Pathways to Creating Onkwehonwehnéha Speakers at Six Nations of The Grand River Territory

SIX NATIONS
POLYTECHNIC

Ontario Trillium Foundation
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Acknowledgements

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Table of Contents

Abstract

This published report contains the results of a year-long study conducted by Six Nations Polytechnic at Six Nations of the Grand River Territory from March 22nd, 2016 to February 2nd, 2017. The study titled, "The Path to Creating A Critical Mass of Onkwehonwehnéha Speakers at Six Nations of the Grand River Territory" was made possible through an Ontario Trillium Fund grant and support from Six Nations Polytechnic and the Six Nations Language Commission. Key study findings indicate the path to creating a critical mass of speakers of a Rotinonhsyón:nih language focus on building the language proficiency of individual language learners through adult immersion programs with 3600 hours of contact time or the equivalent of 4 years of full-time study to successfully move them through the five stages of Language Acquisition using a structural-functional syllabus, interactionist and communicative approaches to second language instruction, the use of ACTFL Oral Proficiency Interviews and Guidelines to track speaking proficiency, and encouraging language use extending beyond the classroom into real community interactions and functions.

Background

After 46 years of Kanyen'kéha (Mohawk) and Gayogohó:nǫ' (Cayuga) language revitalization (Fishman, 1991) efforts at Six Nations of the Grand River Territory (and more recently Onondaga), Onkwehonwehnéha (the indigenous language) can again be heard being spoken throughout the Six Nations community[1] and local area. The number of highly proficient (ACTFL, 2012) second language users (Hinton, 2016) has risen while the number of first language speakers has steadily decreased. For some of our languages we are now creating more speakers than we are losing. Second language speakers (L2) of Kanyen'kéha and Gayogohó:nǫ' are raising the first bilingual children in over 60 years, and second language learners are choosing to use Onkwehonwehnéha as their medium of communication in face-to-face interaction and through social media. Despite these amazing accomplishments, achieving high levels of speaking proficiency has been the exception and not the rule for learners of our Onkwe'hón:we languages at Six Nations. How do we build on our success in creating second language speakers and create opportunities for a wider number of learners to achieve high levels of speaking proficiency?

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[1] Ohswé:ken, Ontario, Canada.

CHAPTER 1: INTRODUCTION

All six of the Rotinonhsyón:nih languages (Mohawk, Cayuga, Onondaga, Oneida, Seneca, and Tuscarora) are critically endangered (*EGIDS*, Lewis & Simons, 2009) with fewer than 50 first language speakers[2] left at Six Nations of the Grand River Territory. Six Nations of the Grand River territory has an on-reserve population of 12,606[3] and multiple school level programs, online language programs and adult immersion programs[4]. The challenge facing Six Nations of the Grand River and other Rotinonhsyón:nih communities is how to create a critical mass of speakers in the shortest period of time to revitalize Onkwehonwehnéha. The primary goal of this project was to provide opportunities for language speakers, program administrators, teachers and learners to network, co-ordinate and communicate to assess language acquisition techniques to improve efficiency in language instruction to increase speaking proficiency[5] both at SNP and throughout the community at Six Nations.

Language revitalization is a priority for the Six Nations community as identified in the Six Nations Community Plan items G5, G6 and G8[6] and as evidenced by the number of Rotinonhsyón:nih programs in the territory. Succinctly, one of the main goals of reversing language shift and language revitalization (Fishman, 1991) is to create speakers of the target language. Through acquisition planning, language programs are expected to produce speakers through increasing the speaking proficiency of learners. With limited resources and few first language speakers, a critical need exists to determine which language acquisition strategies work best to improve speaking proficiency, and in which instructional frameworks. SNP will enhance educational opportunities to address a critical shortage of Onkwehón:we language speakers through uncovering the path to expediently creating a critical mass of second language speakers.

Description of the Project

Through a grant from the Ontario Trillium Foundation, and with support from the Six Nations Language Commission and SNP staff, SNP was able to conduct this study to uncover the path to expediently creating a critical mass of second language speakers. This study was facilitated through a series of 4 focus group meetings, a final culminating summit, a literature review and a series of anonymous questionnaires. This project also sought to foster opportunities for networking, communication and coordination for language teachers and students in the Six Nations community over a longer term. SNP sought to learn through evidence gathered from Rotinonhsón:nih speakers, teachers and students, promising practices and a critical path to language acquisition. It is hoped that the project will inform the best tools

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[2] see: Appendix A: Linguistic Vitality of Mohawk, Cayuga and Onondaga at Six Nations

[3] Retrieved at: http://www.sixnations.ca/MembershipDept.htm. Retrieved on January 19th, 2017

[4] see: http://snlanguagecommission.com

[5] https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking

[6] http://www.sndevcorp.ca/ius/documents/Six-Nations-Community-Plan.pdfb,b,bb ,

and techniques by age, previous exposure and knowledge of Rotinonhsón:nih language and learning style. The project will also provide teachers, learners and speakers with the capacity to communicate and shape existing and future language programs through collaborative dialogue and discussion, and have an on-line and fully accessible archive of resources, including webisodes and videos, related to second language instruction.

Project Goals

Specific goals of the project were to:

1. Discover, define and present the critical path(s) to expedient second language acquisition of our Onkwehón:we languages.
2. Discover, define and present the language acquisition strategies that work best to improve speaking proficiency, and in which instructional frameworks.
3. Assess language acquisition processes so that SNP can improve efficiency in language instruction for the purposes of increasing speaking proficiency and of creating a critical mass of second language speakers of our Onkwehón:we' languages at Six Nations.
4. To create opportunities for networking, communication and coordination for the language program directors, teachers and students in the Six Nations community over a longer term to shape existing and future language programs through collaborative dialogue and discussion to build on our collective experiences, knowledge and expertise.

Research findings can be used by: 1) national, regional and local governments to guide language policy, language planning and resource allocation; 2) language program administrators and teachers to guide program design, structure, delivery, content, staffing, reporting and assessment and 3) by past, current and perspective students of Onkwehonwehnéha language programs to expedite their acquisition of Onkwehonwehnéha.

Study Questions

To define the path to expedient second language acquisition of Onkwehonwehnéha study questions were:

1) What is Onkwehonwehnéha?
2) What is a second language speaker?
3) What have second language speakers done to become proficient?
4) What are the commonalities of experiences of second language speakers?
5) What is speaking proficiency?
6) Which language acquisition strategies work best and in which instructional frameworks to build and/or increase proficiency?
7) How do we create a critical mass of second language speakers of Onkwehonwehnéha?

Conducting the Study

This study was conducted between March 22nd, 2016 and February 2nd, 2017 at Six Nations of the Grand River Territory. The study was guided by Six Nations Polytechnic, Six Nations Polytechnic's Onkwehón:we Degree Program (B.A.) and the Six Nations Language Commission. The study was funded through a grant from the Ontario Trillium Foundation. It consisted of a literature review, a series of four focus group meetings and a series of anonymous questionnaires. Only individuals who have worked, studied and/or learned the language at Six Nations participated in this study. Focus group meetings had a total of 62 participants and 41 people completed the final confirmatory questionnaire for a total of 103 respondents. The preliminary results of the study were presented at Six Nations Polytechnic on Tuesday, February 28th, 2017. Over 200 people were in attendance from 6 different Rotinonhsyón:nih communities representing 5 out of 6 of our Rotinonhsyón:nih languages and represented 36 different community organizations. A live feed was broadcast on SNP's Facebook page, allowing an additional 855 people to view presentation. As of Friday, March 3rd, 2017, the video of the presentation has had 1736 views. Six Nation's Polytechnic's Facebook page has received over 50 more likes since the initial poster was distributed on-line on February 21st, 2017. Two-hundred and fifty colored brochures were printed and distributed at the event. A series of 4 mentor videos were also created, wherein learners who have become speakers tell their stories of what they did to become speakers in their Onkwehón:we' language accompanied by English subtitles.

Key Findings
The Path to Creating a Critical Mass of Speakers of a Rotinonhsyón:nih Language

The path to creating a critical mass of speakers focuses on building the language proficiency of individual language learners through adult immersion programs. Thirty-six hundred hours of contact time or the equivalent of 4 years of full-time study are required to successfully move them through the 5 stages of Language Acquisition as outlined in the picture below:

To move learners through the 5 stages to create speakers, we must:
1. Secure long-term funding and institutional support to establish and maintain 4-year adult immersion programs that provide at minimum 3600 hours of contact time.

2. Target adult learners who may:

     i) be graduates of post-secondary education programs;
     ii) speak or have experience learning other languages;
     iii) be literate in the target language;
     iv) have already established a strong base (Stage 2) through prior learning of the target language (NSL or elementary, high-school immersion);
     v) have acquired symbolic proficiency in the target language (recite traditional speeches);
     vi) be creative, expressive and outgoing;
     vii) show strong language skills in their first language.

3. Support learner achievement and teacher effectiveness by:

     i) assessing prior learning through portfolio development and aptitude testing;
     ii) helping each learner to clearly understand the 5 stage language acquisition process of a Rotinonhsón:nih language;
     iii) providing support to learners through the 4-year program and beyond through the development of an individualized language plan that is reviewed annually with a language revitalization advisor or consultant.

4. Have learners participate in an adult immersion program that provides 3600 hours (minimum) of focused study over a 4-year period wherein:

     i) the four-year program moves learners through Stage 2, 3 & 4 of the 5 Stages of Language Acquisition for Rotinonhsón:nih Languages;
     ii) learners acquire knowledge of the complete morphology and syntax of the target language in years 1 & 2 (Stages 2 & 3);
     iii) learners achieve ADVANCED-LOW level proficiency (ACTFL, 2012) after year 2;
     iv) structural approaches to syllabus formation are used in years 1 & 2 (Stage 3);
     v) interactionist approaches to teaching and learning are used in years 1 & 2 (Stage 3);
     vi) thematic, communicative, functional-notational syllabus are used in year 3 (Stage 4);
     vii) learners achieve ADVANCED-MID level proficiency (ACTFL, 2012) after year 3;
     viii) thematic, communicative, functional-notational syllabus combined with Master Apprentice Program is used in year 4 (Stage 4);
     ix) learners achieve ADVANCED-HIGH level proficiency (ACTFL, 2012) after year 4 (Completion of Stage 4);
     x) longitudinal experiential learning is sought in years 3 & 4 (Stage 4)
     xi) language leaner strategy training is provided for self-guided study from native speakers or the documentation of native speakers to continue to work toward the SUPERIOR level of proficiency (Stage 5);
     xii) continued and on-going support from the Rotinonhsyón:nih language revitalization consultant to help learners set and assess language learning goals.

5. Create: The Centre for the Research, Teaching and Learning of Rotinonhsyón:nih Languages who will:

i) establish an independent body of ACTFL Oral Proficiency Interview teams for each language who conduct annual ACTFL OPI's for each language program;

ii) design an aptitude test for prospective learners of Rotinonhsyón:nih language programs;

iii) design a portfolio and prior learning assessment framework to support Rotinonsyón:nih language learners;

iv) hire a language learning consultant who will work with each learner to design, implement and review individual language learning plans;

v) design, implement and provide a teacher training program specific to Rotinonhsyón:nih language immersion frameworks at all levels of education (B.Ed);

vi) produce an annual on-line publication highlighting innovations in the teaching and learning of Rotinonhsyón:nih languages;

vii) host an annual Haudenosaunee Language Proficiency Summit demonstrating innovations in the teaching and learning of Rotinonhsyón:nih languages;

viii) design and host a website with links for all SIx Rotinonhsyón:nih languages in one central location;

ix) collaborate with the many and varied language programs and bodies to work together to meet program and community needs through research;

xi) link with post-secondary education institution(s) and graduate programs to provide opportunities for collaborative research on Rotinonhsyón:nih languages, eventually leading to the establishment of a graduate program in the Research, Teaching & Learning of Rotinonhsyón:nih Languages (M.Ed., M.A.) at SNP.

CHAPTER 2: METHODOLOGY

Conceptual Framework

Auto-Ethnography

David Hayano (1979) defined the term auto-ethnography as "cultural level studies by anthropologists of their own people, in which the researcher is a full insider by virtue of being 'native'..." (p.100). This research study can best be described as an auto-ethnography in that ethnically and culturally I am a member of the group whom I am studying. I have been involved on the ground working to revitalize Rotinonhsyón:nih languages to reverse language shift. I reside, work and play within the community where I conducted my research. This has given me access to data that I may not have had had I not been a community resident. Hayano's definition was a starting point to reference the genre of presenting the data and research findings as something recognizable to academics and outsiders: auto-ethnography. Hayano's definition of auto-ethnography alone does not totally encapsulate the nature and intent of this work.

Through this research study, SNP sought to engage the Rotinonhsyón:nih at Six Nations of the Grand River Territory (Ohsweken, ON) so that they may realize their agency within the Six Nations' language revitalization process. In acknowledging their relationship to the Onkwehonwehnéha language revitalization process, it becomes possible for us to work collectively to reverse language shift and revitalize Onkwehonwehnéha. Ellis and Bochner (2000) define auto-ethnography more appropriately for this purpose describing autho-ethnography as "an autobiographical genre that displays multiple layers of consciousness, connecting the personal to the cultural" (p.743). Auto-ethnographers "ask their readers to feel the truth of their stories and to become co-participants engaging the storyline morally, emotionally, aesthetically and intellectually" (p.745) This highlights the conscientisizing nature and intent of this work. Grounded in critical theory, Freire (1970) in his definition of problem posing education states that people develop their power to perceive critically the way that they exist in the world with which, and in which they find themselves; they come to see the world as not as a static reality but as a reality in progress, in transformation. This study seeks to de-construct our present reality and understand how we came to exist within in it, in order to transform it.

The results of this research study are presented as auto-ethnography in that through my voice, we (the Rotinonhsyón:nih community at Six Nations) are relating our knowledge of what it takes to create a critical mass of second language speakers. Bochner (2001) supports this perspective writing that "no individual voice speaks apart from a societal framework of co-constructed meaning." This co-mingling of everyone's experiences makes it possible to present our knowledge and experiences through one voice as our truth. This says that what we ourselves know about creating speakers of our Rotinonhsyón:nih languages matters.

By situating my work as auto-ethnography, I hope that outsiders may connect to it through Pratt's (1991, 1996) politicized definition of auto-ethnography in that "it recognizes asymmetrical power structures and begins to address them through the literate arts...in order

to intervene in faulted modes of understanding as practiced by both those who are oppressed, and those who oppress...through the creation of a contact zone." Contact zones are defined as "social spaces where cultures meet, clash and grapple with each other, often in contexts of highly asymmetrical relations of power." My work is a contact zone designed to allow outsiders to engage, negotiate and mediate their own knowledge, experiences and needs with the content of this research study. This study also seeks to engage others so that they may acknowledge their own relationship to Onkwehonwehnéha language shift. It then becomes possible for them to work to transform it.

Critical Theory

Through this research study SNP sought to empower community members to further community efforts to reverse language shift and revitalize Rotinonhsyón:nih languages. Through critical theory and conscientisizing education (Freire, 1970), this study sought to deconstruct our present reality to understand and perceive clearly the Six Nations language revitalization movement in order to take action to transform it. Through critical theory SNP also sought to engage our learners through dialogue and other research methodologies that empower and conscientisize teachers, learners, administrators and other community members working to revitalization Rotinonhsón:nih languages.

Rotinonhsón:nih Consensus-Based Approaches

Information was elicited from focus-group participants through free and open dialogue using Rotinonhsyón:nih consensus-based discussions which provided the structure for focus-group conversations. Through the discussions the goal was to come to 'one-mind' on study questions. This perspective of presenting knowledge with one voice is also consistent with our ancient principle of ska'nikón:ra (one-mind) and skarí:wa't (one-matter/way). It is said that through free and reasoned dialogue we come to recognize and negotiate our individual knowledge, experiences and needs. When a compromise is reached, we call it "wa'onkwarihwayénthahse". This means that the collective will has been articulated, recognized and strengthened. This collective will we call ska'nikón:ra/skarí:wa't. When put into action, ska'nikón:ra/skarí:wa't has great power. This power we call kasatsténhsera' (power). Once ska'nikón:ra has been achieved, the articulation of a collective voice is possible. My presentation of the path to create a critical mass of speakers of Rotinonhsyón:nih languages through our 'collective voice' seeks to empower Rotinonhsyón:nih people at Ohswé:ken by recognizing and including our people's stories, knowledge, experiences and perspectives on what it takes to become a speaker of Onkwehonhwehnéha.

Literature Review

Proficiency Assessment Use in Language Programs at Six Nations

I spent a considerable amount of time conducting a literature review to find assessment and evaluation tools, techniques and examples of how local, Six Nations language programs evaluate their programs effectiveness in creating speakers of Rotinonhsyón:nih languages.

What assessment and evaluation tools do Six Nations language programs use to determine success in developing the speaking proficiency of their learners? One of the main challenges to this end is that there has never been a study conducted of the effectiveness of language programs at Six Nations to produce second language speakers, nor a mandate from anyone that producing proficient speakers of Onkwehonwehnéha should be a program goal. The other challenge to answering this question was the lack of accessible information on language program websites (if a website even exists). Only 1 out of the 6 elementary schools that host Native Second Language Programs have a website or social media page and this website does have accessible learning content. Of the 3 elementary immersion schools one has a website, one has a Facebook page and the other has neither. Of the 3 adult immersion programs 1 has a website, Youtube channel, and FaceBook page, 1 has a Facebook page, and the other has no web presence. Of the 5 organizations that focus on the maintenance and preservation of Onkwehonwehnéha, 3 out of 5 host websites and 1 out of these 3 have accessible content that learners can use and access[7]. The other 2 out of 5 do not host a website with 1 of the 2 having a link to a pamphlet and the other hosting a FaceBook page with no accessible content for language learners to access. One out of 20 of the programs post evaluation criteria for building speaking proficiency on their website[8] and only 2 out of 20 actually mention speaking proficiency in their mission statements or goals.

To overcome the online inaccessibility of information specifically on speaking proficiency assessments, I sought to acquire and access program records, year-end reports, program reviews and student performance indicators of Six Nations' language programs. If the programs had any annual reports or program evaluations at all, they generally reported demographics through statistics focusing mainly on: number of full-time enrollments and employees; programs offered; instructors/teachers; content covered throughout the year; visitors to the program; professional development and major outings and trips. Most programs were open to sending me copies of annual reports (if they had them) however I could only verify that 1 language program at Six Nations uses a specific and particular proficiency assessment to gauge learner achievement and success.

Elementary School Use Of Oral Proficiency Assessments At Six Nations

Six out of 8 elementary schools use the Ontario Native Languages Curriculum to measure oral communication, reading & writing in Native Second Language programs. Two out of the 3 elementary immersion schools use the Ontario Curriculum to guide content and subject instruction and assessment. Of these 2 schools both have developed their own curriculum to better reflect the needs of their students however neither is a proficiency assessment. The remaining immersion school is only 1 out of 8 elementary schools to have ever measured the speaking proficiency annually of their learners using an internationally recognized standard (ACTFL, 2012). Using a modified ACTFL Oral Proficiency Interview geared to children and in Onkwehonwehnéha, learner speaking proficiency from grades 1-3 was measured, scored and recorded annually from 2010-2013. This practice has not continued since 2013. Valuable to

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[7] http://cayugalanguage.ca

[8] http://www.onkwawenna.info/assessment/

informing instruction and meeting individual student needs, the results of the ACTFL OPI's at Immersion School #3 show promise that proficiency based instruction, or instruction and teaching and learning methods even in a 100% immersion or medium environment that focus on developing the speaking proficiency of students (explicit/implicit second language instruction) while simultaneously delivering curriculum content can produce proficient speakers of Onkwe'honwehnéha. Proficiency assessment reports are included in Figure 1.

Oral Speaking Proficiency Ratings after Oral Proficiency Interviews (OPI) using the American Council on the Teaching of Foreign Languages Rating Scale (ACTFL)

Immersion School Number 3
(Grades 1-3)

Student	September 7th, 2010	June 27th, 2011	June 5th, 2012	June 12th, 2013
1	Novice Mid	Intermediate Low	Intermediate Mid	Intermediate High
2	Advanced Low	Advanced Low	Advanced Mid	Advanced Mid
3	Novice Low	Novice Mid	Novice Mid	Novice High
4	Novice High	Intermediate Low	Intermediate High	Advanced Low
5	Novice Mid	Novice High	Intermediate Low	Intermediate High

Currently, 0 out of 8 elementary schools at Six Nations assess the speaking proficiency of their learners. The inability of elementary immersion or medium language programs to effectively evaluate, assess and report on the speaking proficiency of their students is not a phenomenon restricted to Six Nations of the Grand River Territory.

Elementary School Use of Oral Proficiency Assessments Internationally

Internationally, referring to the success of Maori medium education in Ao Tea Roa (New Zealand) Hill and May (2005) provide an in-depth discussion of several studies that sought to examine the way speaking proficiency of learners of Te Reo Maori (Maori language) in Maori immersion and medium schools could be an indicator of program success. In regard to their findings, Hill and May (2005) quote Cath Rau (2003: 2) who comments that "to date, there is little comprehensive information available to describe the achievement of students being instructed in the Maori language, especially in the formative years." (May and Hill, 2005: 379). It was simply assumed that by using natural approaches to language learning, ..., which espoused language programs that imitated as closely as possible the process of learning the first language are the best means of achieving bilingualism (Lindholm-Leary,2001). Bernard Spolsky (2003) challenges the perceived success of the Maori language revitalization by framing it in terms of the re-establishment of the inter-generational transmission of Maori stating that there is no indication that all of the actions taken by the Maori to revitalize Te Reo Maori is

actually leading to the re-establishment of its inter-generational transmission.

In a series of studies conducted to determine the effectiveness of Maori medium education to supporting Te Reo Maori (Maori language), results indicate that there is: a lack of clear program rationales; little promotion of kaupapa Maori practices in the wider school structures; a lack of a speaking proficiency assessment, a lack of fluent enough speaking teachers to perform such an assessment (Jacques, 1991; Hollings et al, 1992;); inadequacy in current preservice and in-service teacher training in literacy development in Maori-medium contexts, particularly bi literacy development, and second language acquisition more broadly; inadequate support in curriculum documents for the teaching of reading, writing and oral language in Moari immersion settings; an ongoing lack of sufficient Maori language benchmark assessment resources (ERO, 2000, 2002); an ongoing lack of adequate and appropriate teaching and learning resources (Jacques, 1991; Hollings et al, 1992; ERO, 2000, 2002);and the targeting of lower level speaking tasks in remediation specifically pronunciation, vocabulary and listening comprehension (Berryman et al, 2002). Hill and May close with the call for consideration be taken in immersion and medium settings to *address the second language learning delay* (Cummins, 2000) in L2 students Te Reo Maori. They state, "serious and urgent consideration needs to be given *to developing preservice and in-service programs that combine the specific development of Maori language proficiency with the specific requirements of teaching in bilingual/immersion contexts."* (Hill and May, 2005:396) In order to address the second language learning gap they claim that, "academic language proficiency in any language, even one's L1, never automatically occurs. The particular and additional complexities of classroom-based academic discourse including its more de-contextualized nature, its more complex grammar, and its subject specific vocabulary (see Cummins, 2000) have to be specifically taught."(Hill and May, 2005: 399). Elementary immersion programs therefore need to 'teach' their second language learners to speak both vernacular and academic language in Onkwehonwehnéha. *The degree to which learners in immersion programs at Six Nations have acquired both vernacular and academic language could be an indicator of successful second language acquisition.*

Hornberger (2008:1) comments quite bluntly on the role of schools in indigenous language revitalization stating that "schools alone are not enough to do the job." Hornberger then comments on the role schools play in indigenous language revitalization and of the challenges faced by four indigenous languages attempting to revitalize their languages through medium, bilingual or immersion programs in *"Can Schools Save Indigenous Languages: Policy and Practice on Four Continents"* she says "the cases face similar issues:

> With regard to Indigenous languages in schools:
> • Is the Indigenous language (IL) taught to all students or only to Indigenous students (and if the latter, how are they identified or defined)?
> • Is the IL taught as medium, first language (L1), second language (L2), subject?
> • Is the IL taught in a monolingual immersion or bilingual/biliterate program structure?
> • What is the role of codeswitching in IL instruction?
> • What is the role of writing in IL instruction? And what of the visual, audio, spatial, artistic, electronic, and other modes?

