Executive Summary

This report describes the development and implementation of the Certificate in Mohawk Language and Culture, being offered in partnership between Queen's University and Tsi Tyónnheht Onkwawén:na Language and Cultural Centre in Tyendinaga. The Certificate aims to contribute toward revitalizing Kanien'kéha language and provide an educational pathway for students into Queen's University. This face-to-face program, complemented by unique interactive Mulit-media resources designed to support the development of Mohawk language skills, will enable those in the community of Tyendinaga and surrounding areas to learn an Indigenous language, earn a Certificate in Mohawk Language and Culture and complete degree-credit courses that will contribute to a Bachelor of Arts Degree program at Queen's University.

Final Report: Certificate in Mohawk Language and Culture

Report Author

Beverly King, Assistant Dean, Faculty of Arts and Science
Jill Scott, Vice-Provost, Teaching and Learning
Queen's University

Partner Institutions and Participants

Tsi Tyónnheht Onkwawén:na Language and Cultural Centre
Callie Hill, Executive Director callieh@kenhteke.org
Tina Brant, Administration, Mohawk language specialist, Nathan Brinklow
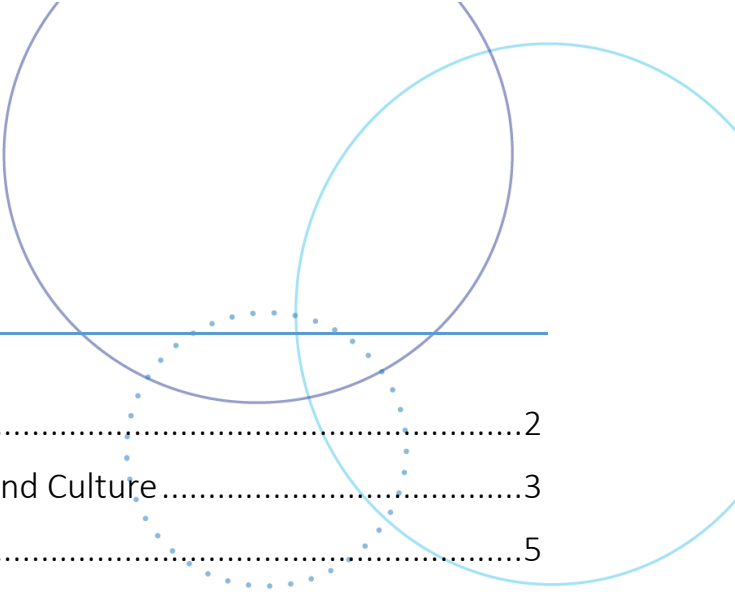
Queen's University
Jill Scott, Vice-Provost, Teaching and Learning vptl@queensu.ca
Jan Hill, Office of Indigenous Initiatives
Donato Santeramo, Head, David Pugh, Acting Head and Laurie Young, Administration, Nathan Brinklow, Term Adjunct, Department of Languages, Literatures and Cultures

Greg Lessard, Linguist and Michael Levison, Computer Scientist, Professors Emeriti, School of Computing

Gordon Smith, Vice-Dean, Sue Blake, Curriculum, Cormac Evans, QUQAPS process, Julian Enright, Multimedia, Keren Akiva, Instructional Design, Bev King, Administration, Maria Cardoso, Finance, Faculty of Arts and Science

Contents

Project Purpose and Goals

In light of the Truth and Reconciliation Commission on Indian Residential Schools (2008-2015), many postsecondary institutions have been developing curricular programming to promote, support and expand educational opportunities for First Nations, Métis and Inuit peoples. In December 2015, the Commission released its Final Report, which contained a number of key recommendations that pertain to education for Indigenous peoples.

While many of the recommendations charge the Federal Government with creating legislation to address gaps in funding for Aboriginal education, the TRC Report emphasizes that postsecondary institutions have an important role to play in addressing the issues it brings to light, for example: closing educational achievement gaps; improving education attainment levels and success rates; developing culturally appropriate curricula; teaching Aboriginal languages as credit courses; and enabling community participation in the development of Aboriginal programming.

