

March 8, 2025

9th International Conference on Language Documentation & Conservation

Reconsidering “access” and learning from Q^wi·q^wi·diččaq (Makah) story

MARIA HITÁ·ʔA·ʔOŀ PASCUA | MAKAH CULTURAL AND RESEARCH CENTER

ERIN HASHIMOTO | DEPT. OF LINGUISTICS, UNIVERSITY OF VICTORIA | erinhashimoto@gmail.com

Presentation outline

1

Purposes of our project

2

Background

3

Overview of our story-based process

4

Final story materials

5

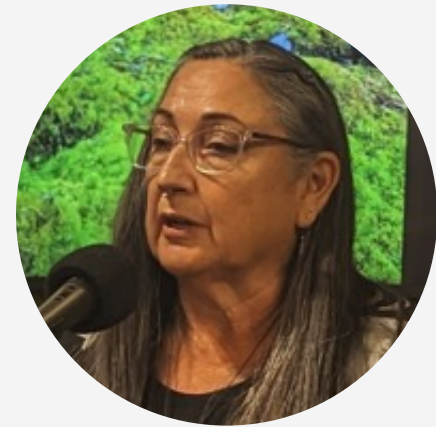
Future plans + Conclusion

Purposes of our project

- To transform archived storytelling into formats that can be shared with the broader Makah community
- To create flexible, remotely-accessible language materials based around storytelling
- To provide suggestions for the ways these new materials can be incorporated in language learning and teaching

Self-introductions

Hita·ʔa·ʔoŋ Maria Pascua



- Gained greater fluency and proficiency in Makah through the MAP in the 1990s
- Makah language teacher at Neah Bay High School (1992-2022) and Peninsula College (2022-)
- Language specialist with the Makah Language Program/Makah Cultural and Research Center
- Master's in Indigenous Language Revitalization (MILR) at the University of Victoria
- Past experience working with linguists on language research

Erin Hashimoto



- Master's student in Linguistics
- Research experience in linguistics and historical-comparative research, allowing me to more easily navigate existing linguistic descriptions
- Undergraduate experience transcribing legacy materials of Q^{wi}·q^{wi}·diččaq provided by Dr. William H. Jacobsen to the California Language Archive

Where are the Q^widiččaʔa·t̥x̥ (Makah people) located?



Q^wi·diččaʔa·tǎ (the Makah Tribe) and the Makah Cultural & Research Center (MCRC)

The MCRC Museum and Archives were established in 1978 in Neah Bay following the Ozette archeological project which recovered 55,000+ Makah artifacts (Bowe chop & Erikson 2005:266).

- to maintain Makah ownership and control of Makah cultural heritage, and
- to promote community access to artifacts and research

However, only about 1,700 (~50%) of the approximately 3,400 enrolled Makah tribal members live in the reservation community at Neah Bay today. (Walter Rufus Arnold, Makah Tribal Council, p.c.)



makahmuseum.com

The Makah Language Program (MLP)

The Makah Language Program (MLP) is located in the MCRC was established in 1978 with three goals:

1. To preserve the Makah language
2. To restore the Makah language to spoken fluency [and]
3. To educate [Makah] children and people as scholars, able to compete anywhere in today's world and yet maintain their Tribal heritage (MCRC, n.d.)

Today, in addition to these original goals, the MLP is also working toward:

1. Transcribing, translating, and transforming archived recordings to be more easily incorporated in revitalization work;
2. Providing remote access to Q^{wi}·q^{wi}·diččaq resources for Makah tribal members; and,
3. Developing materials for various age groups and learner levels

Learning Q^wi·q^wi·diččaq (Makah language)

Today, there are no L1 Makah speakers. Those who are learning and teaching our language are L2 speakers.

The language is taught as a subject in pre-school through 8th grade, for high school credit, and remotely through a local college.

We have occasional adult and community classes.

There are some learning opportunities for learners living away from Neah Bay, but right now these are limited to:

- ko·pi and Q^wi· virtual meet-ups (when possible)
- 100 Makah phrases audio
- Q^wi· for Me! language app (to be completed)

With growing interest in improving access to Makah language from anywhere, our project develops new digital materials that also focus on meeting the MLP's current goals.