• Is the IL taught as many varieties or only one?
• Who are the teachers? Are they speakers of IL? Literate in IL? How were they trained – where, by whom, in what language? Are teachers Indigenous-minded or 'West-minded'?" (Hornberger, 2008:2)

There is no mention of speaking proficiency. It would appear that some in the field of language revitalization and indigenous language revitalization have lost sight of the ultimate goal - the revitalization and normalization of the indigenous language as a communicative device. Hornberger's critical issues listed above as pulled from the four case studies seem heavily influenced by inter-group dynamics that stem from Fishman's (1991) sociology of language, domain-reclamation model of language revitalization. The theories of translanguaging, code-switching, diglossia etc. and the right's based ecology of language platform emerge from these critical issues. The former focusing on the Fishmanian inter-linguistic play between minority and hegemonic or world languages; the latter focusing on the inequality in power relations between indigenous/minority and nation-state/majority groups; however, neither focuses on the intra-linguistic factors that support the creation of second language speakers of these four languages. The focus is thus not on the actual language itself. Although an interesting read, there is little from this research to contribute to this research study.

HLIP (Hawaiian Language Immersion Program)

I then turned to the Hawaiian language revitalization. A useful study conducted by Housman et al (2011) called, "REPORT ON THE HAWAIIAN ORAL LANGUAGE ASSESSMENT (H-OLA) DEVELOPMENT PROJECT" outlines a series of studies conducted to measure the oral language abilities of children in Hawaiian immersion and medium language programs to create an oral proficiency assessment to be used in Hawaiian immersion and medium schools. The first of these was called the HLIP (Hawaiian Language Immersion Program).

The first systematic study to investigate the effectiveness of the Hawaiian language immersion program (HLIP) in transmitting the Hawaiian language to a new generation of children was conducted during the 1989-1990 and 1990-1991 school years. The study was longitudinal and examined oral speech data of students in Kindergarten through grade 4 at one school over a two-year period. According to Warner (1996), the data, primarily collected from 30 to 40 minute oral semi-structured interviews, was audio-taped, transcribed, and analyzed using both quantitative and qualitative methods, and compared with similar data from adult native speakers." (Housman et al: 9)

Warner's findings stated that although Hawaiian language immersion children were able to speak Hawaiian near the levels of conventional use found for adult native speakers, the thinking behind the construction of their Hawaiian grammatical sentences sometimes resembled the structure of English, which is the first and dominate language for most Hawaiian language immersion students. This is an important finding, since a major goal of the project immersion

program is not only to cultivate students who can speak fluently in Hawaiian, but also to foster the ability to construct Hawaiian grammatical structures using Hawaiian thought and perspectives (Housman et al: 10). *It can be gleaned from this study that a successful elementary immersion program gives students the ability to 'think' in the target language (semantics) and imitate the patterns of speech of first language speakers (syntax, semantics, pragmatics, prosody).*

Kaiaka Reo

In the case of Maori regeneration, "the New Zealand Ministry of Education commissioned the University of Waikato in 1999-2001 to develop a Māori language proficiency assessment tool in the form of proficiency tests for Year Five (8-10 year old) and Year Eight (11-13 year old) Māori immersion students (Edmonds, 2008)." (Houseman et al: 11) Key study findings relevant to this research study state that students with higher proficiency levels use the Maori language more often within the classroom setting and speak Maori at home (ibid). *A successful elementary immersion program can also be considered to be one where language use at home and family support are key indicators of success.*

C-PILA (Cherokee Preschool Immersion Language Assessment) & C-KILA (Cherokee Kindergarten Immersion Language Assessment)

At the Cherokee immersion school in Tahlequah, OK,

"In order to evaluate the effectiveness of the program, several formal language assessment instruments were developed by Lizette Peter and Racy E. Hirata-Edds (Peter & Hirata-Edds, 2006) who worked closely with classroom teachers and language staff from the Cherokee Nation Cultural Resource Center. The C-PILA: Cherokee Preschool Immersion Language Assessment is designed for children between the ages of two and five who are enrolled in a Cherokee language immersion classroom. The purpose of the assessment is to measure the extent to which children learning Cherokee through immersion have developed skills to communicate competently—including knowledge of vocabulary, ability to comprehend questions and commands, and ability to respond appropriately to questions and commands either verbally or through action (Peter & Hirata-Edds, 2006).

Feedback from the results of the assessment allowed teachers to recognize that children needed more opportunities to use the language in meaningful ways (Peter et al., 2008). In addition to the C-PILA assessment, the C-KILA: Cherokee Kindergarten Immersion Language Assessment was also developed. The C-KILA was designed for Kindergarten students of the Cherokee language immersion classroom. The question that guided the process is, "What should children be able to do in the language by the end of Kindergarten and after two or three years in immersion?" (Peters et al., 2008, p. 15)." (Housman et al: 14). *In the Cherokee context, cultural knowledge, lexical knowledge and communicative competence are key indicators of success.*

Student Oral Proficiency Assessment (SOPA)[9]

Developed at the University of California Center for Applied Linguistics, the Student Oral Proficiency Assessment (SOPA) is a interactive speaking assessment delivered through the second language. Learners are evaluated in pairs in the classroom by two SOPA certified raters. The goal of the SOPA is to determine what the learners can do in the language.

"The Center of Applied Linguistics developed the Student Oral Proficiency Assessment (SOPA) in 1991 for children in Grades 1-4 in a Spanish partial immersion program. According to Thompson (2006), the purpose of the assessment is to determine the highest proficiency levels in speaking and listening comprehension that students can sustain at a particular point in time. The SOPA has a choice of two rubrics that can be used to score the interview. Thompson (2006) explains that the COPE/SOPA-Rating Scale (RS) consists of nine proficiency levels and the SOPA Rating Scale (SOPA-RS) consists of six proficiency levels. Each proficiency level of the COPE/SOPA-RS has four skill areas: oral fluency, grammar (speaking), vocabulary (speaking), and listening comprehension. The six-level scale is a subset of the nine-level scale, but it has only two skill areas: oral fluency and listening comprehension." (Houseman et al, 2011: 16).

Success indicators taken from SOPA for this study include: interviews graded using rubrics, grammatical accuracy, vocabulary, fluency and listening comprehension.

Hawaiian Oral Language Assessment (H-OLA)

To further expand proficiency assessment in Hawaiian Immersion Language Programs (HLIP), the H-OLA was created.

"A central objective of the ʻŌlelo Ola project was to develop a detailed and comprehensive oral language proficiency assessment to collect baseline data on the oral language proficiency levels of HLIP students in grades 1-3 at seven participating schools. This was to be accomplished through the creation and utilization of a standards-based assessment tool and an oral language proficiency rubric. It is important to note that the oral proficiency level of teachers in the classroom is directly related to the language development and proficiency of the students." (Housman et al, 2011: 17)

The H-OLA uses seven proficiency domains to assess students: Communicative Skills, Vocabulary, Grammar, Pronunciation, Fluency, Steadfastness, and Cultural Authenticity. "The evaluators of the Hawaiʻi Oral Language Assessment are confident to say that the obvious strengths of the program are: (a) the students' steadfastness in using Hawaiian, (b) the correct pronunciation of words, (c) and the high levels of communicative skills that are being demonstrated by the students in the early elementary grades." (ibid: 52) "The greatest weakness that was found in the study is the area of cultural authenticity. Even though students are speaking in the Hawaiian language, this does not mean that they are automatically thinking

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[9] see: http://www.cal.org/ela/pdfs/ela_flyer.pdf

and constructing language with Hawaiian thought and perspectives. This finding also has implications in other areas such as grammar for example. Many of the grammatical mistakes are due to the interference of the students' first language of English." (Ibid: 52) Comparatively, the H-OLA confirmed the findings of the H-ILA in that even though learners are communicating in Hawaiian, they are not *thinking or building the language the way a native speaker would. This is important to note and is an indicator of program success.*

Assessing Hawaiian

In his work *Assessing Hawaiian,* Wilson (2014) mentions that we must not focus solely on the regular milieau of assessments for speaking proficiency in immersion programs that include written tests, quizzes, exams, observations and sometimes transcriptions and oral interviews. Wilson claims that it is the use of the language within the peer group outside of the classroom during recess, after school and within the community that is the real marker of success in language revitalization of school aged children and the most difficult aspect to develop and maintain (personal communication, 2016). He claims that, "it is this informal community evaluation that tends to drive student advancement in actual revitalization of the language." (Wilson, 2014: 5) *Peer group language usage is an indicator of the success of language programs.*

French Immersion in Quebec

In his review of French Immersion Programs, Cummins (1998) says that "direct method" teaching approaches (i.e. remaining totally in the target language) in immersion programs sometimes results in pedagogy that is less cognitively challenging and creative than many educators would consider appropriate. Thus, the lack of success of French immersion programs in Quebec to produce proficient second language speakers raises the question of methodology in that, are the direct method and natural approaches the most effective instructional frameworks within which to engage second language learners to produce proficient second language speakers? Cummins then attributes this to teaching methods stating that: the two problems that have characterized the implementation of French immersion programs in Canada (inaccurate French productions skills and high drop-out rate in some contexts) can be traced in part to the transmission-oriented pedagogical approach that has often been practiced in immersion. The challenge then, is that "Students must have opportunities to communicate powerfully in the target language if they are going to integrate their language and cognitive development with their growing personal identities." (Cummins, 1998)

In their 1991 study, (Harley et. al) state:

"With respect to French skills, students' receptive skills in French are better developed (in relation to native speaker norms) than are their expressive skills. By the end of elementary school (grade 6) students are close to the level of native speakers in understanding and reading of French but there are significant gaps between them and

native speakers in spoken and written French (Harley, Allen, Cummins, & Swain, 1991). The differences between students' receptive and expressive skills can be understood in the context of the lack of interaction with native francophone students (who attend a separate French language system) and the paucity of classroom opportunities to use French."

Language programs must seek to assess the expressive language skills and abilities of their learners (communicative competence). Further, that language programs promote communication for both vernacular and academic language.

Adult Language Program Use of Oral Proficiency Assessments at Six Nations

I also researched how other indigenous organizations, communities and groups of people assess their language program's effectiveness in creating second language speakers of their languages to guide this research. Even though I was searching for information about assessing the effectiveness of current program structures, instructional frameworks, teaching and learning methods and language learner habits that create a critical mass of second language speakers of Rotinonhsyón:nih languages at Six Nations, most of the available research tends to focus on evaluation tools and parameters established by either: 1) academics - specifically linguists working in the field of applied and social linguistics that measure: language vitality (Krauss, 1992), language endangerment (Obiero, 2010), domain reclamation (Fishman, 1991), language planning (Lidicoat & Baldauf, 2008) , language policy (ibid.), speaking proficiency (ACTFL, 2012; ALTE, 2016), normalization (Aracil, 1982) and indigenous culture-based, immersion and medium education (McKinley, B. & Brayboy, J. 2008; McCarty & Lee, 2014). Additionally, 2) most evaluations of indigenous culture-based, immersion and or medium education programs report data and variables that are easily recognizable as indicators of the success of elementary school programs of education designed to establish or maintain legislative support and the flow of resources from regional and national governments (Wilson & Kamāna, 2006; Cantoni, 2007). Although these are amazing and inspiring accomplishments, the one size fits all approach to evaluating success is inappropriate to apply to this study[10]. This study is primarily concerned with finding ways and means to evaluate institutional frameworks, program structures, teaching and learning methods and the habits and qualities of individual language learners who have been successful in acquiring high levels of speaking proficiency of Rotinonhsyón:nih languages at Six Nations specifically. The current available research did provide a starting point for creating questions for the focus group sessions and provide for the establishment of a set of criteria or components to be evaluated for program success in building the speaking proficiency of learners. The following is a discussion of the main contributions of the various bodies of research mentioned above to this study.

Language Vitality and Language Endangerment

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[10] see: Cowell, A. (2012). The Hawaiian model of language revitalization: problems of extension to mainland native America. International Journal of the Sociology of Language, 2012(218). doi:10.1515/ijsl-2012-0063

It is widely accepted that it is best practice for any language group to first take stock of how many speakers they have; and to record the when, where, who, how and why's of the use of their language by these speakers. From initial evaluation of the state of their language, appropriate steps may be taken to reverse language shift. These evaluations take the form of either language vitality or language endangerment (Krauss, 1992) and are measured using a series of vertical, step-by-step assessment scales. Language vitality is a term generally used to measure 'how alive' a language is. Language endangerment is a term generally used to measure 'how dead' a language is. More recently there have been a series of scales designed to recommend steps in revitalizing one's indigenous or minority language. Although useful in providing ideas for initial direction for any indigenous or minority group seeking to revitalize their language, these 'one size fits all' scales do not include assessment scales nor assessment criteria[11]. They do however recommend a constant cycle of diagnosis, evaluation and re-formulation of language revitalization goals - however they do not recommend how these evaluations should be performed and therein lies the conundrum. Rarely is the development of speaking proficiency mentioned and even rarer are the ways that the many and varied indigenous language revitalization movements the world over actually determine if they are being successful in revitalizing their languages - a term coined by Joshua Fishman (1991) referring to the 're-establishment of the inter-generational transmission of the target language'. He states that it can only be known if the program for language revitalization has been successful if in fact three consecutive generations have transmitted the target language inter-generationally. At Six Nations, the inter-generational transmission of Onkwehonwehnéha has not been maintained however it has been re-established in several families but only through two generations: from parents (L2) to children (bilingual). The question thus arises as to is the only indicator of success of a language revitalization movement is the degree to which the target language has re-established inter-generational transmission? Clearly, there must be steps to both guide and evaluate in the interim between loss of inter-generational transmission and the re-establishment of inter-generational transmission. Several authors have offered scales or steps to follow to revitalize an indigenous language (Hinton & Hale [2001]; Tsunoda [2006]; Grenoble & Whaley [2006]; Cowell [2012], First Peoples Cultural Council [2016[12]]). These scales are good as a guide for language groups seeking to start however we are 46 years in to revitalizing Rotinonhsyón:nih languages at Six Nations through some form of language planning and our needs are simply different.

At Six Nations, we are working to transcend domain reclamation models of language revitalization by focusing specifically on second language acquisition processes to create proficient speakers of Onkwehonwehnéha. Therefore, for the purposes of this study I applied the practice of developing speaking proficiency of learners which is becoming widely used as a frame of reference for success in individual acquisition of Onkwehonwehnéha and language program success at Six Nations today. Thus 'proficient speaker and user' is supplanting the less specific and vague terminology of 'fluent' and 'can speak the language'. Another area for focus in the interim between the loss and re-establishment of the inter-generational transmission of

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[11] See: Obiero (2010) for a complete presentation, evaluation & discussion of measuring language vitality and endangerement.

[12] http://www.fpcc.ca/language/Programs/Language-authority.aspx#Stages

Onkwehonwehnéha is language use. Specifically, examination of family and peer group language use of the target language has been largely ignored in current literature. Commonly, the term 'use' in current academic research focuses on successful indigenous language revitalization movements and has been defined as 'normalization' and is characterized by use of mainstream media, television, radio, journalism and film or the delivery of governmental services in the target language[13]. I had hoped that by posing these two questions to the people of Six Nations in the focus group sessions, that ways and means of evaluating speaking proficiency and language use as indicators of the success of a language revitalization movement would emerge.

Language Planning

Much of the available research for the assessment or evaluation of 'success' in language revitalization and/or reversing language shift focuses on status planning at the macro-level[14] of national or official languages of nation states for languages such as Maori, Hawaiian, Sami, Gaelic[15], French in Quebec, Basque, and Catalan. It defines success in language revitalization using a series of scales[16] in terms of inter-linguistic (cross-linguistic) factors such as: acquiring official language status through government legislation, allocation of government funds towards the establishment of government sanctioned educational institutions; degree of literacy; ability to establish university and college programs of education through mainstream post-secondary educational institutions to produce teachers to support the government sanctioned educational institutions, number of graduates, attrition rates, L1 transfer, effect of L2 learning on L1 literacy skills, comparative studies of performance on national test scores, code-switching, diglossia, translanguaging, language ecology (Paulston 1997), domain analysis (Fishman, 1991, 2001), and language normalization through mass media.

The literature that focuses on inter-linguistic micro-level language planning at the local level for minority and indigenous languages (Liddicoat & Baldauf, 2008) seems to define success in terms of the ability to mirror, mimic and/or imitate the ideas of 'success' for the macro-level language planning established by national or official languages by national governments as described in the previous paragraph. Also, most of the other literature on language revitalization simply provides a report describing the effort(s) to reverse language shift in more of a 'feel good groove' to show that something, anything is being done to revitalize the indigenous or minority language (Centre for Indian Education Final Report, 2006; Aguilera & Decompte, 2007; Fishman, 1991; 2001; Hinton & Hale, 2001). These sorts of qualitative program assessments simply provide narrative reports and do not tell whether or not the program is creating speakers, in fact. Joshua Fishman mentions the idea that qualitative assessments are ineffective because there is no way to ensure parsimony of the research and that there needs to be some accompanying quantitative research to the study to satisfy both

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[13] See: www.mokuolahonua.com

[14] see: Liddicoat, A., & Baldauf, R. B. (2008). Language planning and policy: language planning in local contexts. Clevedon, UK: Multilingual Matters.

[15] see: http://mokuolahonua.com/symposium/presentations/

[16] see: Obiero, O.J.

sides. Research focusing on inter-linguistic factors for indigenous language revitalization such as meta-cognitive awareness (Vandergrift, 2005), meta-linguistic awareness and language learning strategies (Rubin, 1990) appear to be non-existent.

One area for optimism came from the body of research on learner motivation (Rewi & Rewi, 2015), language status and language attitude. These topics presume that people aren't yet engaged in the language revitalization movement of an indigenous language and for the purposes of this study I am focusing on evaluating the successes of those language warriors currently engaged in the process of creating or becoming proficient second language speakers of Onkwehonwehnéha. Learner motivation, language status and language attitude are not necessarily indicators of success in creating second language speakers. They focus more so on building the capacity to have the numbers to create a critical mass of second language speakers in the future. We can create speakers based on the patterns of successful second language learners today and the programs that support their development as speakers of Onkwehonwehnéha.

Quantitative Program Assessments

Quantitative program assessments that measure the effectiveness of a language program or revitalization movement present challenges, because one would have to isolate factors and variables for analysis. This means that factors and variables would have to be known to those conducting the assessments. Generally, assessments are conducted by outside academics focusing on adding to certain bodies of already established research in second language education and the fields of applied and sociolinguistics. In these types of studies, factors for assessment are commonly: language learning strategies, metacognition in the L2, cross-linguistic transfer of L1 language skills to the L2, plural marker use in the L1 and L2 etc. Although all of these factors and their variables contribute to understanding how second language speakers behave and or interact in indigenous language programs the application of these evaluative techniques for each variable still does not tell us whether or not the program or course actually created any speakers. This would be similar to conducting a qualitative study on planting and growing corn. Instead of focusing on the entire process of growing corn in its entirety, one would only be studying one aspect and not link that one aspect to the overall goal of actually producing a cob of corn that could be eaten or saved for seed. Isolationist paradigms common to quantitative research lose sight of the fact that the goal for many indigenous language revitalization movements is to create speakers of the target language; the goal of empirical studies is parsimony leading to valid and reliable research. I seek to resolve this dichotomy between quantitative and qualitative research by letting the factors and variables for quantitative analysis emerge first from the qualitative study (focus group meetings, literature review) and embedding them within the broader language revitalization movement at Six Nations and within community customs and practices.

Limitations of Qualitative Research Methods

Qualitative studies were more or less reports and didn't say whether speakers were created, what the assessment tool was to measure their proficiency level and therefore were of

little use to this study. Such detailed and descriptive terminology as,"offered a language program", "spoke the language more", "interacted in the language", still did not tell me whether or not the program created any speakers. Joshua Fishman (2002) raises the question of the value of qualitative studies in that he claims there is no way to ensure parsimony of the research and that quantitative data was necessary to 'strengthen' the claims of qualitative data.

Framework For Assessing Speaking Proficiency & Language Use

I used the American Council for the Teaching of Foreign Languages Oral Proficiency Guidelines (2012[17]) as a framework within which to measure the stages of progression of a person who is learning to speak a Rotinonhsyón:nih language. The stages of BEGINNER, NOVICE, INTERMEDIATE, ADVANCED, SUPERIOR and DISTINGUISHED were used to give focus group and questionnaire participants a reference for gauging the effectiveness of the institutional frameworks, program goals and teaching and learning methods in creating proficient speakers of Onkwehonwehnéha. The simplicity of the ACTFL proficiency guidelines, the use of ACTFL OPI's to assess language learner proficiency at Six Nations since 2009 and language learner familiarity with the ACTFL proficiency guidelines were the two deciding factors in using ACTFL as the frame of reference for speaking proficiency at Six Nations. I also read through the Association of Language Testers of Europe (ALTE)[18], the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)[19] and the First Nations Language Benchmarks[20]. Ignace (2016)[21] offers an easily accessible and excellent discussion on the relevance of these three assessment frameworks (and others) for assessing language learner speaking proficiency applied to indigenous languages in Canada for elementary and high-school aged children.

The framework for assessing language use came from domain theory (Fishmans GIDS [1991] & EGIDS [2001]); indigenous language revitalization (Hinton & Hale 2001, Tsunoda 2005, Grenoble & Whaley 2006); economics of language (the desire, ability & opportunity to use the language, Grin, 2005); language normalization (www.mokuolahonua.com); and language structures (Green, 2016). Additionally, contexts or places where speakers use Onkwe'honwehnéha were important to examine to understand language use. According to Wilson and Kamana (2006), revitalization is a socio-cultural question, not a technical, pedagogical, demographic or even linguistic one. It is not about just learning and knowing a language, but using it and living in it and doing so in meaningful numbers. Therefore, language use requires interactions between L1 and L2 speakers in various contexts and types of social interactions. This led me to examine the interactionist approach as a framework to examine the efficacy of teaching and learning methods and instructional frameworks to create speakers of Onkwehonwehnéha; and contexts where speakers interacted.