Only one recommendation is specifically addressed to post-secondary institutions: "16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages." The preservation and revitalization of Aboriginal languages is highlighted in the report as an urgent matter, and universities and colleges are called upon to play a role in achieving this goal. The full recommendations are available in the document entitled "Call to Action":
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

From this call to action grew a partnership between Queen's University's Department of Languages, Literatures and Cultures (LLCU) and Tsi Tyónnheht Onkwawén:na Language and Cultural Centre (TTO) in Tyendinaga, Ontario. The Certificate in Mohawk Language and Culture is the outcome—a collaboration of

the TTO, Office of Indigenous Initiatives, LLCU, Faculty of Arts and Science, Four Directions Aboriginal Student Centre and other indigenous educators and knowledge keepers.

The Certificate in Mohawk Language and Culture serves the following five purposes.

1) To respond to the Truth and Reconciliation Commission's Calls to Action by creating a program of instruction in an Indigenous language;
2) To work with Indigenous educators to offer programming in the community of Tyendinaga, thereby building educational partnerships and ensuring culturally appropriate instruction;
3) To integrate high-quality multimedia materials employing the most recent pedagogical practices for additional-language acquisition with authentic and culturally-rich content;
4) To contribute toward revitalizing Kanen'kéha language (Mohawk) in the community of Tyendinaga and surrounding areas; and
5) To provide an educational pathway for Indigenous learners into Queen's University.

Program Structure

Total of 12.0 units taken over two years. Students will complete courses equivalent to 6.0 units in Beginning Mohawk Language and Culture (MOHK 101/3.0; MOHK 102/3.0), 3.0 units in Intermediate Mohawk Language and Culture (MOHK 201/3.0), and 3.0 units in Oral Mohawk Language (MOHK 202/3.0).

After completing the 12.0-unit Mohawk Certificate with a minimum 1.6 GPA, graduates will be eligible for admission to Queen's University. They will be registered as non- degree, post-certificate students while they complete an additional 6.0 units of degree-credit courses of their choosing, progressing to a degree program after the completion of a minimum of 18.0 units (including 12.0 certificate units). All certificate courses will count for credit toward a subsequent degree program.

Pathway Development

The partnership between Tsi Tyónnheht Onkwawén:na Language and Cultural Centre and Queen's University has been in development for several years and collaborative events have been held, for example in the area of raising awareness about the importance of language revitalization in developing strong cultural identities among Indigenous nations. There was a strong commitment on both sides to the success of the Certificate in Mohawk Language and Culture.

Extensive collaboration over two-three years was required to develop this certificate program and create this educational pathway for Indigenous students into Queen's University. A joint steering committee of Queen's University and Tsi Tyónnheht Onkwawén:na Language and Cultural Centre, guided the design and development of the Certificate and multimedia materials. This group of faculty, administrators and staff met 12-15 times over this period, alternating meeting locations between Queen's and TTO, in addition to numerous sub-group meetings. Also involved in the visioning of the collaboration and the realization of the certificate and pathway were the Queen's Aboriginal Council, meeting four times over 18 months between May 2017 and April 2018, the Indigenous Knowledge Curriculum and Research Working Group and the Indigenous Studies Curriculum Committee.

Now that the program has launched, an ongoing joint committee of TTO and LLCU is being established to guide program delivery and curriculum updates, maintain smooth operations between TTO and Queen's, ensuring a high-quality student experience and facilitating the future transition of students from TTO to Queen's. A Memorandum of Agreement to recognize this joint initiative is underway.

Enrolment

The Certificate is being offered for this first time in 2018-19, with an inaugural class of 20 students in the Beginning Mohawk Language and Culture course, MOHK 101. Subsequent courses in the certificate will be offered in sequence over four terms

spanning two years, with the first cohort completing the certificate in April 2020. The second cohort of 20 students will begin the program in Fall 2020.

Curriculum Development

We began with the learning outcomes and course outlines for the existing on-campus courses (MOHK 101 and 102), and decided to use these as the first two courses for the Mohawk Certificate and the jumping off point for the development of MOHK 201 and 202. It was very helpful not having to start from scratch and building off what we were already doing is probably the biggest feature of the entire certificate development.

The learning outcomes and course outlines for the two new courses were developed based on the remaining features of the language and advancing the cultural curriculum to include more language and more in-depth topics of instruction (the Great Law, political functioning of the nation, the Creation story in Mohawk). These are not possible to address in the first-year courses because of the required language ability and cultural fluency.

