

Métis Languages in BC Vitality Survey

Results Report – January 2022

The Ministry of Culture, Heritage and Language



MÉTIS NATION
BRITISH COLUMBIA

Acknowledgements

Métis Nation British Columbia's (MNBC) Ministry of Culture, Heritage and Language would like to thank everyone who contributed to and participated in the Métis Languages in BC Vitality Survey. We are grateful for the community response that the survey has received and for all the staff, consultants, and citizens who helped make this project happen.

We would like to extend a heartfelt thank you to the community members listed below who were involved in the survey development as Language Champions and Community Voices. We are grateful for your knowledge, expertise, and support in creating this survey in a good way.

We would also like to acknowledge and thank our funders, the Department of Canadian Heritage. Without their financial support, we would not have been able to create this survey.

Executive Summary

This report summarizes the key findings of Métis Nation British Columbia's (MNBC) Métis Languages in BC Vitality Survey, which was administered to Métis in British Columbia in the fall of 2021. In the following report, we will outline the process of creating the survey, provide a brief context on Métis languages, and share the key findings from the survey.

The survey was created by MNBC's Ministry of Culture, Heritage and Language in collaboration with Métis community members and language revitalization experts. The purpose of the survey was to address the lack of information about Métis language knowledge and fluency in BC and better understand the needs and interests of Métis in BC language learners.

The survey was distributed online and over the phone. 1128 Métis community members across BC responded, each expressing their knowledge of Métis languages, attitudes about language revitalization, and language learning interests and needs.

From the survey results, we found that 17% of respondents have some knowledge of a Métis language – with the majority of respondents having little to no proficiency in a Métis language. When asked which Métis languages they could speak, write or understand, respondents most frequently selected Michif-French, Southern Michif, Northern Michif, and Cree. Despite low rates of language proficiency, the majority of respondents agreed that Métis language revitalization in BC is important and would like to start learning in the future. To support their language learning goals, respondents expressed a preference for digital, cultural, and in-person language learning resources that allow them to converse with other learners and speakers.

Some key challenges for Métis language initiatives in BC include finding language speakers in different communities who can teach and ensuring that programs are accessible and appealing to a broad audience with diverse language learning interests and needs.

The findings from the survey will be used to inform MNBC's future language programming and initiatives, and the development of a 5-year community-based language revitalization plan.

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Introduction

In 2021, Métis Nation British Columbia's (MNBC) Ministry of Culture, Heritage and Language (also referred to as 'the Ministry') collaborated with a cohort of Métis language carriers, learners and Michif language revitalization experts to create the Métis Languages in BC Vitality Survey (also referred to as 'the survey'). The purpose of the survey was to address the current absence of data on Métis languages in BC. While important research has been done on the linguistic features of Métis languages and the use of Michif in other provinces, there is data lack of data on the use of Métis languages in BC and the language learning needs of Métis in BC.

With the collected survey data, MNBC aims to better understand the current state of Métis languages and the language learning needs of Métis communities in BC to support the development of language learning resources and a 5-year community-based language plan.

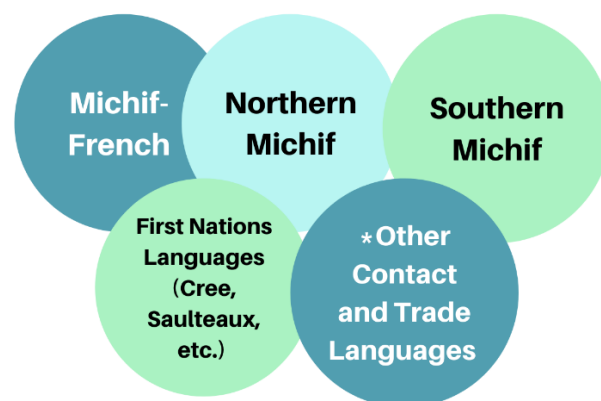
The following report provides a summary of the key findings from the Métis Languages in BC Vitality Survey. The full results from the survey can be accessed in Appendix A.

Definitions

For the purpose of this report, we define “first language speaker” as someone who “speaks the language [they] learned as a child at home and continue[s] to speak it.”¹ We also use the terms “advanced speaker,” “language carrier,” and “fluent speaker” interchangeably to describe someone who can confidently talk about both aspects of their everyday life and beyond in their language.

Lastly, for the purpose of the survey only, “Métis languages” refers to **any Indigenous language commonly spoken by Métis people**. This umbrella term includes the three variations of Michif (Southern Michif, Northern Michif, and Michif-French), as well as Bungi, Chinook Jargon, and First Nations languages like Cree and Saulteaux.² This is not an official definition.

Indigenous Languages Spoken by Métis People



*Bungi, Chinook Jargon

¹ (First People's Cultural Council, 2018).

² (Bakker and Papen, 2003, p. 3)

Methodology

When drafting the Métis Languages in BC Vitality Survey, the Ministry drew inspiration from the First Peoples' Cultural Council's various language survey templates, as well as the Chickasaw Nation's 2006 Language Survey.

During the development phase, the Ministry collaborated with a group of Métis community members referred to as the "Language Champions" and language revitalization consultants to draft the survey. The Language Champions consisted of six Métis community members involved in language revitalization efforts. The language revitalization consultants guided the Language Champions through the development process and shared best practices in language revitalization engagement and methodology.

After the Language Champions developed the survey, 24 Métis community members, referred to as our "Community Voices" responded to the draft survey and provided their feedback on it. The survey was refined to reflect the Community Voices' feedback before we shared it with the broader Métis community in BC.

The survey was made accessible online with the option to complete the survey over the phone with support from a Ministry Coordinator. We received 1128 completed survey responses.

Limitations

It is important to note the limitations of the survey and data when interpreting the results. There is a strong likelihood of respondent error for survey questions about the use and interest in learning specific Métis languages, due to a lack of awareness about the differences between the Michif variations.

While Southern, Northern, and French Michif differ from one another, they are often referred to generally as a singular "Michif" language. In the past, Northern-Michif was also referred to simply as "Cree," in many communities. While the survey included audio clip examples of each language to support respondents in identifying their specific Michif variation, there may be respondents who were not able to correctly identify their Michif language variation.