In reference to language normalization, there are domains and structures at Six Nations

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[17] See: www.actfl.org

[18] See: http://www.alte.org

[19] http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

[20] https://open.library.ubc.ca/handle/bitstream/57246/ubc_2005-995194.pdf

[21] http://www.fnesc.ca/wp/wp-content/uploads/2016/04/614108-FNESC-LANGUAGE-BULDING-CURRICULUM-BOOK-290316-B-F-with-Cover.pdf

where the symbolic use of Onkwehonwehnéha is already normalized. The practice of reciting ancient speeches and rites is simply maintained. These include traditional longhouse ceremonies, social dances, feasts, funerals, births, weddings and medicine society ceremonies both at the longhouses and throughout homes at Six Nations. There are also those learners who become speakers who extend the use of Onkwehonwehnéha into new contexts and more mainstream, contemporary cultural practices. Cowell (2012) raises the question of "Is the goal simply to "know" the (typically) "traditional" language and culture "fluently"? Or is it to re-frame the identity (linguistic components as well as non-linguistic ones) such that it becomes on object of attraction, and then to assimilate students to that identity, which will be based in and provide social and conceptual mechanisms for actually using and living through the indigenous language in a fully contemporary present?" (Cowell, 2012, p.187) Therefore, I also paid attention to the instances wherein speakers integrated Onkwehonwehnéha in the contemporary present.

Through the focus group meetings and questionnaire responses, language use habits and patterns of successful second language speakers emerged and were easily observable. Contexts, places, spaces, happenings, occurrences and community events were recorded in the qualitative data and these findings were confirmed through confirmatory factor analysis.

Framework For Assessing Instructional Frameworks and Teaching and Learning Methods

The most effective instructional frameworks were determined by examining which instructional frameworks were most effective in developing the totality of each specific component of speaking proficiency. In determining effective instructional frameworks and their accompanying teaching and learning methods, "By investigating both learner-internal factors (such as Working Memory capacity [WM] and affect) and learner-external factors (such as the social context), researchers will be able to reach a deeper understanding of the complex role that interaction, feedback, output, and attention play in the development of a non-native language. As of now, we have yet to achieve a complete understanding of what interaction can offer L2 learners. and interaction interacts with other factors to impact the efficacy of interaction on L2 learning" (Mackey and Polio, 2009, p. 7)."

Data Collection

This research was based on data collected from language learners, teachers, administrators and speakers at Six Nations of the Grand River (Ohswé:ken). With over 46 years of experience of language revitalization efforts through language planning at Six Nations, it is believed that our own people, who have been on the ground doing the hard-work and heavy lifting are the ones who know what is required to create a critical mass of second language speakers. Data was collected from people involved with the revitalization of Kanyen'kehá:ka' (Mohawk), Gayogo̲hó:nǫ' (Cayuga) and Ononda'gé:ga' (Onondaga) in particular as these are the three languages with efforts organized to reverse language shift at Six Nations, at this time (2016). Data was collected through: an extensive literature review (briefly described above), 4 focus group meetings, and a series of anonymous questionnaires.

Literature Review

The literature review was used to acquire base data for what Six Nations and other language programs, schools, and organizations internationally have used to assess:

1. linguistic vitality and endangerment (Obeiro, 2013; Fishman 1991,2001; Hinton & Hale; 2001.)
2. the critical path(s) to expedient second language acquisition of indigenous languages.
3. the language acquisition strategies that work best to improve speaking proficiency, and in which instructional frameworks.
4. components of speaking proficiency (ACTFL, 2012; ALTE, 2006).
5. language acquisition processes that have been used to improve efficiency in language instruction for the purposes of increasing speaking proficiency and of creating a critical mass of second language speakers of indigenous languages.
6. language use (Grin, 2005) and its relationship to speaking proficiency.

Base data from the literature review was then used to form questions that were directed at a certain demographic within the Six Nations Language revitalization. The 4 demographic groups were:
1) Language program directors, administrators and principals.
2) Immersion and NSL teachers of elementary and high-school aged children
3) Immersion, NSL, college, university teachers and instructors of adults
4) Language learners of Onkwe'honwehnéha.

Focus Group Meetings

There were a total of 4 focus group meetings held with over 62 different participants representing participation from over 95% of all language programs, initiatives and organizations at Six Nations of the Grand River.

Focus group meeting I had 9 participants representing 8 out of the 11 program administrators that were invited to attend. Program administrators who were invited were either involved (or previously involved) in elementary or adult language immersion programs at SIx Nations. Program administrators were separated according to language represented and filled out a language vitality survey comprised of 46 questions.

Focus group meeting II had a total of 44 participants who were all of the NSL and immersion teachers, support staff, educational assistants and administrators representing all of the elementary and high schools at Six Nations. Participants filled out anonymous questionnaires on: instructional frameworks evaluation sheet; a teaching methods survey; syllabus design survey; components of speaking proficiency placement survey in relationship to building levels of speaking proficiency (ACTFL, 2012) and grade appropriateness. Participants discussed barriers to success and highlighted achievements of past and current language

programs for children.

Focus group meeting III had a total of 7 participants who were teachers, instructors and sessional lecturers in adult immersion, NSL, and college and university courses representing 4 out of the 5 institutions that were invited. Discussions focused on sharing experiences and knowledge on adult acquisition of Rotinonhsón:nih languages.

Focus group IV had a total of 10 participants who are/were adult language learners who have become speakers of Onkwe'honwehnéha at Six Nations representing 2 out of 3 languages. Language learners and speakers discussed their motivations for learning the language, and described their paths of how they became speakers of Onkwe'honwehnéha.

Focus Group Meetings Summary

Focus group meeting V was deemed not necessary because of the elicitation of useful data in the first 4 focus group meetings.

Anonymous Language Learner Questionnaire

After completion of the literature review and 4 focus group meetings, a final anonymous language learner questionnaire was prepared and administered on-line through www.surveymonkey.com. Questions targeted proving/disproving claims made in the focus group meetings to be answered by current and former language students, learners, teachers, administrators, etc. This questionnaire is also intended to provide quantitative data to confirm hypothesis generated from the literature review and 4 focus group meetings.

Data Analysis

Data was analyzed using both quantitative and qualitative methods. First, data from the focus group meetings and literature review was critically analyzed through the process of coding. First, through pre-set codes data was sorted, coded and analyzed. Second, through an inductive analysis of the data, emergent codes were generated by the respondents and from within the data itself. Data within each code that expressed similar themes was grouped together into specific yet separate categories. Each category was then explored in depth, looking specifically for the pre-set and emergent codes that signify successful second language acquisition. Each code, its themes and categories were first examined independently and then relationships between the separate codes, themes and categories were examined through qualitative comparative analysis.

For the questionnaires, data was examined through exploratory factor analysis, correlation analysis (represent linked concepts) and cross tabulation (relationships between variables such as age and gender) to answer key study questions.

Findings from the coded data (qualitative method) were cross-referenced with the factors and variables that emerged from the factor analysis from the questionnaires (quantitative method) to establish a hypothesis on the critical path to Onkwehonwehnéha second language acquisition.

An anonymous, on-line questionnaire was then created to test the hypotheses on factors and variables that provide the path to becoming a second language speaker of

Onkwehonwehnéha through confirmatory factor analysis. Questionnaire data was grouped and analyzed according to self-identified proficiency level - Novice, Intermediate or Advanced or higher. There were a total of 41 respondents. Only people who have participated in language programs, schools or are speakers of Onkwehonwehnéha at Six Nations specifically were invited to complete the questionnaire.

Methodology Summary

The methodology used for this study proved useful in answering study questions. It discovered and defined the critical path(s) to expedient second language acquisition of our Onkwehón:we languages. It discovered and defined the language acquisition strategies that work best to improve speaking proficiency, and in which instructional frameworks. It assessed language acquisition processes for efficiency in language instruction for the purposes of increasing speaking proficiency and of creating a critical mass of second language speakers of our Onkwehón:we languages at Six Nations; and it created opportunities for networking, communication and coordination for the language program directors, teachers and students in the Six Nations community over a longer term to shape existing and future language programs through collaborative dialogue and discussion to build on our collective experiences, knowledge and expertise.

CHAPTER 3: RESEARCH FINDINGS

Language Vitality at Six Nations

Language vitality was determined for Ononda'gë:ga', Gayogohó:nǫ' and Kanyen'kéha' at the focus group sessions. Participants were organized according to the Onkwe'hón:we language they are learning or speak. In groups, participants then answered questions on factors commonly used to determine the linguistic vitality or endangerment of a language by UNESCO (2003)[22]. The factors came from these categories: absolute number of speakers; status of inter-generational transmission; number of maintained and re-claimed domains of language use; extent of maintenance and preservation efforts; government policy; response to media; corpus planning; and literacy. The categorization, definition and numbers of speakers, bilingual children and second language speakers were determined by the participants in each group themselves. There were no pre-assigned definitions for speakers, bilingual children nor second language speakers. The linguistic vitality of Ononda'gë:ga', Gayogohó:nǫ' and Kanyen'kéha' are listed below.

Ononda'gë:ga'

There are 5 native speakers and 8 second language learners with symbolic speaking proficiency of Ononda'gë:ga' at Six Nations. There has not been extensive documentation of Ononda'gë:ga' and was this deemed insufficient for all levels of corpus planning to successfully support language revitalization. Ononda'gë:ga' is used only for symbolic purposes at Six Nations. Currently, an adult immersion program has just started (January 2017) in the hopes of creating 6 second language speakers of Ononda'gë:ga'. There exist no pre-school, elementary, high school, post-secondary immersion or NSL programs for Ononda'gë:ga'. There are 4 organizations dedicated to the preservation of Ononda'gë:ga'.

Gayogohó:nǫ'

There are approximately 36 native speakers and 53-200 second language speakers of Gayogohó:nǫ' at Six Nations. Inter-generational transmission between parents and children of 2 generations has been re-established in a few homes and there are an estimated 3 bilingual children. There has not been extensive documentation of conversational language of Gayogohó:nǫ'. Most of the documentation of Gayogohó:nǫ' has focused on ceremonial or symbolic language, lexicons and dictionaries, and teaching and learning materials for elementary immersion school teachers. Current documentation has been deemed insufficient in helping to successfully revitalize Gayogohó:nǫ' at Six Nations. Currently, there are 2 elementary immersion schools, 1 high school, and 1 adult immersion program; 4 elementary schools, 1 daycare and 1 high school with NSL programs; 1 post-secondary second language degree program; 4 organizations dedicated to the preservation of Gayogohó:nǫ' and the primary language of 4 out of 5 longhouses and most feasts at Six Nations is Gayogohó:nǫ'.

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[22] http://www.unesco.org/new/en/culture/themes/endangered-languages/language-vitality/

Kanyen'kéha

There are 4 native speakers, 21 second language speakers (ADV-MID+) and 50-200 other second language speakers of Kanyen'kéha at Six Nations. Inter-generational transmission between parents and children of 2 generations has been re-established in several homes and there are an estimated 12 bilingual children. It was concluded that there has not been extensive documentation of Ohswekén:a' Kanyen'kéha (the Six Nations' dialects of Mohawk) sufficient to supporting the revitalization of Kanyen'kéha. Currently, there are 2 elementary immersion schools, 1 high school and 1 adult immersion program; 1 elementary school, 1 daycare and 1 high school with NSL programs; 1 post-secondary second language degree program; 3 organizations dedicated to the preservation of Kanyen'kéha and the primary language of 1 out of 5 longhouses and some feasts at Six Nations is Kanyen'kéha.

Defining Speakers of Onkwehonwehnéha

At Six Nations there are language learners and speakers. Language learners are those people actively engaged in learning to speak Onkwehonwehnéha. The category of speakers is thus divided into two sub-categories: 1) native, birth, first language, bilingual children of second language speakers; and 2) second language speakers. An area for future research would be to use the categorizations and criteria below to take an actual census of speakers and learners at Six Nations.

Speakers

A speaker (also referred to as first language, native, birth, bilingual, multi-lingual) are defined as:

1) Spoken to from birth in the home by their parent(s). It is their 'first' language.
2) Are raised within a community of speakers.
3) Use the language out of the necessity to communicate (daily).
4) Speak the language(s) of their homes, communities.
5) Acquisition process is natural.
6) Language use transcends symbolic functions.
7) Can be the children of second language speakers (See below).

A learner who has become a speaker of Onkwehonwehnéha is defined as someone who:

a) has achieved the Advanced-Mid level of speaking proficiency (ACTFL, 2012);
b) are able to interact effectively in a community of speakers;
c) use the language out of necessity to communicate daily;
d) strive to acquire 'native speaker' like syntax, semantics, prosody and pragmatics.
e) acquisition process is contrived.
f) language use transcends symbolic functions.

Language Learners

A language learner of Onkwehonwehnéha is defined as someone who:

a) is progressing toward the Advanced-Mid level of speaking proficiency (ACTFL, 2012)

b) interacts in a community of speakers;

c) uses the language out of necessity to communicate;

d) strives to acquire 'native speaker' like syntax, semantics, prosody and pragmatics;

e) is actively engaged in a contrived learning process (unnatural)

f) uses the language for symbolic functions.

Creating Speakers of Onkwehonwehnéha

Throughout the focus group meetings six related and connected themes emerged that were deemed to be absolutely critical to acquiring Onkwehonwehnéha as an additional language: 1) motivation; 2) speaking proficiency; 3) language use; 4) personal traits, skills and abilities; 5) interaction in a community of speakers; and 6) understanding of the language acquisition process of Rotinonhsyón:nih languages.

Motivation

Motivation to learn to speak Onkwehonwehnéha as an additional language has been indicated as a success factor for those who have become speakers of Onkwehonwehnéha. The categories that comprised the theme of motivation are: a) identity; b) the maintenance of family legacy; and c) inspiration.

Identity

Unanimously, everyone agreed that Onkwehonwehnéha is an indicator or signifier of someone who is Onkwehón:we. As such, the use of Onkwehonwehnéha has not transcended ethnic identity. This is important to note because it sharpens the focus of the study on intra-group factors for success in acquiring Onkwehonwehnéha as an additional language. This eliminates the need to focus solely on 'one-size fits all' domain reclamation models of language revitalization (Fishman *GIDS* 1991, *EGIDS* 2001) or ecology of language paradigms (Haugen, 1972; Creese & Martin, 2003; Creese et. al, 2008; Skutnabb-Kangas, 2005) that are contingent upon understanding the interplay of the inequalities that exist between two or more language groups that has made language shift possible. Language learners who have become speakers learn Onkwehonhwehnéha as part of their own personal process of self-discovery, self-identification, inclusion and/or identification with an ethnic group of people, perpetuation of a nation of people to maintain treaty rights, de-colonization and self-empowerment, and to more fully understand, maintain and participate in dynamic Rotinonhsyón:nih cultural practices.

Maintenance of Family Legacy

One hundred percent of language learners who have become speakers indicated that they remember someone in their families who spoke Onkwehonwehnéha and that this was a source of great pride for them. Informants stated that they wanted to honor, respect and or continue on the tradition throughout their family line of speaking Onkwehonwehnéha.

Many language learners describe a moment or experience within which they became inspired to learn Onkwehonwehnéha. They come back to this initial inspiration to help strengthen their resolve to learn to speak Onkwehonwehnéha. In most cases the inspiration was simply being somewhere and watching and/or listening to someone speak to a crowd of people in Onkwehonwehnéha. Other forms of inspiration came from interacting with people from other nations who could speak their own indigenous or minority language. Inspiration provides 'fuel for the fire' to drive the acquisition of Onkwehonwehnéha forward.

Speaking Proficiency

Speaking proficiency was understood by participants as the ability of a person to communicate meaningfully, accurately and purposefully in the target language their wants, needs, thoughts, desires and feelings in a way that was comprehensible to native speakers. Speaking proficiency is built or developed over time through a conscious, guided, monitored and assessed series of learning processes. The goal clearly is to work toward native speaker like proficiency. ACTFL (2012) speaking proficiency guidelines were used as the frame of reference for adult teachers and instructors; some teachers of children in elementary immersion schools and by adult language learners who have become speakers. A caveat must be noted here - ACTFL was referred to as a good starting point or reference, however we need to 'add on' to it in order to best meet our needs for Onkwehonwehnéha at Six Nations. This is an area for future research. Speaking proficiency is comprised of the following categories: a) components of speaking proficiency; b) instructional frameworks; and c) teaching and learning methods and approaches.

Targeting Building Speaking Proficiency Through Second Language Acquisition Processes

From the literature review, mastery of several key components for building and assessing speaking proficiency for both children and adults were identified. The components of speaking proficiency were categorized according to targeting or developing a specific level of proficiency (ACTFL, 2012) through second language instruction processes (teaching and learning). Identifying individual learner needs, strengths, capacities and abilities is necessary in order to have people participate in the most appropriate instructional frameworks that use the most appropriate teaching and learning methods to increase their specific level of speaking proficiency. In terms of delivery, the components of speaking proficiency can be further categorized into either natural or interactionist approaches that best build the components of speaking proficiency leading to second language acquisition. These were added to and refined after the first focus group meeting. The components and their definitions are listed below: *Phonology*: phonics, sounds, syllables, orthography; *Morphology*: morphemes, parts and pieces that contain meaning, roots, prefixes, suffixes etc.; *Lexical Knowledge*: words, vocabulary, themes; *Syntax:* sentence structure, word order; *Semantics*: meaning of a word, sentence, utterance, text; *Pragmatics:* appropriate language use in social interactions: conversational language, formality/informality, cultural norms, co-occurrence rules, turn taking, posturing, gestures (the etiquette of speaking/interacting in a certain language), functions, language tasks; *Prosody:* pronunciation, tone, inflection, accent etc.; *Meta-linguistic Awareness:* the process of

developing an understanding of how a language is structured or functions; *Meta-Cognitive Awareness:* understanding, taking responsibility for, planning and evaluating one's own learning process; *Language use*: the willingness to use the target language for everyday communication and the ability to express one's thoughts, feelings, experiences, knowledge in the target language; *Communicative competence:* ability to communicate effectively (accurately) in the target language; *Listening Comprehension:* the ability to understand/comprehend what is being said in order to better produce (speak) the target language; *Literacy:* the ability to read and write in the target language; *Language Learning Strategies:* the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively (Rubin, 1975; Oxford, 1990); *Cultural Knowledge*: knowledge of songs, ceremonies, practices, customs, values, knowledge, foods, ways of being etc. contained within the living culture of the people who speak the target language; *Semiotics:* understanding signs and symbols in the language, cultural artifacts; *Level of ability/proficiency:* Age, level of ability in the language, can they understand; *Teacher ability:* the teachers ability and knowledge of what is required to create speakers, teacher training – have they been trained to teach to build speaking proficiency; *External influence:* Family/community support involvement, interaction and engagement with the community; *Administration:* is the administration supportive of the creation of speakers (at all levels); *Physical site/classroom:* the learning environment, is it conducive to developing speaking proficiency; *Individual learner traits*: aptitude, personality, customs, social norms, attitude, motivation, work ethic; and *Use of technology:* use of technology and media to assist learning.

The Most Effective Instructional Frameworks

Instructional frameworks used at Six Nations are: on-line courses, night courses; language camps; self-directed learning; master apprentice program; pre-school, elementary and high school NSL programs; elementary, high school and adult immersion programs; and university/college programs and courses. The most effective instructional framework overall for developing speaking proficiency was determined by adding together the percentage ratings of each component of speaking proficiency for each instructional framework. Study results are listed below.

Most Effective Program Structures

Program	Percentage
On-Line Courses	22.3%
Master Apprentice Program	63.0%
Elementary NSL Courses	25.2%
University/College Courses/Programs	48.7%
Elementary Immersion Programs	62.4%
Adult Immersion Programs	81.5%
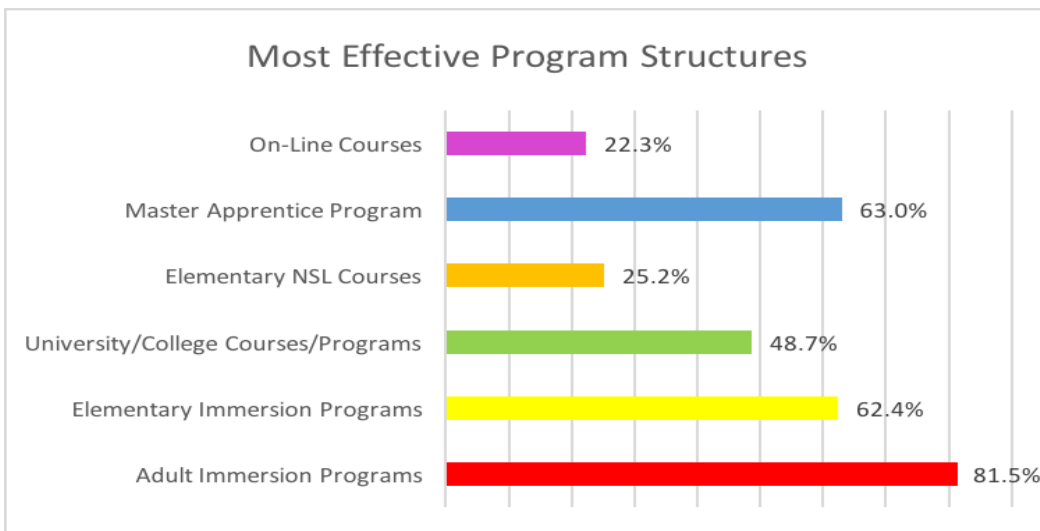
Immersion is the most effective instructional framework for creating speakers of Onkwehonweh-néha at Six Nations.

Adult immersion programs were rated as the most

effective instructional frameworks for creating speakers of Onkwehonwehnéha (81.5%); followed by Master-Apprentice programs (63%) and elementary immersion programs (62.4%). Even though Master-Apprentice programs have been operated in the past for Kanyen'kéha and Gayogohó:nǫ' with success in supporting the development of speaking proficiency of participants, none are in operation at the time of this study (2016). Individuals however, through self-study use the Master-Apprentice model (Hinton, 2001) as a framework to guide their learning independent of any language program. This includes interacting with the documentation of native speakers in print, audio and video formats as well as spending time with native speakers in person, over social media and through interactive internet and telephone conversations, email and chat rooms and groups.