We chose the student text used in the language program at Six Nations (Onkwawén:na Kentyóhkwa) as a guide (with some enhancements) to meet our needs in community. This same text also guided the development of the multi-media resources. We are using their progression through the language as a guide, but we are also using their experience. Six Nations offers 900 hours of full-time instruction in their first year and they expect students to reach an intermediate level of fluency. We are hoping to get students to the same level with approximately 450 hours of instruction over two years. These first two years of the program will demonstrate whether this expectation is realistic and will guide the further development of the program. In additional to the program text from Onkwawén:na Kentyóhkwa, we also relied heavily on the additional resources found in Appendix B.

Implementation Process and Timelines

The following chart outlines the specific details of the development of the partnership, course redesign for online delivery, governance bodies and approval timelines and ongoing quality enhancement.

Project Phase	Timeline	Collaborators
Phase I: Program Design and Approval	**Completed**	
Program planning curriculum mapping--review and adapt as appropriate; detailed program-level learning outcomes--review and adapt as appropriate.	Mar-June 2017	TTO, Mohawk Language specialist, Queen's LLCU, educational developer/instructional designer, Four Directions Student Centre (FDSC)
Queen's Quality Assurance Approval Process--Pre-Approval; Department and Faculty Curriculum Committees; Faculty Board; Senate Committee on Academic Development, Senate, Quality Council (report only); Ministry of Advanced Education and Skills Development	Jul 2017-June 2018	TTO, Queen's LLCU, Faculty of Arts and Science (FAS)

Phase II: Course Development--four courses	Timeline	Collaborators
Create learning outcomes at course level and outline course assessments	Mar 2017-Aug 2017	TTO Mohawk Language specialists, Queen's Linguist, ED/ID, Instructor/LLCU
Develop detailed course outlines including unit learning outcomes, course timeline, identify course resources and materials	Mar 2017-Aug 2018	
Design Prototype of multimedia materials for course one	Sept 2017-Aug 2018	TTO Mohawk Language specialist and Queen's instructor, linguist/ computer scientist
Develop remaining multimedia materials for courses 2, 3 and 4.	ongoing	
Review courses, instructor and student experience after first offering using established Quality Assurance process, make appropriate changes	Jan 2019-Aug 2020	TTO Director, Mohawk language specialists, Queen's instructor/LLCU, linguist/computer scientists, ID/ED

Phase III: Program and Course Delivery	Sept 2018 - Apr 2020	
Establish and implement application procedures and process; marketing and recruitment plans; enrolment procedures	Sept 2017- Sept 2018	TTO, Queen's Admissions Services, FAS
Ongoing support--regular updates to make adjustments, address issues during course delivery	During the term	TTO, Queen's Instructor/LLCU
Course evaluation	End of term	TTO, Queen's FAS
Annual debrief to assess effectiveness of collaboration and make adjustments as needed	May 2019, ongoing	TTO, Queen's Instructor/LLCU, Indigenous Knowledge group

Phase IV: Program Evaluation (during year 5 of program launch)	Sept 2022- Apr 2023	
Administer program evaluation surveys, interviews, etc, collect and analyze data, prepare reports, recommend changes, implement changes.	Fall 2022	TTO, LLCU, Queen's, Indigenous Knowledge group
Conduct major reviews of individual courses (learning outcomes, content, assessments) for relevancy and identify where modifications are needed.		TTO, content matter specialists, Queen's LLCU, Indigenous Knowledge group
Review and assess effectiveness of TTO/Queen's partnership		TTO, QOII, LLCU, VPTL
Review (and renew) Memorandum of Agreement (if appropriate)		TTO, Office of Indigenous Initiatives, LLCU

Lessons Learned

The two beginning Mohawk language and culture courses are also offered on the Queen's campus. We have decided to create separate course codes to differentiate the on-campus delivery from the in community delivery before the next intake in 2020. Changing the codes will give us greater flexibility in creating outcomes specific to each site of delivery as the needs and expectations of the two student groups have little in common.

Through the process of creating multi-media resources to support the program, a linguist, Greg Lessard, a computer scientist, a Mohawk language specialist and instructor, Nathan Brinklow, and a computer scientist, Michael Levison have presented their work (Sweetgrass 2017, Kenhteke Research Symposium 2018) and published a paper in the Proceedings of the Workshop on the Computational Modelling of Polysynthetic Languages (Santa Fe, 2018).

