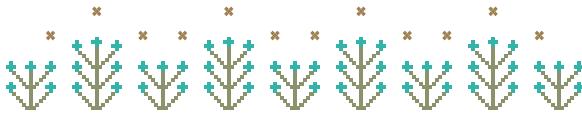


T̄silhqot'in Language Revitalization Plan

NAGWEDIŽK'AN GWANEŠ GANGU CH'INIDŽED GANEXWILAGH
T̄silhqot'in Ch'ih Yalt̄g Gangu Ch'inidžed Ganexwilagh

T̄silhqot'in
NATIONAL GOVERNMENT





BACKGROUND

For countless generations before the arrival of settlers, the ?Esggidam, ancestors of the T̄silhqot'in, thrived in our homelands as a powerful nation, guided by the wisdom of their legends and the laws of our people.

The ?Esggidam were healthy and strong – as individuals, families, communities and a Nation. They had a rich culture and deep spiritual connection with the lands and resources that sustained their people.

The T̄silhqot'in vision is to fully restore their Nation to the strength of the ?Esggidam. The T̄silhqot'in Social Framework is a visual of one holistic step on that path with the vision of our ?Esggidam firmly placed in the centre of all our work.

Integral to this is the full restoration of the T̄silhqot'in language into everyday use as an oral expression of T̄silhqot'in cultural knowledge, ways of knowing, and ways of doing.

T̄SILHQOT'IN NATION REVITALIZATION STRATEGY

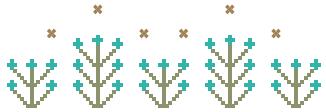
In 2020, the T̄silhqot'in Nits'il?in-Qi approved the T̄silhqot'in Nation Revitalization Strategy. The 10 goals of language revitalization outlined in this strategy are:

- 1. Increase the number of T̄silhqot'in speakers and language fluency**
- 2. Develop language governance structures for a coordinated Nation approach**
- 3. Document, record and preserve the language**
- 4. Secure partnerships and funding to advance the Nation's revitalization strategy**
- 5. Support language and culture initiatives for each community**
- 6. Develop culturally responsive, fluency driven curriculum**
- 7. Build language teaching capacity**
- 8. Utilize T̄silhqot'in language experts for translation, transcribing and orthography services**
- 9. Bridge the language gap between generations**
- 10. Preserve language with technology and provide youth with career options**

Working toward these goals, the Language and Education Department at TNG has accomplished the following milestones:

- T̄silhqot'in Language Certificate Program offered at UNBC with at least 6 T̄silhqot'in graduates [2015-2018]
- Annual Nation events and gatherings hosted by TNG (e.g. Annual Nation Gathering, Lhat̄s'a?in Memorial, Chief?Ahan Memorial)
- T̄silhqot'in Radio established with news, music, culture and language programming (2018)
- Five Language web apps (matching game, phrase book, etc.) launched [2020]
- Twenty-three place names re-established throughout the territory by BC Geographical Names Office [2020]
- T̄silhqot'in Social Cultural Action Plan released [2021]
- Language Nest immersion programs supported in T̄silhqot'in communities of T̄sideldel (2022) and Yune?it'in (2018)
- Website of multimedia (audio, image, etc.) language resources created as "Language Hub" [2022]
- Five new language resources produced (alphabet puzzle, flashcards, animal puzzles, calendar display) [2023]
- Accredited T̄silhqot'in language courses offered through partnership with Thompson River University [2024]
- T̄silhqot'in Language Advisory established [2024]
- "T̄silhqot'in Phrase Book" mobile app (Android) released [2025]



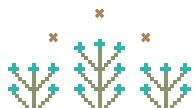


PURPOSE

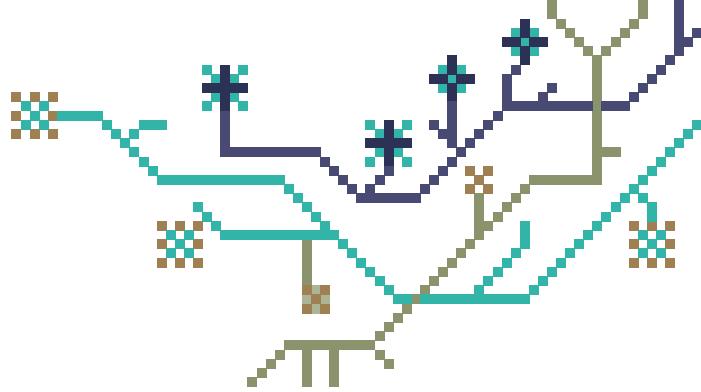
In 2025, through the work of the Language Advisory and Language and Education Department at TNG, ideas were put forward as to how to further realize an increase in language speakers and fluency.

