

MASTER-APPRENTICE PROGRAM 2010-2011

REPORT



SIX NATIONS RESERVE, ONTARIO
AUGUST 2010 - JUNE 2011

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Introduction

Funded in part by the SSHRC CURA Project *Cayuga: Our Oral Legacy (COOL)*, the Master-Apprentice program ran from August 23, 2010 until June 30, 2011 at Grand River Employment and Training (GREAT) on Six Nations Reserve, Brantford, Ontario.

The purpose of this program was to increase the number of Gayogoho:non' (Cayuga) speakers and to improve fluency levels across the community as part of the language retention and regeneration efforts at Six Nations Reserve.

Methodology

Intermediate- and beginner-level speakers (aka "Apprentices") participated in group sessions and were paired with fluent, older speakers (aka "Masters") where they undertook to speak only Gayogohó:non' during their sessions. The aim was for Masters to meet with their apprentices twice a week, for a total of six to seven hours per week. During these sessions, they studied grammar and traditional knowledge (including ceremonial speeches). Apprentices later transcribed some of the recordings of their sessions.

The CURA helped to promote and fund these partnerships and required that audio or video recordings be made during some of the sessions in order to document the language and culture.

Because the purpose of the Master-Apprentice program was to increase fluency levels, it was mandatory for apprentices to take an oral exam based on the ACTFL OPI guidelines, and tailored for Gayogohó:non'. Apprentices took this exam (which was audio recorded) at the beginning of their program. The Program Leaders are currently trying to organise a time for the Apprentices to take the exam again, now that they have completed the program.

As a component of this program's course curriculum, the CURA also trained M/A students in audio and video recording techniques, as well as in transcription techniques and software.

The M/A Program

The Students (aka "Apprentices")

The program offered 9 spots and participation was geared towards intermediate-level speakers of Gayogohó:non' from the general public at Six Nations (although teachers were particularly targeted). However, not enough intermediate speakers applied, and so novice speakers were also be invited to participate. There were 15 applicants for the 9 spots, so several people were declined.

The 9 spots were filled by the following participants:

1	Lanie Longboat	
2	Nicky Skye	NSL teacher on Education Leave. Nicky joined to improve her language skills and has returned to work now. She is quite a leader in NSL and even though she was off work this year, she helped the other teachers prepare lessons, gather resources, etc., because some of the new teachers have been thrown into their positions without being well prepared.
3	Sharon Williams	Guidance counsellor (McKinnon Park HS) on Education Leave. Sharon joined to improve her language skills. As there is no current language teacher at the school, she would like to fill this role. She also took the Ogweho:weh Language Diploma program at SNP.
4	Ben Hill	
5	Ely Longboat	
6	Tracy Deer	
7	Amy Silversmith	Left a few weeks early, for family reasons
8	Amanda Williams	Left and went back to work after a month or so
9	Derek Sandy	Left and went to the Hodinosaunee Language Resource Centre at end of November

Two empty spots (left by Amanda and Derek) were filled in January 2011 by:

1. **Toni Johnson** was already coming to Alfred's Gaihiwiyo Outreach; joined program full-time when a seat became available
2. **Karen General** started as part-time student, as also working at the Daycare. She applied, was interviewed, and became full-time between the two programs (M/A and Daycare). When the Daycare ended she became full-time at M/A.

Note: Sharon, Lanie, Toni and Amy were students in Ongwehonwe Language Diploma Program at Six Nations Polytech as well.

The Speakers (aka “Masters”)

An unprecedented number of speakers of Gayogohó:non were involved in the M/A program. Masters were recruited from the *Fluent Speaker List* of approximately 53 speakers, and 30 of these took part in the M/A Program, more than any other program run at Six Nations. Some of these were teachers, some non-teachers.

The Program Leaders

The M/A Program was led by Joanne Longboat and Renae Bomberry.

Joanne, whose Qgwehᑭ:weh name is Dayójeᑭs, learned from Marge Henry in a full-immersion setting for 3 years and also studied with her husband’s parents, Harvey & Ruth Longboat for a number of years. She volunteered at the elementary school and taught Cayuga there for a term. During the M/A Program, Joanne taught adults in the Ogweho:weh Language Diploma program at Six Nations Polytechnic in the evenings and worked at the M/A Program during the day.

