Half Black, Half White Striped Wild Horse
That Comes from Africa:
Speaker, Teacher, and Leadership
Development and the Team-Based Master
Apprentice Program Model

Jacob Manatowa-Bailey
Sauk Language Department
Sac and Fox Nation of Oklahoma
Director, Center for Tribal Languages,
Bacone College
Current core objective of the Sauk Language Department and the Center for Tribal Languages:

Build a critical mass of young, professional, conversationally fluent teachers, workers, and leaders to carry language revitalization efforts far into the future.
MA in Context: Addressing the need for young leaders.

As a language learning model Master Apprentice is an intensive one to one or small group immersion method for rapidly building fluency in Second Language Acquisition learners.

As a youth development model Master Apprentice is a method for intensively training young, professional teachers and leaders within the field of language revitalization.

These two things are achieved simultaneously within the Team-Based MA Program Model.
Most programs don't have the luxury of waiting for immersion school students to grow up and decide to dedicate their lives to language revitalization.

We need new, young fluent teachers, leaders, and language workers RIGHT NOW not 10, 20, or 30 years from now.

In the immediate future language programs need a core group of young people to become the future speakers, teachers, and leaders of any serious effort at language revitalization.

Even a small cadre of young people extends the life of the language by 40-60 years.
MA at the college level is designing new structures or modifying existing structures to engage in intensive immersion learning and relevant professional development for academic credit.
50 minutes x 5 days x 128 weeks (4 years of college classes) = 533 hours

Immersion Internship = 8 hours X 5 days x 16 weeks = 640 hours

There are a greater number of learning hours in one semester of 8-hour a day immersion learning than in four years of college classes.
If as a Native language instructor you have less than 4 hours a day of learning hours with your students then you are not responsible for developing their conversational fluency.

It is time to either change the structure within which you teach or to realign the goal of your teaching to match the reality of the structure you inhabit.

**U.S. Department of Education formulates 1 Credit Hour as equivalent to 13.33 hours of Learning Hours/Contact Time.**
Second Language Acquisition is first and foremost a time equation.

The challenges of learning another language are immense. Yet millions have achieved some degree of fluency in at least one other language. Those who achieve true fluency do so because they put in dedicated, consistent effort over a long period of time.

Claiming otherwise is tantamount to fraud.

Global Trends in Language Learning in the 21st Century

People sometimes think we have some sophisticated set of methods here at the Sauk Language Department that allowed us to create new conversationally fluent speakers. This is not true. We are not magicians. We made a major time investment in Team-Based Master Apprentice Immersion Learning.

Everything else stems from that decision.

While our methods and content development have improved over time when we began we had no content areas, no curriculum, minimal resources, and no comprehensive plan for how to engage in Second Language Acquisition.

The only plan we had was to meet every single day for at least 4 hours in a Sauk only environment.
If there was a Country called Saukenauk:

The time equation = 10,000 hours in 2 years.

One year of total immersion in the Sauk language (Assuming that in a 24-hour day, we allow 8 hours for sleeping per day) = 16 hours per day x 365 days = 5840 hours.

Two years X 5,840 hours = 11,680 hours
The Sauk Language Master Apprentice Program completed 2,952 hours of Sauk only formal immersion sessions over the first 3 years of the program.

We estimate we spent an additional 1,000 hours talking Sauk outside of formal immersion sessions.
Concentrated Learning

2-3 year time frame

Number of learning hours.
50 minutes x 5 days x 128 weeks (4 years of college classes) = 533 hours

Immersion Internship = 8 hours X 5 days x 16 weeks = 640 hours

There are a greater number of learning hours in one semester of 8-hour a day immersion learning than in four years of college classes.
Diluted Learning

Number of learning hours.

8-10 year time
In a single year of the Sauk Public High School Language Course students receive 50 minutes x 180 school days = 150 hours of instruction.

In one summer of the Sauk Language Internship Program students receive 8 weeks x 5 days x 7 hours = 280 hours of instruction.
Example of Mohawk Adult Immersion Program:

ONKWAWENNA KENTYOHKWA:

The Adult Immersion Program is two school years long. It is a full-time program. Students attend from 8:30 a.m. to 3 p.m. Monday to Friday from September through May for approximately 1,000 classroom hours per year.

