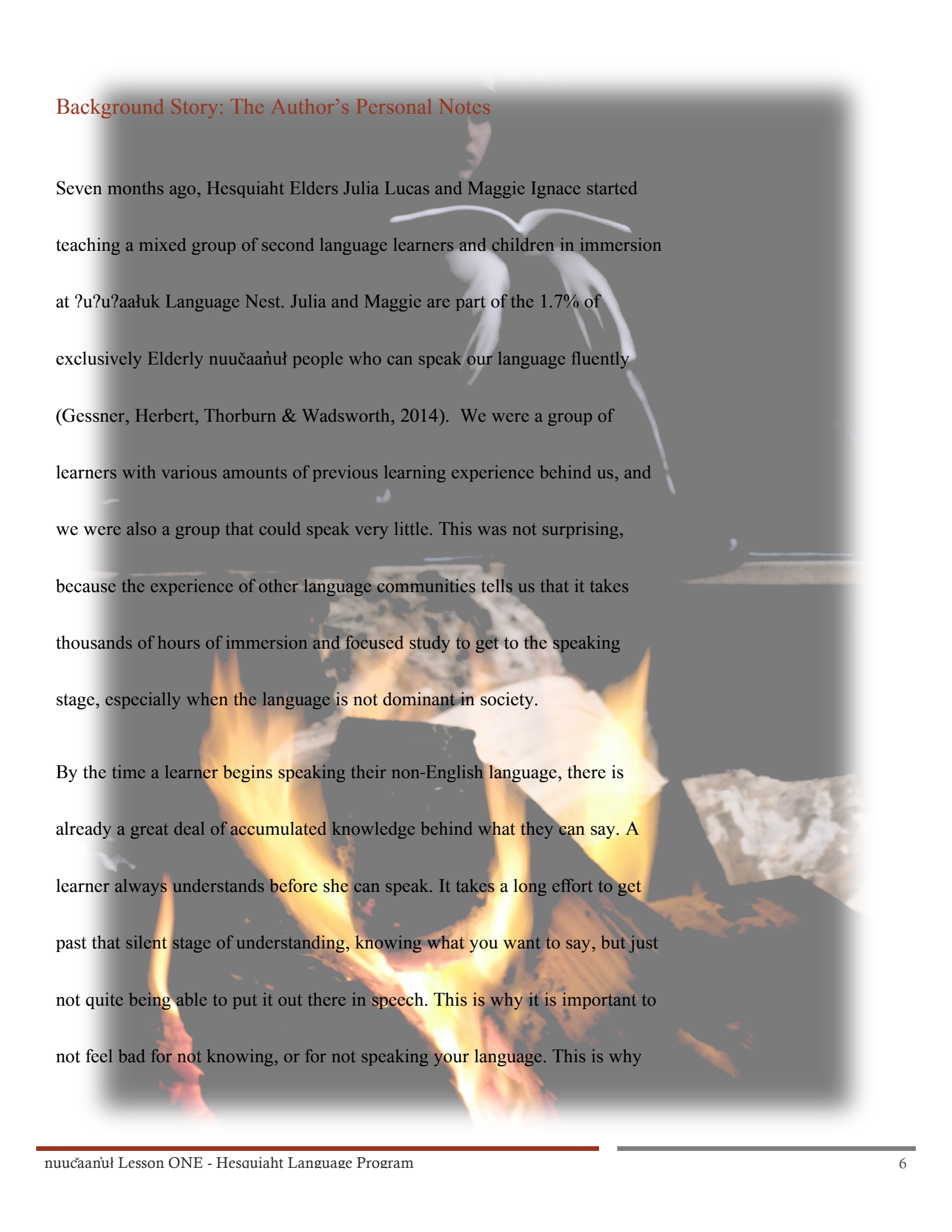
Implementation

Some videos of our Nest volunteers trying a sample nuučaanuł lesson using this immersion method can be seen on HaidaHesquiaht Youtube channel.