Each instructional framework was also rated for their effectiveness for targeting the development of specific levels (ACTFL) and components of speaking proficiency. Effectiveness was rated on each component of speaking proficiency achieving a 75%+ effectiveness rating. Study findings are listed in the chart below:

Most Effective Instructional Frameworks for Building the Components of Speaking Proficiency

Component of Speaking Proficiency	ACTFL Proficiency Level Appropriateness	Most Effective Instructional Framework
Phonology	Novice	Elementary Immersion (85.29%) Adult Immersion (79.41%)
Morphology	Novice Intermediate	Adult Immersion (91.18%) University/College Courses (82.35%)
Lexical Knowledge	Beginner Novice	Elementary Immersion (76.47%)
Syntax	Novice Intermediate	Adult Immersion (76.47%)
Semantics	Intermediate Advanced	Adult Immersion (88.24%)
Pragmatics	Novice Intermediate	Adult Immersion (76.47%)
Prosody	Beginner Novice	Master Apprentice Program (85.29%) Adult Immersion Programs (79.41%)
Meta-Linguistic Awareness	All	Adult Immersion (79.41%)
Meta-Cognitive Awareness	Novice Intermediate	Adult Immersion (74.47%) University/College Courses (74.47%)
Language Use	All	Adult Immersion (94.12%)
Communicative Competence	Intermediate Advanced	Adult Immersion (88.24%) Master Apprentice Program (82.35%)
Listening Comprehension	Beginner Novice	Adult Immersion (85.29%) Master Apprentice Program (79.41%) Elementary Immersion (76.47%)
Literacy	Advanced	Adult Immersion (76.47%)
Language Learning Strategies	All	Adult Immersion (76.47%)
Cultural Knowledge	All	Master Apprentice Program (88.24%) Adult Immersion (76.47%)

Elementary immersion was found to be most effective in building receptive skills for developing speaking proficiency at the NOVICE level. Adult immersion programs were found to be most effective at building both receptive and expressive skills for developing speaking proficiency at the NOVICE to ADVANCED levels. The Master Apprentice program model was found to be most effective at strengthening receptive and expressive skills to 'sound like a speaker' at the ADVANCED to SUPERIOR levels (these figures also include residing and/or working with native speakers or highly proficient second language speakers). University/College programs and courses were found to be most effective at building meta-linguistic awareness of the morphology of Onkwehonwehnéha at the NOVICE to INTERMEDIATE levels.

Teaching and Learning Methods

There exists a plethora of second, foreign and indigenous language teaching and learning methods. Many are in use at Six Nations. Specific teaching and learning methods target the development of specific components of speaking proficiency by proficiency level. Teaching and learning methods acquiring a rating of 65% (+/-1) were deemed to be effective. Study findings are listed in the chart below:

Second, Foreign and Indigenous Language Teaching and Learning Methods That Build Speaking Proficiency By Speaking Proficiency Level

ACTFL Speaking Proficiency Level	Most Appropriate Instructional Frameworks	Most Appropriate Teaching & Learning Methods
Beginner	Language Camps Night Courses On-Line Courses Pre-School NSL Elementary NSL	Grammar Translation Method (63.64%) Community Language Learning (70.59%) Total Physical Response (94.12%) The Natural Approach (79.41%) Accelerated Second Language Acquisition (91.18%) The Structural Approach (79.41%) Whole Language (64.71%) Where are your Keys? (79.41%)
Novice	Elementary Immersion Elementary NSL Adult Immersion Year 1 University/College Programs Year 1	Audio Lingual Method (73.53%) Communicative Method (73.53%) The Natural Approach (79.41%) The Rassius Method (69.70%) The Root-Word Method (79.41%) Lexical Syllabus (76.47%) Thematic Approach (72.73%)
Intermediate	Elementary Immersion Adult Immersion Year 2 University/College Programs Years 2-3 Master Apprentice Program	Audio Lingual Method (73.53%) The Reading Approach (70.59%) The Direct Method (72.72%) Communicative Method (73.53%) Functional-Notational Approach (69.70%) The Structural Approach (79.41%) Immersion (85.29%) Task-Based Learning (70.59%) Master-Apprentice Program (79.41%) Project-Based Learning (67.65%)
Advanced	Adult Immersion Year 3	Master-Apprentice Program (79.41%)

	Master Apprentice Program	
Superior	Self-Directed Learning	
Distinguished	Self-Directed Learning	

It was stressed in the focus group meetings that there is not one teaching or learning method that is useful on its own. All teaching and learning methods target a specific component, or blend or mix of components of speaking proficiency at a certain level of speaking proficiency. It was also stressed that there is a sequence, or 'right thing at the right time' and that 'we shouldn't be talking over the heads of the learners' (anonymous respondents, 2016). Instruction should be differentiated according to individual learner need. It was agreed that classes with a mix of learners at various levels of proficiency is beneficial from BEGINNER to INTERMEDIATE-LOW however learners between the INTERMEDIATE-ADVANCED-LOW levels require different teaching and learning methods. It was stated that learners with ADVANCED+ proficiency require a different instructional framework.

An interesting finding is that immersion is most effective for learners at the INTERMEDIATE level of speaking proficiency suggesting that another instructional framework be used to build proficiency first in learners at the BEGINNER and NOVICE levels. Another interesting finding was that the Master-Apprentice program was considered the only method effective for learners at the ADVANCED level of proficiency.

Elementary and High School Instructional Frameworks

Instructional frameworks currently utilized at Six Nations for language acquisition of children were identified. They are: *Immersion Education:* A method of teaching where the learners second language is the language of instruction; *50/50 Immersion Education:* A method of teaching where two languages are used as the medium of instruction for different/separate subjects; *Second Language Education:* A method of teaching and learning another language other than the mother tongue of students; *Indigenous Immersion/Culture Based Education:* A method of teaching and learning initiated, controlled and guided by indigenous people and communities where indigenous languages and culture are used for instruction. Indigenous Immersion/Culture Based Education has been combined with Immersion Education for the purposes of this study as elementary immersion teachers either filled in one column or the other on the questionnaire.

Through the focus group meetings and anonymous questionnaires participants were asked to rate each instructional framework's effectiveness in developing the component of speaking proficiency on a four-point scale NC = not considered, IE = ineffective, E = effective and EE = extremely effective. Participants were then asked to cross reference each component of speaking proficiency by placing it in the ACTFL categories of Novice, Intermediate, Advanced, Superior and Distinguished to identify what level of speaking proficiency each component specifically targeted. For each institutional framework, those components of speaking proficiency that were rated with means of 3.0 (out of 4.0) or higher were deemed to be 'successful' in building speaking proficiency within that institutional framework. These components were then rated using a comparison of their standard deviations from the mean score to determine uniformity in response or strength of the response in relationship to the

others. Each component of speaking proficiency is color-coded to indicate what level of speaking proficiency it targets. These are listed in Figure 2 below.

Elementary and High School Instructional Framework Effectiveness In Building Components of Speaking Proficiency

0 - 2.99 = Ineffective   3.0 - 4.0 = Effective

Beginner/Novice   **Intermediate**   **Advanced**   **Superior**   **Distinguished**

Instructional Framework	Effective	Ineffective
Immersion (2.83)	Cultural Knowledge (3.33) Teacher Ability (3.29) Listening Comprehension (3.09) Semantics (3.04) Phonology (3.00 SD 0.31) Community/Family (3.00 SD 0.82) Physical Site (3.00 SD 0.89)	Meta-Cognitive Awareness (2.04) Meta-Linguistic Awareness (2.28) Individual Learner Traits (2.4) Language Learning Strategies (2.46) Literacy (2.52) Morphology (2.57) Syntax (2.76)
50/50 Immersion (2.65)	Cultural Knowledge (3.0) Teacher Ability (3.0) Listening Comprehension (3.0) Lexical Knowledge (3.0) Prosodics (3.0) Level of Ability (3.0) Pragmatics (3.0)	Language Learning Strategies (1.8) Meta-Linguistic Awareness (2.0) Meta-Cognitive Awareness (2.0) Language Use (2.4) Communicative Competence (2.4) Morphology (2.6) Syntax (2.6)
Native Second Language Programs (2.67)	Teacher Ability (3.13) Lexical Knowledge (3.10 SD 0.54) Cultural Knowledge (3.1 SD 0.7) Phonology (3.1 SD 0.83) Semantics (3.0)	Meta-linguistic Awareness (2.1) Meta-Cognitive Awareness (2.2) Use of Technology (2.33) Physical Site (2.42 SD 0.48) Individual Learner Traits (2.42 SD 0.73) Community/Family (2.42 SD 0.73) Syntax (2.5 SD 0.5) Literacy (2.5 SD 0.67) Communicative Competence (2.5 SD 0.67) Language Learning Strategies (2.5 SD 0.92)

For children's elementary and high-school programming, none of the institutional frameworks were determined to be effective overall in delivering the components of speaking proficiency necessary to create speakers of Onkwehonwehnéha. Full immersion is considered most effective at 2.83, followed by Second Language Programs at 2.67. Least effective is 50/50 Immersion at 2.65. All institutional frameworks are effective in building cultural knowledge and teacher ability. None of the institutional frameworks are effective in building meta-linguistic awareness, meta-cognitive awareness or use of language learning strategies. These findings are consistent with common findings from the evaluation and assessment of French Immersion in that natural approaches using the direct method build receptive skills (listening comprehension, semantics, cultural knowledge, lexical knowledge) however do not effectively create the

capacities in students to be expressive in the target language (communicative competence, language use, literacy, use of technology, morphology and syntax). Also, none of the instructional frameworks are effective at building an understanding of the learning process of acquiring and building speaking proficiency in Onkwehonwehnéha. This is also a result of the direct method-natural-immersion approach which assumes that school aged children have the ability to acquire the target language simply by immersed in an Onkwehonwehnéha speaking environment (or of being exposed to comprehensible input [Krashen, 1986]). Thirty-one years of immersion experience at Six Nations, many studies on the efficacy of various aspects of the interactionist approach in creating second language speakers (Mackey et. al, 2012; Cammarata & Tedick, 2012) and the results of this study strongly suggest that direct method-immersion-natural approaches alone are ineffective in creating proficient speakers of Onkwehonwehnéha. Each instructional framework's strengths in building the components of speaking proficiency focus on the Novice level of speaking proficiency. It is quite apparent that the three elementary and high school instructional frameworks are unsuccessful in building the components of speaking proficiency that target higher level proficiency and expressive skills at the intermediate and advanced levels. The above findings of the anonymous questionnaires were strengthened by comments made in the focus group meetings with the elementary school immersion and NSL teachers who stated few to no children acquire high levels of proficiency (even after 13 years of immersion education). The exceptions they said, were bilingual children (who already came to the immersion programs with intermediate or advanced levels of proficiency); or those students who had a speaker or language learner at home or in their family who use Onkwehonwehnéha as the language of the home. This highlights an important link in language maintenance between family/home language use and the effectiveness of immersion as an instructional framework in building speaking proficiency and language use of second language learning children. Teachers also felt that having a bilingual child in their immersion classrooms was beneficial to establishing and maintaining the use of Onkwehonwehnéha and benefited second language speaking children of Onkwehonwehnéha. However, some parents of bilingual children (speakers from birth, the children of second language speakers) have stated that immersion education at Six Nations has had a subtractive effect on their children's speaking ability in Onkwehonwehnéha. This is consistent with current research on the negative effects of immersion education on first language speaker children who already come to school as speakers of the target language (Cummins, 1986).

Elementary and High School Teaching and Learning Methods

Teaching and learning methods common to second or foreign language programs of any language were then also cross-referenced with the ACTFL categories of Novice, Intermediate, Advanced, Superior and Distinguished to identify what level of speaking proficiency each method targeted. Teaching and learning methods were then categorized by institutional framework by taking a count of what methods teachers of adults and children used most often. Use of each method was then ranked in comparison to the others using a scale of: never, rarely, occasionally and often to determine what teaching and learning methods in what institutional frameworks were used most often. These were then cross referenced with the ACTFL proficiency level associated with the effectiveness of that teaching method to determine first, what the most useful teaching and learning methods are and in what instructional frameworks.

Also, to determine what teaching and learning methods current teachers are using within the instructional frameworks and whether or not these teaching and learning methods actually are designed to target and build higher levels of speaking proficiency.

Elementary and High School Teaching and Learning Methods

Beginner/Novice   Intermediate   Advanced   Superior   Distinguished

Instructional Framework	Most Often Used Methods	Least Often Used Methods
Immersion	Direct Method Communicative Method Total Physical Response Accelerated Second Language Acquisition Immersion Task-Based Learning Thematic Learning The Natural Approach	The Lexical Syllabus Grammar Translation Audio Lingual Method The Structural Approach Where Are Your Keys? The Rassius Method Functional-Notational Approach
50/50 Immersion	Reading Approach Communicative Method Functional-Notational Approach Grammar Translation Direct Method Total Physical Response	Master Apprentice Model Whole Language Structural Approach Task Based Learning Thematic Approach
Second Language Programs	Total Physical Response Audio Lingual Method Grammar Translation Method	Master Apprentice Model Whole Language Immersion Task Based Learning Communicative Method Functional Notational Approach Project-Based Learning Thematic Approach

The rated ineffectiveness of elementary immersion, 50/50 immersion and NSL programs at Six Nations can be explained partially through an examination of the teaching methods and approaches used by teachers. In all three instructional frameworks, teaching and learning methods associated with developing the BEGINNER/NOVICE level of proficiency are most commonly used. Least commonly used are those teaching and learning methods associated with developing the INTERMEDIATE-ADVANCED levels of proficiency. These claims were supported by the teachers collectively who said that they know that how they are teaching is not creating speakers. They were also quite clear in stating that they needed support in 5 areas in order to improve their ability to build proficiency and promote use: 1) time; 2) administrative support and leadership; 3) resources; 4) teacher language support; and 5) training on second language teaching methods that build and assess speaking proficiency and promote language use.

The Relationship Between Contact Hours, Instructional Frameworks, & Teaching & Learning Methods

Language Program Participation
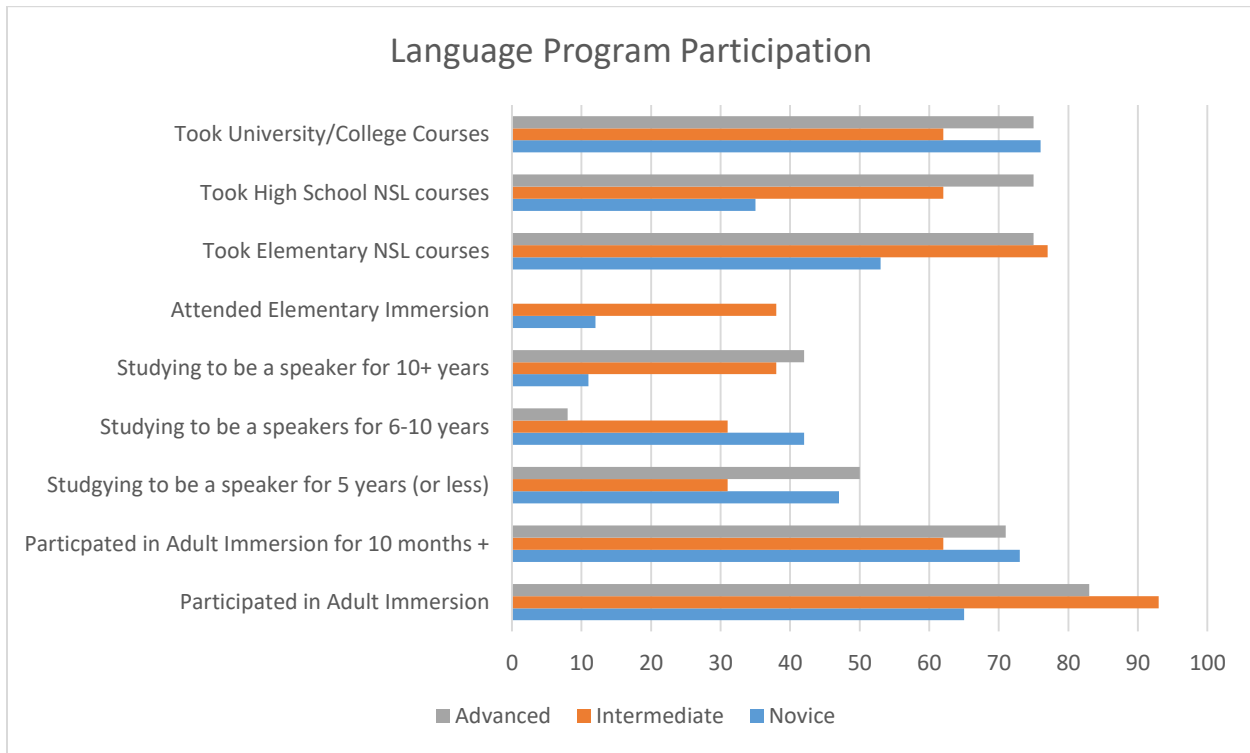
There is a distinct causal relationship between contact hours, instructional frameworks and teaching and learning methods. Thirty-eight percent of those at the INTERMEDIATE level of proficiency attended elementary immersion, 93% attended adult immersion and 69% have been studying for 6 years or more. Twelve percent of those at the NOVICE level attended elementary immersion, only 65% participated in adult immersion and 47% have been studying for 5 years or less. *None of the people who participated in this study that have become speakers (ADVANCED+) attended elementary immersion schools (0%)[23] whereas 83% of those who have become speakers participated in adult immersion programs. Those who have become speakers have done so as adults and most have done so through participation in adult immersion programs.* Contrastively, in elementary immersion school programs at Six Nations language learners are exposed to 100% immersion from JK-grade 6. This is 8 full years, 190 instructional days per year, 6.5 hours contact time per instructional day. Adult immersion programs operate from September-May, Monday to Friday, 8:30 a.m.-3:00 p.m. generally for 2-3 years. What this contrast signifies is that extended time studying or learning in Onkwehonwehnéha does not equate to a person becoming a speaker. Backed by information from the focus group meetings, ADVANCED+ speakers said that there must be a focused and concerted effort on the part of teachers, learners and administrators to build, track, monitor and assess speaking proficiency

[23] This does not mean that no graduates of immersion programs at Six nations have not become speakers. What this indicates is that none of the 103 respondents surveyed in this study have attended immersion elementary or high-school programs and have become speakers.

while also stressing the need for language use both in and outside of the classroom. Students must be taught how to speak both the vernacular and academic language of Onkwehonwehnéha in immersion settings and further - that the efforts at school must be mirrored by equal efforts at home by parents. Elementary immersion school teachers expressed the desire to teach the children how to speak the language however they stated that they were never trained in second language teaching and learning methods. Also, due to the mandate to deliver school curriculums that are content based they don't have the time for second language instruction specifically, and that a mandate from administration was required to shift the mission and goals of the schools themselves. Many also stated that they didn't feel that they were proficient enough to create speakers of Onkwehonwehnéha. They also stated that due to the workload of teaching in an immersion setting that they do not have the time or energy to educate themselves. They are however willing to learn and try out new techniques if someone were to teach them. This conundrum is an area for further study - of how best to support current immersion teachers in combining building speaking proficiency with delivering curriculum content.

Two distinct paths emerged from the data for the amount of time invested for those language learners who have become speakers: 1) those who have studied 5 years or less (50%); and 2) those who have studied 10 years or more (43%). Only 7% of total speakers that responded have been studying between 6-10 years.

Those Who Have Taken Ten or More Years To Become Speakers

According to focus group meeting data, those who have taken 10+ years to become speakers began their learning in the late 1980's and 1990's as adults (or young adults). Forty-three percent of the people who have become speakers of Onkwe'honwehnéha have been actively trying to become speakers for 10 or more years. Of these, 0% attended elementary immersion; 75% took NSL courses in elementary, high-school and university; 67% attended adult immersion and of this 67% - only 20% attended adult immersion for more than 9 months.

Those Who Have Taken Five Years or Less To Become Speakers

According to focus group meeting data, those who have taken 5 years or less to become speakers began their learning in or around 2011-12. Fifty percent of the people who have become speakers of Onkwe'honwehnéha have been actively learning for 5 years or less. One-hundred percent of the speakers who have been studying for 5 years or less spent at least 18 months in an adult immersion program and of this 100%, 40% attended an adult immersion program for between 28-35 months. Of the 50% who have been learning for 5 years or less, 17% attended NSL elementary, high school or university/college language courses or programs; and 67% had no prior experience learning Onkwe'honwehnéha. Such efficient acquisition of Onkwe'honwehnéha with such little prior experience signifies that there has been a breakthrough in adult immersion for the efficient creation of speakers of Onkwe'honwehnéha. By contrast, 93% of those at the INTERMEDIATE level attended adult immersion. Of this 93%, 62% participated for 10 months or more in adult immersion program and 38% have been studying for 10 years or more. Seventy-seven percent took elementary NSL courses, 62% took high-school NSL and 62% participated in university or college level language courses. What have

the 50% done who studied for 5 years or less to becomes speakers of Onkwe'honwehnéha so quickly?

Language Use

Language Use

A horizontal bar chart titled "Language Use" showing percentages for Advanced+ (gray), Intermediate (orange), and Novice (blue) across five categories:

- Force Themselves to Converse with Others: Advanced+ ~75, Intermediate ~46, Novice ~35
- Use the Language at Home: Advanced+ 100, Intermediate 100, Novice ~82
- Use the Language with Peer Group: Advanced+ 100, Intermediate ~85, Novice ~64
- Communicate Through Social Media: Advanced+ ~75, Intermediate ~69, Novice ~24
- Use the language Daily: Advanced+ 100, Intermediate ~92, Novice ~65

X-axis: 0 to 100. Legend: Advanced+, Intermediate, Novice

In the focus group meeting it was stressed that language use is the single most important factor for any individual seeking to become a speaker of Onkwe'honwehnéha. These learners are 'fearless' and are not afraid to make mistakes when using the language; they speak the language outside of class with their peer group both in person and through social media and electronic devices (text, email, phone calls, skype, facetime). They force themselves to speak Onkwe'honwehnéha and when they do not know how to say something, they have a support network of speakers to assist them. Language use necessitates learning, and that what is learned is of use for the purposes of real, meaningful and purposeful communication with other speakers or learners of Onkwe'honwehnéha. Of those who have become speakers, 100% use the language daily at home and 100% use it with their peer group. Comparatively, 65% of NOVICE level learners use the language daily, 82% use it at home and 64% use it with their peer group. Also, 75% of ADVANCED+ speakers force themselves to converse with others who they know can speak Onkwe'honwehnéha and communicate through social media 75% of the time. Only 35% of NOVICE level learners force themselves to communicate with others who they know can speak Onkwe'honwehnéha and 24% communicate through social media. It is clear, the path to becoming a speaker of Onkwe'honwehnéha includes forced use of the language with peer groups, at home, on social media, and for all other forms of communication with those who can understand it.

Learning Process

Bar chart titled "Learning Process" comparing Advanced+, Intermediate, and Novice learners across categories: Studying With Friends/Family Beneficial, Studied at the Same Time as Friend/Family Member, Use Technology to Assist Acquisition, Have a Language Mentor, Use Language Learning Strategies, Think ACTFL is Useful as a Frame of Reference, Seek Out and Spend time With Speakers, Monitor Their Own Learning Process. Legend: Advanced+ (gray), Intermediate (orange), Novice (blue).