Method: Classroom instruction involving one full-time instructor and one part-time co-instructor, for six hours per day, five days per week for 35 weeks.

In the summer students stay with fluent Mohawk families.
Regardless of model, sustained immersion is the only effective method for creating new fluent speakers.

For immersion to be effective in creating fluency, you must work towards a minimum of 15-20 hours per week in a “NO ENGLISH” learning environment at least five days a week over a 2-3 year period plus opportunities to speak the language outside of the learning environment.

You cannot effectively teach or learn your language by talking or explaining things in English.

You cannot create fluency through writing or linguistic study.

You cannot create fluency in a single class period.
ALL MA DESIGN STEMS FROM CREATING AND THEN EXPANDING STRUCTURE THAT MAXIMIZES THE NUMBER OF HOURS SPENT IN A TRIBAL LANGUAGE ONLY ENVIRONMENT.
If you don’t create structures that allows for intensive learning consistently over a 2-5 year time period it does not matter how sophisticated or brilliant your content, methods, or instructional approaches are.

SLA learners will not achieve fluency.

Young people will not develop leadership and professional capacity
The first great challenge is within us as language workers.

Language workers are human beings. When we have invested a great deal of time, energy, and resources into a particular set of methods or structures on an emotional level the natural response is to protect and sustain our work.

Yet if the goal is young people capable of speaking, teaching and leading within an endangered language community then we have to be willing to change our attitudes, methods, and structures in regard to how we teach Native languages and develop young language leadership within our communities.
If your desire is to contribute to the creation of young, fluent leaders:

Are you going to lead change?

Are you going to support change?

Are you going to lead MA program development?

Are you going to support MA program development?

Are you going to create the structure for others to participate in an MA program?
Are you going to stand aside?

What are you willing to sacrifice?

What are you willing to risk?

What are you willing to learn?

What are you willing to unlearn?

What is beyond your capacity?

What is within your capacity?
Personal Self Assessment:

I am willing to sacrifice further development of my own fluency so that people younger than me can learn.

I am NOT willing to direct a program that doesn’t have Master Apprentice and the development of young, fluent leaders as its core purpose.
Design principle #1: Programs don’t build programs. Groups of individuals build programs.

You have to realistically assess the capacity of yourself and other stakeholders.

If you do not have the capacity to make the necessary changes then find allies who can help you.

If the structures in which you currently work are not supportive of developing young, fluent leadership, then those structures have to be modified or new structures have to be created.
“IF YOU ALWAYS PUT LIMITS ON EVERYTHING YOU DO, PHYSICAL OR ANYTHING ELSE, IT WILL SPREAD INTO YOUR WORK AND INTO YOUR LIFE. THERE ARE NO LIMITS. THERE ARE ONLY PLATEAUS, AND YOU MUST NOT STAY THERE, YOU MUST GO BEYOND THEM.”  -BRUCE LEE
Design Principle #2: Don’t accept limits.

Look at solutions; not problems.

Don’t ask for permission.

Don’t wait for somebody else.
Structures can be changed, institutions can respond, leadership can be convinced.

Examples:

1) Sauk Language Department
2) Tribal Languages Program at Bacone College.
3) Shawnee Public Schools
Design Principle #3: Continuous Improvement

Things will go wrong.

Nothing is ever perfected.

Mistakes will be made.

Failure is an opportunity.
Mr. "Shên” neteshitho!
Continuous Improvement Model Visual Here

Kolb’s Cycle of Experiential Learning

image by Karin Kirk
Political and Institutional Realities:

Intensive, small group learning for a select number of participants is not a politically popular approach to language work within tribal communities.

Educational institutions are resistant to the changes in structure required to support effective language learning.

If you cannot convince your political or institutional leadership that intensive immersion is a core component of language acquisition and leadership development for young learners then it is time to move on to greener pastures.
SUMMARY:

Create or modify structures to maximize amount of time spent in immersion environment.

Realistically assess capacity of individuals.

Build alliances.