The purpose of this document is to build from the Language Revitalization Strategy, as well as the T̄silhqot̄in Social Cultural Action Plan, to create a detailed plan to reach the goals.





PLAN



The 10 goals from the 2020 T̄silhqot'in Nation Revitalization Strategy have evolved into four work streams. These include:



SUPPORT CLASSES, CURRICULUM, AND IMMERSION

- Development of curriculum for education at all levels (ECE through university)
- Building language teaching capacity
- Expanded classes and programs facilitated

PROMOTE INTERGENERATIONAL AND COMMUNITY LEARNING

- Fluent and common language use for all gatherings and activities
- Gatherings around language and language use
- Suitable communication media in the language (internet, radio, tv)
- Recognition of language speakers

DEVELOP AND DISTRIBUTE LANGUAGE RESOURCES

- Documentation of a wide range of language
- Suitable published print material in the language
- Technology used to make language

ADVANCE LANGUAGE GOVERNANCE FOR A COORDINATED NATION APPROACH

- TNG Language Advisory maintained
- Strong partnerships and funding streams established

OBJECTIVES AND KEY ACTIONS

The work streams are listed below with the applicable objectives, which are then linked to tasks that are short term, medium term, and ongoing.

Support Classes, Curriculum, and Immersion



1. Curriculum for education at all levels (ECE through university)

KEY ACTIONS (SHORT TERM 1-3YRS)

- Develop curriculum from story workshops and community culture camps.
- Develop Language Nest curriculum.
- Develop outdoor learning ideas and curriculum with a focus on immersion, cultural practices, connection/responsibility to nen, games, family inclusivity, monitoring and responsive activities and Elders as mentors.
- Address curriculum for early learners by including more objects in the learning kits, developing print and non-print materials.
- Create K-3 Learning Kits with on-the-land and immersion components.
- Ensure all curriculum is shared across the Nation and respects community practices and protocols.
- Create (or encourage learners to create) curriculum that blends current materials to more language-founded approaches.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Develop adult (university) curriculum.

2. Build language teaching capacity

KEY ACTIONS (SHORT TERM 1-3YRS)

- Recruit members into language apprenticeships.
- Recruit mentors and community teachers.
- Host annual GPA workshops in communities for teachers and all speakers, with a focus on Elder participation and guided activities by the Language Advisory.
- Host reading and writing workshops in communities and promote group reading in the language.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Create a University Bachelor of Arts T̄silhqot̄in Fluency program that can be completed by speakers with the ability to move into the Bachelor of Education program with the intention of having practicums in their community afterwards and becoming language teachers in community schools.



3. Facilitate and expand classes and programs

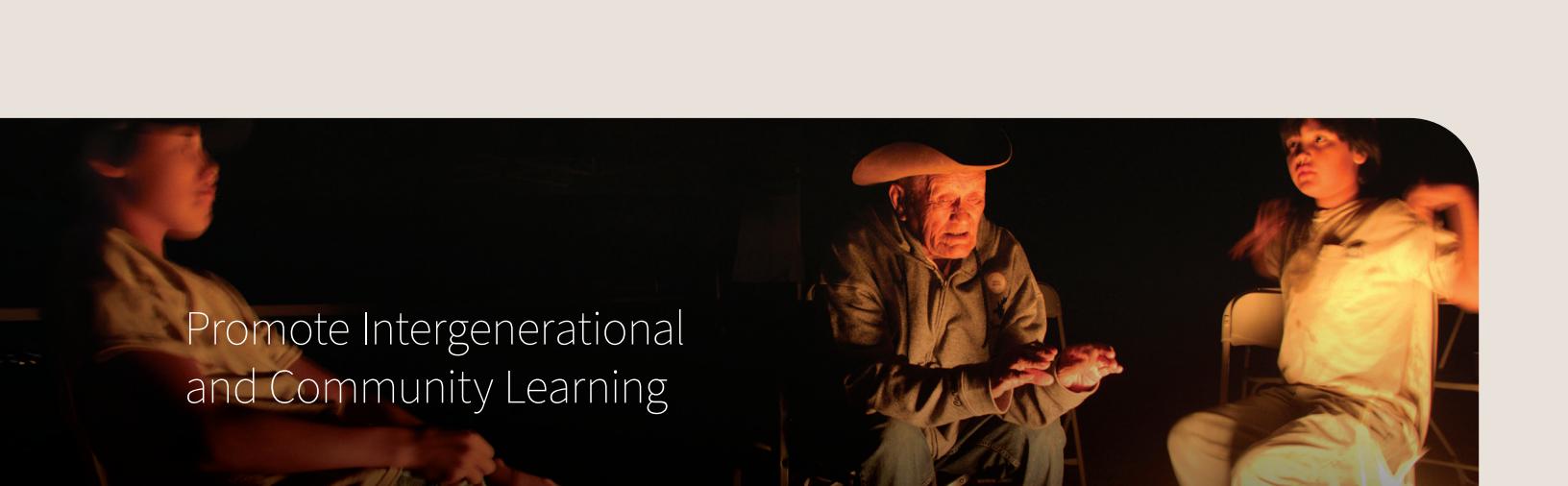
KEY ACTIONS (SHORT TERM 1-3YRS)