Neah Bay Elementary School



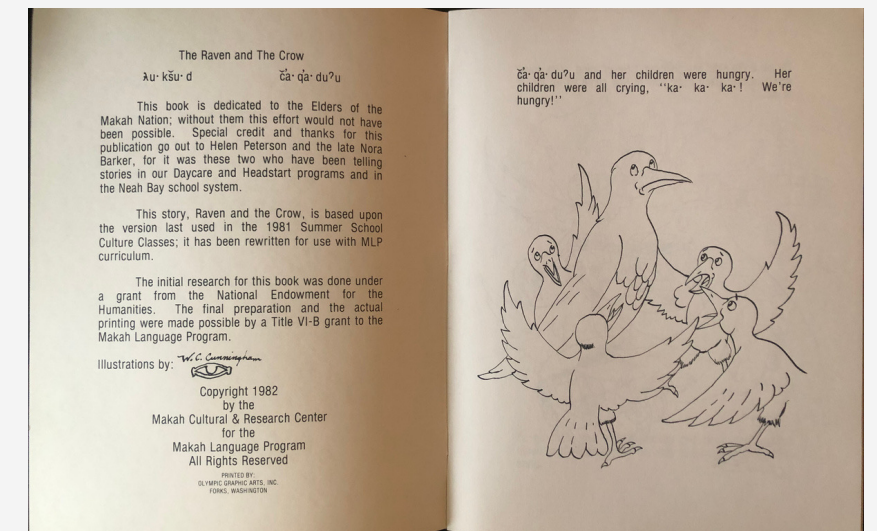
Neah Bay Secondary School

<https://www.cfsd401.org/our-schools/neah-bay-schools>

Project design

We decided to work with story for this project because story:

- Is an example of natural language use that can be shared as a complete learning resource;
- Is a traditional teacher of Makah cultural teachings;
- Supports the creation of flexible resources that can be revisited to learn different lessons as learners become more familiar with Makah.



Another version of the "Raven and Crow" story published as a coloring book by the MCRC (1982)



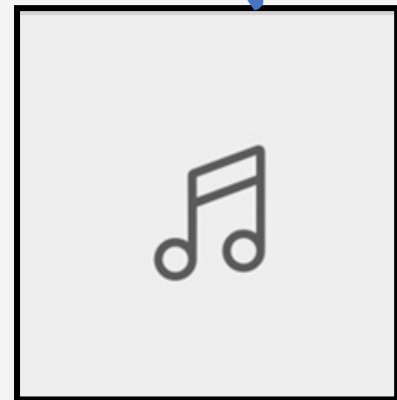
© Makah Cultural & Research Center, Photographer Theresa Parker

Raven and Crow Story

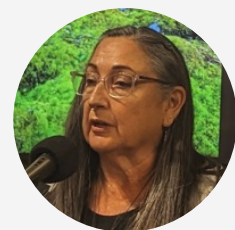


Illustrations by W.C. Cunningham for the MCRC's 1982 "Raven and Crow" coloring book

Story analysis and collaborative review



Time	Makah	English	Notes
	ʔuba·čayiks ha·wičaqš qʷiyu·bito·wis Ča·qa·duʔu· hu·daqi·s.	I'm going to tell (a) story when Crow was getting driftage food.	
	(ʔuḥ...) ʔuḥu·ʔak ʃačupsi·qs... ʃu·kšu·d.	She has a brother... (RC whispers, "How do you say Raven in Makah?") Raven. MPet - Yeah).	
	ʔuḥo·ʔak ʃačupsi·qs ʃu·kšu·d.	She has a brother Raven.	
	ʔakya·ḥu·t kʷakʔowačiq ča·qadaʔu· ča·qadaʔu·	She has a lot of small crows.	
	ʔakyi·q hakʔuḥʷ.	Many (were) hungry.	
36	"hišū . hu·daqi·seyiks." wa·ʔal.	"Okay. I'll go get driftage food," she says.	MP: hu·di· which usually refers to something eatable that has drifted ashore. hu·di· driftage -i·ks bring along hu·daqi·seyiks I will bring along (some food) driftage. hu·d.aq.i·s.eyik.s driftage. ʔ. bring along. def. future. I
	wa·ʔaʃwa·d ʔabe·ʔiqsʔuq Ča·qa·daʔu· .	So it was said (by) the mother Crow.	



^ Maria's transcriptions and translations

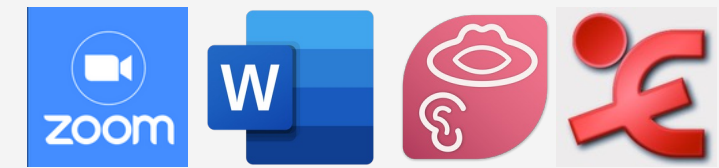


ʔuḥo·ʔak ʃačupsi·qs ʃu·kšu·d.
 ʔuḥu·=ʔak ʃačupsi·qs(u) ʃu·kšu·d(a)
 that=POSS brother.of.a.female Raven
 She has a brother Raven.

ʔakya·ḥu·t kʷakʔowačiq ča·qadaʔu·
 ʔakya·-aḥu·(t) kʷa+kʷaʔakʷ=°išc=°iq ča·qadaʔu·
 many-while-?? PL+small=DIM=ART crow
 many-in.front PL+small=DIM=ART crow
 She has a lot of small crows.