It will take us two years, or 90 days at 5 hours per session, plus 34 Sunday sessions at 6 hours per session, to reach 1104 hours of immersion. As with the Paul Creek model, our curriculum builds to advanced proficiency at 1002 hours.

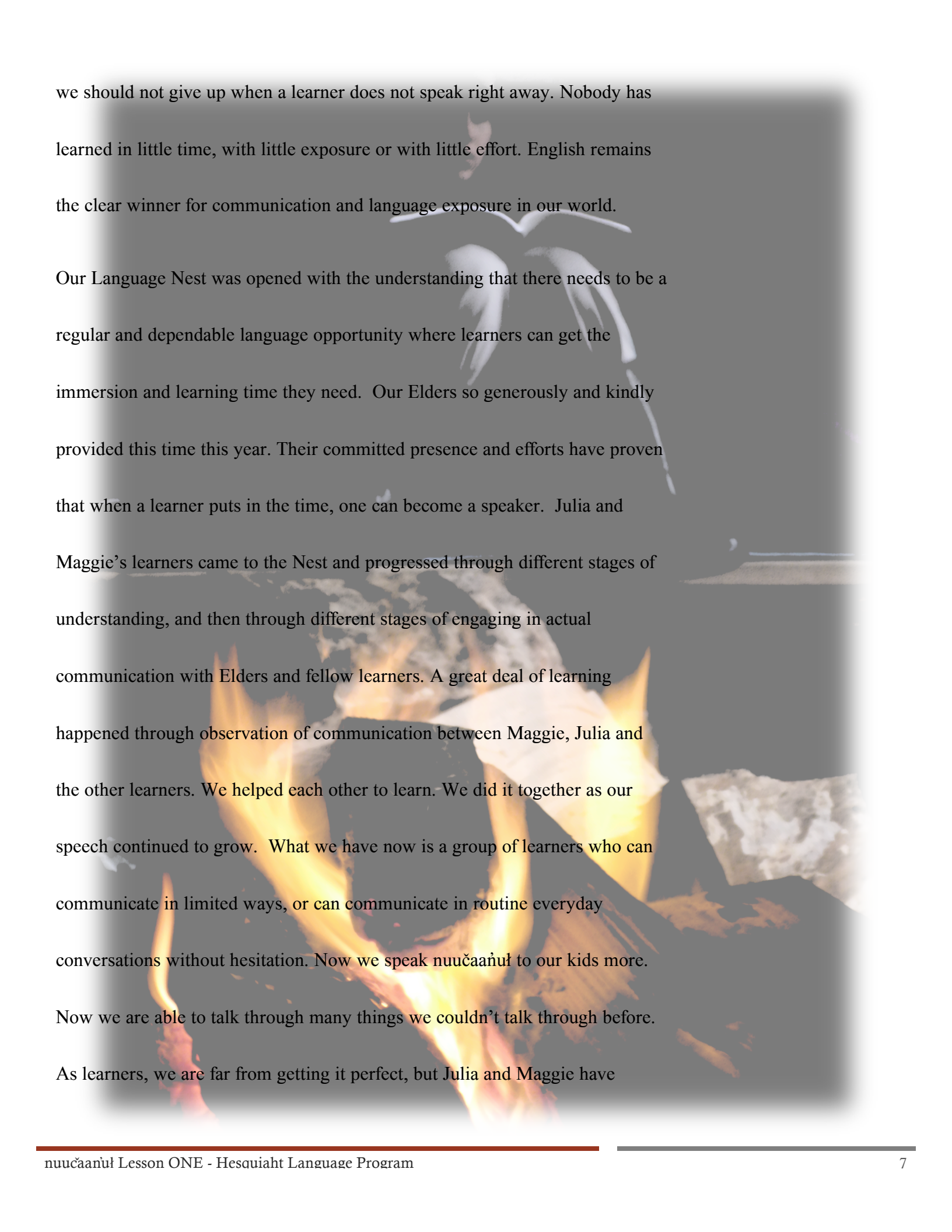
Funding has not been secured to implement this program.