About Métis Languages

Métis people have a long history of being multilingual, stemming from their relationships and connections with multiple cultures. Historically, Métis people communicated in several different languages, which were learned through kinship connections and proximity, often as a necessity for trade and survival. These languages included First Nations languages like *Saulteaux* and *Cree*, and European languages including *English*, *French* and *Scottish Gaelic*. In the early 19th century, as Métis communities in the *Red River valley* grew, a mixed language developed among Métis people called *Michif*.³

Classifying Michif and Other Métis Languages

Michif is a complex and unique language with its own formalized grammar rules, vocabulary, and sound systems.⁴

Michif has three different variations – *Southern Michif*, *Northern Michif*, and *Michif-French*.⁵ *Southern Michif*, which is also known as *Heritage Michif* or *Turtle Mountain Chippewa Michif*, is a variation that uses *Plains Cree* and *Métis French* grammar and vocabulary.⁶ *Northern Michif* - also known as *Michif-Cree* or *Île-à-la-Crosse Michif* - is a variation heavily influenced by *Plains-Cree*.⁷ *Michif-French*, or *French Michif* draws on aspects of *Canadian French* and *Saulteaux* grammar.⁸ It is important to note that these variations are not the same as dialects, as the language structure between the three variations are distinct and not interchangeable.

In addition to the three *Michif* variations, Métis people have historically spoken and continue to speak other Indigenous languages, including *Bungi* (a language that borrows from *Scottish-English*, *Gaelic*, *Cree* and *Saulteaux*), *Chinook Jargon* (a pidgin created from *Native Chinook*, *French*, *English*, and *Cree* words), *Cree*, and *Saulteaux*.⁹

³ Information in this paragraph has been adapted from: MNBC. (2021). *Kaa-Wiichihtoyaahk: We Take Care of Each Other*.

⁴ (Bakker, 1997, p. 3).

⁵ (MNBC, 2021, p. 74).

⁶ (Mazzoli, 2019, p. 98).

⁷ (Mazzoli, 2019, p. 98).

⁸ (Mazzoli, 2019, p. 98).

⁹ (MNBC, 2021, p. 75; Goulet & Goulet, 2014, p. 2).

Current State of Métis Languages

Today, Michif is a critically endangered language.¹⁰ Most fluent Michif speakers in Canada are elderly, which poses a risk to the language's future.¹¹ Michif language revitalization experts estimate that the number of fluent Michif speakers today are in the hundreds or even less. With the most recent data being from the 2016 census, it is difficult to accurately report on these numbers. The Métis Languages in BC Vitality Survey seeks to address the lack of available data on Michif and other Métis languages in BC.



Métis Language Loss and Revitalization

Métis language loss is primarily due to settler colonialism and discrimination. After the Northwest Rebellion (circa 1885), many Métis went into hiding for safety, often resorting to speaking French or English instead of Michif. Many spread westward and separated from their Michif speaking community. Through the residential school system and the Sixties Scoop, the federal government separated Métis children from their families, communities and culture and prevented them from learning Métis languages.¹² Systemic racism and settler colonialism continue to have a strong impact on language loss in the Métis community today. Ensuring that Métis languages are passed down to future generations is important for preserving Métis identity, culture, and worldview. Métis language revitalization is important for the wellbeing of both current and future generations of Métis. Fortunately, there are a number of Métis language teachers and learners across the Nation working to keep our Michif languages active and accessible to future generations.

¹⁰ (Barkwell, 2017, p. 17).

¹¹ (Bakker and Papen, pp. 5-6).

¹² (Edge and McCallum, 2006, pp. 92-93; Métis Nation 2019).

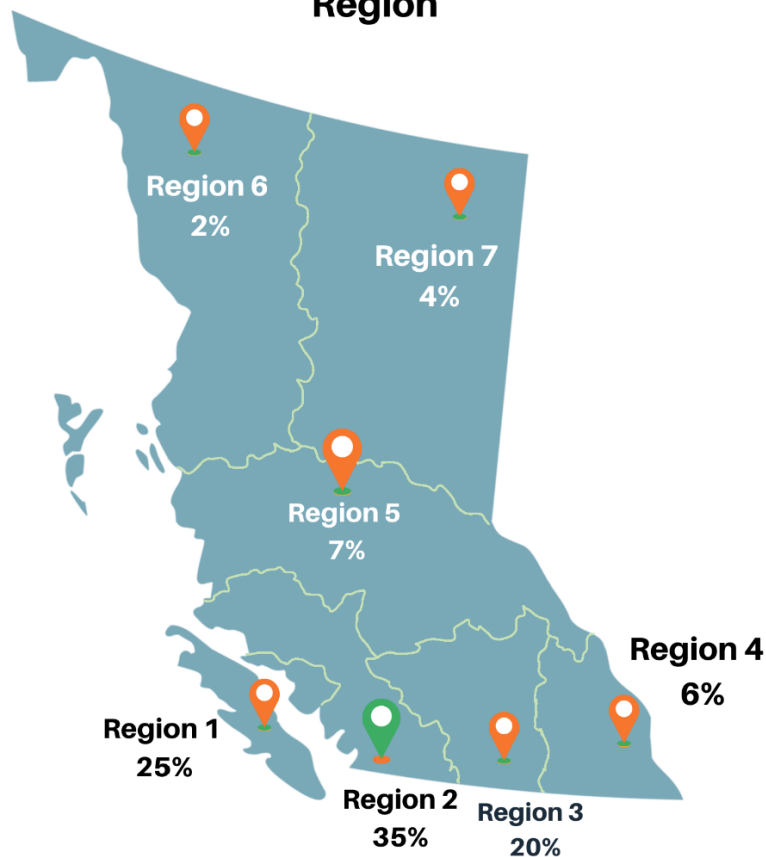
Survey Findings

The following section provides a summary of the key findings from the Métis Languages in BC Vitality Survey. The full results from the survey can be accessed in Appendix A.

Demographics

Our survey respondents vary in age (from under 18 to over 85 years old) and live in 151 different communities across BC. The majority of respondents came from Region 1 (25%) and Region 2 (35%).

