

Reclaiming our languages: a systematic review of Indigenous language revitalization
literature in support of ancestral language learners.

Annotated Bibliography

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Anderson, R. (2022). K'aaw Natash Wa Chímyanashma Shapáttawaxsha Ku
Sápsikw'asha Myánashma 'We Are the Parents Raising and Teaching Children': Raising
Yakama Babies and Language Together (Doctoral dissertation, University of Oregon).

Anderson investigates the choices, hopes, dreams, struggles, challenges, plans,
and teaching strategies of Yakama parents in their goal of rebuilding a
generation of first language Ichishkiin speakers with their babies and toddlers.
She explores both practical supports which parents would find helpful to support
daily language use, and existing community supports which nurture family
capacity for language learning. She finds that parents and caregivers do not
currently have the capacity to create immersion spaces in their homes, but that
they deeply wish for increased language programming and learning in their
childrens' schooling. She notes that parents mobilize their relationships with
speakers to increase their children's access to language, and that most have a
variety of learning materials in their home. Parents identify written supports and
songs/videos as most desired.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Families, School - Other

Alexie, O., Alexie, S., & Marlow, P. (2009). Creating space and defining roles: Elders and adult Yup'ik immersion. *Journal of American Indian Education*, 48(3), 1–18.

<https://www.jstor.org/stable/24398752>

Alexie et al. investigate how incorporating Elders into the Yup'ik Language Proficiency Program facilitates year-round, sustained learning and carves out a space for Yup'ik cultural norms within the university environment. They describe the nuances of working with Elders in a university space including relationship navigating and managing dual agendas of language revitalization and intergenerational cultural knowledge transmission. They consider the myriad of ways that including Elders in language programming can add depth, sustainability, and significance to language acquisition.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Public

Baker, B., & Germain, J. (2020). Narrative inquiry as praxis: Examining formative assessment practices in a nature-based Indigenous language classroom. In M. E. Poehner & O. Inbar-Lourie (Eds.), *Toward a reconceptualization of second language classroom assessment: Praxis and researcher-teacher partnership* (pp. 107–127).

Springer. https://doi.org/10.1007/978-3-030-35081-9_6

Baker (the researcher) and Germain (the Mi'gmaq immersion teacher) collaborate to investigate assessment in an Indigenous language immersion nature-based classroom and then consider how their findings relate to theory-practice connections. They offer specific and comprehensive examples of learning and assessment. In addition to modelling a nuanced researcher-teacher relationship, they also strongly support immersion, place-based programming, and culturally-relevant assessment as integral to language revitalization projects.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Tribal

Bell, L., & Marlow, P. E. (2009). Visibility, healing and resistance: Voices from the 2005 Dena'ina Language Institute. *Journal of American Indian Education*, 48(1), 1–18.

<https://www.jstor.org/stable/24398747>

Bell and Marlow explore the tensions between funding goals, community goals, and learner/participant goals in Indigenous language projects, especially in consideration of how the Dena'ina Language Institute's programming can better align with community needs. They consider how a program can be considered a success by its participants and a failure by its funders and note that informal teachings seem to be the most memorable aspects of programming for participants. They discuss core participant goals and outcomes, including fluency, community, culture, literacy, resistance, and healing/visibility.

UNESCO - severely endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Bourget, N. (2016). Case study: An evaluation of information and communication technology use in Upriver Halq'eméylem language programs. *Language Documentation & Conservation*, 10, 165-187. <http://hdl.handle.net/10125/24691>

Bourget explores how and if information and communications technology (ICT) can be effective as a part of language revitalization strategy by evaluating the use of ICT in the Upriver Halq'eméylem language community. She finds that to be effective, ICT needs to be intentionally integrated into language building activities in a way which aligns with specific learning targets. She notes that the process of creating materials can be a great way to learn, and that ICT is rarely used outside of immediate learning environments, such as in a specific classroom activity or when completing homework.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Other

Burnouf, L. (2018, May). *An introductory Cree Nîhiyawēwin course guide*. University of Victoria D-Space.
https://dspace.library.uvic.ca/bitstream/handle/1828/10014/Burnoff_Laura_MEd_2018.pdf?sequence=1&isAllowed=y

Burnouf examines her Cree teaching patterns to strengthen a Cree university course. She discusses the characteristics of adult learners in second language acquisition, the use of actions, movements, gestures, assessment, guest speakers, and group activities in classrooms for adults. She offers a

comprehensive Cree course guide for the post-secondary environment, including course outcomes and a 13-week plan.

UNESCO - endangered/unsafe, Geographic Region - North America, Student Type - Adults, School - Public

Cook, W. R. (2021). *Indigenous language revitalization: Connecting distant Cree language learners with Cree language speakers using video chat technology*. (Publication No. 29951641) [Masters Thesis, University of Regina]. ProQuest Dissertations & Theses Global.

