



FIRST PEOPLES'
CULTURAL COUNCIL

Reclaiming My Language: A Course for Silent Speakers 2019-20 Funding Guide

Application Deadline: May 31, 2019

Please retain this *Language Program Funding Guide* in your files. If your funding request is approved, the policies and information contained in this guide will be a useful resource.

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I. INTRODUCTION

First Peoples' Cultural Council

The First Peoples' Cultural Council (FPCC) was established in 1990 through the *First Peoples' Heritage, Language and Culture Act* and is mandated to support revitalization of Indigenous languages, arts and cultures in British Columbia. FPCC administers funds to support Indigenous people in B.C. to maintain their linguistic and cultural heritage for future generations. This guide is a tool to assist applicants in the development of proposals for their community language projects.

Funding

The FPCC *Reclaiming My Language Program* is funded by the B.C. Ministry of Indigenous Relations and Reconciliation (MIRR).

For more information

For useful information on the program, please visit the FPCC website at:

<http://www.fpcc.ca/language/Programs/Silent-Speaker.aspx>

Questions about the program

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II. RECLAIMING MY LANGUAGE: A COURSE FOR SILENT SPEAKERS

1. Who is a silent speaker?

A silent speaker is someone who has a good understanding of a language but does not speak it. There are many different kinds of silent speakers. Here are some examples:

- residential school survivors who spoke their language before attending school.
- people who grew up hearing a language and understand it but do not speak it.
- people who grew up with a fluent speaker in the home and understand the language but do not speak it.
- people who have studied extensively and have developed a high level of ability in reading and writing their language but do not speak it.
- speakers who moved away from the community for some time and do not feel comfortable speaking now that they have moved back.
- speakers who speak a different dialect of the same language and do not feel comfortable speaking within a community where another dialect is more common.
- speakers who simply haven't spoken for years because they haven't really had anyone to speak with.

Other terms used for silent speakers include understanders, latent speakers or receptive bilinguals.

Who is NOT a silent speaker?

- a new language learner.
- language learners with beginner or intermediate language proficiency.
- someone who lost their language abilities due to stroke or other health issues.
- a speaker who can speak comfortably in most situations.

We know there are thousands of silent speakers of First Nations languages in British Columbia. It would be amazing if they could begin speaking! This course is designed to help silent speakers reclaim their languages.

2. Course background

The First Peoples' Cultural Council (FPCC) *Reclaiming My Language* course is for people who understand but do not speak their First Nations language. The course is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The model uses Cognitive Behavioural Therapy (CBT) to support silent speakers to overcome blockages about using their Indigenous language in their communities.

3. What is Cognitive Behavioural Therapy?

Cognitive Behavioural Therapy (CBT) is a proven psychological therapy that helps people change how they think about a situation (think=cognitive) in order to change their response (=behaviour) to a situation. **CBT is NOT a therapy meant to deal with trauma.** It is a short-term therapy designed to help people move forward with a specific situation. It has been used for a variety of things such as anxiety, phobias, quitting smoking or losing weight. In this case, CBT is used to help people speak their languages.

4. How does the course work?

There are three parts to the course: class time, homework, and internship.

Class time. The course runs for 10 weeks for 2-3 hours each week. Each class consists of a CBT lesson and a general language topic, such as how children and adults differ in learning a language. In addition, participants will share their feelings about speaking their language and will discuss their weekly homework assignments.

Homework. Homework is an important part of the course. For homework, participants are required to spend at least an hour a week with a fluent mentor. Participants will be given a language topic to practice speaking with their mentors in a fun, relaxed, one-on-one setting. In addition, there will be a reading assignment and a "challenge" homework where participants can try to speak in a new situation or with a new person.

Internship. All First Nations communities in British Columbia would love to have more speakers involved in language programs – from daycares to schools to adult programs. Silent speakers

typically aren't actively involved in language programs before the course. Our hope is that silent speakers will feel more comfortable speaking at the end of the course and they might consider getting involved in community language programs. For that reason, the course offers an internship opportunity for participants to volunteer in a community language program, such as in a daycare. (Note: a criminal record check may be required for participants to volunteer in facilities with children under the age of 18.)

5. Who teaches the course?

The course is led by a team of three people.

The Co-Instructor Community Specialist coordinates the course at the community level. She or he is the contact person for participants and s/he matches participants with mentors. S/he also helps participants identify a language network to start building their language circle.

The Co-Instructor Mental Health Specialist is trained in Cognitive Behavioural Therapy and teaches participants CBT skills to help them work on speaking their language.

The Co-Instructor Language Specialist who works for First Peoples' Cultural Council will provide additional information by video every week and is FPCC's point of contact with the program.