Where Respondents Live, by MNBC Region

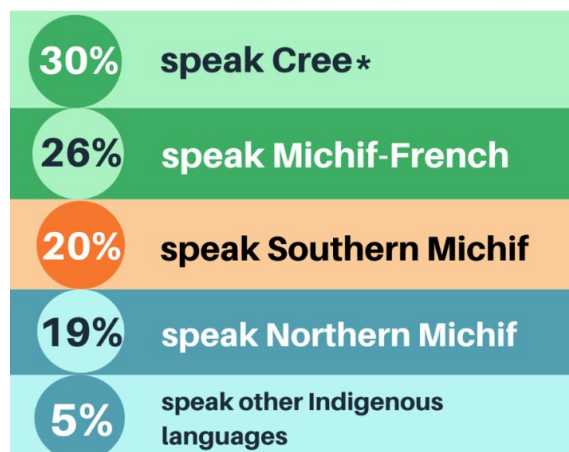


Current Status of Métis Languages in BC

Most Common Métis Languages in BC

Among the survey respondent data, the most spoken language is Cree, followed by Michif-French, Southern Michif, and Northern Michif.¹³ Sauteaux, Bungi, and Chinook Jargon are also spoken by some community members, but are much less common. Multiple respondents report knowing two languages.

Out of the respondents who can understand or speak a Métis language (at any proficiency):



Regional Breakdown

A regional breakdown of languages spoken by survey respondents is detailed below. ‘Other Indigenous Languages’ (predominately Cree) is the most spoken language group reported for every region. In terms of the Michif variations, for every region except for Region 1 and Region 7 – the most spoken Michif variation is French Michif. For Region 7, the most common Michif variation is Northern Michif, and in Region 1, both Southern and French Michif are spoken by 8% of the respondents. The table below shows the percentage of respondents who report speaking an Indigenous language, at any level of proficiency from each MNBC Region.

Respondents with some level of language proficiency, by Region and Language	Northern Michif	Southern Michif	French Michif	Other Indigenous Languages (Cree, etc.)
Region 1	7%	8%	8%	10%
Region 2	4%	4%	6%	11%
Region 3	3%	6%	9%	11%
Region 4	3%	0%	6%	15%
Region 5	5%	2%	8%	12%
Region 6	0%	0%	9%	17%
Region 7	11%	2%	7%	20%

¹³ Up until recently, Northern Michif has been informally referred to as “Cree,” which may have caused some Northern Michif speakers to select “Cree” as their spoken language in the survey.

Language Proficiency Levels

83% of survey respondents either have no knowledge of a Métis language, or only know a few simple phrases and words.

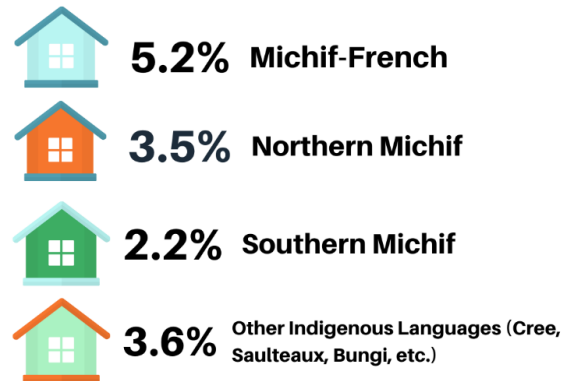
Age of Speakers

Respondents aged 75-84 have the highest rate of knowledge of a Métis language. Moreover, the majority of intermediate or advanced speakers (57%) are aged 55 and older – illustrating that the language is mostly spoken by older generations.

Language Use at Home

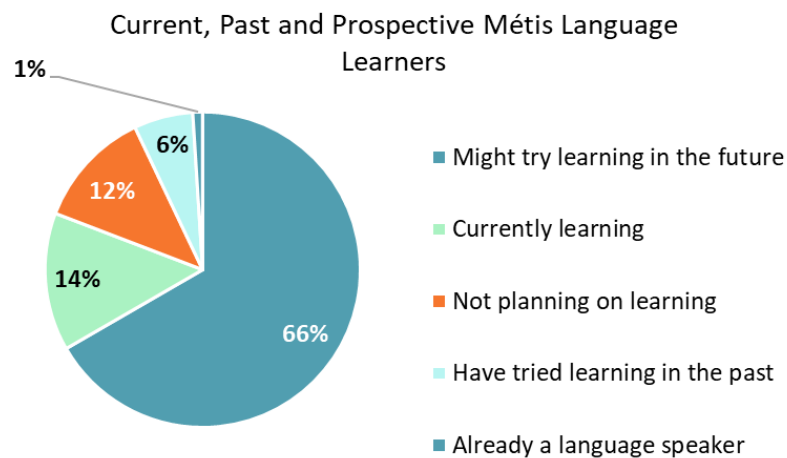
14.5% of respondents either actively speak a Métis language in the home or have had speakers in their home in the past. French Michif is the language that is most spoken in Métis households, with 5.2% of the respondents having lived in, or currently living in a household that speaks French Michif.

Percent of respondents who live/have lived in a home where a Métis language is/was spoken:



Current and Future Language Learners

While only 14% of survey respondents are currently learning a Métis language, 66% would like to learn in the future.



Thoughts and Attitudes

Importance of Language Revitalization

83% respondents agree that Métis language revitalization in BC is important. Of all age groups, youth aged eighteen and younger who participated in the survey feel most strongly about the importance of Métis language revitalization.

Language Learning Domains

42% of survey respondents believe Métis languages should be used more in daycares and schools.



18% of survey respondents believe Métis languages should be used more in the home.



28% of respondents believe Métis languages should be used more in all facets of everyday life.

14% of respondents believe Métis languages should be used more in media and literature.



13% of respondents believe Métis languages should be used more in government, justice, healthcare, and social service settings.



Attitudes about Métis Languages

73% of respondents describe feeling positive emotions when they hear Métis languages, while some (10%) describe feeling negative emotions including loss, regret for not having learned, and anger at not being able to learn. 20% reported that they were unsure if they had ever heard a Métis language spoken or felt ambivalent or confused.

