Lesson ONE

Hesquiaht Language Program

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Fluent Elders:
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Maggie Ignace,
Lawrence Paul &
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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 nuučaan’ul 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 ?u?u?aaluk Language Nest.

Thanks to waakituusiis, ñaasałuł, čiiʔilimqa, hitaaq̓as, taaʔisumqa, Kimowan, Kura, ḥat̓uusp̓ayił, čaʔakʔis, Mackenzie, ḥuuta and Hali for taking part in the trial delivery.

čuu, čuučqa
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 nuučaan̓ul 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.
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 nuučaanųł people.
Fluency Assessment

Hesquiaht Language Program Administrator, Layla Rorick conducted a proficiency assessment of adult second language learners ofʔuʔuałuk 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.

<table>
<thead>
<tr>
<th>Full Time at Nest</th>
<th>Language Level Sept. 2014</th>
<th>Language Level Mar. 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner 1</td>
<td>High-Beginner</td>
<td>Mid-Intermediate</td>
</tr>
<tr>
<td>Learner 2</td>
<td>Low-Beginner</td>
<td>High-Beginner</td>
</tr>
<tr>
<td>Learner 3</td>
<td>Low-Beginner</td>
<td>High-Beginner</td>
</tr>
<tr>
<td>Learner 4</td>
<td>Low-Beginner</td>
<td>Mid-Beginner</td>
</tr>
<tr>
<td>Part-Time at Nest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner 5</td>
<td>Mid-Beginner</td>
<td>High-Beginner</td>
</tr>
<tr>
<td>Learner 6</td>
<td>Low-Beginner</td>
<td>Low-Beginner</td>
</tr>
<tr>
<td>Learner 7</td>
<td>Low-Beginner</td>
<td>Mid-Beginner</td>
</tr>
</tbody>
</table>
The results demonstrate the effectiveness of our present immersion program at ?u?u?aałuk 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

Seven months ago, Hesquiaht Elders Julia Lucas and Maggie Ignace started teaching a mixed group of second language learners and children in immersion at ?u?u?aałuk Language Nest. Julia and Maggie are part of the 1.7% of exclusively Elderly nuučaan̓ul 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
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 nuučaan̓ul 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 nuučaanul.

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 ʔuʔuʔałuk 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 nuučaanul 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

Hiškʷiiʔatḥ (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

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʕaʔuk</td>
<td>lake</td>
</tr>
<tr>
<td>čaʔak</td>
<td>creek</td>
</tr>
<tr>
<td>nuči</td>
<td>mountain</td>
</tr>
<tr>
<td>hitinqis</td>
<td>beach</td>
</tr>
<tr>
<td>ʕučišt</td>
<td>ocean</td>
</tr>
<tr>
<td>?umčaquwas</td>
<td>playground</td>
</tr>
<tr>
<td>časuʔis</td>
<td>reef</td>
</tr>
<tr>
<td>Ğisnaak</td>
<td>meadow</td>
</tr>
<tr>
<td>čaʔaanaʔis</td>
<td>little creek</td>
</tr>
<tr>
<td>hitaaqŁas</td>
<td>forest</td>
</tr>
</tbody>
</table>

### Phrases:

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>waasciyukk</td>
<td>Where are you going?</td>
</tr>
<tr>
<td>?uucayuks</td>
<td>I'm going to_____</td>
</tr>
</tbody>
</table>

| ?uucayuks | Are you going to_______? |
| wiks ?uucayuk_____ʔi | 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.

<table>
<thead>
<tr>
<th>hišůqʷič ē ŭaatšaʔ?uʔʔiš naʔaatʔ?ič</th>
<th>Everyone look and listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>čaʔnʔaqšíʔi</td>
<td>Don’t speak (sing.)</td>
</tr>
<tr>
<td>čaʔnʔaqšíʔič</td>
<td>Don't speak (plur.)</td>
</tr>
</tbody>
</table>