Look beyond current limitations.

Seek solutions.

Don’t focus on problems.
Capacity

Baseline:
One motivated learner and one motivated speaker.

Must be economically viable for participants.

1) Part of assigned job responsibilities or employment training program.
2) Credited part of educational degree completion.
3) Honorarium or stipend.
4) Highly motivated and disciplined volunteers.

Visual material to use in beginning sessions.
Recommended to work towards:

In the best situation learning the Native language and associated skill sets to become a language revitalization professional is the full-time job and/or full-time educational experience of the learner.

Pairing one or more advanced learners with beginning learners increases the rate of language acquisition.

Pairing learners with more than one speakers increases the rate of language acquisition.
Setting up your MA Program:

In the best scenario dedicated space for your program.

**Fixed Schedule:**
Consistent, continuous, repetitive.

Longer blocks are better than shorter blocks.

More days is better than less days.

Daytime is better than evening time.

Ongoing is better than intermittent.

Have MA session with or without elder speakers.

If you cannot implement an intensive schedule now work towards that goal.
Basic Method and Content

Designated person who enforces No English.

Rely upon visuals and learned phrases.

Focus the learning. Repeat using same visuals.

Approach same content from multiple angles and perspectives.

Focus on maintaining the immersion environment. NO ENGLISH.
Implicit System: Language is acquired through consistent, repetitive, contextualized, communicative, immersive, comprehensible input.

CRCCICI.

No order of acquisition.
SHOW FILM CLIP
The Human Equation:

Learning to let go of your desire to understand and communicate at a high level.
THE DREADED CHICKEN AND CAT
Apprentice 1: **ACTIVE LISTENER**

Apprentice 2: **ACTIVE LISTENER**

Apprentice 3: **LEADING/ELICITING**

**Speaker:** **RESPONDING**

**Apprentice 3:** Let's all remember to talk only Sauk. *Learned Phrase*

**Apprentice 3:** Who is this one? *Learned Phrase*

**Speaker:** That's a cat.

**Apprentice 3:** This one cat?

**Speaker:** Yes a cat.

**Apprentice 3:** What does he look like? *Learned Phrase*

**Speaker:** He's yellow.

**Apprentice 3:** cat he’s yellow? (repeating phrase; not sure about meaning)
Speaker: Yes, he's yellow. Do you understand?

Apprentice 3: I think so. It doesn't matter. You keep talking Sauk. *Learned Phrase*

Apprentice 3: This also yellow? (wrongly applying independent animate form to a nose)

Speaker: Yes, he has a yellow beak.

Apprentice 3: Here cat he's yellow and here this one his beak is yellow. (wrong pronunciation of yellow beak)

Speaker: That's right.

Apprentice 3: Who is this one? *Learned Phrase*

Speaker: That's a chicken

Apprentice 3: Chicken? (wrong pronunciation)

Speaker: No, CHICK-EN

Apprentice 3: Chicken.

Speaker: That's right.
Apprentice 3: What does he look like? *Learned Phrase*

Speaker: He's white. Do you understand?

Apprentice 3: It doesn't matter. You keep talking Sauk. *Learned Phrase*

Apprentice 3: Chicken he's white? (repeating phrase; not sure about meaning)

Speaker: Yes, he's white.

Apprentice 3: Here white. (pointing at lines on bus; using wrong form)

Speaker: Yes, it's also white (using correct form)

Apprentice 3: Here white (inanimate form) and this one white (animate form)?

Speaker: Yes, that is white (inanimate form) and he is also white (animate form).
Apprentice 3: What is this? (pointing at chicken's comb) Learned Phrase

Speaker: SPEAKER SWITCH TO ENGLISH: Yeah I don't remember what that is called.

Apprentice 3: LEARNER RESPONDS IN SAUK: It doesn't matter. You can tell us later. What does it look like?

Speaker: SPEAKER SWITCHES BACK TO SAUK: It looks like a comb.

Apprentice 3: Comb? Like this? (learner makes hair combing motion)

Speaker: That's right.
Productive beginning MA session strategies:

When you were little__________ (sentence frames)

Compare and contrast.