Learning Interests

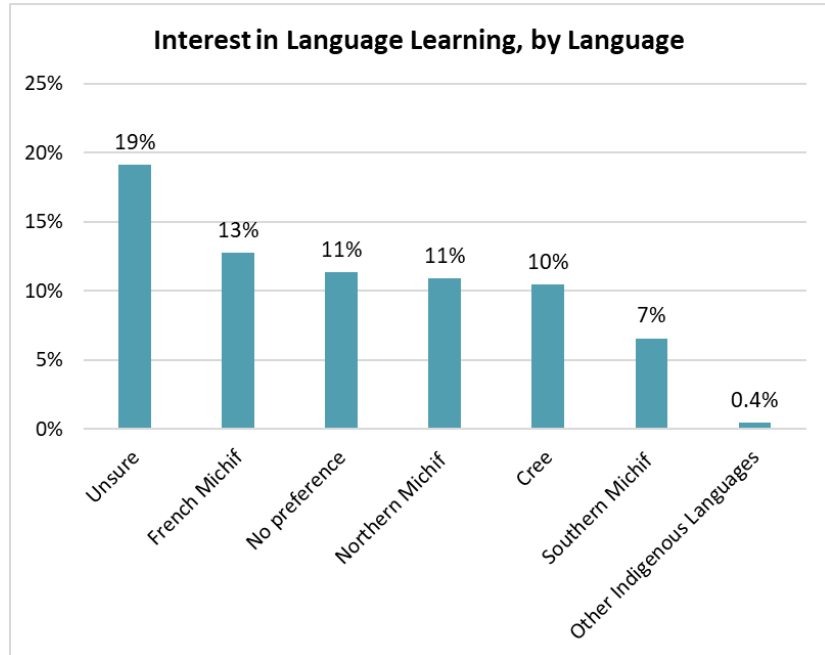
Motivation to Learn

The most common reasons for wanting to learn a Métis language include:

-  *Keeping the language and culture alive (63%)*
-  *Broadening their knowledge in general (61%)*
-  *For a sense of belonging to the Métis Nation (61%)*
-  *To reclaim our language (49%)*
-  *One of more of my Ancestors spoke the language (40%)*
-  *To speak with Elders and language carriers (38%)*
-  *Language is an important part of my identity (37%)*
-  *To speak the language with my children and family (34%)*
-  *As an act of decolonization (32%)*

Learning Preferences for Métis Languages

30% of respondents do not have a preference, want to learn multiple languages, or are unsure which Métis language they want to learn. The most in-demand language among learners is Michif-French/French-Michif, followed by Northern Michif, Cree, and Southern Michif.



Interest in Becoming a Fluent Speaker

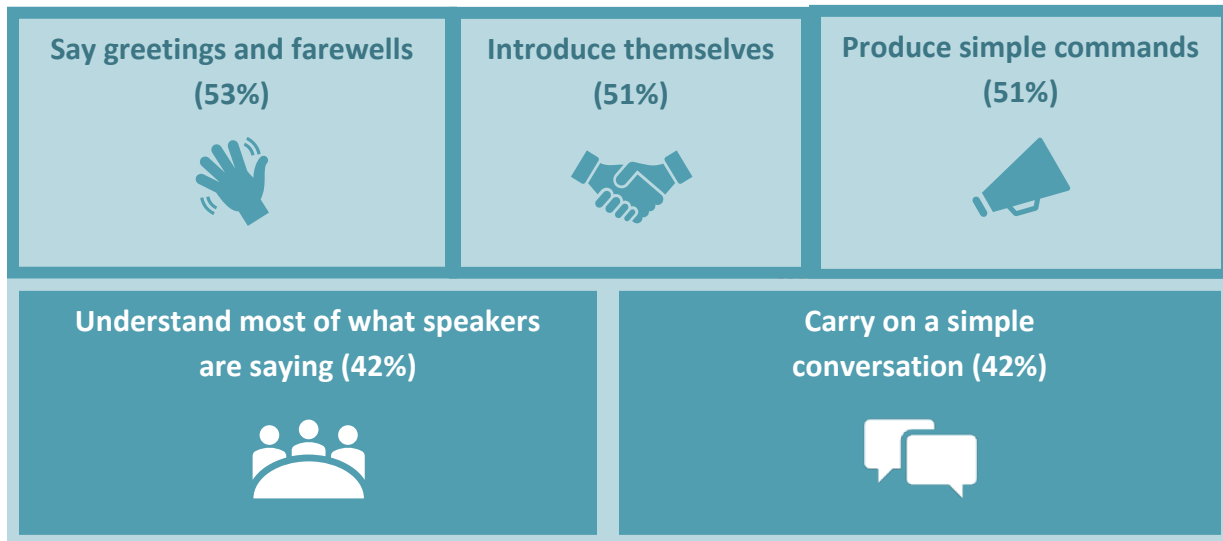
34% of respondents are very interested in becoming a Métis language carrier. Out of those interested in becoming a Métis language carrier, level of commitment and the amount of time they're able to dedicate to language learning varies. Respondent's ability to commit to language learning depends on multiple factors, including time, health, family responsibilities, income, and access to transportation, teachers, and the internet.

Time and Level of Commitment for Respondents Interested in Becoming Métis Language Carriers



Language Skills

Respondents are most interested in learning how to:








Language Resources and Learning Methods

Access to Language Resources

Many community members are unaware of or unable to access language resources in their local community. 81% of participants are unsure whether their local Métis Chartered Community has any language resources or not, and a further 12% describe that their local community does not have enough language resources.

Preferred Language Learning Methods

The language learning methods that are the most popular with respondents include:

-  *Audio files or Videos (45%)*
-  *Word of the Day/Week (36%)*
-  *Learning Through Cultural Activities (33%)*
-  *Language Camps and Weekend Intensives (29%)*
-  *Apps (28%)*

Preferred Language Resources

When asked what resources would make them more enthusiastic to learn Métis languages, there was a strong emphasis on digital resources and in-person programs like communities of practice, language circles, as well as cultural activity workshops taught in the language.

Resources that would make respondents more enthusiastic to learn Métis languages:



Support and Current Challenges for Language Initiatives

Current Second Language Teachers

3.5% of respondents are currently sharing or teaching a Métis language in their community.