Successful second language learner ('good language learner') research (Rubin, 1986; Oxford, 1990) presumes that if one knows the traits and habits of successful second language learners that if others employing the same language learning strategies could also acquire proficiency in the target language. Eighty-three percent of ADVANCED+ speakers studied (or are learning to speak) Onkwe'honwehnéha at the same time as a family member or friend. Of this 83%, 100% said it was beneficial to building their speaking proficiency. One-hundred percent of speakers use language learning strategies and technology to assist their learning. Ninety-three percent ADVANCED+ have a language mentor whereas only 54% INTERMEDIATE and 59% NOVICE have a language mentor. Significantly, 69% of speakers monitor and plan for their language acquisition and 75% said that having ACTFL as a reference for measuring their speaking proficiency was beneficial. Contrastively, only 23% of INTERMEDIATE and 29% of NOVICE level learners monitor and plan for their language learning and only 41% of NOVICE level learners feel ACTFL is useful for helping them to monitor their progress. Interestingly, only 25% of ADVANCED+, 54% of INTERMEDIATE and 29% of NOVICE level speakers seek out and spend time with native speakers. This signifies that it is not necessary to spend time with native speakers to reach the ADVANCED level of speaking proficiency (although it is definitely beneficial). Learners that become speakers plan, monitor and assess their language learning; use technology to assist their learning; have a language mentor; use language learning strategies, and study at the same time as a family member or friend.

Personal Traits, Skills, & Abilities

Literacy Rate

Advanced+ 100

Intermediate 92

Novice 53

(scale: 0, 20, 40, 60, 80, 100)
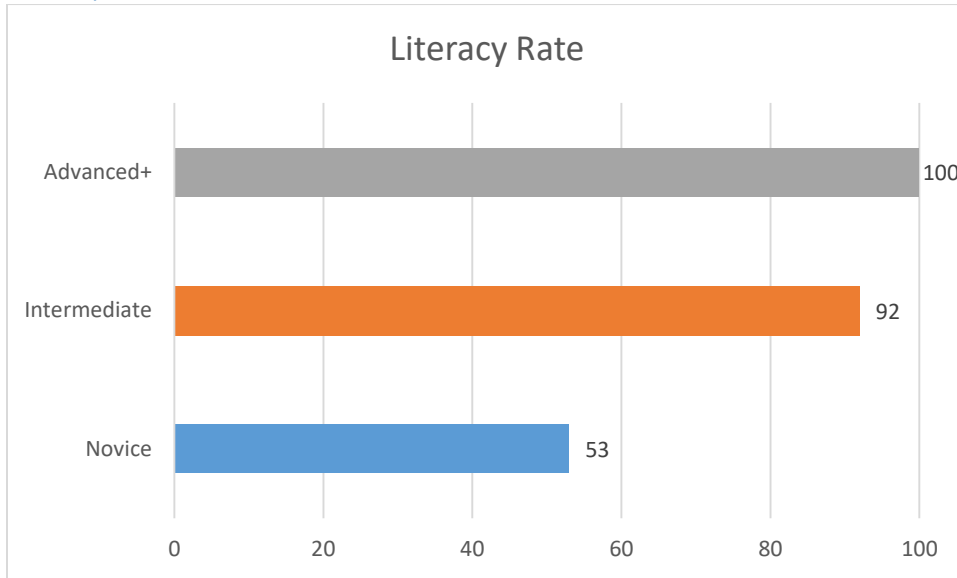
One-hundred percent of ADVANCED+ speakers are literate in Onkwe'honwehnéha as compared to only 53% at the NOVICE level. In order to become a speaker of Onkwe'honwehnéha, a learner must become literate. The most effective institutional framework for building literacy in Onkwe'honwehnéha is Adult Immersion at 76.4% approval rating. The least effective instructional frameworks for building literacy are the Master-Apprentice Program and elementary immersion with a 2.5/4 approval rating deeming it 'ineffective'. Interestingly, a large part of the elementary immersion curriculum is based on reading and writing. Teachers stated that they need leadership and support to improve the literacy skills of their students.

Learner Traits, Skills & Abilities

Learner Traits, Skills & Abilities

- I am able to recite traditional speeches
- I had a speaker in my family as a child
- Graduated College or University
- Speaks more than 2 languages
- I excelled in High School Language Arts
- I excelled in Elementary Language Arts
- I am outgoing.
- I am creative.
- I am expressive.

(scale: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100)

Legend: ■ Advanced+ ■ Intermediate ■ Novice
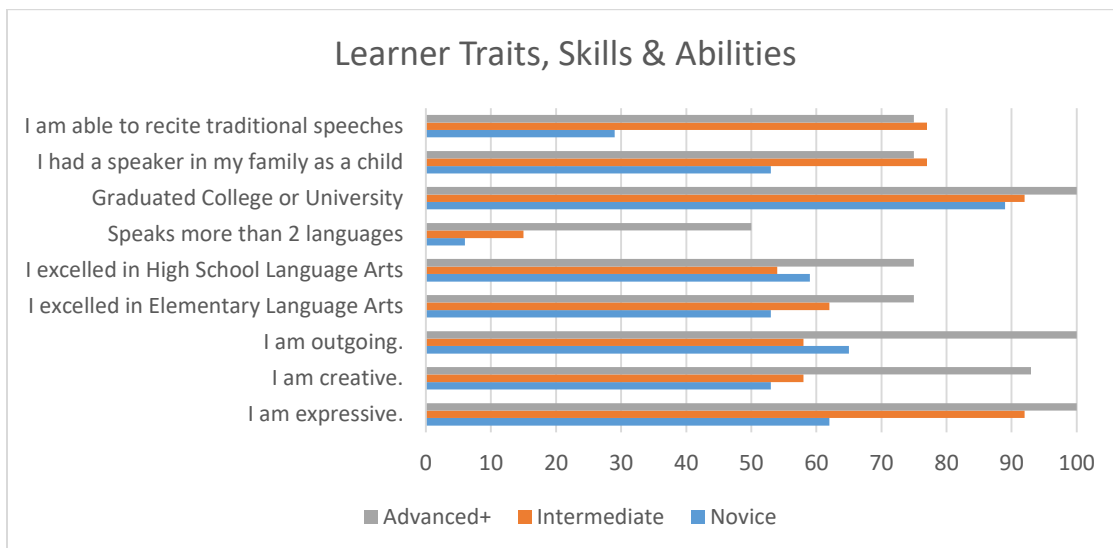
In the focus group sessions, instructors of adults stated that the most successful learners were those who were outgoing, expressive and creative. One-hundred percent of learners who have become speakers are outgoing and expressive, and 93% are creative. Additionally, 100% have graduated from college or university. Seventy-five percent had a speaker in their family that they remember as a child and 75% are able to recite traditional ceremonial speeches. Reciting traditional speeches serve real community functions at feasts or ceremonies at longhouses and throughout the community at Six Nations. This symbolic proficiency does not make one a speaker of Onkwehonwehnéha, however this study indicates that the ability to perform ceremonial speeches is a trait of learners who become speakers. Also, with 75% of speakers excelling in language arts in elementary and high school, parallels can be drawn between aptitude in the L1 transferring to aptitude for acquiring Onkwehonwehnéha as an additional language. This is an area for future study. Also, 50% of speakers are multi-lingual whereas only 6% of NOVICE level learners and 15% of INTERMEDIATE level learners speak more than 2 languages. This indicates aptitude for acquiring languages. These results perhaps can be used on language program admission tests to screen the aptitude of perspective students and to select those with the greatest chance of success in acquiring Onkwe'honwehnéha (if there must be a selection process).

Attitude Towards Contrived Approaches to Language Acquisition
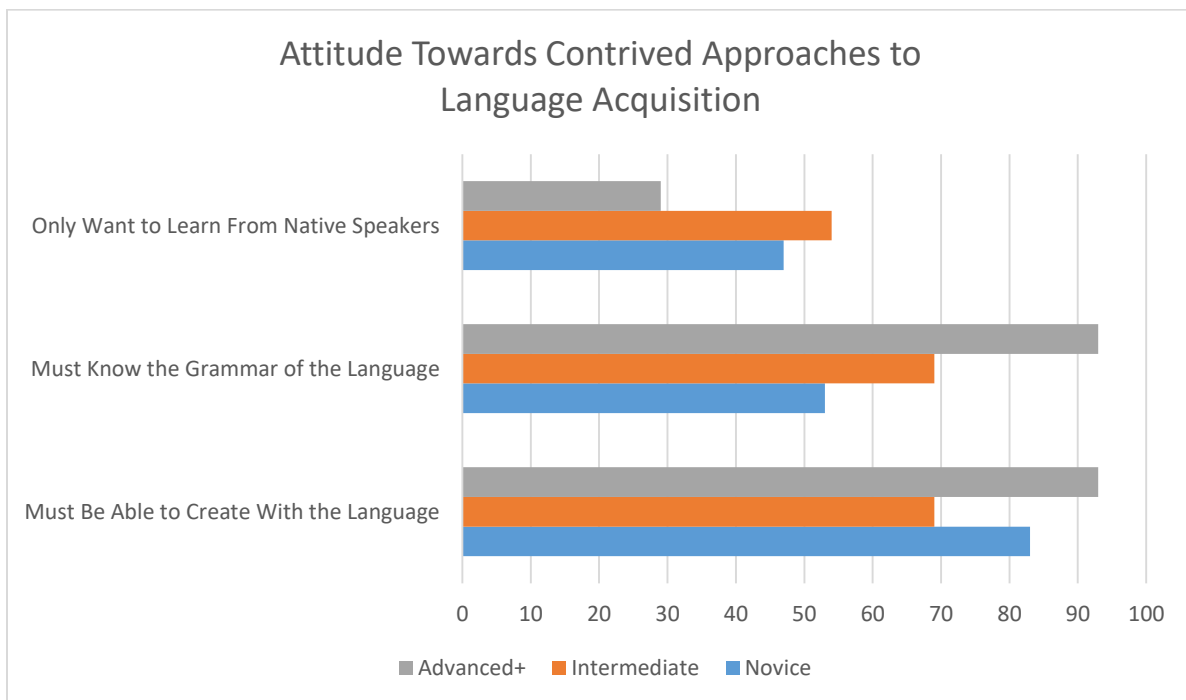
A contentious issue emerged throughout the focus group meetings. There are essentially two schools of thought at Six Nations for the acquisition of Onkwe'honwehnéha: those who want to learn only from first language speaking elders and those who will learn from whoever is able and willing to teach them. There was a sense among many participants that

Onkwe'honwehnéha needs to be learned in its 'pure' form from 'native speakers'. It was said that the new speakers (second language), although able to speak the language and communicate with native speakers 'don't sound like' native speakers, lack knowledge of the pragmatics, culture and customs that go along with speaking in Onkwehonwehnéha, lack knowledge of levels of formality and appropriateness, lack diversity and richness of vocabulary and word choice, and lack knowledge of colloquial expressions, sayings, slang, contractions and idioms of Onkwehonwehnéha. In spite of all of this, learners who have become speakers are least likely to feel the need to learn from only native speakers (29%). Ninety-three percent also believe that a person must know and understand the grammar of Onkwehonwehnéha and be able to create and build what they want to say for themselves in the language (as opposed to memorizing hundreds of thousands of word combinations). Comparatively, 38% of survey participants were learners at the INTERMEDIATE level who have been studying for over 10 years, are least likely to want to learn from anyone but native speakers (54%), and believe the least that it is necessary for a person to be able to create and build with the language in order to become a speaker of Onkwehonwehnéha (69%). One-hundred percent of language learners who became speakers who have studied for 5 years of less believe that it is necessary to both be able to create and build with the language and also to know the grammar. Of this 100%, 17% believe that only native speakers should be teaching them in language programs. What all of this indicates is that there is a contrived, fake or unnatural process to acquire Onkwehonwehnéha that is expedient. Further, that during this process language learners will not sound like, nor speak like native speakers. Once they become speakers at the ADVANCED+ level, it is expected that they will work towards 'sounding like a native speaker' and will learn from native speakers (or the documentation of native speakers). This is backed by the quantitative data where in it was found that the only instructional framework suitable for speakers at the ADVANCED level was the Master Apprentice Program.

CHAPTER 4: Building Proficiency & Language Use

Pathways to Becoming a Speaker of Our Onkwehón:we' Languages

There are three paths that successful language learners have taken to acquire a Rotinonhsón:nih language. These acquisition processes imply a focused, organized, structured and/or concentrated effort to become a proficient speaker of the target language through a program of conscientious study.

The three paths are:

Path 1 The Natural Approach   15+ years

1. Extended Self-study or residing with Native Speaking Family members
   Participation in longhouse ceremonies, feasts & other community functions
   Teaching in an immersion setting
   Residing, working and/or mentoring with a Native Speaker(s)

Path 2 Second Language Programs, Adult Immersion & the Natural Approach

2. Elementary, High School NSL   10+ years
   Participation in longhouse ceremonies, feasts & other community functions
   Adult Immersion (1 year)
   Residing, working/mentoring with a Native Speaker(s)
   Extended self-guided study

Path 3 Adult Immersion & Self-Guided Study With Native Speakers

3. Motivation/inspiration from a speaker at a community event   5 years
   Adult Immersion (3 years)
   Language use on social media
   Participation in longhouse ceremonies, feasts & other community functions
   Peer group use who are also acquiring Onkwe'honwehnéha
   Residing, working or mentoring with Native Speakers
   Creating with or in the target language

The Most Expedient Path to Becoming a Speaker of Onkwehonhwehnéha

The most expedient path to becoming a speaker of Onkwehonwehnéha is Path 3. Learners build their speaking proficiency through a contrived language acquisition process while using the language for real life communicative, ceremonial, artistic, expressive, technological and innovative purposes that are embedded in the Six Nations communities' vital functions practices, knowledge, customs and norms. They also extend the use of the language into modern or contemporary functions, practices and norms in non-traditional domains and

structures. *The two separate, yet inextricably linked currents of building or acquiring proficiency in a Rotinonhsyón:nih language through study while simultaneously using the language in real community contexts is absolutely critical in becoming a speaker of Onkwehonwehnéha.*
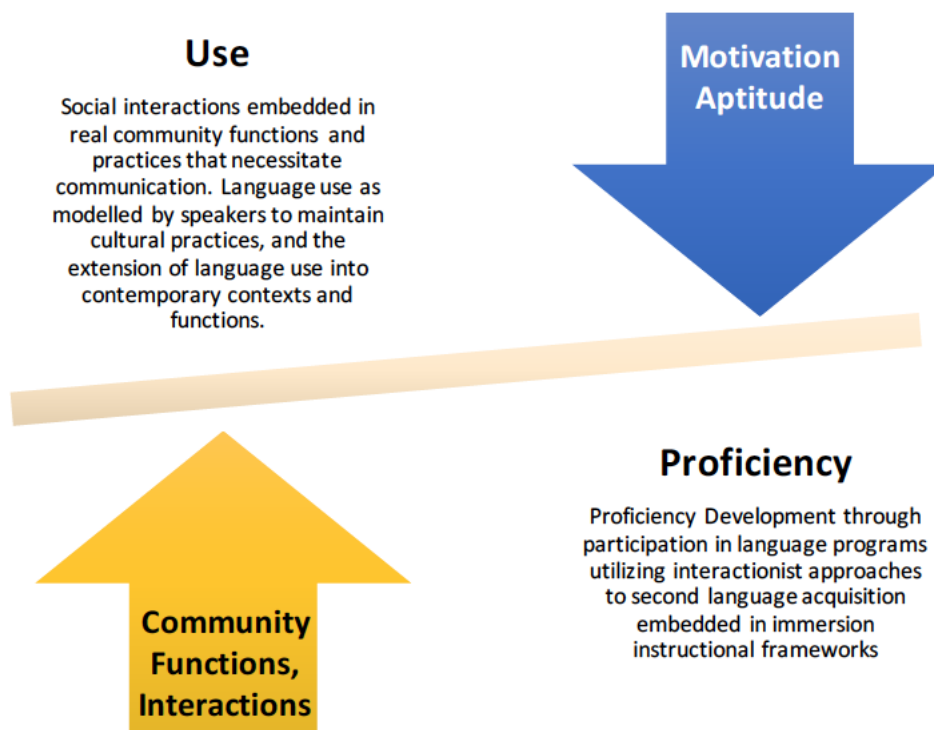
Use

Social interactions embedded in real community functions and practices that necessitate communication. Language use as modelled by speakers to maintain cultural practices, and the extension of language use into contemporary contexts and functions.

Motivation Aptitude

Proficiency

Proficiency Development through participation in language programs utilizing interactionist approaches to second language acquisition embedded in immersion instructional frameworks

Community Functions, Interactions

Speaking Proficiency

Speaking proficiency was understood by participants as the ability of a person to communicate meaningfully, accurately and purposefully in the target language their wants, needs, thoughts, desires and feelings in a way that was comprehensible to native speakers. Speaking proficiency is built or developed over time through a conscious, guided, monitored and assessed series of learning processes. The goal clearly is to work toward native speaker like proficiency. For those learners who have become speakers, there is a relationship between motivation, language proficiency, and language use. Each fuels and strengthens the other in a continuous, ever expanding cycle set within the Six Nations community context. Building speaking proficiency through second language acquisition techniques is a complex and multi-faceted process. Several components of speaking proficiency must be mastered in order to become a speaker of a Rotinonhsón:nih language.

Components of Speaking Proficiency

In order to become a speaker of a Rotinonhsyón:nih language, a learner must master the following components of speaking proficiency of Onkwehonwehnéha:

Phonology: sounds, syllables, orthography;

Morphology: morphemes, parts and pieces that contain meaning, roots, prefixes, suffixes etc.;

Lexical Knowledge: words, vocabulary, themes, domain & register specific language;

Syntax: sentence structure, word order, particle word usage, negation;

Semantics: ability to convey intended meaning of a word, sentence, text; or the illicutionary force of an utterance as understood by native speakers;

Pragmatics: appropriate language use in social interactions: conversational language, formality/informality, co-occurrence rules, cultural norms, turn taking, posturing, gestures (the etiquette of speaking/interacting in a certain language), functions, language tasks;

Prosody: pronunciation, tone, inflection, accent etc.;

Meta-linguistic Awareness: the process of developing an understanding of how a language is structured or functions;

Meta-Cognitive Awareness: understanding, taking responsibility for, planning and evaluating one's own learning process;

Language use: the willingness to use the target language for everyday communication and the ability to express one's thoughts, feelings, experiences, knowledge in the target language;

Communicative competence: ability to communicate effectively (accurately) in the target language to be understood by speakers;

Listening Comprehension: the ability to understand/comprehend what is being said in order to better produce (speak) the target language;

Literacy: the ability to read and write in the target language;

Language Learning Strategies: the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively (Rubin, 1990);

Cultural Knowledge: knowledge of songs, ceremonies, practices, customs, religion, values, knowledge, foods, ways of being etc. contained within the living culture of the people who speak the target language;

Semiotics: understanding signs and symbols in the language, cultural artifacts;

Community: participation in real community functions wherein Onkwe'honwehnéha is the language of communication.

The results of this study indicate a scaffolded approach to acquiring knowledge, skills and abilities of the components of speaking proficiency according to proficiency level. The next step to support the results of this study then, would be to determine an entire scope and sequence for each of the components of speaking proficiency of a Rotinonhsyón:nih language for each stage of language acquisition (1-5) and for each level of speaking proficiency (BEGINNER to DISTINGUISHED).

Five Stage Language Acquisition Process of Onkwe'honwehnéha at Six Nations
There are 5 stages on the path that learners follow to become speakers of a Rotinonhsyón:nih language of Onkwehonwehnéha at Six Nations. The following table emerged as a result of the 'pulling together' and 'teasing out' of the collective knowledge of 46 years of experience of teaching and learning Onkwe'honwehnéha at Six Nations specifically. It is however not complete, nor extensive. The work is not yet finished. 'Can-do' statements are required to be researched and established to more specifically define each stage for both adults and children for all 6 of our languages and this is an area for further research, is outside of the scope of this study and requires further collaboration from the language community for each specific nation.

The process of acquiring proficiency[24] or becoming a speaker of a Rotinonhsyon:nih language is unique to Rotinonhsón:nih languages and different from other languages the world over. We are coming to understand how to best teach and learn OUR Rotinonhsón:nih languages. This is the reason why the table below will look markedly different to the eyes of teachers of English as a second language. Simply put, Onkwe'honwehnéha is not English. The languages are only similar in the fact that they are communicative devices and that is where the similarities end. One of the key differences is that English is an relatively analytic language and Onkwe'honwehnéha is polysynthetic.

This 5 stage process is not the way that native speakers learn a Rotinonhsón:nih language. This is the way that learners who have become speakers have become proficient in a Rotinonhsón:nih language as a second, third or fourth language. The expectation of the community at Six Nations is that learners will eventually 'sound-like' native speakers.

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[24] "Proficiency is the ability to use language in real world situations in a spontaneous interaction in a non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired." (ACTFL, 2012, p.4)

Stage of Language Acquistion	ACTFL Proficiency Level	Most Efficient Instructional Framework	Hours
1 Motivation	BEGINNER		
2 Build a Base	NOVICE	Elementary Immersion Adult Immersion Year 1 University/College Programs	0-900
3 Exponential Growth	INTERMEDIATE	Adult Immersion Year 2	900-1800
4 Refining, Polishing, Sharpening	ADVANCED	Adult Immersion Year 3 & 4 Master Apprentice Program	1800-3600
5 Finishing	SUPERIOR DISTINGUISHED	Self-Guided Study	3600+

Each stage is further elaborated upon below.

1   Motivation/Inspiration

     Beginners are those who become inspired or motivated to learn the language. They bring with them their knowledge, skills, experience and expertise of learning their first and other languages. It is critical to their success in becoming a speaker to assess and evaluate their capacity to acquire a Rotinonhsyón:nih language through prior learning assessment and guided portfolio development. Aptitude tests for acquiring Rotinonhsyón:nih languages were suggested to be developed and administered to perspective learners of adult immersion programs as a determinant of each learners specific goals, capacities, strengths and challenges in order to allow for proper program placement; to inform instructors of individual learner ability to provide differentiated instruction; and the development of an individual language acquisition plan. Aptitude tests (although controversial) are not meant to 'weed out' potentially unsuccessful language learners. Instead, prior learning assessment through both portfolio development and aptitude testing would more accurately reflect each learners needs and give them a better chance for success by providing critical information for differentiated instruction to language program teachers. Engaging motivated and inspired potential and beginning learners, and providing them with direction through collaborative and individual language acquisition plans is a key component for language learner success. Each person progresses through the 5 stages of language acquisition to emerge as a speaker at the end; however each person's path is not necessarily the same, nor completed in the same lengths of time.

Stages of Acquisition	Stage of Language Acquisition Description	ACTFL Proficiency Level	Time Required	Development of Components of Speaking Proficiency
1 Motivation Inspiration	A person becomes inspired and motivated to learn	NOVICE BEGINNER	N/A	Draws on prior knowledge, skills and abilities of learning their first and other

	to speak Onkwe'honwehnéha		**languages.**

2   Build a Base   0-900 Hours

The NOVICE learner builds a foundation of: prosody, pragmatics, lexical knowledge, cultural knowledge, listening comprehension and literacy. They learn the orthography of the language and acquire symbolic proficiency. They are able to: ask and answer simple questions; to use memorized phrases in context; list words and objects; recite short, memorized speeches and sayings; become literate; listen for meaning, understand the language acquisition process and track and monitor their own language learning process.