<https://www.proquest.com/docview/2734697980/abstract/3B08A24B932644F0PQ/1>

Cook explores the use of video-chat to create a master-apprentice style immersion experience for Cree language learners and Cree language speakers. He aims to build connections across geographies between Cree people and to contribute in a great way to the creation of opportunities for Cree usage to grow. He champions the master-apprentice model as an opportunity for relationship development, identity-building, and robust language use. He offers recommendations for synchronous video-chat Indigenous language speaking practices and notes that the program created rich opportunities for spontaneous cultural knowledge transmission.

UNESCO - endangered/unsafe, Geographic Region - North America, Student Type - Adults, School - Other

Dann, B. J. (2023). *Growing our languages: An Indigenous language curriculum development guide for Shoshoni language teachers and other Indigenous language teachers & planners*. (Publication No. 30484644) [Masters Thesis, Idaho State University]. ProQuest Dissertations & Theses Global.
<https://www.proquest.com/dissertations-theses/growing-our-languages-indigenous-language/docview/2812309962/se-2?accountid=14789>

Dann's Shoshoni curriculum guide is written for Indigenous language workers engaged in revitalization, cultivation, and program development. The guide provides the resources the author wished to have had when starting her own work as a Shoshoni language teacher and offers an exhaustive model for curriculum development, including planning, goals, outcomes, methods, assessment, and considerations.

UNESCO - definitely endangered, Geographic Region - North America

DeCaire, O. R. (2023). *The role of adult immersion in Kanien'kéha revitalization* (Doctoral dissertation, University of Hawai'i at Hilo).

DeCaire highlights and contributes to the growing literature on adult Indigenous language immersion, demonstrating its ongoing and critical importance. He discusses Kanien'keha revitalization and how community resources can be best used for developing and improving adult immersion programs. He considers the successes, challenges, and lessons learned from various Kanien'keha adult immersion programs. He also offers a comprehensive second-year Kanien'keha adult immersion curriculum complete with units and lesson plans.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Dupris, J. (2019). Maqlaqsyalank hemyeega: Goals and expectations of Klamath-Modoc revitalization. *Language Documentation and Conservation*, 13, 155.

<https://scholarspace.manoa.hawaii.edu/items/8638c541-a30f-4cd6-8a7b-b13bba7eb64b>

Dupris comments on the field of language revitalization, introduces the Klamath Tribes, provides a history of maqlaqsyals language documentation, describes language workshop creation/implementation, and shares feedback that he hopes others can implement in their language work. He explains how a workshop curriculum may be developed, as well how decision-making may be managed with various stakeholders including linguists, community members, and tribal leadership. He offers replicable lessons which could be adapted for other Indigenous languages, and a detailed discussion outlining the context of Klamath-Modoc and the pedagogical value of the activities.

UNESCO - not in use, Geographic Region - North America, Student Type - Adults, School - Other

Engman, M. M. (2021). A worksheet, a whiteboard, a teacher-learner: Leveraging materials and colonial language frames for multimodal indigenous language learning. *Classroom Discourse*, 12(1–2), 75–100.

<https://doi.org/10.1080/19463014.2020.1856696>

Engman explores the relationships between teacher-learners, multilingualism, classroom materials, and print literacy in an Ojibwe kindergarden class in the Great Lakes Region. She is especially interested in how English can be used to cultivate Ojibwe literacy in an English-majority environment. She comments on the challenges of providing high quality immersive language education within an English-majority classroom given a lack of time for planning, scheduling constraints, and the presence of other instructional staff. She learns that using English may allow students to experiment across languages, and that the presence of an Indigenous language in a classroom, no matter how ineffectual in promoting proficiency, disrupts colonial education norms.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Tribal

Fujita-Round, S. (2023). Language revitalization and the classroom: Video workshops at an elementary school in Miyakojima. *Languages*, 8(1), 4.

<https://doi.org/10.3390/languages8010004>

Fujita-Round studies Miyakoan language revitalization in public elementary schools in Japan. She explores which teaching methods are most effective and how school children feel about learning their ancestral language. She describes an arts-based word activity where students work in groups to create movies. She reinforces the necessity of the classroom as a safe and comfortable space, highlighting that group work and instructor support are more useful than criticism.

UNESCO - severely endangered, Geographic Region - Pacific, Student Type - Children, School - Public

Gordon, C. J. (2009). *Anishinaabemowin pane: A qualitative exploratory case study of an indigenous language immersion revitalization program*. (Publication No. 3360094) [Doctoral Dissertation, Capella University]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/publiccontent/dissertations-theses/anishinaabemowin-pane-qualitative-exploratory/docview/305164171/sem-2?accountid=14789>

Gordon explores the nuanced relationship between adult Indigenous language immersion curriculum goals and outcomes, and learner goals and objectives. In his dissertation, he considers adult learning theories, immersion models of reclamation, program evaluation, and curriculum development. He finds that learners in an Anishinaabemowin adult Indigenous immersion language program at a tribal community college attend the program to restart intergenerational language transmission, become fluent speakers, increase their sense of identity, and to heal. He also finds a misalignment between program goals and learner goals, and advocates for increased attention to learner motivations during curriculum development. He calls for the integration of high-quality assessment in adult immersion programs.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Haegele, K. M., McComas, J. J., Dixon, M., & Burns, M. K. (2011). Using a stimulus equivalence paradigm to teach numerals, English words, and Native American words to

preschool-age children. *Journal of Behavioral Education*, 20(4), 283–296.