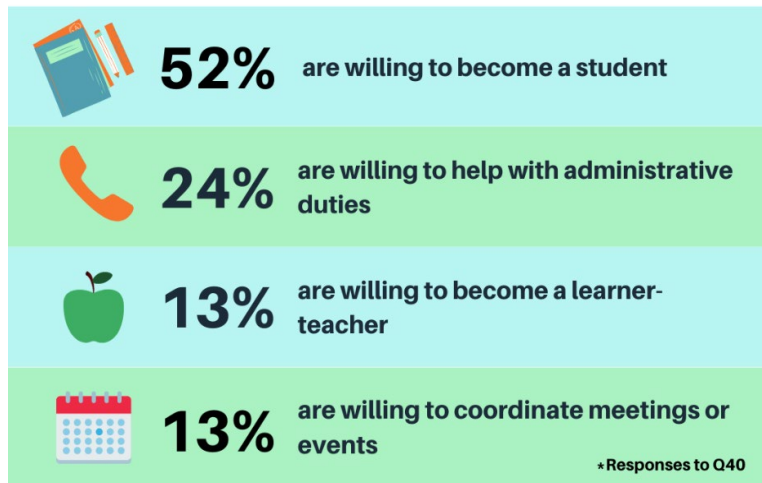
Interest in Teacher Training

29% of respondents would be willing to attend training to support Métis language initiatives or become proficient in teaching a language. However, a key challenge in training new teachers is the lack of speakers among those interested. 92% of respondents who are interested in attending training either have no or only a very basic understanding of a Métis language.

Supporting Language Initiatives

41.5% of respondents are willing to support language learning in their home community, outside of formal language classes. 28% are interested in supporting language learning through helping with formal language classes.

* Ways respondents could help with language programs



Current Challenges for Métis Language Revitalization Initiatives

Community members who are already involved in language learning programs report that a lack of teachers, spaces to learn, funding, and language resource materials are some of the challenges they currently face.

Next Steps

Moving forward, MNBC will use data gathered from the survey and recommendations from language revitalization experts to develop a 5-year community-based language revitalization plan. We will continue to engage Métis citizens and language revitalization experts to ensure we are meeting the interests and learning needs of MNBC citizens while following best practices in language revitalization.

Conclusion

Métis languages are as diverse as the Métis community in BC itself. Southern Michif, Northern Michif, French Michif, Cree and other Indigenous languages are all spoken by Métis people throughout the province. While most speakers are older, younger generations are invested in the revitalization of Métis languages and having the ability to learn a Métis language.

Although the number of fluent Métis language speakers in BC is low and Michif is a critically endangered language, the Métis in BC believe strongly in the importance of language

revitalization, and many are interested in enhancing their knowledge of an Indigenous language commonly spoken by their Métis ancestors.

The survey also illustrated that there is a strong desire from community members for a variety of digital and in-person language resources and programs. Some of the language resources that community members would like to see more of include online resources like videos, apps, and audio files, as well as in-person events that incorporate other Métis cultural activities and collaboration into language learning. We are inspired by the number of Métis people interested in supporting Metis language revitalization in BC through learning or other means.

MNBC is committed to ensuring Métis people in BC are provided with the information, tools, and resources they need to meet their language learning goals. Our traditional languages are a key aspect of our Métis identity and ways of knowing. We aspire to create new Métis language learners so we can continue celebrating our rich culture and language for generations to come.

Appendix

Métis Languages in BC Survey Response Data

- Tables that show percentages as “percent of data” show the results of questions where respondents were only able to select one response.
- Tables that show percentages as “checked percent” show the results of questions where respondents were able to select multiple options.

Responses to long answer questions have been grouped into general themes.

- Questions from the original survey that asked for personal contact information or names of community members have been omitted, to protect participants and their contacts’ anonymity.

Q.1: How old are you?	Count	Percent of Data
Under 18 years old	21	2%
18-24 years old	40	4%
25-34 years old	145	13%
35-44 years old	206	18%
45-54 years old	218	19%
55-64 years old	258	23%
65-74 years old	179	16%
75-84 years old	55	5%
85+ years old	6	1%

Q.2: Where do you live (or if you live in a rural area, what is the city/town closest to you?)	Count	Percent of Data
Region 1	286	25%
Region 2	394	35%
Region 3	223	20%
Region 4	65	6%
Region 5	84	7%
Region 6	23	2%
Region 7	46	4%
Residence not reported	7	1%

Q.3: Are you a member of a Métis Chartered Community?	Count	Percent of Data
Yes	845	75%
No	283	25%

Q.4: On average, how frequently do you gather (in-person or online) with your Métis community (local or non local)?	Count	Percent of Data
Multiple times a week	51	5%
Once a week	76	7%
Once a month	133	12%
Every couple of months	158	14%
Once a year	164	15%
Once every few years	123	11%
Not at all	423	38%

Q.5: Prior to the COVID-19 pandemic, what activities did you participate in with other Métis people in your community?	Checked Count	Checked Percent
I do not participate in events	433	38%
Social events, potlucks, ceremonies, women's, youth and Elder's circles	266	24%
MNBC AGMs, MCC events or volunteering	120	11%
Traditional Métis arts and crafts (beading, moccasin, tuppie, ribbon skirt or capote making; finger weaving, etc.)	101	9%
Music and dance (fiddling, jigging, singing, etc.)	53	5%
Harvesting, gathering, and preparing traditional foods	47	4%
Land-based activities (archery, canoeing, camping, hikes/nature walks)	29	3%
Language learning	21	2%
History and genealogy	15	1%

Q.6: Prior to the COVID-19 pandemic, what activities did your local Métis Chartered Community offer? Check all that apply:	Count	Checked Percent
I'm not sure	523	46%
Culture, history, or arts and crafts classes (e.g., beading, sewing, leather work, painting, drawing, or other forms of art)	424	38%
Musical activities (e.g., playing traditional instruments, singing, Métis dancing, jigging, etc.)	297	26%
Social groups (e.g., women's circle, visiting groups, 2SLBTQ+ groups, youth groups, etc.)	219	19%
Preparing traditional foods	181	16%
Genealogy and Métis history	178	16%
Land activities (e.g., harvesting, hunting, fishing, traditional medicine gathering and use, etc.)	170	15%
Language classes or circles	136	12%
Reading, telling, or listening to Métis stories; Métis book clubs	100	9%
Other activities (wellbeing workshops, picnics, potlucks, general gatherings, etc.)	101	9%

