

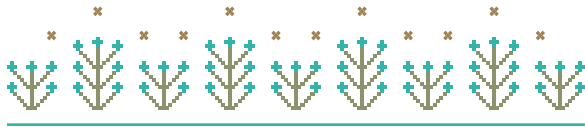
# T̓silhqot'in Language Revitalization Plan

NAGWEDIŹK'AN GWANEŠ GANGU CH'INIDŽED GANEXWILAGH  
T̓silhqot'in Ch'ih Yaltig Gangu Ch'inidžed Ganexwilagh

T̓silhqot'in  
NATIONAL GOVERNMENT







# BACKGROUND

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

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

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

## TʔILHQOTʔIN NATION REVITALIZATION STRATEGY

In 2020, the Tʔilhqotʔin Nitsʔilʔin-Qi approved the Tʔilhqotʔin Nation Revitalization Strategy. The 10 goals of language revitalization outlined in this strategy are:

1. Increase the number of Tʔilhqotʔin 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 Tʔilhqotʔin 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:

- Tʔilhqotʔin Language Certificate Program offered at UNBC with at least 6 Tʔilhqotʔin graduates [2015-2018]
- Annual Nation events and gatherings hosted by TNG (e.g. Annual Nation Gathering, Lhatʔaʔin Memorial, Chief ʔAhan Memorial)
- Tʔilhqotʔin 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]
- Tʔilhqotʔin Social Cultural Action Plan released [2021]
- Language Nest immersion programs supported in Tʔilhqotʔin communities of Tʔideldel (2022) and Yuneʔitʔin (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 Tʔilhqotʔin language courses offered through partnership with Thompson River University [2024]
- Tʔilhqotʔin Language Advisory established [2024]
- “Tʔilhqotʔin Phrase Book” mobile app (Android) released [2025]







# PURPOSE

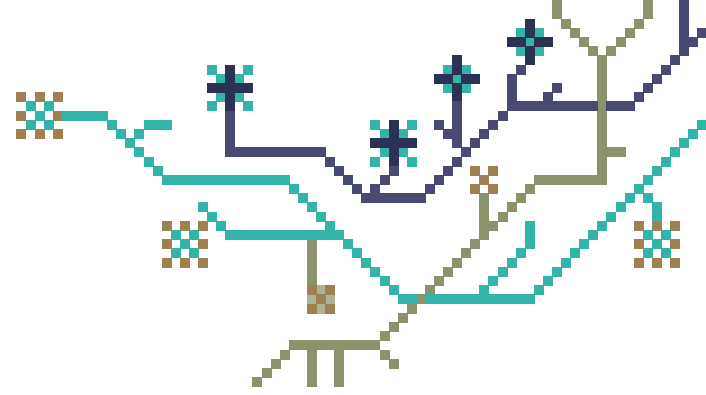
In 2025, through the work of the Language Advisory and Language and Education Department at TNG, ideas were put forward as to how to further realize an increase in language speakers and fluency.

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





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



## 1. Support Classes, Curriculum, and Immersion:

Assisting new and existing T̓silhqot̓'in language programs through teacher training, curriculum development, and partnerships with universities and schools.

## 2. Promote Intergenerational and Community Learning:

Encouraging T̓silhqot̓'in to be spoken, read, and heard throughout our communities and at Nation events

## 3. Develop and Distribute Language Resources:

Documenting, recording, and sharing T̓silhqot̓'in language materials using a wide range of media

## 4. Advance Language governance for a coordinated Nation approach:

Coordinating language initiatives with direction from the Language Advisory and ensuring this work is supported through funding and partnerships.

### 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.

A photograph of a person standing on a rocky bank, fishing with a net in a river. The person is wearing a red shirt and a blue and white patterned skirt. The river has white water rapids. The text 'Support Classes, Curriculum, and Immersion' is overlaid on the image.

## 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 LanguageNest 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 Tšilhqot'in 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 – T̓silhqot'in level 1 and 2.
- Offer Level 3 T̓silhqot'in Language Course at TRU Summer 2025.
- Maintain annual cycle of Level 1-3 of T̓silhqot'in Language course.
- Offer an intensive all levels of T̓silhqot'in Language course during the Summer 2026.
- Develop and review University Bachelor of Arts T̓silhqot'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 T̓silhqot'in Fluency program as an accepted and approved program at multiple universities.
- Hire staff and faculty to teach T̓silhqot'in Fluency program at universities.
- Develop practicums and remote supports in communities for graduates of the T̓silhqot'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 Tšilhqot'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)

- Tšilhqot'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 Tšilhqot'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 Tšilhqot'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)

- Tšilhqot'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

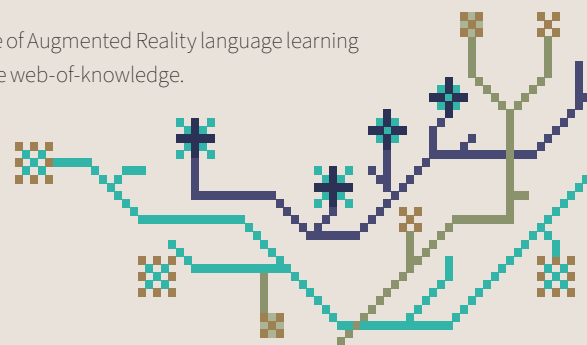
### KEY ACTIONS (SHORT TERM 1-3YRS)

- 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 YUNEŠIT'IN NITS'IL?IN RUSSELL ROSS

TŚILHQOT'IN LANGUAGE ADVISORY

TŚILHQOT'IN ELDERS AND OTHER KNOWLEDGE KEEPERS





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