Renae, whose Qgwehᑭ:weh name is Gaji’jeᑭa:wi:, has been involved with the CURA Steering Committee since the beginning. Her education includes elementary classes, night classes, and full-time adult immersion classes with Marge Henry for three years as a student, followed by a year and a half years working as her assistant. She then began teaching full-time at OSTTC for a beginner adult program, which developed into the M/A Program.

Program Flexibility and Evolution

Program Leaders tried to keep to a weekly schedule, but found that they needed to adapt to the needs of the speakers and the students. This meant that the schedule and content of the program changed over time and had to be quite flexible, as this was the first time the course was offered and different things were tried out to see what worked best for both the speakers and the students.

Monthly “Best Practice Meetings” (more on these meetings later) were held to generate feedback on the program and changes were implemented to the program as necessary.

Additions to the Program

Grammar Lessons: Originally, Masters were to begin meeting one-on-one with Apprentices right away. However, the program leaders determined that grammar lessons would help better prepare the core group for teaching, and so these were added to the program. These lessons were given about once a month (sometimes more, sometimes less) and taught by Rorhonhiakehte Deer, a member of COOL’s Steering Committee.

Word Lists: Participants found that doing the transcriptions of their M/A sessions was taking up far too much of their time, so it was decided in October/November to share word lists with the class (i.e., lists of words supplied by the Masters), and to spend less time transcribing.

Gaihiwiyo (The Moral Code of Handsome Lake): The decision was made to include the Gaihiwiyo, as taught by Alfred Keye at his Thursday night Outreach Program. Alfred also came in to teach the Gaihiwiyo a couple of days a week in the M/A program.

Speaking Activities

Students were required to take part in two different types of speaking activity (spontaneous and planned) in order to encourage them to speak Gayogohó:non' on a daily basis.

1) Spontaneous Speaking Activities

These activities involved discussions and verbal games such as:

- Describe newspaper articles, pictures, etc.
- Describe what you did last night, last weekend, what you ate for supper, etc.
- Talk about something you like, someplace you're been, somewhere far away, etc.
- Describe a famous person/place and the others have to guess who/where it is.

2) Planned Speaking Activities

These activities included:

- Watching/discussing TV shows: Apprentices watched shows in English, then worked with the Masters to retell the storyline in Gayogohó:non' (e.g. *Desperate Housewives*)
- Watching/discussing movies: Masters and Apprentices watched movies chosen to elicit different types of language. After watching the movie, each person would describe an aspect of the movie in Gayogohó:non', including things like where the movie took place, characters, storyline, etc. (Movies watched included *Little Red Riding Hood*, *Water for Elephants*, *Fast Five*.)
- Interviewing Masters: Apprentices interviewed their Masters, then taught the rest of the class what they'd learned. Program leaders provided apprentices with questions they could ask their Masters, for example if they speak other languages, about their jobs, schooling, etc.
- Group Outings: The class also did group outings (e.g., an apple-picking excursion).

The speaking activities were beneficial for both Masters and Apprentices. At first, the Masters did most of the speaking, but as time went on the Apprentices spoke more and the Masters helped them. Hearing them speak more also gave the Elders a better idea of how they could help them to learn best. A lot of interesting information came out of these sessions.

Challenges:

- 1) People showed up at different times.
- 2) It was difficult to cater to speakers at different levels. Having beginners in the class made things difficult at times.

Individual and Group Sessions with Masters

The program started with group sessions (the entire class), because a lot of the students did not have enough vocabulary in the beginning to sit with a Master and carry on a conversation, one-on-one. One of the first changes made, therefore, was to pair a learner with a helper/interpreter, when necessary, as well as with their Master. The program targeted intermediate speakers that wouldn't need this help, but since a number of beginners ended up joining the program, speakers at this level needed to be accommodated as well.

Once there were enough people to act as helpers/interpreters, the beginners who had applied were able to join the program, including a number of teachers on education leave who had low speaking abilities, but who had already arranged for time off work in order to improve their language skills. The program leaders especially wanted to accommodate any teachers interested in the program.