Q.7: What activities are not currently offered by your community, but you would you like to attend?	Count	Checked Percent
Genealogy and Métis history	478	42%
Land activities (e.g., harvesting, hunting, fishing, traditional medicine gathering and use, etc.)	470	42%
Language classes or circles	453	40%
Preparing traditional food	441	39%
Culture, history, or arts and crafts classes (e.g., beading, sewing, leather work, painting, drawing, weaving, tufting, or other forms of art)	439	39%
Reading, telling, or listening to Métis stories; Métis book clubs	341	30%
Musical activities (e.g., playing traditional instruments, singing, Métis dancing, jigging, etc.)	296	26%
None that I can think of/unsure	294	26%
Social groups (e.g., women's circle, visiting groups, 2SLBTQ+ groups, youth groups, Elder circle etc.)	287	25%
I'm not interested in attending community activities	37	3%
Other activities (family circles, sports, sweatlodge/ceremony, etc.):	12	1%

Q.8: If you can speak/write/understand a Métis language (regardless of your level of ability), please identify which language(s) you can speak/write/understand.	Count	Checked Percent
Cree (all dialects)	93	8%
Michif-French/French Michif	80	7%
Southern Michif	64	6%
Northern Michif	58	5%
Other Indigenous Languages (Saulteaux, Bungi, Chinook Jargon)	16	1%

Q.9: Please identify any Métis languages spoken in your home (either currently or in the past).	Count	Checked Percent
Michif-French/French Michif	59	5%
Northern Michif	39	4%
Cree	36	3%
Southern Michif	25	2%
Other Indigenous Languages (Saulteaux, Chinook Jargon, etc.)	4	0.4%

Q.10: If you are a speaker or learner of a Métis language, what is your level of proficiency?	Count	Percent of Data
No Proficiency: has no knowledge or knowledge of only a few simple memorized words.	939	83%
Novice Low: can communicate on some very familiar topics using single words and phrases that have been practiced and memorized.	141	13%
Novice Mid: can communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.	18	2%
Novice High: can share information about familiar topics using phrases and simple sentences, sometimes using memorized language.	4	0.4%
Intermediate Low: can take part in conversations on familiar topics using simple sentences.	8	0.7%
Intermediate Mid: can participate in conversations on familiar topics using sentences and series of sentences.	7	0.6%
Intermediate High: can participate with ease and confidence in conversations on familiar topics.	3	0.3%
Advanced Low: can participate in conversations about familiar topics that go beyond everyday life.	4	0.4%
Advanced Mid: can express oneself fully not only on familiar topics but also on some concrete social and professional topics.	4	0.4%

Q11: Please list any Métis languages that you know are used in your local Métis community:	Count	Checked Percent
Michif (Variation Not Specified)	139	12%
Cree	115	10%
French Michif/Michif-French	39	3%
Southern Michif	36	3%
Northern Michif	31	3%
Other Indigenous Languages (Saulteaux, Bungi, Chinook Jargon)	1	0.1%

Q.12: Are you currently learning any Métis languages?	Count	Percent of Data
No, because I already speak it.	15	1%
Not currently, but I have in the past.	72	6%
Not currently, but I might try in the future.	743	66%
No, not planning to.	140	12%
Yes	158	14%

Q. 13: How do you feel when you hear Métis languages being spoken?	Checked Count	Checked Percent
Positive Emotions (connection to the Métis identity/community, happiness, inspiration, empowerment, pride, curiosity, nostalgia, etc.)	827	73%
Unsure, ambivalent, confused, or haven't heard a Métis language spoken before	226	20%
Negative Emotions (sadness, upset, bittersweetness, loss, heartbreak, envy, wistfulness, regret, frustration, anger, overwhelmed, etc.)	113	10%

Q.14: If you have experienced barriers in your life that have prevented, prohibited or discouraged from speaking or learning Métis languages, or from teaching the language to others, please explain.	Count	Checked Percent
Lack of teachers, courses, speakers/carriers, and/or resources that fit my language learning needs	466	41%
Lack of awareness (of my Métis identity/Métis languages/courses)	137	12%
Experiences of discrimination, harassment, residential schools, etc. in my family or personal life	118	10%
Lack of time or scheduling conflicts	82	7%
Lack of childcare or family obligations	21	2%
Lack of transportation to programs or living in remote locations	21	2%
Space to learn/classrooms	20	2%
Health issues	17	2%
Lack of internet or technology	12	1%
Financial barriers	8	1%

Q.15: How culturally relevant do you feel Métis languages are to the Métis people in BC?	Count	Percent of Data
Extremely relevant	467	41%
Very relevant	351	31%
Somewhat relevant	234	21%
Not so relevant	60	5%
Not at all relevant	16	1%

Q.16: How important is it that MNBC works to revitalize Métis languages?	Count	Percent of Data
Extremely important	586	52%
Very important	352	31%
Somewhat important	157	14%
Not so important	27	2%
Not at all important	6	1%

Q.17: How important is it for members of our community to have the opportunity to learn a Métis language?	Count	Percent of Data
Extremely important	583	52%
Very important	363	32%
Somewhat important	154	14%
Not so important	22	2%
Not at all important	6	1%

Q.18: If you want to speak/learn a Métis language, what is your motivation to do so? (Check all that apply)	Count	Checked Percent
To keep the language and culture alive/keep the language from disappearing.	709	63%
To broaden my knowledge in general.	693	61%
For a sense of belonging and to feel more a part of the Métis Nation.	686	61%
To reclaim our language.	547	48%
One or more of my Ancestors spoke the language.	456	40%
To speak with Elders and language carriers.	433	38%
Learning the language is vital to my identity.	421	37%
To speak the language with my children and family.	385	34%
As an act of decolonization.	365	32%
To speak at traditional and ceremonial gatherings.	305	27%
To speak at community gatherings.	281	25%
To be able to read books and documents in the language.	262	23%
To watch/listen to video and audio recordings of speakers.	242	21%
To speak with friends.	153	14%
To speak at my workplace(s) and with co-workers.	123	11%
To have a language that is only understood by other community members.	121	11%
I am not interested in speaking or learning a Métis language	82	7%
Other (To teach students at my school, to talk about my interests in the language)	4	0.4%