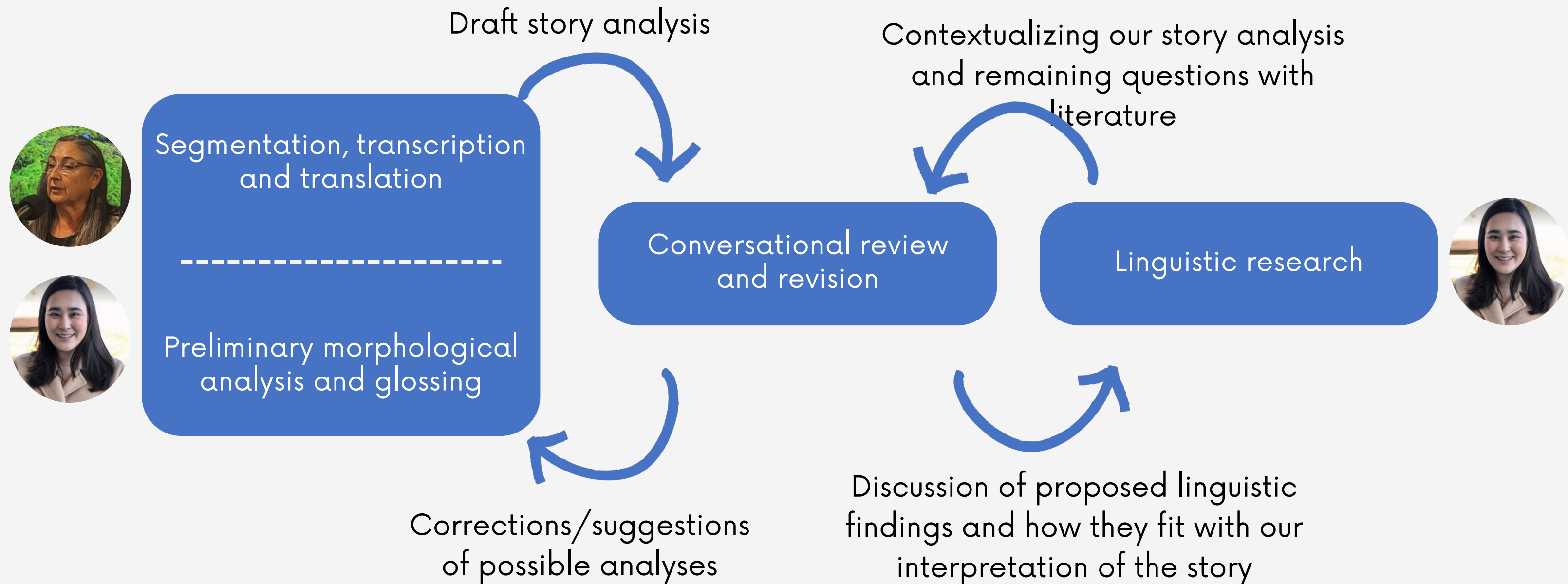
< Draft analyses with commentary in Word created during our meetings