Perspective change.

Scenarios.

Speculation.
Technology Recommendations:

Technology enhances but is not essential to an MA program.

We began our MA program without using any technology.

Boardmaker Software

Smartboard

Digitized Visuals

Internet Connection

Digital Camera

Scanner

Audio and Video Recording Equipment
Supplemental Activities: Making Your Native Language The Majority Language

Audio or Video Narrative of Speakers

Immersion Field Trips

Learn in MA and then use outside of sessions key office/work related language.

Community and family settings.

Translator Duties.

By yourself.

In the car.

Texts.

Independent Study.

Curriculum Projects, MA Session Projects, Games, Lesson Plans, etc.
Throw out or turn off the English language media.

Television

Radio

Internet
Evaluation and Training:

Over the past 3 years, the Sauk Language Department has enlisted 18 specialists to provide training in:

- Language teaching methodologies
- Classroom management
- Curriculum development
- Maintaining immersion environments
- Linguistic development for native language teachers
- Team building
- Organizational development
- Leadership
- Advanced Master Apprentice techniques

These same trainers also provided observational evaluations, giving feedback and advice on immersion language learning.
RECRUITMENT

Major recruitment efforts by Sauk Language Department of young SLA learners to participate in MA program fail repeatedly.

Most recently attempt to recruit graduating high school seniors fails to identify potential pool of SLA learners.
Our assessment showed two major reasons for this:

Reason #1:

The potential number of college ready, graduating Indian high school seniors is simply too small.

Public education is not preparing the vast majority of Indian youth for success after high school.
Reason #2:

There was no existing network of institutional structures that supported students to prepare for and develop interest in language revitalization work as a viable or valued career path.

Most current high school students or recent graduates don’t have the interest or the capacity to engage in intensive language learning and leadership training.
The Jedi Paradox

As language workers we assume that the interest and value of our Native languages is inherent and obvious.

Interest must be developed over time. Value must be learned.
The Sauk Language Master Apprentice program reframed the role of the apprentice to focus not only on language acquisition but also language instruction, content development, time management, decision-making, classroom management, group dynamics, activity planning, research skills, and other areas important to apprentices overall development as language revitalization professionals.

For example, by the end of the two years of participation in the Sauk Language Master Apprentice program, apprentice speakers have completed the following:
• **500 hours** of designing and creating curriculum material and lesson plans for both community and public school classes.
• **500 hours** of training in the areas of Algonquin linguistics, language materials, and Native language teaching techniques.
• **500 hours** of specialized training in classroom management, time management, language learning, and Total Physical Response Storytelling language learning techniques.
• **1500 hours of Master-Apprentice language learning**-developing language skills in a team-based Master-Apprentice environment with elder Sauk speakers and an advanced second language learner.
• **150** hours of Sauk language instruction and public presentations for varied settings, age groups, and objectives.

Specifically the Sauk Language Department teachers have demonstrated professional competency in the key areas of language instruction, curriculum development, leading sessions with elder speakers, public presentations, fluency development, linguistic research, and language material creation.
At the core of the Sauk Language Master Apprentice Program approach is the concept of deliberate practice.
**Deliberate Practice:** An activity that's explicitly intended to improve performance, that reaches for objectives just beyond one's level of competence, provides feedback on results and involves high levels of repetition.

**BASIC MASTERY**
**IMMERSION TEACHING**
- Conversational Fluency
- Classroom Management
- Curriculum Development/Lesson Planning
- Time Management
- Reading and Writing Sauk

**BASIC MASTERY**
**MA LEAD**
- Conversational Fluency
- Elder/Apprentice Management
- MA Content Development/Planning
- Time Management
- Reading and Writing Sauk

*Basic Mastery:* 5,000 hours or 2.5 years of deliberate practice  
*Intermediate Mastery:* 7,500 hours or 3.5 years of deliberate practice  
*Advanced Mastery:* 10,000 hours or 5 years of deliberate practice
1. Approach each critical task with an explicit goal of getting much better at it.
2. As you do the task, focus on what's happening and why you're doing it the way you are.
3. After the task, get feedback on your performance from multiple sources. Make changes in your behavior as necessary.
4. Continually build mental models of your situation. Enlarge the models to encompass more factors.
5. Do those steps regularly, not sporadically. Occasional practice does not work.