Background Story: The Author's Personal Notes

A person in traditional Inuit clothing is shown from the chest up, holding a large white bird, possibly a swan or a large goose, with its wings spread. The person is wearing a dark hat and a dark jacket. In the foreground, there is a fire burning in a hearth, with bright orange and yellow flames. The background is dark and out of focus.

Seven months ago, Hesquiaht Elders Julia Lucas and Maggie Ignace started teaching a mixed group of second language learners and children in immersion at ʔuʔuʔaʔuk Language Nest. Julia and Maggie are part of the 1.7% of exclusively Elderly nuučaanuʔ people who can speak our language fluently (Gessner, Herbert, Thorburn & Wadsworth, 2014). We were a group of learners with various amounts of previous learning experience behind us, and we were also a group that could speak very little. This was not surprising, because the experience of other language communities tells us that it takes thousands of hours of immersion and focused study to get to the speaking stage, especially when the language is not dominant in society.

By the time a learner begins speaking their non-English language, there is already a great deal of accumulated knowledge behind what they can say. A learner always understands before she can speak. It takes a long effort to get past that silent stage of understanding, knowing what you want to say, but just not quite being able to put it out there in speech. This is why it is important to not feel bad for not knowing, or for not speaking your language. This is why

A person is seen from behind, sitting and reading an open book. The scene is dimly lit, with a warm, glowing fire in the background, likely a fireplace. The person's hands are visible, holding the pages of the book. The overall atmosphere is quiet and focused.

we should not give up when a learner does not speak right away. Nobody has learned in little time, with little exposure or with little effort. English remains the clear winner for communication and language exposure in our world.

Our Language Nest was opened with the understanding that there needs to be a regular and dependable language opportunity where learners can get the immersion and learning time they need. Our Elders so generously and kindly provided this time this year. Their committed presence and efforts have proven that when a learner puts in the time, one can become a speaker. Julia and Maggie's learners came to the Nest and progressed through different stages of understanding, and then through different stages of engaging in actual communication with Elders and fellow learners. A great deal of learning happened through observation of communication between Maggie, Julia and the other learners. We helped each other to learn. We did it together as our speech continued to grow. What we have now is a group of learners who can communicate in limited ways, or can communicate in routine everyday conversations without hesitation. Now we speak nuučaañuł to our kids more. Now we are able to talk through many things we couldn't talk through before. As learners, we are far from getting it perfect, but Julia and Maggie have



helped us come a long way in our language acquisition and usage.

Seven months ago we didn't have this many young people speaking nuučaañuł.

Our parents and our grandparents were forbidden to speak their language as

children at Residential School. There, our parents were intentionally

socialized to view our language and culture negatively, and since then, our

Elders protected us from suffering by teaching us only English. Our Elders

have always been amazing, brilliant teachers, and now that our language wants

to come back, we are truly fortunate to still have Elders to help us find our own

voices.

Hesquiaht Language Program's ʔuʔuʔaañuk Language Nest hosted a group that

is actively learning the language through immersion, supported by personal

home and classroom study of Mentor-Apprentice style survival phrases, as

well as nuučaañuł grammar and vocabulary. The individuals in our group are

living models of the language revitalization that Kipp (2009) and Johnson

(2012) tell us is possible by virtue of our collective passion, commitment and

perseverance in the field.

Language Lesson ONE

Hiškʷiiʔath (Beginner) Lesson 1:

Places to Go 1

This beginner lesson is adapted from Peterson, Wiley, & Parkin (2014).

All translations by Larry Paul, Angela Galligos and Layla Rorick (Feb. 9, 2015) have been audio recorded.

Where noted, (A.W.), is translated by Adam Werle PhD. (Feb. 12, 2015). These phrases have not been audio recorded.