**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.

| hišůqʷič ē ŭaatšaʔ?uʔʔiš naʔaatʔ?ič | Everyone look and listen |
| waaʔaqʔiis siiʔiḥ | I’m going to say it to you |
| waʔyuʔiqmataʔq̓ k̓ aʔkuu ____ nupqum̓ , aʔqum̓ , qac̓ cuqum̓ | This here, what I say could be the 1st, 2nd, 3rd (motion to visuals) |
| ?uuʔ̓ w̱al̓ʔi k̓ ukwinksatʔiiksuu ɬ̓ umbciil̓ siič̓ iʔ yaʔqiiyak̓ʔitʔuʔ̓ u̱l̓ | Use your fingers to show me which one on there |
| nupqum̓ , aʔqum̓ , qac̓ cuqum̓ | 1st, 2nd, 3rd |
| nupqum̓ ᵕ q̓ isʔitʔaʔ̓ ah | If it is the first, do this (sing.) |
| nupqum̓ ᵕ q̓ isʔičʔaʔ̓ ah | If it is first, do this (plur.) |
| ?aʔqum̓ ᵕ q̓ isʔitʔaʔ̓ ah | If it is second, do this (sing.) |
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.

Yes/No with group

Teacher shows a visual, then says a word. Students say yes or no, whichever matched the word said by teacher.
<table>
<thead>
<tr>
<th>nuča?ič ʔaŋkuu</th>
<th>Everyone look at this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>waaʔaqƛii ṣiiʔiḥ</td>
<td>I’m going to say it to you</td>
</tr>
<tr>
<td>miil̓iʔiʔu, haa waaʔaƛ̕i (A.W.)</td>
<td>If it is the same, then say yes (sing.)</td>
</tr>
<tr>
<td>miil̓iʔiʔu, haa waasuuq (A.W.)</td>
<td>If it is the same, say yes (plur.)</td>
</tr>
<tr>
<td>wīʔ miil̓iʔiʔu, wīʔ waaʔaƛ̕i (A.W.)</td>
<td>If it’s not the same, say no (sing)</td>
</tr>
<tr>
<td>wīʔ miil̓iʔiʔu, wīʔ waaʔsuuq (A.W.)</td>
<td>If it is not the same, say no (plur.)</td>
</tr>
<tr>
<td>?apciikʔick (J.L.,M.I.)</td>
<td>You are correct (sing.)</td>
</tr>
<tr>
<td>?apciikʔicuuʔ (J.L.,M.I.)</td>
<td>You are correct (plur.)</td>
</tr>
</tbody>
</table>

**Yes/No with individuals**

**Choral Repeat**

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

<table>
<thead>
<tr>
<th>naʔaatʔaʔič waaʔaqƛiiςʔaʔaʔaʔaʔasuuqʔiʔicuuʔ</th>
<th>Listen to what I say and then say what I said</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>ha?uqhi?alï (J.L., M.I.)</th>
<th>Take your turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>?aqïmhsak (L.R.)</td>
<td>Which one do you want?</td>
</tr>
<tr>
<td>miïhï?iïs (L.R.)</td>
<td>It is the same</td>
</tr>
<tr>
<td>wik?iï miïhïi (L.R.)</td>
<td>It is not the same</td>
</tr>
<tr>
<td>tuunuu?alïck (L.R.)</td>
<td>You win</td>
</tr>
</tbody>
</table>

nuucaanul Lesson ONE - Hesquiaht Language Program
Choral Repeat

Teacher says a phrase: "I am going to____".

Students repeat after the teacher.

Listen to what I say and then say what I said.

| naʔaatɑʔʔi̇cwaʔaq̓li̇is ?ȧʔʔaʔaʔȧlsuuk ?iq̓čiq | naʔaatɑʔʔi̇cwaʔaq̓li̇is ?ȧʔʔaʔaʔȧlsuuk ?iq̓čiq |

This or that

Choral Repeat

Teacher says a phrase: "I am going to____".

Students repeat after the teacher.

Ask the Teacher

Teacher says "ʔʔaʔaatuʔaq̓ƛ̓s (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 ?aʔaatuʔis (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.

<table>
<thead>
<tr>
<th>naʔaatʔič waaʔaʔiis ?aʔaʔaƛsuuk ?iqčiik</th>
<th>Listen to what I say and then say what I said</th>
</tr>
</thead>
<tbody>
<tr>
<td>wiks ?uucayuk _____</td>
<td>I am not going to___</td>
</tr>
</tbody>
</table>

**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 ?aʔaatuʔis (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
References


Johnson, Michele S7imla7xw (2013) n’laqwcin (clear speech) : 1,000 hours to mid-intermediate N’şyilxen proficiency (Indigenous language, Syilx, Okanagan-Colville, n’qilxwcn, Interior Salish). Retrieved from http://circle.ubc.ca/handle/2429/45453