After the group sessions, people split into smaller groups, and eventually into individual M/A sessions. Students met individually with their Master at least a few times a week, with a goal of 6-7 hours per week. (This could not exceed a certain number of hours due to financial constraints.) Several students were having trouble meeting their target number of hours, so in March the program leaders decided to switch to 2-week blocks and instructed the apprentices to put in a particular amount of time in each 2-week block. The program leaders pushed the Apprentices to meet these hours so that the allotted funds would be used and the students would get as much speaking practice as possible.

Students who were not familiar with the M/A model were informed that, as apprentices, they were responsible for their own independent learning, which meant that they had to prepare their own work, and decide what they wanted to learn. In the group sessions held at the beginning of the program, intermediate speakers modeled how to ask questions in the M/A sessions. The Program Leaders also brought in Leanne Hinton's book *How to Keep Your Language Alive*¹ for students to read, which explains how to elicit information in M/A sessions.

At the beginning of the program, the Program Leaders came up with a list of topics and posted it in the room so that anyone who got stuck for topics to discuss with their Master would have somewhere to go for ideas. Some people focused a lot on Longhouse (speeches and protocol), but this depended a lot on the speakers and what they wanted to talk about. Speakers were all different. Some talked more than others, had more grammar, knew more specialized vocabulary, knew more about certain topics like woodcutting or hunting/fishing, knew more about teaching, and so on. A distinction was also observed regarding a difference between female and male speakers in the program. Whereas the women spoke more conversationally, it was difficult to get the men to talk about everyday topics.

Beginner-level students sometimes used children's books by Robert Munsch for general discussion purposes when they met one-on-one with their Masters.

¹ Hinton, Leanne (2002). *How to Keep Your Language Alive*. Berkeley: Heyday Books.

Challenges:

- 1) Masters were sometimes sick and unable to meet with their Apprentices.
- 2) Early on, the Masters were not comfortable speaking in Gayogohonon' because they were so used to speaking in English. Apprentices tried to speak in Gayogohonon', but the Elders would respond in English. They spoke the language a lot more as time went on, though.
- 3) Comfort level was a challenge for many people who were too shy to speak.

Reading and Writing

The main focus of the M/A Program was to improve speaking and understanding, but reading and writing were also important components of the program.

Reading

Reading exercises were carried out daily and there was definitely improvement in oral reading over time. The first time the group read the Enos Williams' version of the Thanksgiving Address (or Ganq̄h̄nyq̄hk), it took 2 hours to get through it (taking turns, reading aloud) because it was new and people were unfamiliar with a lot of the vocabulary. It was especially difficult for the intermediate speakers at first. As the students got more familiar with the words, however, they were able to read it in approximately 48 minutes. The group also read from Cleve General's oration, the Gaihwi:yo, and the funeral speeches, all written in the Henry Orthography.

Writing

Since everyone taking the program was planning to be a teacher, and since there presently exists no standardized writing system, the aim was to get the students writing as consistently as possible, so that they would use the same spelling conventions (the Henry Orthography) in their future classrooms. Speakers at beginner levels were especially uncomfortable writing in the language, and even those with the most experience were not skilled writers, so the lessons and practice provided by this program were essential to their learning, and to their awareness of the individual sounds in a word, especially for unfamiliar words. At the beginning of the program, everyone transcribed Enos Williams' Ganq̄h̄nyq̄hk, then reviewed it together as a group to compare each other's writing.

Transcription

When the apprentices were not doing other activities, the students worked on their transcriptions (individual work at computer stations with headphones). After the first month, the class decided to spend less time transcribing, however, because it was taking away too much time from practice speaking.

Challenges:

- 1) There wasn't enough time to transcribe all of the recordings in addition to participating in the Master's sessions, which were the most important component of the program.
- 2) Getting people to speak more was not as easy as simply cutting back on transcription time, because people were shy and didn't want to speak, especially when fluent speakers were present. The program leaders focused on speaking a lot towards the end of the program.