ACTFL Speaking Proficiency Level	Most Effective Program Stuctures	Most Appropriate Teaching Methods	Components of Speaking Proficiency Targeted
NOVICE BEGINNER NOVICE-HIGH	Language Camps Night Courses On-Line Courses Pre-School NSL Elementary NSL Elementary Immersion Elementary NSL Adult Immersion Year 1 University/College Programs Year 1	Grammar Translation Method (63.64%) Community Language Learning (70.59%) Total Physical Response (94.12%) The Natural Approach (79.41%) Accelerated Second Language Acquisition (91.18%) The Structural Approach (79.41%) Whole Language (64.71%) Where are your Keys? (79.41%) Audio Lingual Method (73.53%) Communicative Method (73.53%) The Natural Approach (79.41%) The Rassius Method (69.70%) The Root-Word Method (79.41%) Lexical Syllabus (76.47%) Thematic Approach (72.73%)	Listening Comprehension Phonology Morphology Lexical Knowledge Syntax Pragmatics Prosodics Meta-Cognitive Awareness Language Use Language Learning Strategies Cultural Knowledge

3   Exponential Acquisition   900-1800 Hours

This phase is unique and has emerged specifically from the teaching and learning of Rotinonhsyón:nih languages as polysynthetic languages. It is absolutely critical to understand the morphology of a Rotinonhsyón:nih language in order to become a speaker of it. This was recognized by some people at Six Nations in the 1970's by Reg & Marg Henry who worked with the linguist Marianne Mithun to create a teaching text 'Wadewayénhsdanih' that incorporated the teaching and learning of the morphology of Gayogohó:nǫ'. Today, the morphology of Onkwehonwehnéha can be taught inductively to learners of all ages using a syllabi organized

around the structural approach and a language acquisition framework founded on interactionist approaches to second language acquisition, teaching and learning. As our Rotinonhsyón:nih languages are very similar morphologically, syntactically, semantically and pragmatically, the same process can be followed to acquire one or more Rotinonhsón:nih languages. By learning the morphemes of a Rotinonhsyon:nih language and the the rules for how these morphemes combine to create words, learners are able to create an infinite number of words and realize exponential growth in their oral language proficiency. The second part to this process is to learn the syntactic patterns of how words are combined into sentences to convey meaning in context. The third part of this process is to insure accuracy in meaning by copying the semantic patterns of speech of native speakers.

Exponential growth has been realized through participation in an adult immersion program for a minimum of 2 years or the equivalent of 1800 hours of guided and focused in-class study to achieve ADVANCED-LOW level of speaking proficiency of an Onkwehón:we language. Eighty-three percent of learners who have become speakers attended adult immersion programs for at least 9 months (approximately 900 hours). Of this 83%, 29% attended adult immersion for 9 months or less and have taken more than 10 years to become a speaker of Onkwehonwehnéha. Comparatively, 71% attended adult immersion for longer than 18 months (1800 hours). Of this 71%, 40% attended adult immersion for 27-36 months (2700-3600 hours) and took only 5 years to achieve ADVANCED-MID level speaking proficiency.

ACTFL Speaking Proficiency Level	Most Effective Program Structures	Most Appropriate Teaching Methods	Components of Speaking Proficiency Targeted
INTERMEDIATE-LOW INTERMEDIATE-HIGH	Elementary Immersion Adult Immersion Year 2 University/College Programs Years 2-3 Master Apprentice Program	Audio Lingual Method (73.53%) The Reading Approach (70.59%) The Direct Method (72.72%) Communicative Method (73.53%) Functional-Notational Approach (69.70%) The Structural Approach (79.41%) Immersion (85.29%) Task-Based Learning (70.59%) Master-Apprentice Program (79.41%) Project-Based Learning (67.65%) The Root-Word Method (78.42%)	Morphology Lexical Knowledge Syntax Semantics Pragmatics Meta-Linguistic Awareness Meta-Cognitive Awareness Language Use Communicative Competence Language Learning Strategies Cultural Knowledge

4   Refining, Polishing, Sharpening   1800-3600 Hours

After having achieved ADVANCED-LOW level speaking proficiency, the learner acquires extended knowledge of syntax, semantics, functions, task-based language, content, thematic

language, pragmatics and prosody so that they can communicate effectively with native speakers across many and varied domains. Learners at Stage 4 - although able to speak the language and communicate with native speakers 'don't sound like' native speakers, lack knowledge of the pragmatics, culture and customs that go along with speaking in Onkwe'honwehnéha, lack knowledge of levels of formality and appropriateness, lack diversity and richness of vocabulary and word choice, and lack knowledge of colloquial expressions, sayings, slang, contractions and idioms of Onkwe'honwehnéha. In Stage 4, these learners refine, polish, and sharpen their language while constantly progressing toward achieving 'native speaker like' proficiency through 1800-3600 hours of contact time.

ACTFL Speaking Proficiency Level	Most Effective Program Structures	Most Appropriate Teaching Methods	Components of Speaking Proficiency Targeted
ADVANCED-LOW **ADVANCED-HIGH**	**Adult Immersion Year 3 and 4** **Master Apprentice Program**	**Master-Apprentice Program (79.41%)** **Task-Based Learning** **Project-Based Learning** **Community Language Learning** **Functional-Notational Approach**	**Semantics** **Meta-Linguistic Awareness** **Meta-Cognitive Awareness** **Language Use** **Communicative** **Competence** **Literacy** **Language Learning Strategies** **Cultural Knowledge**

5   Finishing   3600 Hours+

   Speakers start to acquire 'native speaker like' prosody, pragmatics, semantics, lexical knowledge and discourse/text types by working, living and/or speaking with native speakers (or documentation of native speakers) to build and expand domain and register specific knowledge. They diversify and increase the specificity of their language. This stage progresses through the life of the speaker. They learn the language of very specific and specialized language domains, registers, structures, trades, professions, the arts and new, expanded or revitalized domains and registers.

ACTFL Speaking Proficiency Level	Most Effective Program Structures	Most Appropriate Teaching Methods	Components of Speaking Proficiency Targeted
SUPERIOR	**Self-Directed Learning**	**Employment, residing with, interacting with speakers**	**Meta-Linguistic Awareness** **Language Use** **Language Learning Strategies**
DISTINGUISHED	**Self-Directed Learning**	**Extended self-study in narrow and specific language domains and registers.**	

Learners who have become speakers are:

creative. They create opportunities to build their proficiency and use the language outside of language programs and community functions.

expressive. They create memes, short videos, music, artwork, plays, games, apps, spoken word, documentaries etc. through a variety of media.

outgoing. They engage in conversations with those they know can speak or understand the language.

literate. They can read and write.

inspired. They have a language mentor and initial moment of inspiration that drives them to become a speaker.

graduates. They graduated from a range of college or university degree programs.

informed. They understand the language acquisition process of Onkwe'honwehnéha.

committed. They make learning to speak Onkwe'honwehnéha their number 1 priority.

tenacious. They work for a lifetime to learn to speak Onkwe'honwehnéha.

supportive. They support all working to become speakers of Onkwe'honwehnéha.

Learners who have become speakers:

- *use.* They speak the language daily.

- *use.* They speak the language at home.

- *use.* They speak the language with their peer group.

- *use.* They speak with others who they know can speak.
-
- *use.* They use social media platforms to communicate through Onkwe'honwehnéha.

- *use.* Technology to assist language learning.

- *use.* Language learning strategies to assist language acquisition.

- *experiment.* They aren't afraid to make mistakes when speaking the language.

- *collaborate.* They study the language at the same time as a friend or family member.

- *participate.* They participate in community events where the language may be spoken.

- *studied.* They were students in an adult immersion program for at least 10-18 months.

- *mentor.* After participation in adult immersion, they spend time learning from native speakers.

- *self-study.* Actively engage with and learn from the documentation of native speakers.

- *extend.* They create something in Onkwe'honwehnéha that is new or innovative.

- *share.* They share these new creations with others.

Language Use

The single most important factor for learners to build proficiency is language use. This means they speak the language as a communicative device to meet daily needs and to express their thoughts, feelings and ideas. For those learners who have become speakers, there is a relationship between motivation, language proficiency, and language use. Each fuels and strengthens the other in a continuous, ever expanding cycle. Language use: 1) brings the language back to life; 2) gives life back to the language; and 3) always moves the language forward.[25] Learners who have become speakers bring the language back to life by using it in their daily lives and maintaining and perpetuating established community practices and customs. They give life back to the language by expanding its use into modern or contemporary domains. They always move the language forward by creating with or in the language integrating contemporary identities with the maintenance of community based customs, practices and norms.

Three Components of Language Use

Embedded within a community context of established language domains and structures, language acquisition coupled with language use by individuals is the most vital and essential component of language revitalization at Six Nations today. According to Grin (2005) there are three components to language use: the desire to use, the ability to use and the opportunity to use. At Six Nations, motivation and inspiration provide the desire for a learner to use the language. The second component is to then develop the ability to use the language effectively.

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[25] Aha' Nu'ukia. Volcano, HI. (Personal communication, anonymous, 2015)

This is where acquisition planning becomes essential to create a critical mass of speakers of Onkwehonwehnéha and is the goal of this study. The third component is the opportunity to use the language in everyday life and in real community functions (longhouse, feasts, events etc.)

Learners who have become speakers move through the three components of language use in the following ways:

1) Desire: learners are motivated to use the language to communicate their thoughts, feelings, ideas, needs and aspirations and it is this desire that drives them to further their speaking proficiency (ability). They are committed to learn the language, and to transmit it to others.

2) Ability: learners acquire an appropriate level of speaking proficiency (ADVANCED-MID) in order to interact with other speakers in many and varied domains, structures and registers. They are aware of their level of proficiency and monitor and track their progress. They constantly work towards 'native speaker like' proficiency - the desired end goal.

3) Opportunity: places and spaces where the target language is used first as an expression of ethnic identity eventually expanding to a dispersion of the indigenous identity. There are currently 6 levels of language use at Six Nations. Learners who have become speakers demonstrate language use throughout all levels as they progress towards level 6:

Six Levels of Language Use of Speakers at Six Nations

Levels of Opportunity to Use Onkwe'honwehnéha
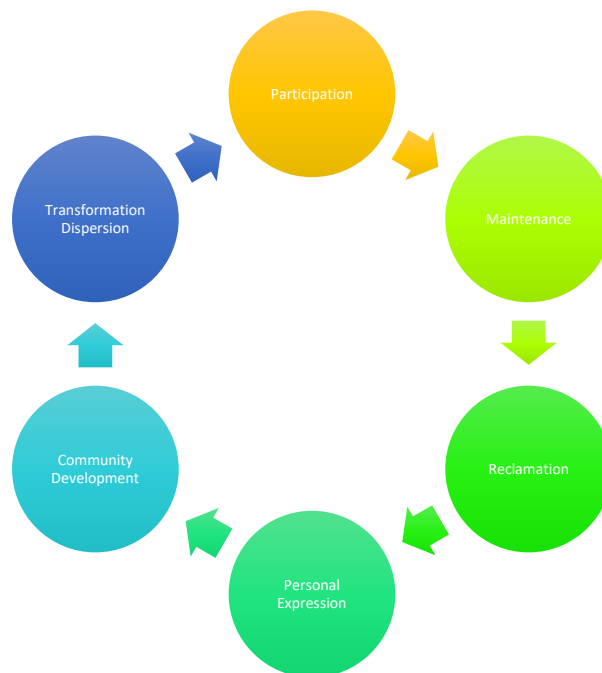
Each level is explained below.

Level 1: Participation. Learners recognize, participate and/or work within structures within their community and language ecosystem that already exist:
  a) symbolic functions;
  b) social activities and gatherings;
  c) ceremonies, feasts, group and community events;
  d) language programs, schools, and courses;
  e) longhouse, church, social dances.

Level 2: Maintenance. Learners work to maintain and preserve the structures and domains within their community to strengthen, support and maintain Level 1.
  a) preservation projects
  b) documentation (native speakers, ceremonial speeches)
  c) corpus planning (dictionaries, lexicons, grammars)
  d) language programs

Level 3: Reclamation. Learners reclaim domains as Onkwe'honwehnéha only as an expression of identity through use of the target language.
  a) the home (the family - inter-generational transmission)
  b) peer groups
  c) social media
  d) automobile
  e) places of employment
  f) self

Level 4: Personal Expression. Learners create new applications of the target language generally through contemporary forms of personal expression, documentation, entertainment and literacy integrating traditional indigenous identities with contemporary living/society to expand their identity.
  a) original written works in the target language
  b) memes
  c) translating and performing contemporary music
  d) translating contemporary written works
  e) short films, television programs, radio shows & documentaries
  f) spoken word, hip-hop, poetry

Level 5: Community Development. Speakers work with or create organizations, businesses, bodies and employment opportunities outside of education where in the target language is required to be spoken. The overall focus is on improving the overall health and quality of life of community members through community development that creates the conditions for long-term language sustainability.

Level 6: Transformation. Use of the target language transcends ethnic identity and acquires a broader base of speakers from other ethnicities. There is a dispersion of Onkwehón:we' language and identity.

CHAPTER 5: THE MOST EFFICIENT INSTRUCTIONAL FRAMEWORKS AND TEACHING METHODS

The Most Effective Instructional Frameworks for Teaching & Learning Rotinonhsyón:nih Languages

Most Effective Program Structures

Program	Percentage
On-Line Courses	22.3%
Master Apprentice Program	63.0%
Elementary NSL Courses	25.2%
University/College Courses/Programs	48.7%
Elementary Immersion Programs	62.4%
Adult Immersion Programs	81.5%
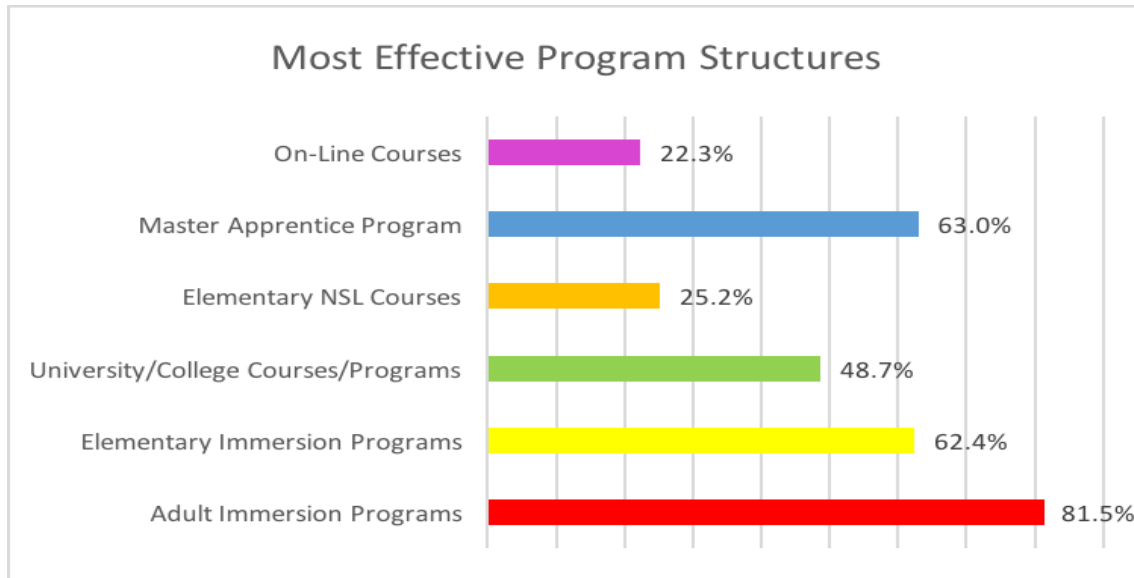
After 46 years of trial and error, we are beginning to understand what is required for us to achieve efficacy in creating speakers of Rotinonhsón:nih languages (specifically Gayogohó:nǫ'and Kanyen'kéha). As of today, adult immersion programs are the most efficient way to create a critical mass of speakers of Onkwehonwehnéha. That being said, it is a specific type of adult immersion that uses specific instructional frameworks and teaching and learning methods that creates the conditions for efficacy in creating speakers of Onkwehonwehnéha. What emerged from study findings was a particular adult immersion instructional framework that focuses on building a large proportion of the components of speaking proficiency, highlights language use for communicative purposes and builds and maintains links to language use in real community functions. The structure of this approach comes from the most expedient path to creating speakers of Onkwehonwehnéha and is outlined below:

Adult Immersion Programs That Build Speaking Proficiency

The adult immersion programs that are most effective at building speaking proficiency:

1) make creating speakers of Onkwehonwehnéha its primary goal and has it written in its mission statement - the focus is on language acquisition and use in community;
2) make the language accessible and the learning process understandable for learners and perspective learners on social media, a website, media program; YouTube channel; on-line program and print resources;

3) provide support for learners through student stipends, links to placements for further study; arranges billeting with speakers and arranges study or work placements in other language learning contexts;

4) embed language acquisition and use in real community contexts and functions;

5) focuses on building the speaking proficiency of learners through a structural (root word method) syllabus;

6) work to create, refine and deliver a scaffolded scope and sequence curriculum of the morphology and syntax of Onkwehonwehnéha from grammatically simple to increasingly complex through a constant cycle of goal setting, performance evaluations, assessment and refinement and is willing to share this with anyone working to revitalize Onkwehonwehnéha;

7) use a simplified, consistent, systematized orthography, grammar and color-coding of morphemes throughout curriculum documents, teaching manuals and learner texts;

8) organize learners in groups or years according to level of speaking proficiency targeting building towards the next level of speaking proficiency of each learner and of the group or class;

9) acknowledge individual learner speaking proficiency levels and differentiates instruction, learning contexts, activities and environment to provide differentiated instruction to meet individual learner needs;

10) use interactionist approaches to language acquisition embedded within immersion frameworks through ALL phases of instruction, teacher-student interaction and student-administration interaction in the school setting;

11) apply a plethora of varied and dynamic second language learning and teaching methods;

12) focus on expressive skills through use of performance-based language tasks, functions and project based learning to transfer and extend performance of curriculum content and goals through reading, writing and speaking activities;

13) provide opportunities for language use that necessitates learning: what is learned is of use for the purposes of real, meaningful and purposeful communication with other speakers or learners of Onkwehonwehnéha.

14) build literacy skills in the target language for curriculum content only after the content has been mastered orally;

15) develop speaking proficiency through language learning and teaching methods that arise organically from ongoing work in the teaching, learning and assessment of Rotinonhsón:nih languages specifically;

16) provide opportunities for real communication on topics of interest that relate to the personal needs of learners through a diverse range of both teacher and student led speaking activities wherein appropriate language use is modelled for learners;

17) provide both positive and negative feedback to learners in communicative tasks and classroom interactions;

18) use on-going formative assessments (tests) that measure acquisition, retention and performance of curriculum content;

19) use annual summative proficiency assessments using an internationally recognized standard for measuring speaking proficiency modified to support the uniqueness of Rotinonhsyón:nih languages (ACTFL, 2012);

20) has teaching staff trained to conduct these evaluations through on-going professional development;

21) teachers are graduates of the program, are hand-selected to apprentice with the lead teacher for at least 1 year, then teach their own class (usually the first year program);

22) consult an advisory board of people who speak the language AND who are also researchers, graduate students and professionals in the field of language revitalization and language teachers to guide program direction;

23) insure transparency and accountability to funders, the community and learners through an ongoing evaluation process that uses clearly defined program goals and comprehensive annual reports using both quantitative and qualitative data to measure and report learner and program success and challenges;

24) demonstrate success and insures accountability through videos of learner progression accessible to anyone on the internet;

25) conduct evaluations of teacher/instructor performance in relationship to program, community and learner needs and goals;

26) strive to constantly improve program effectiveness in creating speakers through an ongoing cycle of internal and external program evaluations;

27) provide assistance to other nations and language groups throughout the world through presentations, opening their doors to visitors and observers, and the sharing of teaching and learning materials;

28) integrate Rotinonhsyó:nih knowledge, customs, practices and ways of being in contemporary society into learning activities, experiences and outcomes;

29) encourage the extension of the use of Onkwehonwehnéha into contemporary contexts through the creative arts and multi-media platforms;

30) encourage the sharing of these creations with the community and broader global community;

31) use technology to assist language learning;

32) create, maintain and strengthen a learning environment that builds and protects the fragility of the confidence of NOVICE and INTERMEDIATE level learners of Onkwehonwehnéha;

33) use many and varied forms of feedback in teacher-student interactions to guide the development of speaking proficiency of learners and the mastery of aspects of program content and curriculum goals;

34) seek to acquire and create language learning resources in print, audio, video and other multi-media formats to support language acquisition and expand language learning;

35) encourage learners to continue to increase their proficiency in the target language after program completion through interactions with native speakers in the target language both in person, on-line and to engage actively with the documentation of native speakers to refine, enrich, polish and expand their quality of language to 'sound like a native speaker';

36) provide at minimum, 3600 hours of contact time over 3 years;

37) promote and maintains professionalism of staff, students and administration;

38) creat a 'culture of speaking' through all interactions between learners, staff and administration both on and off-site;

39) administration speaks the target language.

The Most Efficient Teaching and Learning Methods For Rotinonhsyón:nih Languages

Second Language Instruction Embedded Within Immersion Frameworks

I herein present the most effect teaching and learning methods. There are many, many second, foreign and indigenous language teaching and learning methods available to us here at Six Nations. The most effective teaching and learning methods transcend the many and varied methods and can be reduced in simplest terms, to approaches that meet the unique and specific needs of teaching and learning our polysynthetic Rotinonhsyón:nih languages that we have worked to develop at Six Nations for the past 46 years. Within the 5 stages of language acquisition, one stage in particular is unique to Rotinonsyón:nih (and other polysynthetic languages). Stage 3 focuses on exponential language acquisition facilitated through achieving mastery of the morphology and syntax of Rotinonsyón:nih languages. We have adopted, incorporated and developed approaches to teaching and learning to target this complex and multi-faceted characteristic of Rotinonhsón:nih languages that is difficult for learners AND TEACHERS to master because of its distance in form and structure from the grammatical forms and structures of English - all of our learner's and most of our teacher's first language.

The Structural Approach

The Structural Approach is based on the idea that language consists of structures and that the mastery of these structures is more important than learning vocabulary. The goal of the structural approach is to allow learners to build mastery of grammatical structures one-by-one through developing language habits orally. Grammar is not taught. The structures of the language are taught through real-life language use. The structures of a language are its syntactic patterns (sentence patterns). The role of the teacher is to know the structures of the language well enough to create a syllabus and to teach them by providing learners with opportunities through oral language for learners to master these structures. The role of the learner is to actively listen and deduce the use of the structure in speech and too actively engage in speaking activities and language tasks to work to master the structure. Key resource materials required for use of the Structural Approach would be a complete list of all syntactic (sentence) structures of a language with examples for use and their various meanings. The Structural Approach builds listening comprehension, semantics, syntax, morphology, phonology and communicative competence.

The Root-Word Method[26]

The Root-Word Method was created to expedite the language acquisition process for learners of Rotinonhsyón:nih languages in the 1970's and is built on the work of respected Rotinonsyón:nih speakers: Reg & Marg Henry (Cayuga), Nora Deering & H. Delisle (Mohawk) and David Kanatawákhon Maracle (Mohawk) and linguists (Boas, 1909; Sapir, 1911; Lounsbury, 1949; Chafe, 1967; Michelson, 1973; Fisiak, 1984; Mithun, 1986).