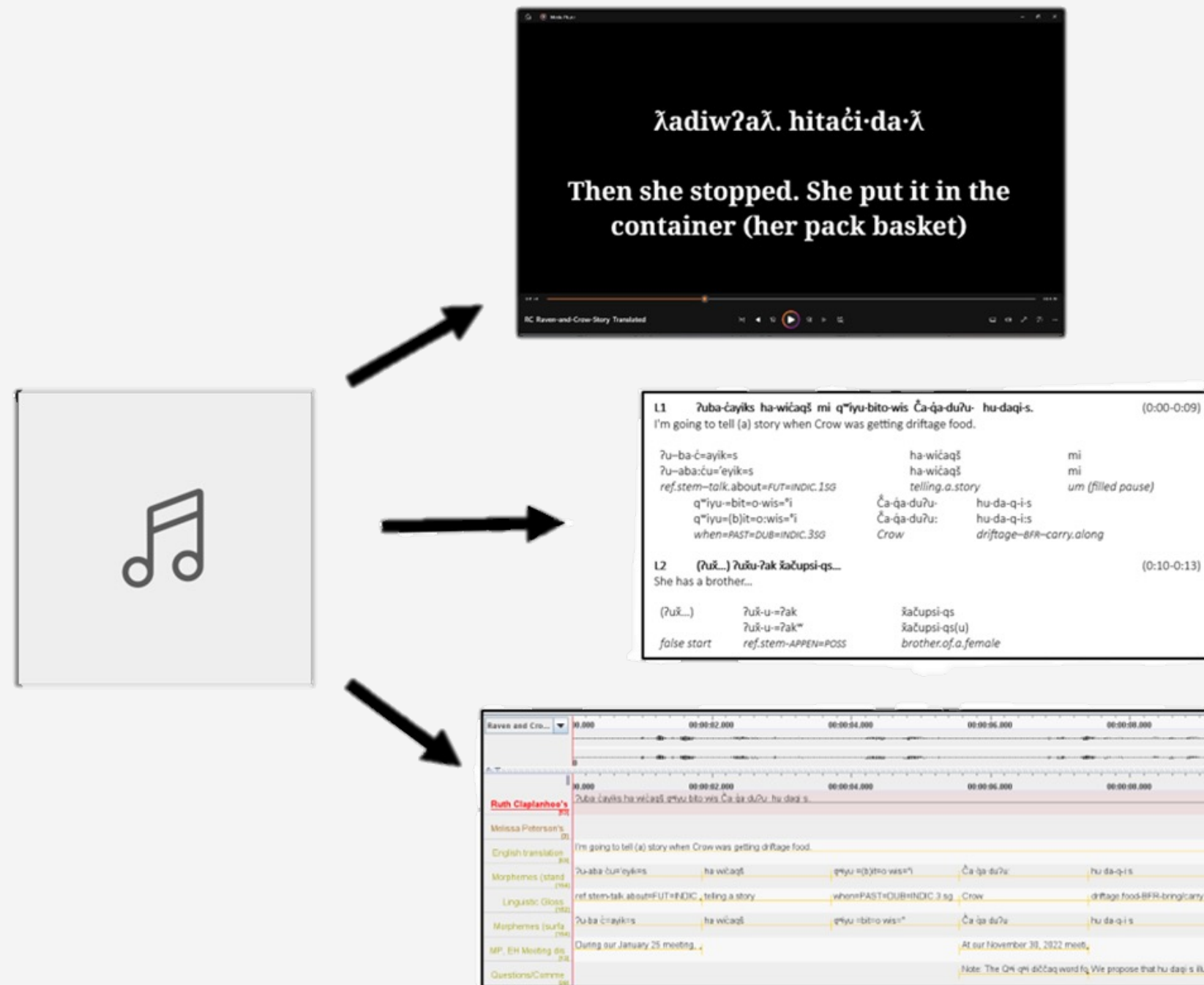
Ruth Claplanhoo's (53)
 Morphemes (48)
 Linguistic Gloss (48)
 Meaning-based Gl (9)
 English translation (53)

Erin Hashimoto
 Maria Pascua

^ Zoom meeting reviews of analyses and research



Final story materials



Videos with captions (audio and written)

- Qʷi·qʷi·diččaq only, or
- Qʷi·qʷi·diččaq with English translations

Word documents with timestamps for reference to the original audio in 4 versions:

- Qʷi·qʷi·diččaq only,
- with English translations
- with morphological analyses using linguistic abbreviations, and
- with morphological analyses without linguistic terms (translated for meaning)

ELAN file

- With customizable tiers so that learners can read along with the story and replay parts of the story more easily

In addition to the final story materials, other documents sent to the MCRC Archives include:

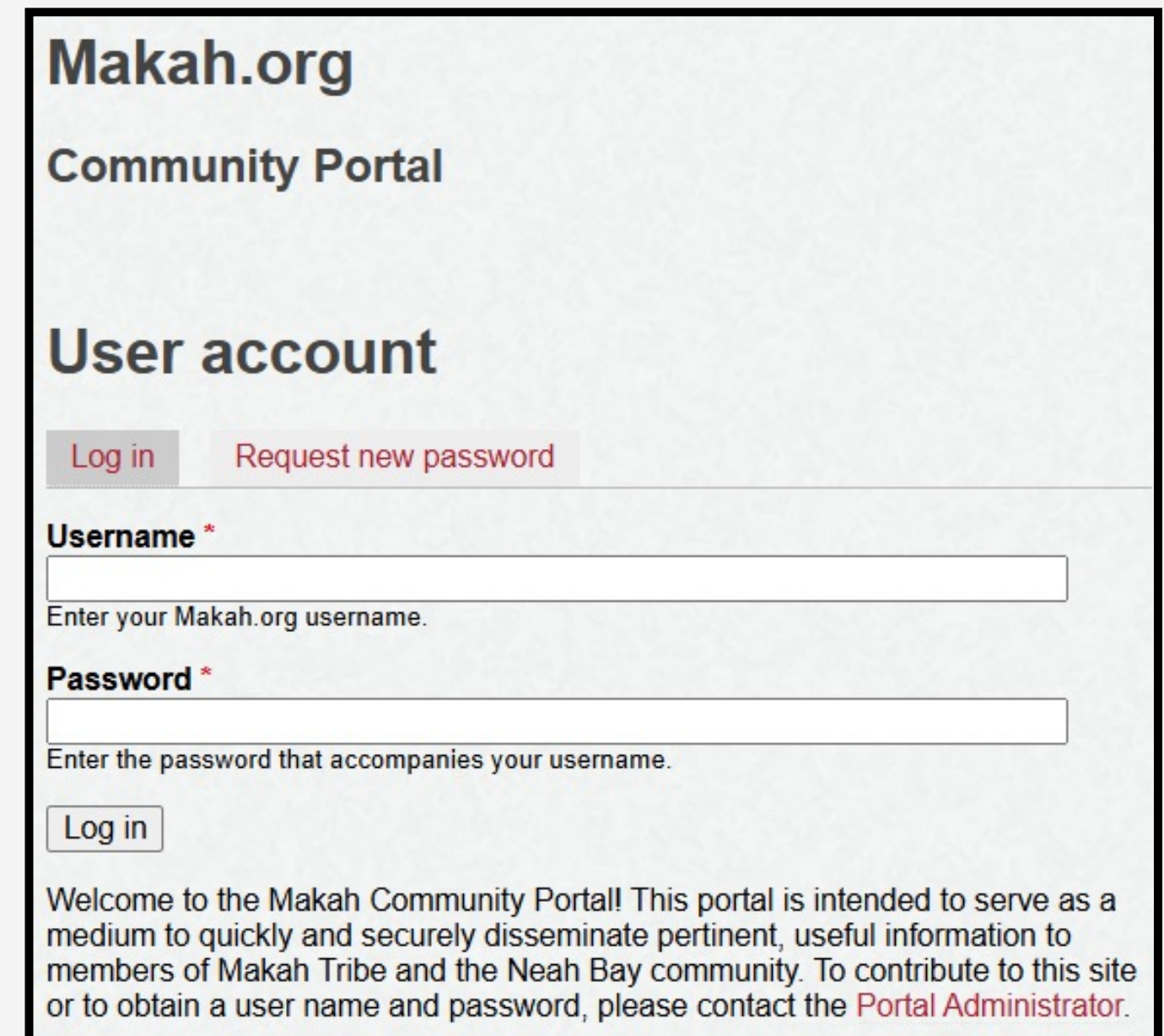
- Thesis outlining the research process and discussion of select findings/topics
- Meeting recordings that document all discussions about the story
- A general project guide:
 - Provides project background,
 - Outlines the resources and support materials available, and
 - Suggests how story materials can be used and links other resources for story-based language learning
- Step-by-step instructions: for downloading and using ELAN software for new users or to create other story analyses (for teachers, researchers, etc.)
 - Glossary: defining abbreviations, symbols, and linguistic terms used in the story analysis

Sharing resources with Makah tribal members

The Makah Language Program intends to share Ruth's story on the Community Portal so that language learners living in or away from Neah Bay have access to archival materials and new language resources.

- Requires username and password
- Maintains the MCRC's control and ownership over the recordings
- Quickly and securely disseminates information to Makah tribal members

Already includes the Makah alphabet, how to download the Makah keyboard, and 100 phrases in Makah (video)



The screenshot shows the 'Makah.org Community Portal' user account page. It features a header with the site name and title, followed by a 'User account' section. Below this are two buttons: 'Log in' and 'Request new password'. The main form contains two input fields: 'Username *' and 'Password *'. The 'Username *' field has a placeholder text 'Enter your Makah.org username.' and the 'Password *' field has a placeholder text 'Enter the password that accompanies your username.' Below the password field is a 'Log in' button. At the bottom of the form, there is a welcome message: 'Welcome to the Makah Community Portal! This portal is intended to serve as a medium to quickly and securely disseminate pertinent, useful information to members of Makah Tribe and the Neah Bay community. To contribute to this site or to obtain a user name and password, please contact the [Portal Administrator](#).'

Learning with the story

“Raven and Crow” can be considered more of a children’s story, sharing lessons about peoples’ character or precautions for how children can avoid or navigate challenging situations. It can also help to highlight and pass along Makah teachings, for example, using the Word version with Makah and English:

8. Sharing and Generosity

baʔu·tʃiʔ ʔa·sʔakbadaʔ, kʷisabiʔi·
ʔa·yi·cuxʷadi, ʔuy ya·yaqwatbadaʔ
ʔiʃ ʔu·ʔuwaʔida·badaʔ.
du·bey·ya·ʔʔuke· de·ʔiyuʔ.
qʷa·ʔaʔʔuke· ʔa·yi·k. wi·kʔke· wiqat
(m.) / wi·yi·k (f.).