Recordings

Ethical Issues and Other Challenges Presented by the Recordings

- 1) Consent Forms: People were very reluctant to sign consent forms for photographs, audio and video recordings, etc. There is a general discomfort with signing forms in general, and people are uneasy with signing forms they don't fully understand. This reluctance may be due in part to a low level of literacy and also because some of the signatories are Clan Mothers, and do not feel comfortable signing on behalf of their clan.
- 2) Editing Restricted Material: Another issue involved the large amount of time necessary to edit out restricted material. For example, one of our Master's requested that a large portion of what she'd said on her recordings be omitted, because she didn't want certain information to be public. Editing the recordings by removing content that speakers did not want to be public became the responsibility of each individual apprentice. This was more of an issue with some recordings than with others. Editing out restricted material became a time-consuming task for some apprentices. Sometimes the edits would only involve removing names, but sometimes they involved substantially more. (Note: As of July 6, people were still working on editing their recordings. Most had been submitted, and the rest were expected to be submitted when complete.)
- 3) Concern Regarding Privacy/Access to Recordings/Transcriptions: There was concern by some speakers over where the materials would be kept and who would have access to them. One of our Masters is very enthusiastic about the program, and is excited to see this work being done. She is very keen for this information to be passed on to the Longhouse people, but does not want the recordings to be in other people's hands.

Program Governance and Eliciting Feedback

Advisory Committee

The advisory committee consisted of Winnie Thomas, Barb Garlow, Joyce Johnson, and Sue Martin. (Initially, there were five members, including Joanne Longboat. The aim was for the committee to consist of people who were either learners or speakers of and Gayogohonon', and who were familiar with the current language situation so they would be supportive and understanding of the goals of this program. The same group was also the advisory committee for the Cayuga Language Immersion Program from the first year.

The committee met monthly, and sometimes more often if necessary, to make sure everything was in order, to give updates on the program and the progress of the students, to work on and review funding opportunities, proposals, and reports, to review administrative issues and sign cheques, and so on.

Best Practices Meetings

A lot of feedback was generated during the monthly Best Practice Meetings with the students. (The Masters did not attend these meetings.) During these meetings, each participant would have the opportunity to speak about their experiences in the program. For example, it was during these meetings that students mentioned the transcriptions were taking up too much of their time, and where it was therefore decided to start using word lists in the program.

All of the students shared ideas during these meetings, expressing what they liked and didn't like about the program, what aspects worked for them and helped them learn, as well as what presented problems for them. These meetings were also an opportunity to discuss upcoming planned speaking activities.

Students were told from the beginning that the course would be flexible. In the meetings, the group would come to a consensus on what needed changing, and how to fix existing problems. At the following meeting, the group would discuss which changes had worked and which didn't, and if necessary more changes would be made.

Some topics discussed in these meetings:

- How to ask more questions
- How to get more language out of the Masters

During every meeting the group discussed the Oral Proficiency Interviews (OPIs). The Project Leaders wanted the students to be thinking about these and their language goals on a continual basis.

Challenge:

Not everyone made it to all of the meetings.

Program-Related Classes, Events, and Outings

The M/A class participated in a number of program-related classes, outreach programs, conferences, and so on, in order to build on their own skills and also to share their skills and knowledge with the community as a whole.

Mini-Immersion Class

A mini-immersion class was held Monday nights in the GREAT building, for 8 weeks. The class had space for 14 students and filled up in less than a day, with a waiting list. The program leaders wanted people who were interested in teaching as a career, so that the class would be an opportunity for them to learn about producing lessons, sharing word lists, etc.

This was a beginner's class with weekly topics, including numbers, colours, nation, clan, and so on. Students were paired up and everyone had to co-teach. Attendance was almost perfect for most of the class, except towards the end where numbers dropped a bit.

The Advisory Committee has discussed holding another mini-immersion class, but nothing has been arranged yet.

As part of this class, the program leaders tried to arrange a trip to assist in a classroom, to contribute for a half hour or so in a class, in whatever capacity they could be of assistance. Ariel Thomas and Christine Jacobs (Gawęniyǫgye[?]) were contacted, but nothing was arranged. This type of trip is something it would be good to arrange in future.

Language Conference (February 2011)

The M/A Program helped organize a language conference held in February, which brought people together to discuss issues regarding existing Cayuga Language Programs, and provided an opportunity for people to become informed on existing programs. Currently, people are sometimes unaware of other programs that exist. The suggestion was made that it would be good to have a single group overseeing all Cayuga language programs and giving direction to avoid duplicating work, to see that everything gets covered, and so that different programs can best support each other. This would be more productive than the current situation in which groups are dispersed and don't have full communication. (A newsletter might be another way to keep people informed.)