Where noted, (J.L, M.I.), is translated by Julia Lucas and Maggie Ignace (Mar. 2, 2015). These phrases have not been audio recorded.

Words	
ʕaʕuk	lake
čaʔak	creek
nuči	mountain
hitinqis	beach
ʕučišt	ocean
ʔumčaquwas	playground
časuuʔis	reef
ʕisnaak	meadow
čaʔaanaʔis	little creek
hitaaqʕas	forest

Phrases:	
waasciyukk	Where are you going?
ʔuucayuks	I'm going to _____.
ʔuucayukk _____	Are you going to _____?
wiks ʔuucayuk _____?i	I'm not going to _____.

The clipart for this lesson are on page 20. You can also choose your own. Local pictures are preferable.

PART ONE-Introduce the first 5 words

Teacher tells the meaning of the first 5 visuals. Each word in the lesson needs a visual to represent the word.

Say/listen

Teacher says the word in the language, usually with a visual, while students listen.

hišuk ^w ič náatsá ?uh?iiš na?aatah?ič	Everyone look and listen
čamaqš <i>i</i> ?i	Don't speak (sing.)
čamaqš <i>i</i> ?ič	Don't speak (plur.)

1,2 with group

Put 3 visuals on wall. Point to 1 visual. Say 3 words. Students hold up 1, 2 or 3 fingers to show which word said was the one that matched the visual.

hišuk ^w ič náatsá ?uh?iiš na?aatah?ič	Everyone look and listen
waa?aql <i>iis</i> siih <i>il</i>	I'm going to say it to you
waayiiqmatak <i>h</i> ?ahkuu ____ nupqum <i>ł</i> , ałqum <i>ł</i> , qacćuqum <i>ł</i>	This here, what I say could be the 1st,2nd,3rd (motion to visuals)
?uuhw <i>al</i> ?i kukwinksat?iksuu ħumč <i>il</i> siič <i>il</i> yaqiiy <i>ak</i> ?i?uuł	Use your fingers to show me which one on there
nupqum <i>ł</i> , ałqum <i>ł</i> , qacćuqum <i>ł</i>	1st, 2nd, 3rd
nupqum <i>ł</i> h q ^w is?ii ?ah	If it is the first, do this (sing.)
nupqum <i>ł</i> h q ^w is?ič ?ah	If it is first, do this (plur.)
?ałqum <i>ł</i> h q ^w is?ii ?ah	If it is second, do this (sing.)

ʔaʎqumʔh q ^w isʔiç ʔah	If it is second, do this (plur.)
qacçuqumʔh q ^w isʔii ʔah	If it is the third, do this (sing.)
qacçuqumʔh q ^w isʔiç ʔah	If it is the third, do this (plur.)
ʔapcaapʔick	You are correct (You pointed to the right one) (sing.)
ʔapcapʔicuuš	You are correct (You pointed to the right one) (plur.)

1,2 with individuals

Stick game pointers with group

Teacher shows visuals or objects in a row with a maximum of 5.

Teacher says a word, and students indicate which visual or object matches using stick game style pointing.

naʔaatahʔiç	Everyone listen
waaʔaqʎiis siihif	I'm going to say it to you
kupçiiʔi yakmatakʔiʔuuł	Point to what's on there
huʔaasʔi kupçiił	Point again (sing.)
hišuk ^w iç kupçiił huʔaas	Point again (plur.)

Yes/No with group

Teacher shows a visual, then says a word. Students say yes or no, whichever matched the word said by teacher.

ñaši?iĉ ?ahkuu	Everyone look at this.
waa?aqłiis siihił	I'm going to say it to you
miiłhiiquu, haa waa?ałi (A.W.)	If it is the same, then say yes (sing.)
miiłhiiquu, haa waasuuk (A.W.)	If it is the same, say yes (plur.)
wikh miiłhiiquu, wik waa?ałi (A.W.)	If it's not the same, say no (sing)
wikh miiłhiiquu, wik waa?suuk (A.W.)	If it is not the same, say no (plur.)
?apciik?ick (J.L.,M.I.)	You are correct (sing.)
?apciik?icuuš (J.L.,M.I.)	You are correct (plur.)