**Consistency is crucial.** As Ericsson notes, "Elite performers in many diverse domains have been found to practice roughly the same amount every day, including weekends."
The innovations represented by the Sauk Language Master Apprentice Program approach immediately produced the following results:

1) As the highest functioning language learner and the most skilled practitioner of Master Apprentice methods, the consistent involvement of the program director in group Master Apprentice sessions significantly increased the pace of language acquisition for all apprentice speakers.

1) With the program director leading and directing the MA sessions the amount of English used was reduced to almost zero and the overall effectiveness of Master Apprentice learning was substantially increased.

1) With the program director taking on the burden of content development the pace of language acquisition was significantly increased by implementation of a more organized, sequenced approach to learning within the Master Apprentice sessions combined with independent language and grammar study for apprentice speakers.
Within 3 years our team-based approach has produced the following results:

1) All apprentice speakers achieved a basic level of conversational fluency within 2 years-and some within as little as 8 months-of entering the Sauk Language Master Apprentice Program.

1) All apprentice speakers developed the basic ability to effectively lead and direct learning within Master Apprentice sessions.

1) All apprentice speakers developed basic competency in content development for Master Apprentice sessions.

1) All apprentices successfully developed-and those who have remained with the program continue to expand-foundational skills in immersion instruction, time management, decision-making, curriculum planning and development, classroom management, activity planning, research skills, and other areas important to apprentices overall development as language revitalization professionals.
By the end of a 3-year cycle the two apprentices who have remained with the Sauk Language Master Apprentice Program are fully capable of providing immersion instruction for potential future apprentices and filling the position of team leader for new generations of apprentice speakers.
The Sauk Language Master Apprentice Program created a teaching staff capable of developing and implementing an elective credit, three level Sauk language course program in one of the jurisdictional high schools, which in turn attracts tribal youth to the Sauk language program, creating a pool of potential future Language Interns. These Interns become the Apprentices, who in turn become the next Masters and language teachers of the next generation.
Replicating the Sauk Language Master Apprentice Program Model:

The team-based Master Apprentice model is an effective, proven, and accessible method for cultivating young people prepared to commit their entire lives to learning and teaching our native languages in a realistic, achievable time frame.

In order to replicate this model a program needs the following human capacity:
1) A Master Apprentice program director with some language ability and knowledge of immersion methods initially capable of committing 15-20 hours a week to leading Master Apprentice sessions.

1) Initially the program director will need an additional 5-10 hours a week to develop content for the MA sessions.

1) Minimum of two elder/fluent speakers willing to meet 4-5 days a week for team-based Master Apprentice sessions.

1) 2-4 beginning apprentice speakers whose full-time work is to develop as language learners, teachers, and leaders.

1) Ideally additional staff support for program administration, materials creation, program logistics, etc. equivalent to a half-time position.
In order to replicate this model, a program additionally needs:

1) The political or institutional will to commit a significant amount of resources to the development of a small team-based Master Apprentice program.

1) Initially lead by the program director the development of a serious commitment to minimizing the amount of English used within the MA program.

1) Serious commitment on the part of the apprentices to progress not just as language learners but overall as professionals within the field of language revitalization with a strong emphasis on teaching.
And the most important item to replicate this Master Apprentice Program Model….

A **coherent, comprehensive plan** that connects the Master Apprentice program to meeting long-term objectives and the future of an endangered language program.
MA in Context: starting to build a systematic response.

We need a language revitalization community that:

• Works together towards common goals
• Shares resources
• Exercises leverage upon our public education system
• Brings to policy issues the power and influence contained within our tribal governments and educational institutions
• Works together to improve the educational opportunities for Indian youth
• Creates a network which encourages, supports, and sustains young people in their personal, professional, and language development.

In this endeavor we need to ally not only with each other as language workers but with the institutions that impact the lives of Indian youth. At the critical flash point is the American educational system that is currently failing our youth at every level.
Kewâwiyâmenepwa!