Luncheons

M/A Program Leaders, Joanne Longboat and Renae Bomberry, organized monthly soup lunches at the GREAT building, in conjunction with the Advisory Committee Meetings. The luncheons were attended by the Advisory Committee as well as many of the Elders, with conversation in Gayogohonon'. People loved the social opportunity provided by these gatherings, which gave them a chance to see each other and to speak Gayogohonon' in a

natural setting. The discussions at the luncheons were also recorded, although the recordings are rough, and often everyone was talking all at once.

Visits to Kawenni:io/Gaweni:yo Private School (KGLPP)

The M/A group made two visits to KGLPP “soup meetings”, to which they invite different people to contribute to predetermined topics. They invited M/A participants to listen in the audience for two of these meetings. This was a great opportunity for the learners to see Masters speaking together, and to test their abilities of understanding. Several languages were spoken at these meetings, including Mohawk, Onandaga, Cayuga, etc. The KGLPP wanted to have more meetings but didn’t have enough funding to continue.

Songs with Children at the Daycare

On two occasions, Program Leader Joanne Longboat/Dayojehs took a group from the M/A Program to the Cayuga Language Daycare/Godiwennae to sing with the children. These events were recorded by the Daycare Leader, Janie Johnson. The group sang 5 songs the first time they visited the Daycare and 5 more on the second visit. The kids loved this and wanted them to come back again.

Community Awareness Week (May 2011)

The M/A Program held a BBQ and Information session during *Community Awareness Week* at the GREAT building, on Monday, May 30th, 2011. People were invited to come and learn about the M/A program, play a game and win a prize. Anyone who asked for information about the program was given a ticket to the BBQ. This was a very successful event with a large turnout. People who had nothing to do with language came to learn about the M/A program.

Cayuga Health Lessons for Elementary School Children

Social Services needed someone to deliver health lessons in Cayuga to a couple students in Elementary School. They sent information to the M/A Program and one of our students went to the school and taught these lessons in Gayogohonon’ over a period of approximately 5 weeks.

Oral Proficiency Interviews (OPIs)

As part of the M/A Program, apprentices were required to take an oral exam based on the ACTFL OPI guidelines, tailored for Gayogohó:non'. This test assesses a speaker's ability in terms of 10 levels of proficiency, as either novice (low, medium, or high), intermediate (low, medium, or high), advanced (low, medium, or high) or superior.

Descriptions of the OPI levels were given to the students several times to ensure they were completely aware of them. At the beginning of the program, students were asked to self-identify. Most people were accurately identified their level of ability, although a couple thought their skills were higher than they were.

3-4 speakers in the class were at Intermediate levels. The rest were Novice (low, mid and high). 4 were Novice low, while most of the others were Novice mid.

Challenges with the OPI's:

- 1) Everyone was very nervous the day of the OPIs. Maybe it would be less stressful for students if we were to call the OPI a "scale" rather than a "test" or "exam".
- 2) One person strongly disagreed with the testing. This person felt they were being judged.
- 3) We should perhaps find a better way of explaining to people why we do the OPIs, and how they are useful to learners in terms of knowing one's level of ability and being able to improve one's abilities.
- 4) Suggestion that maybe OPIs should not be done with novice speakers.

Challenges due to mixed levels of ability:

- 1) Intermediate speakers had to take on a leadership role in all areas of the program.
- 2) Lower levels held the intermediates back to some extent.
- 3) Some activities didn't work because the lower levels couldn't/wouldn't do them, etc.
- 4) Intermediate level speakers enjoyed and benefited from the grammar lessons, but the lessons were too difficult for novice speakers. The project leaders tried to encourage the novice speakers to listen and take in as much as they could, but the lessons were overwhelming for them. (Some of the novice-mid speakers started to catch on, though.)