Welcome heartily strangers,
different people, or
friends and relatives.
Always share food.
Be generous. Don’t be stingy
(male/female terms differ).

Makah Teachings – Makah Translation.
Makah Language Program – Maria Parker Pascua
6/5/09 updated 11-29-22

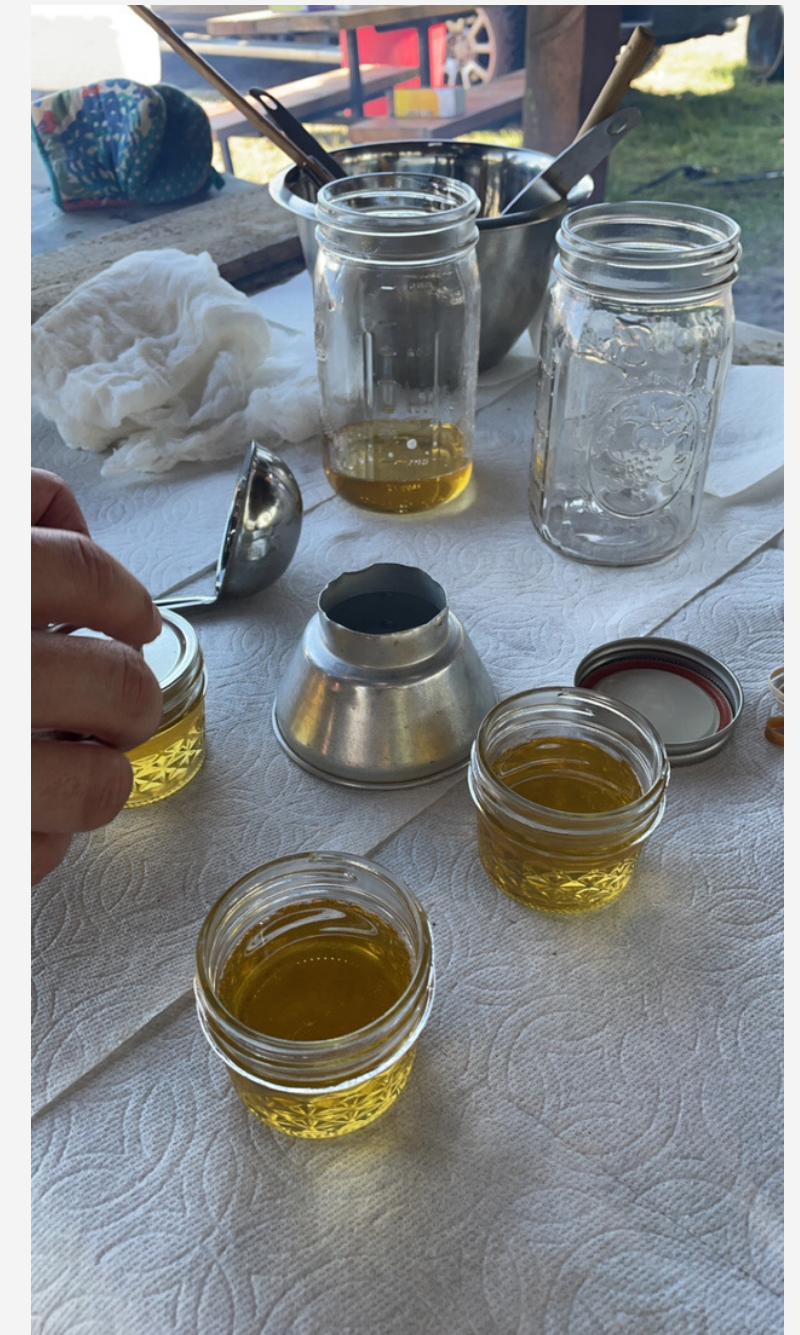


pusʔalaʔ hu·ʔa·q kʷakʷʔawaʔiq
hiyo·ʔaʔ
The many little dancers got tired. It
was done.

ya·ʔisi·ʔaʔ ʔaʃa·bis ʔeʔiksʔʔaʔ
Here now are bones. He (Raven) ate it
all up.

It can also lead into connected cultural lessons. For example, our traditional diet included harbor seal and our students have learned to dry seal meat in the smoke house and process seal oil from the fat for dipping dried foods.

These pictures show Makah students processing seal oil, an activity planned by our language and culture staff at our local school.



Focusing on language learning, this story can also be used to help:

Gain exposure to Makah sounds and letters/spelling and notice sound correspondences while reading along

Learn the rhythms of the Makah language

Gain familiarity with words or word parts that are repeated in the story

Encourage learners to use the new vocabulary taught in this story

ʔuǰo·ʔak ǰačupsi·qs λu·kšu·d.