- Offer University courses – T̄silhqot'in level 1 and 2.
- Offer Level 3 T̄silhqot'in Language Course at TRU Summer 2025.
- Maintain annual cycle of Level 1-3 of T̄silhqot'in Language course.
- Offer an intensive all levels of T̄silhqot'in Language course during the Summer 2026.
- Develop and review University Bachelor of Arts T̄silhqot'in Fluency program.
- Support early learners in Williams Lake through a language nest program and by recruiting off-reserve language speakers.
- Host reading and writing workshops in communities and promote group reading in the language.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Establish the University Bachelor of Arts T̄silhqot'in Fluency program as an accepted and approved program at multiple universities.
- Hire staff and faculty to teach T̄silhqot'in Fluency program at universities.
- Develop practicums and remote supports in communities for graduates of the T̄silhqot'in Fluency program.
- Ladder graduates into Bachelor of Education programs.





Promote Intergenerational and Community Learning

1. Fluent and common language use for all gatherings and activities

KEY ACTIONS (SHORT TERM 1-3YRS)

- Schedule regular language-only gatherings (meal, stories, songs, dances) with honoraria for storytellers (four per year per community).
- Offer language resources at all gatherings.
- Organize Elder sharing circles in the language.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Support communities to organize common language activities in communities, such as bingo, horseshoes, cribbage, ribbon-skirt making, and other games and crafts, with all instruction, description, and narration in T̄silhqot'in.

KEY ACTIONS (ONGOING)

- Encourage everyone to tell everyday stories in the language.

3. Suitable communication media in the language (internet, radio, tv)

KEY ACTIONS (SHORT TERM 1-3YRS)

- T̄silhqot'in Community Radio recruits members for contributions, develops "on demand" for distribution, plays drum songs, stories and teachings, word-of-the-day, and hockey commentary.

KEY ACTIONS (ONGOING)

- Encourage language content on YouTube, TikTok, and other new media platforms.
- Support T̄silhqot'in Language filming.

2. Gatherings around language and language use

KEY ACTIONS (SHORT TERM 1-3YRS)

- Host Community Language Nights, ensuring to recruit elders and fluent speakers to participate.
- Host a Nation Language Gathering with a revival of traditional games, aligning mentors and apprentices.
- Consider smaller seasonal language gatherings.
- Organize language and culture nights around medicine and harvesting practices.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Develop and host summer language camp in Williams Lake.