The Root-Word Method is a way of: 1) organizing the documentation, classification and categorization of the lexicon, syntax and morphology of a polysynthetic language; and 2) the

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[26] (Maracle, D.K.,2002; Green & Maracle, O.B., 2017)

teaching and learning of polysynthetic languages wherein learners acquire the morphology and syntax of the target language in a predictable order. The main goal of RWM is to organize the structures and morphemes of a polysynthetic indigenous language to reduce it to a simplified form in order to more efficiently teach it to willing learners in second language or immersion programs. Learners increase their ability to independently produce and generate words and sentences exponentially by learning morphological and syntactic patterns instead of memorizing hundreds of thousands of solitary words and word combinations. Learners acquire fluency quickly and are able to communicate effectively across all domains.

      RWM utilizes cognitive, bottom-up approaches to language acquisition that progressively build meta-linguistic awareness. The root-word method is predicated on Corder's (1967) theory that learners are guided by internal linguistic processes, Krashen's (1982) Input Hypothesis, Selinker's (1972) theory of Interlanguage and Pienemann's (1998) Processability Theory. RWM utilizes the Lexical-Functional Grammar approach (Bresnan,1982) wherein learners acquire knowledge of grammatical features in an order from grammatically simple to increasingly complex. Learners first acquire knowledge of: 1) constituent morphological structures (forming words); 2) syntactic and lexical knowledge to generate sentences and 3) "a functional component which compiles for every sentence all the grammatical information needed to interpret the sentence semantically that leads to the process of feature unification ensuring that the different parts constitute a sentence that actually fits together" (Pienemann, p.16). Lexical knowledge is built through learning roots that can be compounded into millions of words as opposed to memorizing a plethora of tens of thousands of vocabulary items. Stand-alone nouns, adjectives, adverbs, prepositions and particle words are learned through simulated, real-life contexts, applications, exercises and games delivered through a plethora of second and foreign language teaching methods.

      The morphology of Rotinonhsyón:nih languages is taught to learners through a combination of common second and foreign language teaching methods mainly the Grammar Translation Method and the Audio-lingual Method delivered within an immersion framework. The Root-Word Method builds listening comprehension, morphology, phonology, syntax, pragmatics and the communicative competence of learners.

The Interactionist Approach

      As the structure of Rotinonhsyón:nih languages is drastically different from English (the 1st language of all current language learners); then the most effective teaching and learning processes will be different than those used in English language instruction. The acquisition of a Rotinonhsyón:nih language requires mastery of the morphology of the language itself. Therefore, the use of a structural syllabus organized through the root-word method, delivered through interactionist approaches to second language acquisition, designed for learners to master the morphology of Onkwehonwehnéhathe allows for exponential growth in the development of speaking proficiency in the target language. Curriculum content, goals and learner outcomes are delivered and achieved through a contrived, or unnatural series of learning processes delivered in immersion frameworks for both adults and children. The interactionist approach teaches grammar inductively placing great importance on the acquisition of grammatical forms and features of the language through authentic communicative language tasks that are designed to imitate real-life scenarios. Grammatical

features and the morphology of the language are first presented to learners through real, contextualized language that is designed to be comprehensible, or at, or just above their level of proficiency. This may take the form of simplified dialogues, macrologues, micrologues, monologues, narrations, short videos and is usually delivered 'in-person' by real life speakers.

This approach does not focus solely on teaching grammar; nor does it focus solely on teaching communicative competence to understand meaning. It actually combines the two. This approach also allows for the integration of many other second, foreign and indignous language teaching methods such as: The Rassius Method, the Audio-Lingual Method, The Grammar-Translation Method, The Natural Approach etc.

The role of the teacher is to provide a scope-and-sequence of scaffolded grammatical features from the morphology of Rotinonhsyón:nih languages and create real-life communicative tasks or speaking activities that demonstrate and necessitate use of the specific grammatical features of the target language. The role of the teacher is also to recognize student's form-based errors and/or break-downs in communication in spontaneous speech. The teacher is then to correct and/or provide support to learners through feedback. Additionally, teachers provide learning experiences wherein learners use the target language in a way that emulates realistic communicative scenarios. The interactionist approach is similar to a pilot learning on a flight simulator before actually getting into an airplane; learners are able to experiment and hone their language skills particular to a specific structure within specific language tasks before transferring these skills to real-life interactions with speakers.

The interactionist approach is comprised of four main components: 1) interactions in the target language where input is modified for comprehensibility; 2) the learner's attention is drawn to their interlanguage and to the formal features of the target language (focus on form): 3) learners are provided opportunity for output; and 4) teachers provide feedback to learners.

1) Interactions in the target language where input is modified for comprehensibility:
- **Input Hypothesis** (Krashen, 1977, 1980) Input that was comprehensible was the driving force behind language acquisition and if learners had a 'low affective filter' (low levels of anxiety and negative feelings associated with learning the L2) acquisition of the non-native language would automatically take place.
- must study and understand the relationship between language and communication in order to understand the learning process (Warner, Gough & Hatch, 1975)
- interaction between speakers is a site of second language learning. (Hatch 1978 a/b)
- **Interaction Hypothesis** (Long, 1980, 1981). Interactional adjustments are modifications that occur when native and non-native speakers work to resolve communication difficulties (breakdown) that promote comprehensible input and L2 acquisition.

2) the learner's attention is drawn to their interlanguage and to the formal features of the target language:
- **Noticing Hypothesis** (Schmidt 1990, 1993). Learners must notice features of input for converting input to uptake.

- **Interlanguage** (Selinker, 1972). Focuses on all components of proficiency. Is the language spoken by language learners as they progress from beginner to 'native-speaker-like' proficiency.
- language learners benefit from having their attention drawn to features of the target language (VanPatten, 1989)
- **Focus on Form Instruction**. (Long, 1991; Long & Robinson, 1998) Is designed to facilitate spontaneous, communicative interactions between learners.
- **The Root-Word Method** (Maracle, D.K. 1991; Green, J. & Maracle, B.O. 2017)
- **The Garden Path Technique** (Tomasello and Herron, 1998, 1999). Learners are presented with examples wherein the must generalize and induce rules and forms of the language.

3) learners are provided opportunities for output:
- **Output Hypothesis** (Swain, 1985). Producing output plays a crucial role in the development of speaking proficiency in the target language. It gives learners the opportunity to: a) practice the L2 to work to build **automaticity;** b) test hypothesis, experiment and re-formulate hypothesis in the target language; c) forces learners to focus on structure of the language; and d) draws learners attention to gaps in their 'interlanguage' (Selinker, 1972).
- White (1991, 2003) argues that comprehensible input alone is not enough for acquisition stating that learners won't notice the absence of some structures of the language or errors in the components of speaking proficiency if no points it out to them through feedback.

4) teachers provide feedback (error correction) to learners:
- Feedback is: "Any indication to the learners that their use of the target language is incorrect." (Lightbrown and Spada, 1999, p.171)
- Feedback can be either implicit or explicit.
- implicit feedback consists of: confirmation checks, repetitions, recasts, clarification requests, silence, and facial expressions.
  i. Confirmation Checks: one of the speakers in an interaction says what the first speaker said in order to understand what the original speaker said. A change in intonation may be used to highlight the error in speech.
  ii. Repetitions:
  iii. Recasts: Long (1996) defines recasts as "utterances which rephrase a child's utterance by changing one or more sentence components (subject, verb, or object) while still referring to its central meanings" (p. 434).
  iv. Clarification Requests: the teacher may ask the learner questions or make simple statements to get the learner to clarify the meaning of an utterance. Questions may include: What did you say? What do you mean? I don't understand. Can you repeat. Which person? The one who...?
  v. Silence: The teacher remains silent, waiting until the learner self-corrects.

    vi. Facial Expressions: The teacher may look surprised, raise an eyebrow, and wait for the learner to self-correct.

- Positive evidence: providing learners with models of what is grammatical and acceptable; (Long, 1996)
- Negative evidence: providing learners with direct or indirect information about what is unacceptable (Long, 1996).
- allows learners to compare their hypothesis about language use in real communicative settings with those of others (Ohta, 2001);
- stimulates hypothesis making by learners (Chaudron, 1988).
- Corrective techniques, such as clarification requests, elicitation, and confirmation checks, that lead to modified output and self-repair are more likely to improve learners' ability to monitor their output and lead to IL development. (Tatawy, 2002)

With its focus on students' abilities to actively engage in authentic communication using the forms they have learned in class, the interactionist approach is a good fit with the polysynthetic nature of Rotinonhsón:nih languages and the use of ACTFL as an assessment and evaluation tool for creating speakers at the ADVANCED-MID level as both are designed to focus on increasing speaking proficiency through developing both fluency and accuracy simultaneously. The use of the interactionist approach alone is insufficient however to create speakers of Onkwe'honwehnéha.

    A common critique of the interactionist approach for learners of English has been that "the interactionist approach has strong empirical support with a clear, sustained link between interaction, corrective feedback and the development of lexis and grammar. It remains an open question as to whether interaction promotes L2 development in other areas such as phonology and pragmatics." (Mackey et. al, 2012) The same holds true for learners of Rotinonhsyón:nih languages. After having mastered the morphology and syntax of Rotinonhsyón:nih languages at Stage 3, our emerging speakers require a different approach to increase their speaking proficiency at Stage 4.

Task-Based Approach

    Learners engage in real, purposeful communicative tasks through contrived 'real-life' scenarios to use language that has been learned and practiced in the instructional setting, and is within familiar contexts and content areas. (ACTFL, 2012, p.3) Task-based learning focuses on performance based assessments to build expressive language skills so that learners are able to transfer their language abilities to new or varied contexts (i.e./outside the classroom setting). To prepare for an assessment of performance, language learners need to practice the language functions, structures (grammar, morphology), and vocabulary they will apply on the assessment tasks, rather than practicing and memorizing exactly what will be on the assessment. The role of the teacher is to provide language learners with practice of a variety of tasks related to the curriculum. In this way, learners will be ready to apply these elements in the context of the new tasks they will face on the performance assessment and in real-life. (ACTFL, 2012, p.4) A task-based approach builds communicative competence and pragmatics through extension and

transfer of the structures and grammatical forms learned in lessons into simulated real-life contexts.

Functional-Notational Approach

Through the Functional-Notational Approach, learners recognize and express the communicative functions (inferring, disagreeing, questioning etc.) of the target language, the concepts and ideas it expresses, and focus on understanding and conveying meaning in simulated real-life contexts.[27] The Functional-Notational Approach provides the framework for the design of communicative language tasks (task-based approach) meant to create interactions (interactionist approach) so that teachers can observe learner ability to perform at a level demonstrating mastery of grammatical forms, morphology and syntax of Rotinonhsyón:nih languages (the root-word method) within the classroom environment. The functional-notational approach builds listening comprehension, communicative competence, pragmatics and semantics.

Floor to Ceiling Approach

Based on the structure of the ACTFL Oral Proficiency Interview which seeks to establish a 'floor' and a 'ceiling' (ACTFL, 2012), an effective method for building the speaking proficiency of both adult and child learners of Rotinonhsyón:nih languages in both NSL and immersion settings has developed at Six Nations: what I call - the "Floor to Ceiling Approach". The "Floor to Ceiling Approach" is dependent upon learners being allotted time to converse on topics of their interest and choosing. The role of the teacher is to create opportunities for learners to engage in 'happen-stance' conversations wherein they share personal stories, thoughts, feelings, happenings, occurrences, make announcements to the class etc. Times ideal for these types of conversations are at snack time, breaks, lunch and in opening and closing routines. The teacher can also engage learners in guided conversations wherein the teacher first models how to talk about a certain subject and speaks at a level of proficiency slightly higher than that of most of the learners in the class and the topic or content is relevant to the curriculum currently under study. In this initial monologue, the teacher puts the learners at ease by taking the focus off of the learners, they may amuse them while at the same time activating their schema preparing them to engage in a conversation on topic 'x' and modeling the structures, vocabulary, expressions etc. for them how to do it. Then, the teacher invites the learners to join the conversation. With each learner, the teacher establishes the *floor* - or what the learner can talk about comfortably within that specific topic and expands the conversation targeting that specific learners sustained level of performance. While remaining within the content area of discussion, the teacher changes the function and probes the learner, speaking to them using language one level above their level of speaking proficiency in order to establish the *ceiling* - or the point at which the learner's language begins to breakdown (increased errors, silence, use of another language, change in body position, failure to sustain criteria of a level). Once the ceiling is established, the teacher 'backs off' and finishes the conversation at that learner's floor and leaves the learner with a sense of accomplishment. All the other learners (depending on class

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[27] http://www-01.sil.org/lingualinks/languagelearning/mangngyrlngglrnngprgrm/HowToDesignAFunctionalNotional.htm

size) can take a turn (even if they aren't willing). Learners have a chance to formulate hypothesis about their language and to test them. They also get to watch others engage in this process. Eventually, this floor to ceiling method characterizes all teacher-student, student-student, and teacher-teacher interactions within both classroom, program, institution and community settings. It allows for differentiated instruction to continue to meet individual learner needs and builds speaking proficiency through performance based speaking tasks. Topics of discussion generally come from mainstream media, popular culture, sports, community events, traditional subsistence activities, and topics of interest to learners or that relate to their personal lives (i.e./keeping a pet). A good way to start at lunch is to simply ask, "What's new with you folks?" Children are especially eager to share their news with their friends in class, in Onkwe'honwehnéha. Subsequently, the more often a particular topic arises, the more learners are able to talk about it in ever-expanding ways. The 'Floor-to-ceiling' method builds communicative competence.

Longitudinal Experiential Learning

Rotinonsyón:nih knowledge, customs, lifestyle and traditional subsistence activities and the ceremonies, feasts and customs that arise from the interaction with the natural environment have continued at Six Nations in an unbroken chain through deep time and continue on today. Such activities as tapping maple trees, gathering sap, making maple syrup, gathering medicines, picking berries, gathering nuts, planting, harvesting, seed saving, hunting, fishing, traditional arts and the ceremonies and the practices that arise from these activities are vital and critical components of language revitalization at Six Nations. The maintenance and revitalization of these practices maintains places and spaces within the language ecosystem that promotes language use, links learners with speakers and supports the development of proficiency in Rotinonhsyón:nih languages by providing real, community contexts for the creation of speakers.

What comes from these processes and lifestyles is a uniquely Rotinonsyón:nih way of maintaining, perpetuating and expanding Rotinonhsyón:nih knowledge. Year after year, people follow the same cycles of nature. Year after year, learners of different ages participate together in the same sorts of activities and by hearing and seeing the same language used annually acquire this knowledge and integrate it into their identities as Onkwehón:we people. Longitudinal experiential learning builds communicative competence, pragmatics and cultural knowledge while supporting the development of a healthy Onkwehón:we identity set within community accepted norms, values, customs and practices.

Mentorship

The goal of the community at Six Nations is for learners to eventually 'sound-like' a native speaker to maintain the richness and vitality of our Rotinonhsyón:nih languages. Learners mentor and interact with speakers to build their communicative competence in real-life settings and use the language for real-life communicative purposes with language modelled by native speakers. The role of the teacher in a language program is to prepare learners with language learner strategy training for extended learning through interactions with native speakers. The role of the learner is to find language mentors and speakers and to make the

time to interact with them. The Master Apprentice Model (Hinton, 1991) is most often used for this approach however our people have processes where in younger people interact with older people to acquire knowledge, to work together, and to put through ceremonies and feasts within the Six Nations community and these are contexts where in mentoring naturally occurs. Mentorship builds pragmatics, prosodics, lexical knowledge, syntax, semantics and communicative competence while providing opportunities for cross-generational interaction, relationship building, sustainable language development and language learning.

Interactive Learning Approach

With so few speakers of our languages at Six Nations, language learners can continue to build their speaking proficiency through interactive listening of documented or archived materials of native speakers. Learners listen to audio recordings or watch video recordings of speakers. They listen actively and document the structures, functions, words etc. that they may not understand. They then ask other speakers for clarification, rules of use etc. The role of the teacher in the interactive learning approach is to provide resources from the documentation of speakers for learners to interact with that are easily accessible through current media and technology. The role of the learner is to listen actively to the documentation of native speakers and to record notes. Learners also require a language mentor who they can ask for clarification of meaning. Resources required for this approach are the documentation of speakers in audio and video formats. The interactive approach builds lexical knowledge, pragmatics, syntax, semantics, phonology and prosody.

Social Media Language Learning

Learners need opportunities to build expressive skills in the language to extend learning and transfer knowledge of the language and language skills to new contexts to solidify curriculum content and classroom learning. Close to 100% of learners interact with other learners and speakers over social media platforms. Through social-media language learning, learners interact with learners and speakers through conversations on Facebook, Twitter, Skype, Facetime and other social media sites where in language use and context is modeled for them. The role of the teacher is to provide language learners with the time, skills, knowledge and abilities to use social media to extend language learning and to incorporate use of social media into classroom teaching and learning. The role of the learner is to engage in interactive conversations and dialogue through social media. Learners will require devices capable of an internet connection that can be used to communicate through social media including lap-tops, tablets, i-pads and smart phones. Learner use of social media creates opportunities for interaction, provides opportunities for collaboration, as well as allows students to engage in content creation and communication using social media platforms and devices with learners and speakers in other locations.

Performing Arts and Media Based Language Learning

Through performing and media based arts learners are provided opportunities to build expressive skills in the language to extend learning and transfer knowledge of the language and language skills to new contexts to solidify curriculum content and classroom learning. Learners

engage in role plays, skits, dialogues, monologues, puppet shows or other performance based activities that allow them to be creative with the language, to extend the use of the language into new domains and registers, and to share these creations with other learners and speakers to build a repository of language learning materials. The role of the teacher is to provide language learners with opportunities to engage in performance-based classroom activities, tasks and projects. The role of the Learner is to 'get over their shyness' in speaking the language, to collaborate with other learners and to participate and interact in performance based classroom activities. Resources that are required to support performance and media-based language learning are video and audio recording devices, editing software, written scripts, locations for filming, and websites to share video and audio files with others.

Transcription

Audio or video recordings in the target language are first listened to, then transcribed by language learners to improve overall communicative competence and can serve a variety of instructional purposes in the language classroom. First, transcription can be a form of positive feedback, modeling for learners 'what is correct' in terms of prosody, lexical knowledge, syntax, semantics, listening comprehension, morphology and build meta-linguistic awareness. Second, audio recordings can be created and tailored to target certain levels of speaking proficiency. Third, recordings can be used to draw learners' attention to one, two or several structures or grammatical features introduced in classroom learning that are to be mastered to build specific components of speaking proficiency. Fourth, transcription can be used to model text type and narrative structure and form (i.e./explanations, storytelling, instructions etc.). Fifth, transcription of video recordings of groups of speakers can be used to build pragmatic knowledge through observation of co-occurrence rules, turn-taking, levels of formality, informality etc. Audio and video recordings also present theme, function or task-based domain and register specific language for learners of higher levels of proficiency to continue their progress towards becoming distinguished level speakers (ACTFL, 2012). Translation of transcriptions allows learners to hypothesis about the meanings of what it is that they think they are hearing and in this way transcription supports structural and interactionist approaches to language learning through writing. Teachers then provide learners through various types of feedback in order for learners to check their hypothesis.

CHAPTER 6: CRITICAL ISSUES & NEXT STEPS

Accessibility

In the focus group sessions, both language teachers and learners stated that in order for them to increase their speaking proficiency, language and speech samples from first language speakers need to be made more easily accessible. They stated that even though there are 7 organizations at Six Nations dedicated to the preservation of Rotinonhsyón:nih languages, the 62 participants in the focus group sessions unanimously agreed that there is not sufficient documentation of any of our Rotinonhsyón:nih languages and what does exist is not easily accessible to learners. They offered several suggestions. First, that audio and video recordings of native speakers be made available on-line for any learner to access, anywhere and anytime on any device whether PC, MAC or smart-phone and that these resources be tagged and searchable by topic of discussion or structure (grammatical feature). They also asked that all language programs have websites hosted on-line. Web sites should post their mission statement, goals, yearly reports, services or resources offered, and on-line links to what can be accessed by the public according to community norms. Focus group participants also stated they would like access to searchable databases of written and archived materials in their languages in order to further independent learning.

Accountability

Many in the focus group meetings demanded accountability from language programs and the frustration and anger were apparent. Learners want to become speakers and they want language programs to help them achieve this goal. They stated that many language programs focus on things other than language (such as someone's idea of what traditional culture is) however take language dollars, resources and spaces set aside for language. Respondents also stated that there is no way to insure accountability that language programs are using best practices, or any kind of language acquisition methods, strategies or approaches, period. They want standards developed so that language programs that take community dollars are made accountable for spending community dollars in responsible ways and that these programs actually focus on creating speakers and that they "get results". The Six Nations Language Commission has taken steps to insure accountability in recent years to solve this challenge.

Both learners and speakers stated that there needs to be a central agency in control of all of the language programs in the entire Six Nations community based on "what actually works to create speakers" because "the wrong people are in charge" who are "focusing on everything but the language itself" and that "the language should be the focus. It is the hardest piece of all because hardly anyone speaks it to begin with." Respondents demanded that the focus be on second language acquisition processes specifically and that this central agency would oversee all other language programs and schools and hold them to account through the establishment of high standards for creating speakers of Rotinonhsyón:nih languages and monitor the performance of these organizations through continued and ongoing professional development, research, training and support. Some respondents stated that the responsibility for forming this central agency belongs to the Haudenosaunee Confederacy Council of Chiefs who under their 9 points of jurisdiction declared that they are responsible for Rotinonhsyón:nih

languages. Other respondents stated that the central agency should be made up of successful learners who have become speakers; speakers who have raised children with the language, and teachers who have created speakers through their teaching because "they know what it takes to become a speaker, and they know what it takes to create speakers" and that "who else should be doing that job? They know what it takes and have done it for real - and no one can dispute that." "What have these other people done in that regard? Nothing. Why should anyone listen to, or follow what they say? Why are they even in charge of language programs anyway?" Also, "I'm not a carpenter. I've never built a house. So I shouldn't be in charge of all the carpenters. A master builder who has built many houses would be in charge. Everyone knows that." Effective leadership has been absolutely critical to the success of different minority and indigenous language revitalization movements throughout the world (i.e./Hawai'i, New Zealand). It is important moving forward to address the question of accountability of leadership at Six Nations.

Focus group respondents also expressed frustration with some of the organizations that work to document Rotinonhsyón:nih languages in that they only make their documentation available to certain people or family members; it is unknown or unclear what documentation they have; access procedures are unknown; documentation is not accessible to anyone; documentation research is carried out by people who don't speak the language and aren't making the best use of the speakers' time and knowledge about who they are documenting; organizations hire people to transcribe and translate the documentation of native speakers who don't speak the language and produce inaccurate work or no work at all; access to documentation has not kept up with developments in technology and best practices in eliciting documentation from native speakers and of making it available in learner friendly formats; and that most documentation focuses too much on traditional longhouse speeches and solitary words which they feel are already very well documented. Respondents are also concerned that some of these organizations are charging a considerable amount of money for access to documented knowledge, information and language that belongs to everyone. Respondents want these organizations to be accountable to someone for spending community dollars or dollars in the name of language and hope that current documentation projects target the current needs of the Six Nations language revitalization movement and are useful to teachers or learners on the ground in the various language programs.