Appendix A

Interactive resources as detailed below will be embedded in the weekly activities for the four Mohawk courses. Materials will appear on the course website prior to each week's teaching, beginning in September 2018 and concluding in April 2020.

1. remote audio recording that allows a teacher to go to a website, read a list of prompts (words, phrases), listen to the recordings, edit them, and revise. The resulting sound files can then be used on a language learning website (see below).

2. web-based exploration materials that allow students to systematically explore the sounds of a new language [obtained from (1)] by clicking and listening.

3. web-based materials where a learner listens to a generated model (see 1 above), imitates it, compares the two pronunciations, and see the two intonations as overlaid graphs.

4. web-based vocabulary learning materials where a student sees a list of words, mouses over to see their meaning, and clicks to hear them pronounced. These can be used both for preliminary learning and for revision.

5. generative exercises that allow learners to practice their skills in a variety of formats including:

   - student sees some generated English text and clicks to select the corresponding Mohawk from a set of choices
   - student hears some generated Mohawk sequence (see 1 above) and clicks to select the corresponding written form in Mohawk from a set of choices
   - student sees an image and clicks to select the corresponding Mohawk written form from a set of choices

- student sees an image and clicks on various buttons to hear possible Mohawk equivalents; after listening, one of these is submitted; in this case, no written text is shown, just images and sounds
- student sees a short generated English sentence and types the corresponding Mohawk sentence
- student sees a short comic-strip-like sequence of images and types the corresponding Mohawk sentence

Various other combinations are possible. In all cases, students are given generated feedback ranging from the correct answer to detailed analysis showing systematically how the learner's form diverges from the expected form (for example, using the wrong person for a pronoun).

Since exercises are generated by rule, an instructor can select a subset of generated questions and show them as a marked quiz which is seen by all students in a course.

There are several areas where this existing model can be extended, including:

- increasing the current Mohawk vocabulary and syntax to deal with even more complex utterances beyond the current basic ones
- adding oral cultural texts with glossing facilities using (1) and (4) above
- expanding the set of interactions, in particular extending the use of the 'comic strip' model to allow learners to practice without going through English as their metalanguage
- exploring extension of these tools to other language. In conjunction with Monique Dufresne, Professor in the Department of French Studies and members of her team, Lessard, Brinklow and Levison, are working on extending the current Mohawk model to Cree. This work will take place over the next two years and is not funded by ONCAT.

Appendix B

In additional to the program text from Onkwawén:na Kentyóhkwa, we also relied heavily on the additional resources found in Appendix B.

Nancy Bonvillain and Beatrice Francis. 1972. A Mohawk and English Dictionary. New York State Education Department, Albany.

Nancy Bonvillain. 1973. A grammar of Akwesasne Mohawk. Number 8 in Ethnology Division, Mercury Series. National Museum of Man, Ottawa.

Nora Deering and Helga Harries-Delisle. 2007. Mohawk: a teaching grammar. Kanien'keh´a:ka Onkwaw´en:na Raotiti´ohwka Language and Cultural Center, Kahnaw`ake, 2nd edition.

Jeremy Green. 2017. Pathways to creating Onkwehonwehn´eha speakers at Six Nations of The Grand River Territory. Technical report, Six Nations Polytechnic.

David Kanatawakhon Maracle. 2001. Mohawk Language Thematic Dictionary. Kanyen'keha Books, London, ON.

David Kanatawakhon. 2013a. To I'i Tewaweyentehta'n ne Kanyen'keha. Let's learn Mohawk: an introductory grammar text for learning the Mohawk language. Centre for Research and Teaching of Canadian Native Languages, University of Western Ontario, London, ON.

David Kanatawakhon. 2013b. To I'i Tewaweyentehta'n ne Kanyen'keha. Let's learn Mohawk: a text of grammar supplements concerning nominals. Centre for Research and Teaching of Canadian Native Languages, University of Western Ontario, London, ON.

Akwiratekha Martin. Iekawennahsonterónnion Kanien'kéha Morphology. Kanien'kéha Onkwawén:na Raotitióhkhwa, Kahnawà:ke Mohawk Territory, Quebec.

Marianne Williams, editor. 1976. Kanien'k´eha' Okara'sh´on:'a (Mohawk Stories), volume 427, Albany. New York State Museum.