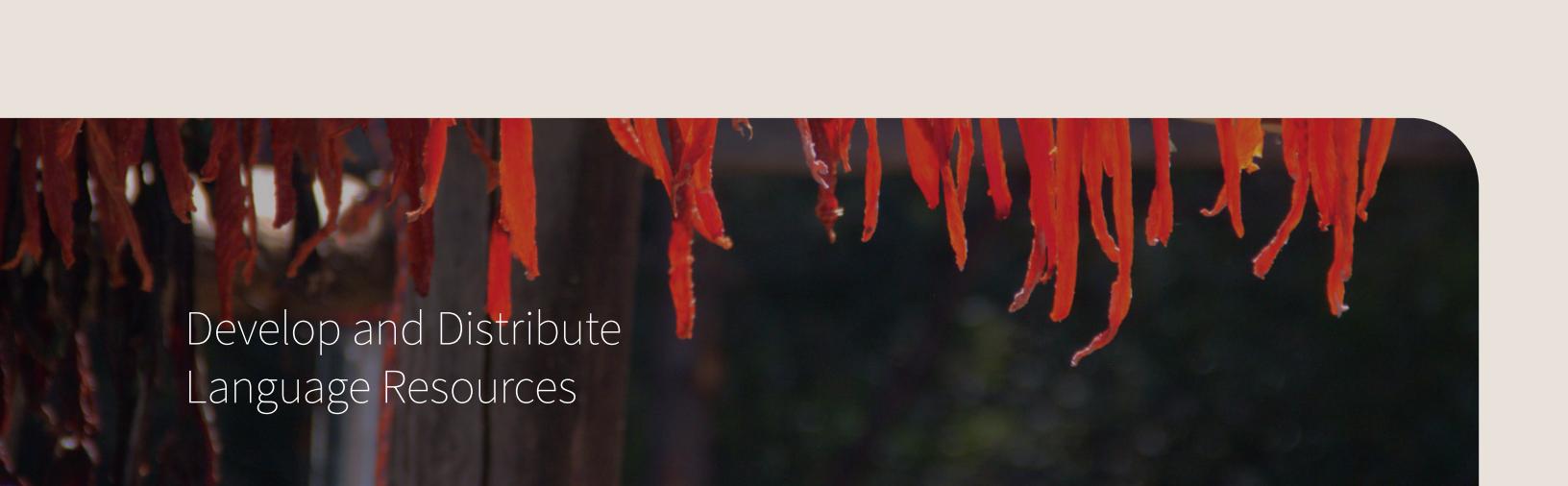
4. Recognition of the Language

KEY ACTIONS (SHORT TERM 1-3YRS)

- Language Advisory to approve recognition of fluent speakers.
- Credit members who have created past curriculum with honour and recognition.

KEY ACTIONS (ONGOING)

- Support and recognize new curriculum creation.



Develop and Distribute Language Resources

1. Documentation of a wide range of language

KEY ACTIONS (SHORT TERM 1-3YRS)

- Gather, transcribe, and publish stories and teachings for older and younger learners with a high regard for sensitivity and copyright.
- Document and record new stories around cultural activities by storytellers across generations.
- Record and transcribe audio from speeches with the addition of speeches that explain things in the language.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Develop and maintain the T̄silhqot'in Language library to store and disseminate documented language resources (books, audio recordings, videos, etc.) with applicable procedures in place to ensure access and distribution occurs.

2. Suitable published print material in the language

KEY ACTIONS (SHORT TERM 1-3YRS)

- Transcribe and distribute all recordings to communities within the Nation with support from TNG.
- Seek to republish older language holdings.
- Complete and extend the dictionary project begun by William Myers xinli.
- Encourage new print materials to be produced such as comic version of stories, books of legends, dictionary, remixes of older materials.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- T̄silhqot'in Language library hosts an archive of copies of community holdings in the language (print, recordings, media).
- Standardize signage within the territory for buildings, areas, and events with agreed-upon and consistent vocabulary.

3. Use technology to make language resources accessible

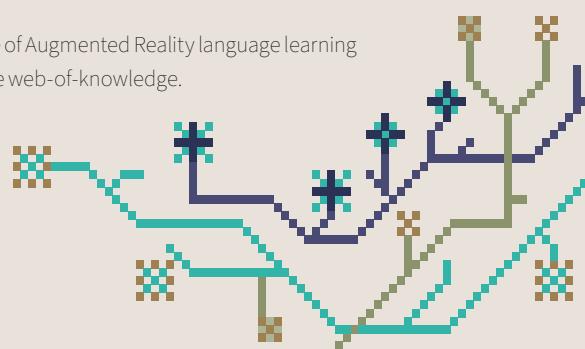
KEY ACTIONS (SHORT TERM 1-3YRS)

- Develop the Language Hub through importing language data, creating translations and vocabulary lists.
- Improve language hub UX for interacting with transcribed audio and video, songs, and vocabulary lists.
- Publish at least one new word game for language learners on the language hub and/or as a mobile app.
- Support private sharing of language resources among users and user groups within the Language Hub.

- Implement full-text search and semantic search tooling to enable a better search experience on the Language Hub.

KEY ACTIONS (MEDIUM TERM 4-6YRS)

- Publish modernized mobile alphabet app for iOS and Android.
- Publish prototype of Augmented Reality language learning app backed by the web-of-knowledge.





Advance Language governance for a coordinated Nation approach

1. Maintain TNG Language Advisory

KEY ACTIONS (ONGOING)

- Manage monthly meetings and administration of this
- Seek ongoing funding support

2. Establish strong partnerships and funding streams

KEY ACTIONS (ONGOING)

- Maintain relationship with First People's Cultural Council
- Host meetings with language and culture planners within communities

Implementation

[SEE ADDENDUM](#)

Acknowledgements

FORMER YUNEŞIT'IN NITS'IL?IN RUSSELL ROSS

TŠILHQOT'IN LANGUAGE ADVISORY

TŠILHQOT'IN ELDERS AND OTHER KNOWLEDGE KEEPERS





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