Q.19: Where would you like to see Métis languages prioritized more?	Checked Count	Checked Percent
Education, daycares, early years programs	475	42%
Everyday life	313	28%
In the home	206	18%
Media and literature	157	14%
Government, justice system, social services, and healthcare	143	13%
Community gatherings or social events	101	9%

Q.20: Should some MNBC employees and elected officers be required to learn Métis languages?	Count	Percent of Data
Yes	294	26%
No	102	9%
They should be encouraged but not required	732	65%

Q.21: How interested are you in becoming a speaker/carrier of one of our Métis languages?	Count	Percent of Data
Very interested	383	34%
Somewhat interested	453	40%
Not interested	284	25%
I am already a speaker/carrier of one of our Métis languages	8	1%

Q.22: For respondents interested in becoming a Métis language carrier, which Métis language are you most interested in learning?	Count	Percent of Data
Unsure	216	27%
French Michif, Michif-French	144	18%
No preference/would like to learn multiple	128	16%
Northern Michif	123	15%
Cree	118	15%
Southern Michif	74	9%
Other Indigenous languages (Saulteaux, Chinook Jargon, Bungi)	5	1%

Q.23: For respondents interested in becoming a Métis language carrier, how committed are you to becoming a speaker or carrier of one of our Métis languages?	Count	Percent of Data
Somewhat committed: will learn at a casual pace when I have the time.	482	57%
Committed: will seek out ways to learn and practice the language on a regular basis, based on what is accessible to me.	265	31%
Very committed: will seek out and enroll in a structured Métis language learning program and use the language in my daily life.	97	12%

Q.24: For respondents interested in becoming a Métis language carrier, how much time are you willing to put into becoming a speaker/carrier of a Métis language?	Count	Percent of Data
1 -5 hours a month (casual learning)	492	58%
10 – 20 hours a month (part-time learning)	303	36%
40 – 80+ hours a month (full-time/immersive learning)	49	6%

Q.25: For respondents interested in becoming a Métis language carrier/speaker, which of the following Métis language skills are you interested in learning? (Check all that apply)	Count	Checked Percent
Greetings and farewells	601	53%
Introducing myself	579	51%
Producing simple, everyday commands.	578	51%
Carrying on a simple conversation.	479	42%
Being able to understand most of what speakers are saying.	477	42%
Producing very simple sentences.	415	37%
Being able to teach the language to my children/family.	414	37%
Talking about my family and ancestry.	396	35%
Being able to make a short speech.	356	32%
Telling a story.	304	27%
Praying	258	23%
Being able to teach the language to others in my community.	222	20%
Being able to engage in extended conversations on most topics.	207	18%
Other (creating language resources for others, writing in the language, playing games, creating songs, identifying plants and animals, etc.)	17	2%

Q.26: Do you have access to Elders who are Métis language speakers and are able to support your language learning?	Count	Percent of Data
Yes	140	12%
No	988	88%

Q.27: Do you know Elders who speak Métis languages and/or youth who would be willing to team teach with a trained language teaching/learning facilitator?	Count	Percent of Data
Yes	56	5%
No	1072	95%

Q.28: If you are a speaker of a Métis language or a speaker learner, would you be willing to take a 'Teaching the Teachers' course?	Count	Percent of Data
Yes	95	8%
No/not applicable	787	70%
Unsure	246	22%

Q.29: What resources or initiatives do you think would be beneficial to the revitalization of Métis languages?	Checked Count	Checked Percent
Audio files, videos, other online resources	394	35%
Formal courses (online or in-person)	293	26%
Apps and social media	198	18%
Books, flashcards, and other print resources	143	13%
Cultural activities and language camps	128	11%
Storytelling and songs in the language	96	9%
Immersion groups (language pods, language tables, etc.)	79	7%
Language used in gatherings and social events	16	1%

Q.30: What resources would make you more enthusiastic to learn?	Checked Count	Checked Percent
Apps and digital/online resources	305	27%
Language circles, communities of practice, language pods, and cultural activities taught in the language	277	25%
Formal language courses (either online or in-person)	194	17%
Books and print resources	59	5%

Q.31: Does your local Métis community have the resources to support your learning needs?	Count	Percent of Data
Yes	77	7%
No	136	12%
Unsure	915	81%

Q.33: Which of the following tools are you using, or have you used in the past to learn Métis languages? Please check all that apply:	Checked Count	Checked Percent
Not applicable	487	43%
Word of the day/week	157	14%
Facebook, Instagram, TikTok, and/or Twitter	156	14%
YouTube or Vimeo	149	13%
Heritage Michif to Go App	145	13%
A dictionary, textbook, children's books, or other printed materials	143	13%
Gabriel Dumont Institute Michif lessons	127	11%
Learnmichif.com	104	9%
Community language classes	100	9%
Learning at home from family members	96	9%
Northern Michif to Go App	86	8%
Speaking with Elders or speakers	78	7%
Community cultural events	62	5%
Other (online resources, programs, courses, and apps not otherwise specified, workplace courses)	47	4%
TV	30	3%
Southern Michif for Beginners online course/Prairies to Woodlands self-paced online course)/Prairies to Woodlands' Transparent language course/app	27	2%
University or college classes	19	2%
Daily or weekly immersion program or Master Apprentice Program	16	1%
Language immersion camp	7	1%