Other respondents claim that even though there are language programs in the community who are achieving success in creating speakers, other language programs for different languages are reluctant to use or even learn from the other programs and that they are "just continuing to waste the communities time and money when they could be successful". Other issues with accountability focus on the quality of teachers and instructors in that many teachers don't have high enough levels of speaking proficiency to be teaching in immersion settings. Respondents stated that "there are teachers who are not proficient enough to be teaching but they won't get out of the way and let someone else work there who can actually talk". Other respondents stated that "there are teachers working who are proficient however have no professional training as language teachers or teachers period." Also, teachers are frustrated that they haven't been given a mandate to make building speaking proficiency of their learners their school or program's mission and primary goal. Teachers are also frustrated with their own lack of training in second language acquisition techniques and with

administration for "not speaking the language themselves and of setting a good example for the entire school" nor of "giving the teachers time and support to become more proficient and to develop their skills not only as classroom (curriculum content) teachers, but as (second) language and immersion teachers." Teachers in immersion settings also want to hold the parents of their students to account who take little or no responsibility for the language acquisition of their children. Additionally, respondents want to hold the immersion schools to account to represent the changing needs of the speech community at Six Nations where in they feel they are powerless to change the school's mission and mandate.

Respondents stated that they want accessible programs delivered in their languages that teach their people to speak their languages. Period. They expressed a sense of powerlessness to change established power structures, leadership roles and program mission statements, structures and goals. Lack of accountability has led to the duplication of programs and the spreading thin of already sparse capitol and human resources. The question of accountability and leadership continues to plague, slow and stunt the growth of the language revitalization movement at Six Nations.

Support

Respondents stated that as language learners there is not a lot of support for helping them through the language acquisition process. First, no one told them the process of how they would learn the language. They said this would be of great assistance. Second, they said that there are no community organizations designed to support language learners specifically (they have no 'advisor'). Third, there are no immersion preschools or early child care to look after their children while they are in full-time language programs. This was problematic because they were leaving their children with English speaking caregivers while simultaneously trying to learn to speak Onkwehonwehnéha. There are no scholarships or bursaries for students in language immersion programs and that none of the adult language immersion programs are accredited. Learners stated that they think it's wonderful to spend 3 years learning their language in full-time adult immersion programs however they then have to spend an additional 3-4 years in post-secondary education to acquire a degree or diploma in a field where in they can find employment. Learners want to know why their adult immersion programs are not accredited by any university or college, or why these adult immersion programs can't become university degree programs as these sorts of programs exist for many other world languages (English, Spanish, German etc.).

Language Sustainability

Several respondents said that "language revitalization is not just about the language. We want our people to heal from the inter-generational trauma we carry as a result of the legacy of colonialism and assimilationist policies that sought to eradicate our people. We want to make good people who have good lives...who have happy and healthy families...not just create speakers of our languages." (anonymous respondent).

Language sustainability (Henderson, Rohloff & Henderson, 2014) is the establishment of long-term practices through community development to address and transform the on-going causes of language shift through explicit language focused activities as intentional support for

social development projects that support language revitalization. Language sustainability transcends language development through language programming by integrating use of the target language and cultural practices associated with it into social, economic and political bodies, organizations and groups through community development to create healthier and happier people and communities. Language revitalization is thus achieved through organic and sustainable ways wherein linguists, speakers, teachers and learners collaborate with social, political and economic development organizations in innovative ways. Examples of language sustainability at Six Nations include speaking the language in the home (social), the maintenance of longhouse ceremonies, feasts, funerals, wakes and other community functions (social), and Haudenosaunee Confederacy Council meetings (political). Small steps towards language sustainability have been taken by several community and band-council run organizations who have offered language classes, open and close meetings with traditional speeches, post labels for items around their offices in the language and have posted signage in Onkwe'honwehnéha. This would be at the first level of working towards language sustainability.

A further step toward language sustainability was taken by the Tsi Tyenakerà:tstha' (Six Nations Birthing Center) who have birthed over 1000 babies on Six Nations' Territory lands and incorporate the use of Onkwehón:we knowledge into professional practice through: offering prenatal courses for expecting parents based on Rotinonhsyón:nih birthing practices, knowledge and language; hiring a traditional medicine person to make plant-based meds for expecting mothers through all phases of pregnancy, labor and post-partum care; providing links to speakers and elder women in the community who give out Onkwehón:we names; providing links to people who conduct traditional feasts and ceremonies for support to expectant mothers and families and provide information on traditional practices associated with the arrival of babies and complications that may arise throughout the pregnancy, labor and post-partum care, and empower girls and young women through connecting them with knowledgeable elder women of the community who provide mentorship, information, support and guidance on puberty, roles and responsibilities of women, self-care, self-respect, self-preservation etc. at annual gatherings and summer camps. The Six Nations' Birthing Centre has acquired funding independently of the Six Nations Elected Band Council and the Haudenosaunee Confederacy Council of Chiefs and has created financial sustainability in order to work towards language sustainability through community development that builds the overall health and welfare of the people of Six Nations while at the same time fostering language revitalization.

In the future, language revitalization must not focus solely on language development (establishing places to learn the language, or language proficiency) but also on community development that works toward language sustainability.

The Second Language Learning Delay in Elementary Immersion Education

Six Nations has 1 Cayuga immersion school (K-8), 1 Mohawk elementary immersion school (K-8) and 1 Cayuga/Mohawk immersion school (K-12). Until recently, none of the students who entered these schools were speakers of the target language. Most still arrive at school with little to no prior knowledge of how to speak Onkwe'honwehnéha nor of any support at home or in their family to aid in their acquisition of the target language. There is thus a time 'delay' in their ability to speak the language of instruction at a level high enough to

allow for meaningful interaction in the classroom and at the school. This is the second language learner delay.

Teachers at the schools have been mandated to teach the Ontario or some other foreign or outside curriculum to our learners through direct-method (immersion) frameworks wherein it is assumed that by simply immersing children in an environment where their second language is spoken that they will naturally 'pick-up' or acquire the language. The casualty of this focus on content-based instruction through immersion frameworks has been the development of each learner's individual speaking proficiency for both vernacular and academic language. As few learners arrive as bilingual speakers; most learners can't speak proficiently enough to interact in meaningful ways in most classroom learning contexts and the overall quality of interaction and classroom learning often falls much below accepted standards of practice (Cummins, 1998). What results are learners with very low levels of speaking proficiency in the target language because content-based instruction in their second language most often requires simple receptive language skills (listening, recitation, copying, re-writing etc.). As there is commonly no second language instruction in the classroom because of the tenets of the immersion environment and approach (and its natural or direct method approach); learners carry the second-language learner delay from K through to Grade 8 and beyond and "never really learn to speak the language." (anonymous respondent) Respondents said that the second-language learner delay must be addressed to improve the effectiveness and quality of education at Six Nations district immersion schools.

Teachers stated that attendance at immersion pre-schools would be of assistance so that learners already speak the target language when arriving in Kindergarten (none currently exist at Six Nations). Respondents suggested that it be mandatory for parents to be actively engaged in language learning of the target language in order for their children to attend immersion schools stating that "the kids with some form of language support at home speak the language more in class; attempt to speak it more with their friends (at recess and during free time); are able to engage in discussions at a much higher level in classroom activities and aid the teacher in modeling conversational language for other students.

Teachers also stated that they would like a mandate from their supervisors and administrators to integrate second language instruction into their programs of study to increase the vernacular language of learners which they claim will improve the academic language of their students and increase the range of learning opportunities that learners can meaningfully engage in. The issue of time thus arises which all teachers claim they don't have enough of. This has been made increasingly difficult by having to follow the demands of the extensive Ontario Curriculum. In April of 2016, the Ontario Ministry of Education mandated an increase in Math instructional time to a mandatory 60 minutes per day which constitutes 20% of each instructional day and that 5 whole professional development days per year be spent by teachers improving their math teaching skills. This does not mean that teachers cannot integrate building second language speaking skills in the target language with delivering curriculum content. In fact, this approach has been experimented with in some classrooms by a few teachers at Six Nations. Through oral literacy and interactionist approaches to delivering curriculum content, and using the 'floor-to-ceiling' approach to teacher-student interaction; teachers were able to build both the academic and vernacular language skills of learners, built their speaking proficiency overall and covered mandatory curriculum content. Several

respondents said they have heard of this, however don't know how to combine delivering curriculum content with second language instruction and that they require training, mentorship and practice. They would like their professional development days set aside for these types of training. The conundrum arises in that even though Six Nations District Teachers only get 5-6 professional development days throughout the year, the Ontario government is mandating that 5 of these (100%) be spent on improving math teaching skills.

With 10 years (K-Grade 8) of 190 instructional days of 6 hours per day spent at Six Nations immersion schools by students, we must work to address the second language learner delay to use our elementary and secondary immersion schools to create speakers of our Rotinonhsón:nih languages.

Teacher Training and Support

Respondents stated that as teachers they were never trained to teach a second language nor in immersion settings. They said they would take training in second language acquisition techniques if it were to be offered or if their supervisors gave them permission to take the time off to attend such training as a part of their professional development days or professional learning plans. They also would like ongoing support to build their speaking proficiency while maintaining their teaching positions through some form of the Master Apprentice Program and language consultants to provide translations of both the vernacular and academic language required for teaching in immersion settings. Several teachers have tried to take time off to attend full-time, year-long adult immersion programs to increase their proficiency however they are continuously denied leave by their administrators. Some of these teachers have thus taken night courses in the evening to try and improve their speaking proficiency.

Scope and Sequence for the Development of Components of Speaking Proficiency

Respondents stated that they want some kind of measuring stick and definitions for what constitutes a learner who has become a speaker for a Rotinonhsyón:nih language. Specifically, they requested that someone design a series of 'can-do' statements organized by proficiency level (ACTFL, 2012) and by component of speaking proficiency (i.e./morphology, pragmatics, prosodics etc.) specifically for each of our Rotinonhsyón:nih languages. These 'can-do' statements would be used as benchmarks for learner achievement and would guide and direct content of instruction and selection and application of teaching methods and frameworks to give learners the skills, knowledge and abilities to achieve mastery of each component of speaking proficiency through progressing through the 'can-do' statements at each level of proficiency. Respondents also stated that these 'can-do' statements should target listening, speaking, reading, writing and cultural knowledge and abilities. Respondents also stated that they would like to have a say in selecting the people who would conduct this work.

A Community Language Strategy and Community Language Plan

Several respondents stated that we need a community language strategy and community language plan that targets the different needs of each of the languages at Six Nations. They call for a group of experienced, accomplished individuals in the field of language

revitalization to put their heads together to assess community needs by language group and to work with the many and various organizations dedicated to language revitalization to designate responsibility for jobs and actions that are required to create speakers at Six Nations. It was felt that "we have most of the right organizations to get the job done...but no one is steering the boat" and that "we need leadership and direction." There was general reluctance expressed by several respondents in that the Six Nations Language Commission alone should not be the sole organization to devise the community language strategy or community language plan as they are an entity of the Six Nations elected band council. Suggestions included having a separate body formed to develop the community plan with representation appointed from each language organization at Six Nations with 1 representative from the Six Nations Elected Band Council (Six Nations Language Commission?) and the Haudenosaunee Confederacy Council of Chiefs and may also include those who have become speakers, who have demonstrated expertise in creating speakers, are speakers of the language and who don't work for or associate with any language program currently. It was strongly felt that leadership needs to be those who have become speakers or created speakers as "they know what it takes."

Documentation

Unanimously, all 62 respondents in the focus group meetings stated that there is not sufficient documentation of the language of native speakers for any text type, domain or register. In particular, they would like to see conversations between 2 or more speakers on topics of everyday conversation documented, presented in video format with the option for English subtitles that are searchable. They are disappointed that even though there are 7 organizations at Six Nations who take money for documentation projects in the name of language, that still today, there is not adequate documentation of any of the Rotinonhsyón:nih languages spoken at Six Nations; nor is what has been documented easily accessible to language learners, nor does it meet the needs of learners, currently.

Literacy

One-hundred percent of learners who have become speakers are literate in the target language. The least effective instructional framework for building literacy skills as rated by elementary immersion teachers was elementary immersion. This is surprising as learners spend approximately 190 days per annum, 6 hours of instructional time per day, for 10 years in elementary immersion programs. Teachers stated that there is no body of literature for their language and that the focus has been on building receptive skills. Learners are given few opportunities for creative writing because they lack the level of speaking proficiency in the target language to write original works. Additionally, learners, although able to read aloud the sounds and words of the target language aren't proficient enough to comprehend what it is that they are reading. They are therefore unable to use the new lexical knowledge, syntax, semantics or structures or features as comprehensible input leading to output because they do not understand the meaning of what they are reading in the first place (the input isn't comprehensible [Krashen, 1972]). This lack of ability to use writing as a skill to support language acquisition and build language proficiency is a conundrum that requires immediate attention. Building expressive skills through literacy and reading and writing in the target language needs

to be a priority because it leads to uptake and output of oral language of learners in immersion settings and is a critical component of building speaking proficiency. Respondents suggested a study to determine best-practices in building literacy skills for learners in immersion and second language programs, a manual created for teachers and on-going teacher training through summer institutes, on-line courses and professional development days.

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Appendix A

Linguistic Vitality of Mohawk, Cayuga and Onondaga at Six Nations

	Mohawk	Cayuga	Onondaga
Linguistic Vitality	**8a Moribund** **Severely Endangered** The only remaining active speakers of the language are members of the grandparent generation.	**8b Nearly Extinct** **Critically Endangered** The only remaining speakers of the language are members of the grandparent generation or older who have little opportunity to use the language**.**	**8b Nearly Extinct** **Critically Endangered** The only remaining speakers of the language are members of the grandparent generation or older who have little opportunity to use the language**.**
Steps of Language Maintenance (Hinton & Hale)	**1-8**	**1-7**	**1-4**
Number of Native Speakers	**6**	**40-60** **no actual census**	**7**
Number of Second Language Speakers	**45** **(Intermediate-High ACTFL verified with OPI's)**	**200** **(Current students in language programs)**	**8** **(speechers who speak in symbolic functions)**
Number of Bilingual Children	**10** **(Speakers)**	**15**	**0**
Unbroken Intergenerational Transmission	**No**	**No**	**No**
Re-established Intergenerational			

Transmission	Yes	Yes	No
Immersion Programs For Children	Yes	Yes	No
Immersion Programs for Adults	Yes	Yes	Yes
Second Language programs For Children	Yes	Yes	No
Second Language Programs For Adults	Yes	Yes	No
Program Support for Families	No	No	No
Adequate Lexicons, Dictionaries, Grammars etc.	No	No	No
Adequate documentation of Native Speakers	No	No	No
Modernization	No	Yes	No
Standardization	Yes	No	No
Graphization	Yes	Yes	Yes
Adequate Body of Literature	No	No	No
Media	Yes	No	No
Language Policy	No	No	No
Community Functions in the	Yes	Yes	Yes

Language			
Official Language Status	**No**	**No**	**No**
Government Services	**No**	**No**	**No**
Employment Outside of Education	**No**	**No**	**No**

LEARNERS WHO HAVE BECOME SPEAKERS ARE:

Creative: They are expressive and outgoing.

Literate: They can read and write in Onkwe'honwehnéha.

Inspired: They have a language mentor and initial moment of inspiration that drives them to become a speaker of Onkwe'honwehnéha.

Graduates: They graduated from a range of college or university degree programs.

Informed: They understand the language acquisition process of Onkwe'honwehnéha.

Committed: They make learning to speak Onkwe'honwehnéha their number 1 priority.

Tenacious: They work for a lifetime to learn to speak Onkwe'honwehnéha.

Supportive: They support all others working to become speakers of Onkwe'honwehnéha

LEARNERS WHO HAVE BECOME SPEAKERS:

Speak the language daily.

Speak the language at home.

Speak the language with their peer group.

Speak with others who they know can speak.

Use social media platforms to communicate through Onkwe'honwehnéha.

Use technology to assist language learning.

Use language learning strategies to assist language acquisition.

Experiment: They aren't afraid to make mistakes when speaking the language.

Collaborate: They study the language at the same time as a friend or family member.

Participate: They participate in community events where the language may be spoken.

Studied: They were students in an adult immersion program for at least 10-18 months.

**Mentor:** After participation in adult immersion, they learn from native speakers.

Self-study: They actively engage with and learn from the documentation of native speakers.

Extend: They create something in Onkwe'honwehnéha that is new or innovative.

Share: They share these new creations with others.

For more information on how to become a speaker of a Rotinonhsón:nih language, please go to:

snpolytechnic.com

PATHWAY TO BECOMING A SPEAKER OF A

ROTINONHSÓN:NIH LANGUAGE

This pamphlet is the product of a study that was conducted by Six Nations Polytechnic between March 22nd, 2016 and February 2nd, 2017 at Six Nations of the Grand River Territory. Since 1971, efforts to revitalize Onkwe'honwehnéha at Six Nations through language planning have established a pathway for anyone to follow to become a speaker of Onkwe'honwehnéha.

The information in this pamphlet is based on the collective experiences and knowledge of those people who are working, teaching, studying and/or are speakers of Rotinonhsón:nih languages at Six Nations of the Grand River Territory.

Ontario Trillium Foundation / Fondation Trillium de l'Ontario

SIX NATIONS POLYTECHNIC

WHAT IS A SPEAKER OF ONKWE'HONWEHNÉHA?

A speaker (also referred to as first language, native, birth, bilingual, multi-lingual) is defined as:

1. Spoken to from birth in the home by their caregiver(s). It is their 'first' language.
2. Are raised within a community of speakers.
3. Use the language out of the necessity to communicate (daily).
4. Speak the language(s) of their homes (transcends ethnic identity).
5. Acquisition process is natural.
6. Language use transcends symbolic functions.
7. Can be the bilingual children of second language speakers.

A speaker (also referred to as a second language speaker) is defined as:

1. has achieved the Advanced-Mid level of speaking proficiency (ACTFL, 2012);
2. are able to interact effectively in a community of speakers;
3. use the language out of necessity to communicate (daily);
4. strive to sound like native speakers.
5. acquisition process is contrived (unnatural).
6. language use transcends symbolic functions.

For more information on how to become a speaker of a Rotinonhsón:nih language, please go to:

snpolytechnic.com

THE FIVE STAGES TO BECOMING A SPEAKER OF A ROTINONHSÓN:NIH LANGUAGE

There are 5 Stages a learner progresses through to become a speaker of a Rotinonhsón:nih language.

1 STAGES OF ACQUISITION	STAGE OF LANGUAGE ACQUISITION DESCRIPTION
BEGINNER MOTIVATION INSPIRATION	A person becomes inspired and motivated to learn to speak Onkwe'honwehnéha

2 STAGES OF ACQUISITION	STAGE OF LANGUAGE ACQUISITION DESCRIPTION
NOVICE BUILD A BASE 900 HOURS	The learner builds a foundation of: prosodics, pragmatics, lexical knowledge, cultural knowledge, listening comprehension and literacy. They learn the orthography of the language and acquire symbolic proficiency.

3 STAGES OF ACQUISITION	STAGE OF LANGUAGE ACQUISITION DESCRIPTION
INTERMEDIATE EXPONENTIAL ACQUISITION 900-1800 HOURS	The learner participates in a full-time, adult immersion program. Exponential acquisition is possible because the person acquires the morphology and syntax of the target language. They become able to build and create what they want to say for themselves however do not yet 'sound like' native speakers.

4 STAGES OF ACQUISITION	STAGE OF LANGUAGE ACQUISITION DESCRIPTION
ADVANCED REFINING POLISHING SHARPENING 1800-3600 HOURS	The person acquires extended knowledge of syntax, semantics, functions, task-based language, content, thematic language, pragmatics and prosodics so that they can communicate effectively with native speakers across many and varied domains. Learners can go anywhere and survive inany situation in context with native speakers.

5 STAGES OF ACQUISITION	STAGE OF LANGUAGE ACQUISITION DESCRIPTION
SUPERIOR DISTINGUISHED FINISHING 3600+ HOURS	Learners start to acquire'native speaker like' prosodics, pragmatics, semantics, lexical knowledge and discourse/text types by working, living and/or speaking with native speakers (or the documentation of native speakers) to build and expand domain and register specific knowledge. They diversify, enrich, sharpen and focus the specificity of their language.

HAUDENOSAUNEE LANGUAGE PROFICIENCY SUMMIT

Saturday, March 12, 2017, 17, The Grand River Room, Six Nations Polytechnic, Ohsweken ON

Ontario Trillium Foundation
Fondation Trillium de l'Ontario

SIX NATIONS POLYTECHNIC

||| MOHAWK

SCHEDULE

- 8:30–8:45am: Arrival, Registration, Seating
- 9:00–9:10: Ohen:ton Karihwatekhwenh, Ganonhannyon'k
- 9:10–9:25: Opening Remarks (Rebecca Jamieson) (Jeremy Green)
- 9:30–10:30: Program & Syllabus Design for Building Language Proficiency in Onkwe'honwehneha Learners Through Interactionist & Structural Approaches for Exponential Acquisition Owennatekha (Brian Maracle)
- 10:30–10:45: Snack Break
- 10:45–11:30: Interactionist & Structural Approaches to Teaching Onkwe'honwehneha Demonstration Rohahi:yo (Jordon Brant). Ronkwe'tiyohstha (Joe Maracle), and the Onkwawenna Kentyohkwa Year 1 Students
- 11:30–12:00pm: ACTFL Oral Proficiency Interviews for Rotinonhson:nih Languages: Novice, Intermediate and Advanced
- 12:00–12:30: Lunch
- 12:30–1:00: Differentiated Instruction for Building Speaking Proficiency: the 'Floor to Ceiling' Method Demonstration T.B.A.
- 1:00–1:45: Providing Feedback through Positive Evidence: Strategies to Correct the Most Commonly Made Errors in Speech of Onkwe'honwehneha Learners Tehota'kera:tonh (Jeremy Green)
- 1:45–2:15: Using Transcription & Translation to Build the Speaking Proficiency of Intermediate Level Language Learner Tehahen:te (Frank Miller)
- 2:30–3:15: Snack Break

- 2:30–3:15: Self-Guided Language Learning Strategies for Advanced-Level Language Learners: How to Learn from Native Speakers or the Documentation of Native Speakers (Jacob Doreen, Arnold Greene, Cam Hill)
- 3:15–4:00: Building Expressive Language Skills Through Performing & Media Arts for Intermediate Level Language Learners (Zoe Hopkins, Jeff Doreen, & Art Matin)
- 3:50–4:00: Closing

MISCELLANEOUS

Refreshments, snacks and lunch are provided.

The HLPS is made possible through a grant from the Ontario Trillium Foundation.

To register, please copy and paste the link below into your browser and complete the brief 5 question registration form.

www.surveymonkey.com/r/SNPSUMMIT

As seating is limited to 100 participants, preference may be given to teachers, administrators and learners working or residing at Six Nations of the Grand River Territory.

YOU MUST PRE-REGISTER TO ATTEND THE SUMMIT.

You will receive an email confirming your registration by Saturday, March 18th, 2017