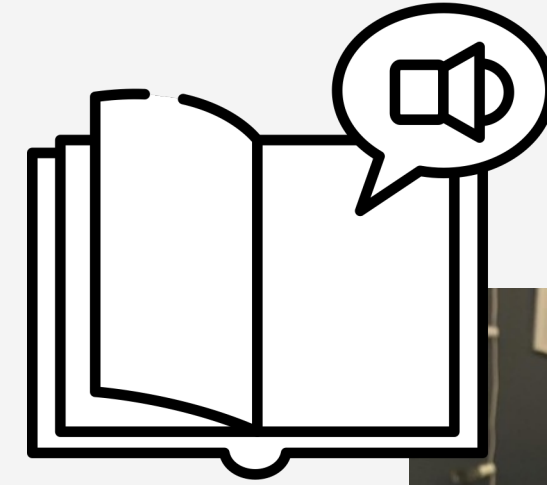
She has a brother Raven.

For learners with some foundations in the Makah language, this story can also help:

Improve pronunciation and fluidity of speech

?i **ya** ʔaʔ si· > ?iyaʔaʔsi· 'I am here'

hu·di· > hu·di· 'driftage food'



Work toward understanding the story in Q^{wi}·q^{wi}·diččaḡ only by listening to and/or reading a version of the story materials without English translations

Or give new examples for practice and finding patterns in Makah:

Substituting other known vocabulary into sentences learned in the story

Word search: looking for words with similar parts (roots, suffixes) or meanings



Future plans

As well as these ways to use the final story materials directly, there are also plans for how Ruth's story can foster further language lessons and learning opportunities. The MLP can make a whole unit of Raven and Crow:

- Using Total Physical Response (TPR) to learn some of the story vocabulary
- Using elements of Total Physical Response Storytelling (TPR-S), but tailor it to Makah teachings, stories, beliefs, behavior, identity, and place (see also Billy 2015)
- Using the “spiraled stories” technique (Hill 2023) based on a complete traditional story with translation
 - Tell students to listen for words they know
 - Allows you to assess where student's are in their understanding of the language
 - Students listen to the story 8+ times over a period of 5+ teaching days
 - They read a vocabulary list with the vocabulary of the story in the language
 - Fill in the blanks
 - Grammar is demonstrated and explained clause-by-clause within the context of the traditional story
 - Listening comprehension questions
 - Students take turns trying to tell the story to each other the best they can
- Using Quizlet vocabulary cards, games, and practice quizzes

Future plans

Ruth's storytelling could also be used to narrate a puppet play of the Raven and Crow story.



Or, by extending this telling of the Raven and Crow story, lesson plans and story curriculum could also include:

- Creating radio/video dramas
- Putting on student plays that practice conversation in Makah (speaking as the characters)

Future plans



ReadAlong Studio:

- Free and open-source web-based app
- Respects privacy and data sovereignty
- Creates a virtual “audiobook” as an HTML file that highlights the speaker’s word as they’re spoken

Pine et al. 2023



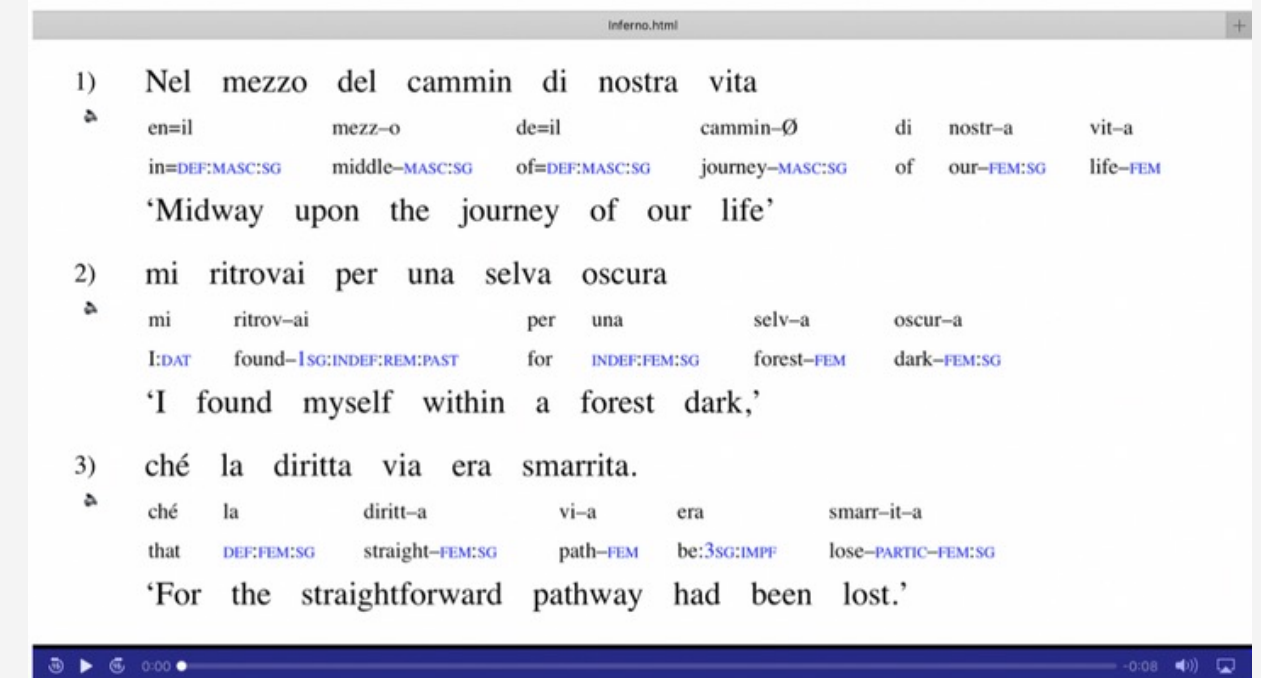
<https://www.eastcree.org/cree/en/lessons/read-along/northern-dialect/my-grandmother/>