Q.34: What is your preferred method of learning? Please check all that apply: - Selected Choice	Count	Checked Percent
Audio Files or Videos (YouTube, Vimeo, TV, community audio resources)	509	45%
Word of the day and/or word of the week	400	35%
Learning through participating in cultural activities, such as hunting, fishing, beading, jigging, cooking, etc.	373	33%
Language camps and/or weekend intensives (land-based, in-person, or online)	322	29%
Apps (e.g. Heritage Michif to Go, Northern, Prairies to Woodlands ILRC course app, Michif to Go, Gabriel Dumont Michif lesson)	318	28%
A dictionary, textbook, children's books, or other printed materials	287	25%
Speaking with Elders or speakers, learning at home with family, speaking at potluck events, etc.	284	25%
Playing games such as computer games, cards, dice, puzzles, board games, bingo, etc.	277	25%
Formal second or foreign language classes, community classes, or university/college classes	271	24%
LearnMichif.com, The Gabriel Dumont Institute, and/or the Louis Riel Institute's web resources	225	20%
Directed language circles and/or master apprentice programs	193	17%
Social Media - including Instagram, Facebook, Twitter, TikTok	180	16%
Michif Talking Dictionary Li livr di Moo aan Michif Prairies to Woodlands	152	13%
Southern Michif for Beginners online course/Prairies to Woodlands self-paced online course)/Prairies to Woodlands' Transparent language course	148	13%
Not applicable	156	14%
Workplace activities or employee classes	103	9%
Other (online courses not otherwise specified, all of the above)	8	1%

Q.35: Have you created any Métis language learning resources that you would be willing to share?	Count	Percent of Data
Yes	29	3%
No	1099	97%

Q.36: Do you have any recordings of Métis language speakers that you would be willing to share?	Count	Percent of Data
Yes	14	1%
No	1114	99%

Q.37: Have you created or are you currently working on any resources to assist with sharing the language (for example, creating audio or video recordings, podcasts, social media posts, websites, books, or other forms of written material, etc.)?	Count	Percent of Data
Yes	41	4%
No	1087	96%

Q.38: Are you currently sharing or teaching a Métis language? (E.g., speaking at home or in your community, organizing or leading a language circle, providing or facilitating community classes, etc.).	Count	Percent of Data
Yes	40	4%
No	1088	97%

Q.39: Would you be willing to attend training to help support Métis language initiatives or to become proficient in teaching a second language?	Count	Percent of Data
Yes	331	29%
No	302	27%
Unsure	495	44%

Q.40: What are ways that you can support the revitalization of Métis languages in our communities? Please check all that apply:	Count	Checked Percent
Become a language learner	586	52%
Help with administrative duties	274	24%
Become a learner teacher	151	13%
Coordinate meetings and language events	146	13%
Provide a space to learn	129	11%
Provide transportation	116	10%
Provide supplies/materials and develop resources	112	9%
Provide financial support	103	9%
Provide meals to learners and teachers	102	9%
Develop lesson plans	95	8%
Provide childcare	91	8%
Provide technological support	85	7%
Provide a blessing/prayer	79	7%
Provide teacher training for speakers	69	6%

Q.41: Would you be willing to support language learning in your home community, aside from assisting in a formal language learning program? (E.g., incorporating the language into your home life or community events, running language circles, etc.)	Count	Percent of Data
Yes	468	42%
No	660	59%

Q.42: For those who answered "yes" to Q.41, in what capacity could you assist in a formal language learning program?	Checked Count	Checked Percent of Respondents who Answered "yes" to Q.41)	Checked Percent (All Survey Respondents)
Assist teachers, offer administrative support, facilitation support, or curriculum development	120	38%	11%
Enroll as a student/learner	54	17%	5%
Teach	40	13%	4%
Technology/IT support	21	7%	2%
Offer a space to learn	12	4%	1%
Provide food or transportation for learners/teachers	6	2%	1%

Q.43: Would you be willing to assist in teaching or organizing a formal language learning program? (E.g., teaching, coordinating supplies or resources, training teachers, providing one-on-one support to the students, etc.).	Count	Percent of Data
Yes	316	28%
No	812	72%

Q.44: For those who answered yes to Q.43, in what capacity could you support language learning in your home community?	Checked Count	Checked Percent of Respondents who Answered "yes" to Q.43)	Checked Percent (All Survey Respondents)
Become a learner	149	32%	13%
Share the language with my family, friends, and coworkers/join a community of practice	94	20%	8%
Coordinating and facilitating events or	59	13%	5%
Be a speaker, teacher, or learner-teacher	25	5%	2%
Offering space to learn	20	4%	2%
Administrative support and promoting resources in your community	20	4%	2%
Creating or sourcing resources	11	2%	1%
Provide food or transportation for learners	5	1%	0.4%
Tech support	3	1%	0.3%

Q.45 Would you be willing to support language learning beyond your home community? (E.g., running regional language programs, creating online or print language resources, etc.)	Count	Percent of Data
Yes	238	21%
No	890	79%

Q.46: For those who answered yes to Q.45, in what capacity could you help support language learning beyond your home community?	Checked Count	Checked Percent of Respondents who Answered "yes" to Q.45)	Checked Percent (All Survey Respondents)
Administrative support	7	3%	1%
Providing food, transportation or space to	7	3%	1%
Organizing events in other communities/travelling and facilitating	39	16%	3%
Helping record and develop learning	31	13%	3%
Teach	15	6%	1%

Q.47: Are there any barriers that are preventing from you supporting language learning programs and initiatives in your home community and beyond? If yes, please explain:	Checked Count	Checked Percent
General time constraints or scheduling conflicts	286	25%
Lack of experience speaking the language, or working in language programs	149	13%
Health issues and accessibility concerns	129	11%
Work or school	127	11%
Family responsibilities	64	6%
Financial challenges	39	3%
Transportation challenges, or living in a rural/remote area	37	3%
Not connected to other Métis people in my local community	37	3%
Not enough resources or teachers available to me	30	3%
COVID-19 pandemic	25	2%
Lack of access to technology	7	1%

Q.48: Do you have any teaching experience?	Count	Percent of Data
Yes	421	37%
No	707	63%

Q.49: Do you have any second language teaching experience?	Count	Percent of Data
Yes	104	9%
No	1024	91%

Q.50: Would you be willing to attend training to support language initiatives or to learn how to teach a second language?	Count	Percent of Data
Yes	430	38%
No	698	62%

Q.51: If you are already helping with language learning in your community, what further supports do you need?	Checked Count	Checked Percent
Access to speakers, language carriers and Elders	24	2%
Assistance coordinating the program/administrative support	4	0.4%
Language learning resources and curriculum	18	2%
Space to learn	1	0.1%
Technology	3	0.3%
Training for teachers	7	1%
Transportation	4	0.4%
Financial support	21	2%

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