III. LANGUAGE PROGRAM CRITERIA

1. Who is eligible to apply?

- B.C. First Nations Communities/Governments/Bands/Tribal Councils
- Indigenous Cultural, Language and Education Centres
- Indigenous Organizations
- Previous applicants may apply as long as all reporting on previous funding from FPCC (all programs) or the First Peoples' Cultural Foundation (FPCF) is up to date

2. Who is not eligible to apply?

- Individual applicants
- Public institutions (e.g. schools, universities)
- Committees, groups, task forces without an established governing body
- Government agencies
- Previous projects funded by FPCC/FPCF where applicants have not completed all the required reporting

3. Will multiple applications from one community be accepted?

FPCC will accept multiple applications per community. We cannot accept more than one project proposal for the same project-type – applications must be for different projects. For example, two proposals for a Language Nest in one community will not be eligible but a community could apply for Language Nest and Reclaiming My Language.

4. When is the application deadline?

- **May 31, 2019**

5. What is the duration for the project?

- The course must be completed between September 1, 2019 and March 31, 2020.
- The course includes 10 weeks of classes.

6. What are the levels of funding?

- A maximum of \$25,000 is available for the course. Please refer to the application form for details on the budget.

IV. APPLICATION REQUIREMENTS

1. Application Form

- Complete a *Reclaiming My Language* application form that can be found at: <http://www.fpcc.ca/Grants/default.aspx>

2. Supporting Documents

- At least 10 **pre-course surveys** completed by potential participants must be included with the application. As part of the application process, please recruit potential participants. Identify potential silent speakers in your community. Clearly explain the course to potential participants and then have them fill out the pre-course survey provided in the application form. It may be helpful to photocopy *Appendix A* (pages 10-11 of this guide) in order to help explain the course to potential participants.
- **Recruitment suggestion:** It might be helpful to hold an information meeting for interested participants to learn about the course and to complete the pre-course surveys. You may submit more than 10 pre-course surveys, but only 10 participants will be able to attend the course.
- **Recruiting participants:** In selecting course participants, we recognize that you may be constrained by the low number of silent speakers in your community. However, as much as possible, we ask that you keep these guidelines in mind:
 - Participants should meet the descriptions of a silent speaker, as described above.
 - Participants should be ready and willing to make the time commitments required by the course.
 - As much as possible, participants should not all be closely related and several different families should be represented. This keeps it from appearing that one family is receiving favouritism. It will also help create a safe space to share personal feelings in the course.

3. Governance Documents

- For Bands: Band Council Resolution (dated and signed) OR a letter of support signed by the Band Manager or Chief or Councillor is attached.

OR

- For Societies/Organizations: a letter (dated and signed) by the Executive Director or General Manager is attached.

4. Language Needs Assessment

- An online Language Needs Assessment has been completed by your community for this funding year. Please see the instructions for filling out the LNA here: <http://www.fpcc.ca/Grants/Language/#LNA>

V. REPORTING REQUIREMENTS

1. Interim and Final Reports

A Grant Agreement will be signed by the First Peoples' Cultural Council and community project outlining all the obligations of the grant that require applicants to submit the following:

- Interim Report – The FPCC Program Coordinator will request a short update on the project and the financial status to date. This report will be provided via email or by phone.
- A Final Report Form will be emailed to applicants.

Interim Report and Final Report dates will be communicated upon funding approval.

2. Supporting Financial Documents

As per the Grant Agreement, it is a requirement for the final report that complete, official financial records are maintained. Along with the final report, please submit:

- General ledger (list of all expenditures identified as per the Grant Agreement) AND
- Financial statement (statement of revenue and expenditures)

For financial reporting, we recommend grant funding be kept separate from other funding sources in its own budget. Ensure that the financial reports are signed by a signing authority.

VI. PROPOSAL REVIEW PROCESS

Please note that a submission of a language proposal does not guarantee funding. Here's what you can expect:

- Your application is first reviewed for eligibility, completeness and clarity.
- A letter will be sent to the recipient acknowledging receipt of application form.
- An impartial, expert adjudication committee (Peer Review Committee) will convene to review all proposals and, based on program criteria, will make funding recommendations. This panel of experts may include language specialists, curriculum developers, administrators and cultural instructors selected from B.C. First Nations communities.

1. How are language proposals evaluated?

A Peer Review Committee (PRC) will review and assess eligible proposals. Listed below is what the committee is looking for as it rates each proposal.

- Project context: clear description of how *Reclaiming My Language* fits into the community language revitalization plan
- Identification of potential co-instructors (Community Specialist and Mental Health Specialist)
- Identification of at least 10 potential silent speaker participants who have each filled out a pre-course survey

- Identification of 10 potential fluent mentors or explanation of how mentors will be shared between participants. (If you are short of mentors, consider connecting with neighbouring communities.) You may wish to give a copy of *Appendix B: Information for Mentors* (page 12) to potential mentors.
- Clear description of ideas for mobilization and continuation of project
- Demonstrated community language needs

Once the review process is completed:

- Language projects that have been approved will be sent a letter that outlines the funding recommendations.
- The projects will then be sent two copies of the Grant Agreement for signing by an authorized representative. Once the two signed Grant Agreements are received, FPCC will sign them. Then staff will send a package to successful applicants containing the following:
 - Original, signed copy of the Grant Agreement
 - Funding cheque
 - Related information