SLEXIL:

- Free and open-source web-based app
- Uploaded materials are not retained long-term, ensuring that copyright and ownership issues do not arise
- Creates HTML files from ELAN projects to bypass the burden on users to install and learn to use ELAN software

Figure 1. Output from SLEXIL using default CSS



Beck & Shannon 2020:491

Conclusions

This project allowed us to:

- Continue involving story as a teacher of Makah culture and also language;
- Gain insight into Ruth Claplanhoo's language use and word/sentence building as an Elder speaker;
- Transform a story recording to suit the needs, goals, and interests of the Makah Language Program today.
 - Specifically, the goal to develop more digital resources that can be shared with all ~3,400 Makah tribal members;
- Create flexible teaching and learning resources in a revitalization context with a limited capacity for language research
 - These formats can be used by independent learners anywhere or serve as the foundations for more specific language lesson plans that would be led by teachers

While also learning linguistic lessons about the Makah language through the process of working with the story.

ʔuʂu·yakʂʔalica·



Thank you
Questions or feedback?

erinhashimoto@gmail.com

References

- Billy, Janice. 2015. Exploring the use of traditional Secwepemc stories to teach language. University of Victoria: Master's project. <http://hdl.handle.net/1828/9823>.
- Beck, David & Paul Shannon. 2020. SLEXIL: User-centred software for community language documentation. *Language Documentation & Conservation* 14. 488-502. <http://hdl.handle.net/10125/24948>.
- Bowechop, Janine & Patricia Pierce Erikson. 2005. Forging Indigenous Methodologies on Cape Flattery: The Makah Museum as a Center of Collaborative Research. *American Indian Quarterly* 29(1/2). 263-273.
- Claplanhoo, Ruth. 1982. Raven and Crow. Interviewed/recorded by Melissa Peterson. [Unpublished audio recording]. Makah Language Program, Makah Archives of the Makah Cultural & Research Center, Neah Bay, WA, United States.
- Hashimoto, Erin. 2024. Learning from Q^{wi}·q^{wi}·diččaq 'Makah' story: Collaborative analysis and emergent linguistic lessons. University of Victoria: Master's thesis. <https://hdl.handle.net/1828/20325>.
- Hill, Peter Monck. 2023. Spiraled Stories: A method for teaching Indigenous languages using recorded audio. University of Victoria: Master's project. <http://hdl.handle.net/1828/15214>.
- Makah Research & Cultural Center. n.d. "Makah Language Program" <https://makahmuseum.com/departments/makah-language-program/> (May 5, 2024).
- Makah Cultural & Research Center (MCRC) (ed.). 1982. *The raven and the crow: A Makah story coloring book*. Makah Cultural & Research Center.
- Pascua, Maria Hita·ʔa·ʔoλ. 2020. *Using Q^{wi}·q^{wi}·diččaq 'Makah' in our community: A dialogue approach for adult learners*. University of Victoria: Master's project. <http://hdl.handle.net/1828/11875>.
- Pascua, Maria. 2021. "Raven and Crow by Ruth Claplanhoo: Transcriptions and translations". Unpublished manuscript, last modified November 15, 2021. Microsoft Word file. MCRC.
- Pine, Aidan, David Huggins-Dianes, Eric Joanis, Patrick Littell et al. 2023. ReadAlong Studio Web Interface for Digital Interactive Storytelling. *Proceedings of the 18th Workshop on Innovative Use of NLP for Building Educational Applications (BEA 2023)*. ACL: Toronto, ON. <https://aclanthology.org/2023.bea-1.pdf>.