Issues with regard to OPI Levels (program leaders' observations):

- OPI's were not done at the end of the program (they still hope to do them).
- It is unclear how students' improvement will show in the next OPIs, in terms of moving to higher levels, even though everyone made great strides in their speaking abilities.
- OPI levels need to be adapted for Cayuga, because they presently do not take certain things into consideration. For example, all students in the program greatly improved in their understanding of ceremonial language (vs. conversational language), because of the study of the Gaihiwiyo, etc. This improvement would probably not be recognized by OPI levels. (Note: The CURA is currently working on this. OPIs are designed to work for every language, even though they are written in English. They have to be interpreted to

what they means for Gayogohonon', in this case. A separate OPI might have to be developed for ceremonial language as opposed to other language. This would be one aspect of turning the OPIs into something useful for Gayogohonon!')

- Novice speakers would benefit more from a classroom setting, as they need to acquire vocabulary and build up comfort level, etc. With the mixed group, Intermediate students were disappointed when they were ready to move forwards, but were held back.
- Note on increasing people's comfort levels: There are tricks for building confidence, like choral reading and singing. Hearing themselves gives people the confidence they need to start speaking. and helps them understand cadence and intonation. This would probably work well for novice speakers.
- One M/A student, who had years of teaching experience, was rated novice. However, she knew a lot of vocabulary in the area she wants to work in (teaching children).
- OPI doesn't take into account what happened to people in the community socially, politically, and culturally. The Six Nations community has changed substantially since the 1970's. Even when someone comes from a huge family of speakers, they might not be a speaker themselves anymore. Sometimes a whole family may have moved to work somewhere else and lost the language, or taken a partner that doesn't speak the language. And now we have the next generation wanting to learn the language, but they don't have the resources to do this. So they have to come to something like the Master-Apprentice Program to start over. Even families that were traditionally Christian in the community are changing their spirituality, because they realize there is Longhouse here. Their grandparents never spoke to them in the language but that now they want their children to learn.

Reporting of Results

The apprentices did OPIs at beginning of the program (and received results). These tests were not completed at the end of the program, however, due to time constraint. The program leaders are still trying to set up a time for the students to take post-course OPIs.

Participants filled out evaluation forms at the end of the course and exit interviews were done with the students regarding what they learned in the program.

Funding

Funding Sources for the M/A Program

All of the funding listed below combined to cover the M/A Program's expenses, including the cost of the rental space.

Six Nations Language Commission (SNLC)

- biggest funder
- provided stipends for the students, salary, and also a lot of the program overhead

SSHRC CURA

- funded another salaried position
- funded Master stipends
- provided funding to support the program for April, May and June 2011
- covered final expenses and payroll up until the end of July 2011

New Horizons for Seniors (HRDC)

- funded Masters honorariums
- gave a little bit of money for computer and recording equipment
- we still have some of this to spend, which has to be spent by October

GREAT

- helped with student allowances
- most minimal support they've ever had to give because we were able to get the big funding from the SNLC
- didn't have to provide program expenses this year

Aboriginal Languages Initiatives - Heritage Canada (ALI)

- gave money towards funding the conference

McMaster

- donation of older computers

Additional Information (M/A Funds)

The Six Nations Language Commission (SNLC) provided stipends for 10 students but only 7 were used, because 2 of the students were on Education Leave and didn't need the stipends. There was therefore a surplus after the end of the fiscal year, which funded the program until the end of June 2011.

An audit is required, which was being prepared as of July 6, 2011.

SNLC does not have any funding committed to another program. The Commission is going to Council and to the Trillium Foundation to try to get more funding but nothing had been approved as of July 6, 2011.

Current Funding Opportunities

Applications are currently being prepared/submitted to secure additional funding. If funding from different sources is pooled, there may be enough for another M/A Program. Proposals are being submitted to the following organizations:

Trillium Foundation

- partnered with GREAT to submit an application
- money wouldn't come through until November 2011 at the earliest
- contact person: Trudy Collins (Brantford)
- requesting funding for first year program

Department of Canadian Heritage

- application has been submitted
- possible funding amount: just under \$50,000.00
- program title: Aboriginal People's Program

Community Trust

- suggested by Cathy Smith (SNLC)
- application has been submitted

Future Directions

The Master-Apprentice Program / Immersion Class

If there is not enough funding, the M/A program leaders suggest continuing the first year program, basic immersion, which costs substantially less than the M/A Program. Another possibility would be to continue to M/A, but on a smaller scale, with fewer students and speakers. As of July 6, funding was being sought to run both the beginning immersion class and a smaller-scale M/A (maybe 6 apprentices).