Yes/No with individuals

Choral Repeat

Teacher says a word while showing the matching visual. Students repeat after the teacher.

na?aatah?iĉ waa?aqłiis ?ah?aa?ałsuuk ?iqciik	Listen to what I say and then say what I said
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PART TWO-Introduce the second set of 5 words

Repeat part one from above to teach the second set of words.

PART THREE-Introduce the phrase "I am going to _____."

Model the phrase with 4-5 of the places, using visuals. ?uucayuks_____.

Play Memory.

Memory

Teach yes answers.

Choral repeat

Ignore the Question with individuals, and then with group.

Students use previous vocabulary to ask for matches.

As words are revealed, teacher says words and shows visuals.

Use colours and numbers for groupings.

When you flip a picture, say ?uucayuks_____. "I am going to_____" to tell what it is.

ha?uqḥṣi?ax̃i (J.L., M.I.)	Take your turn
?aqiḥmaḥsak (L.R.)	Which one do you want?
miiḥii?iṣ (L.R.)	It is the same
wik?iṣ miiḥii (L.R.)	It is not the same
tuunuu?ax̃ick (L.R.)	You win



Choral Repeat

Teacher says a phrase: "I am going to ___".

Students repeat after the teacher.

na?aatah?iç waa?aqłiis ?ah?aa?ałsuuk ?iqciik

Listen to what I say and then say what I said

This or that

Choral Repeat

Teacher says a phrase: "I am going to ___".

Students repeat after the teacher.

Ask the Teacher

Teacher says "a?aatu?aqłs (L.R.) "I am going to ask"

Model the question waasciyukk "Where are you going?" 4-5 times.

Choral repeat the question 3-4 times.

Teacher says a?aatu?is (L.R.) "Ask me."

Teacher cycles through pictures as individual students ask, waasciyukk "Where are you going?"

Teacher responds with ?uucayuks "I am going to ___."

PART FOUR-Introduce the phrase "I am NOT going to ____."

Model the phrase with 4 or 5 of the places.

Choral Repeat

Teacher says a phrase "I am not going to____".

Students repeat after the teacher.

na?aatah?iç waa?aqłiis ?ah?aa?ałsuuk ?iqciik	Listen to what I say and then say what I said
wiks ?uucayuk ____	I am not going to____

Ignore the Question-with Individuals

Teacher says a phrase "I am not going to____".

Are you going to____?

Student answers same as the teacher's modelling "I am not going to ____"

Ask the Teacher

Model the question "Are you going to ____?" 4-5 times.

Choral repeat the question with all 10 places.

Teacher says ?a?aatu?is (L.R.) "Ask me."

Teacher cycles through pictures as individual students ask "Are you going to ____?"

Teacher responds with "I am not going to____."

PART FIVE-Ask each-other

Pass out pictures

Call on individual students

Teacher says to student 1: ?a?aatu?i "Ask" (name of student 2) ?uucayukk _____ "Are you going to ___?"

Student 2 responds with either ?uucayuks ____ OR wiks ?uucayuk _____

Student 2 then asks another student etc.

Collect all pictures by saying kaa?is (L.R.) "Pass me ____"

Choral repeat all 10 places with " ?uucayuks ____ and wiks ?uucayuk _____

PART SIX-Dialogue

A: It's nice weather, stormy weather, raining

B: Yes, it's nice weather, stormy weather, raining

A: Where are you going?

B: I am going to ____ . Are you going to ____? (both with picture B has)

A: No, I am not going to ____ . I am going to ____ . Bye. (Picture A, then B)

B: Bye

PART SEVEN-Choral repeat all 10

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