

BNAS Report September 5, 2017

- 1) first and foremost I have implemented a uniform writing system developed by a fluent Blackfoot speaker. I refer to the system as the Big Bull writing system. The writing system is used at BCC and in various places in Canada. The writing system will insure consistency for BPS students and can eventually lead to making the Blackfoot language into a literate language. The writing system is simple, nonetheless the transition from the many rogue writing systems we have used over the 50+ years will make the transition difficult. However, as the BNAS Director I find it imperative that there is consistency for reading and writing the language from k-12 and beyond.
- 2) I have developed various word lists that include: animals, numbers, instructions, food, and other miscellaneous words. Lists are written in the Big Bull writing system.
- 3) I have designed a pre-test to be given by me to BPS students. The test will be oral and must be administered orally.
- 4) Upon looking at the NAS budget and the wages BPS has determined for the cultural and language consultants I find an imperative need to separate the two consultants and gather and create an archive of language for future use.
- 5) I went through to archives the NAS has and my assessment is that the materials we have, with respect to the Blackfoot Language, do not meet satisfaction. On a scale from 1-10 I would give our archives a 1.
- 6) I have an app that helps one learn and example and play with the Blackfoot Grammar, however, the intellectual property rights belong to the Mathematician Beth Chen. Understanding how to compensate her for usage of the app requires discussion.
- 7) I have organized a 'retreat' with the BPS Blackfoot Instructors where they will receive further instruction in using the Big Bull writing system and introduce the teaching method ASLA (Accelerated Second Language Acquisition) developed by Neyooxet Greymorning, professor at the University of Montana.