“Think Tank”

A “think tank” could be created to form a plan/sketch of future directions for NSL, immersion, M/A, Daycare, etc. and to see whether there is a common thread through all of these and how the CURA would be able to support these initiatives.

Storytelling/Storyboarding Workshop

The MudBE workshop, designed by Strang Burton, uses storytelling/storyboarding techniques for getting speakers who are not teachers to tell you what you need to know. Specifically, the workshop leads the group through a process of story-writing, illustration, digitization, elicitation, and analysis. The workshop is designed to elicit stories that target specific grammatical constructions and to elicit this data in a more naturalistic/narrative speech, as opposed to sentence-by-sentence elicitation. Holding this type of workshop could be a good way for students to learn techniques for working with their Masters since stories and also certain types of grammatical structures that don't normally come up in everyday speech can be elicited.

Conclusions

Overall Assessment of the Program Outcomes, Outputs and Impacts

Because this was the first time the Master-Apprentice Program was run, the committee had no map for how to do proceed. Running the program was therefore a learning experience for everyone involved. By discussing the program and eliciting feedback from students and speakers along the way, the program leaders were able to identify aspects of the program that worked, as well as things that could be improved upon in future.

Overall, the program was a huge success, for a number of reasons. All of the students improved their language skills immensely over the course of the program, which was the main goal of the program. The Masters really enjoyed meeting with their apprentices, too, an experience that was both challenging and rewarding for them, and they benefited greatly from the meetings, as well as the apprentices. The apprentices also gained valuable research and workplace skills, as they were trained in the use of transcription software, as well as in the use of audio- and video-recording equipment. Furthermore, the CURA team was able to learn a lot from this pilot program. We know now, for instance, that the M/A is not geared towards novice speakers, but that the program works really well for intermediate-level speakers.

The program leaders commend the novice speakers for sticking it out for the entire program, which was very challenging for them. The program was also taxing on the intermediate speakers, who had to take on leadership roles and help out the novice speakers. They, too, are to be commended for their perseverance and patience.

Unexpected Benefits from the Program

The program also benefited speakers and learners in ways the COOL team had not previously envisioned. Participants knew they would improve their language skills, but many did not realize they would also learn a lot about the Gaihiwiyo and the Funeral Speeches. Learning about these aspects of Longhouse language, culture, and tradition meant a lot to participants in the program.

The Masters seemed really uplifted by the program, and by watching younger people learning the language and eager for the knowledge they were acquiring. There is noticeable stress in older speakers who are saddened by the fact that people rarely learn the language anymore. Seeing people eager to learn helped ease people's minds and lift their spirits.

Identified Areas for Improvement

Mixed Proficiency Levels

The biggest issue with the M/A pilot program was with the novice speakers. The M/A Program worked really well for intermediate-level speakers, but did not really work for novice-level speakers. Unfortunately, the intermediate students were held back to some extent by

speakers at lower levels. In future, it would be better to give novice students classroom instruction instead. A small M/A group would work better in future, since there is only a small group of intermediate-level speakers in the community.

Material Covered

The course covered too much material and would benefit from being reorganized if the program is run again.

Cayuga Language Resources

There is currently a lack of Cayuga language resources available. Alfred Keye has some good ideas for children's books, verb conjugation, etc. It would be beneficial to the M/A Program if these could be developed into resources that students could use.

Balancing Community Benefits and Individual Privacy

An important research question that surfaced during this program would be to address how to strike a balance between making research available and guarding individual privacy. For example, in the M/A Program, the Masters often wanted a considerable amount of the material in their interviews edited out of the recordings or wanted only Longhouse people to have access to them. How can we honor both of these needs?

Acknowledgements

Most of the content of this report was taken from a recorded meeting between the project leaders and CURA project investigators held on July 6, 2011 at Six Nations in Brantford, Ontario.

Participants in this meeting were: Carrie Dyck (Principal Investigator), Amos Key (COOL Co-investigator), Joanne Longboat/Dayojehs (M/A Program Leader), Renae Bomberry/Gaji?jęha:wi: (M/A Program Leader), and Christine Jacobs (COOL Community Liaison).

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