2. Common Reasons Proposals/Expenses Are Considered Ineligible

- Application deadline not met
- Application form not signed by an authorized representative (Tribal Chief, Chief, Councillor, General Manager)
- No demonstration of community support by a Band Council Resolution (or official letter of support signed by Band Manager or Chief or Councilor).
- For societies, lack of official community support letter signed by Executive Director or General Manager
- Pre-course surveys (at least 10) are not included
- Online Language Needs Assessment not completed
- Current fiscal year application form not used
- Previous reporting of past FPCC projects not completed by the deadline date
- Submission of application by fax or email

3. Where do I mail my proposal package?

FPCC Reclaiming My Language Program

1A Boat Ramp Road
Brentwood Bay, B.C. V8M 1N9

- Applications can also be emailed to suzanne@fpcc.ca
- Hand-delivered applications are accepted on or before the deadline date.
- Attach application checklist with package.

APPENDIX A: Information for Participants

Reclaiming My Language: A Course for Silent Speakers

First Peoples' Cultural Council

Our community is applying to First Peoples' Cultural Council to host a course for silent speakers of our language. The course is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The goal of the course is to support silent speakers to overcome barriers to using their Indigenous language in their communities.

Who is a silent speaker?

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Who is NOT a silent speaker?

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- language learners with beginner or intermediate language proficiency.
- someone who lost their language abilities due to stroke or other health issues.
- a speaker who can speak comfortably in most situations.

What is Cognitive Behavioural Therapy?

The course uses Cognitive Behavioural Therapy (CBT). CBT is a proven psychological therapy that helps people change how they think about a situation (think=cognitive) in order to change their response (=behaviour) to a situation. **CBT is not a therapy meant to deal with trauma.** It is a short-term therapy designed to help people move forward with a specific situation. It has been used for a variety of things such as anxiety, phobias, quitting smoking or losing weight. In this case, CBT is used to help people speak their languages. Although the course uses CBT, this is **not** meant to imply that participants have a mental illness. CBT is simply a tool that can help people deal with a variety of everyday experiences, including speaking a language.

How long is the course?

- The course runs once a week for up to 3 hours per week for 10 weeks.
- If you sign up for the course, we strongly encourage you to commit to all 10 classes.
- You will also be required to meet with a language mentor once per week outside of class time.

What is involved?

- Participants will attend the class once per week.
- Participants will complete homework every week. There are two parts to the homework. First, you will complete a short reading. Second, you will meet with a fluent language speaker once per week for up to an hour. This will give you an opportunity to practice speaking one-on-one with a supportive mentor.
- Participants will have the option of doing a mini-internship for the last 4 weeks of the course. The internship involves spending time in an environment where you have the opportunity to hear and use language. For example, the internship could be in a language class at the school or in a language nest or daycare where language is used. You can just observe or you may choose to participate in activities. The internship is **optional**. If you participate in the internship, a criminal record check may be required in order to work with children under the age of 18. It will depend on the facility requirements.

What does it cost?

- The course is free.
- Participants will be paid an honourarium of \$30 for each class and \$30 for each mentorship session they attend. Participants are not paid for sessions they do not attend.
- Participants will be paid an honourarium of \$30 for up to 4 internship sessions if they decide to participate in the internship. Participants are not paid for sessions they do not attend.

Who is teaching the course?

The course will be led by a team of three people:

- A Co-Instructor Community Specialist will organize the course in the community. S/he will coordinate the course, connect participants with mentors and set up internships for participants.
- A Co-Instructor Mental Health Specialist will teach participants CBT skills to help them work on speaking their language.
- A Co-Instructor Language Specialist who works for First Peoples' Cultural Council will provide additional information by video every week and is FPCC's point of contact with the program.

APPENDIX B: Information for Mentors

Reclaiming My Language: A Course for Silent Speakers ***First Peoples' Cultural Council***

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Who is a silent speaker?

A silent speaker is someone who has a good understanding of a language but does not speak it. There are many different kinds of silent speakers. Silent speakers who take the course must meet with a fluent mentor once per week to practice speaking.

We invite you to be a mentor in the program!

What does a language mentor do?

- A language mentor must be a fluent speaker of their First Nations language and must be comfortable speaking it.
- A mentor will meet with a participant once a week for up to an hour. Participants will be given a small homework assignment to work on with the mentor. For example, they might have to practice introducing themselves in the language.
- The mentor's main role is to help the participant feel comfortable starting to speak the language.
- A mentor must be willing to be **patient** and **encouraging** with the learner.
- A mentor can provide **gentle** correction. We recommend correction by modeling. This means: if a participant says something incorrectly, the mentor will simply repeat the sentence in the correct way. The mentor should **not** correct by criticizing or by saying, "No, that's wrong, that's not how you say it."
- A mentor should understand that it is very difficult for adults to begin speaking a language that they have never spoken before. Adults can be easily discouraged and need to be given positive support for trying to speak.

Do mentors receive an honourarium?

- Yes, mentors receive a small honourarium of \$75 per session.