<https://doi.org/10.1007/s10864-011-9134-9>

Haegele et al. study whether teaching conditional discriminations to a group of pre-Kindergarden students in public school can result in stimulus equivalence among numbers, corresponding English words, and corresponding Ojibwe or Dakota words. They learn that match-to-sample training on a computer is quite effective at promoting language acquisition and prompting students to build connections between visual input, English words, and Ojibwe or Dakota words. They find that using match-to-sample training led to students massively outperforming their peers, who did not receive the training.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Public

Hauff, T. R. (2019). *Lakǰótiyapi kiŋ unǵlúkinipi (We revitalize our Lakota Language): Native language revitalization at Standing Rock*. (Publication No. 13899626) [Doctoral Dissertation, University of California, Berkeley]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/dissertations-theses/lakǰótiyapi-kiŋ-unǵlúkinipi-we-revitalize-our/docview/2595145926/se-2?accountid=14789>

Hauff examines efforts to revitalize Lakota on the Standing Rock Indian Reservation. She explores grassroots, community language revitalization processes and hopes to contribute to the work of those engaging directly with Indigenous languages. She investigates both school-centric programs for children, immersion programs, and adult-focused instruction. She considers the

differences between performing language and speaking language, and notes that a lack of quality assessment is an issue of lack of resources. She advocates for increased funding to support immersion teachers and to appropriately compensate Elders in classrooms.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, Student Type - Adults, School - Tribal

Hauff, T., Walker, N., & Bannister, E. (2024). Turning a corner in language revitalization: Sitting Bull College's Lakota language capacity building initiative. *Tribal College*, 35(3), 60–64. <https://tribalcollegejournal.org/turning-a-corner-in-language-revitalization-sitting-bull-colleges-lakota-language-capacity-building-initiative/>

Hauff et al. describe the community impacts, creation, successes, and lessons learned through Sitting Bull College's language revitalization program: Lakota Language Capacity Building Initiative. They hope to share what they have learned in their revitalization work with other Indigenous communities who wish to implement similar programs. They explain how including elder speakers can facilitate the re-creation of a speech community, and how various assessments, especially videos, can be used to help student self-awareness as well as program evaluation. They also call for increased scholarship about the successes and failures of tribal school language revitalization projects, and note the need for sustainable, long-term funding.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Hermes, M., Bang, M., & Marin, A. (2012). Designing Indigenous language revitalization. *Harvard Educational Review*, 82(3), 381–402.

<https://doi.org/10.17763/haer.82.3.q8117w861241871j>

Hermes et al. explore how the creation of the Ojibwemodaa! language learning software became a process of language learning and sharing in it of itself, with community members building relationships and mobilizing to reclaim the liveliness of their language. They also discuss Ojibwe movie-making workshops, and how they contribute to an Ojibwe language strategy. They theorize about Indigenous knowledge production, materials creation, immersion schooling, ceremonial and relational epistemology, relationality, and reciprocity.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Other

Hermes, M., & King, K. A. (2013). Ojibwe language revitalization, multimedia technology, and family language learning. *Language Learning & Technology*, 17(1), 125-144.

<http://hdl.handle.net/10125/24513>

Hermes and King investigate how technology may be useful to Indigenous language learning among children and families in informal settings. They study patterns of Ojibwemodaa, a language learning software, and language use. They find that Ojibwemodaa could be fit into established routines and dynamics in the home, but that it did not impact language use patterns in the children

involved. They also find that engagement increases when activities can be framed as a game or competition, especially among family members.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Families, School - Other

Holden, J. (2020). Indigenous universities and language reclamation: Lessons in balancing linguistics, L2 teaching, and language frameworks from Blue Quills University. *Language Documentation and Conservation*, 20SI, 20-37.

Holden provides a history of Blue Quills University, the only fully independent First Nations university in Canada, and explores L2 methods and learner motivations in the Cree and Dene language programs. He discusses the implementation of lands-based education and the indigenization of linguistics at Blue Quills. He offers insight into how schools can meet learner motivations, challenges faced by Blue Quills, translation structures, and future directions.

UNESCO - endangered/unsafe, UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Jacob, M. M., Beavert, V. R., Anderson, R., Sabzalian, L., & Jansen, J. (2019). Átaw Iwá Ichishkíin Sínwit: The importance of Ichishkíin language in advancing Indigenous feminist education. *Feminist Studies*, 45(2–3), 290–311.

<https://doi.org/10.15767/feministstudies.45.2-3.0290>

Jacob et al. discuss how Indigenous language education furthers Indigenous feminist education, supports community goals, and builds sovereignty. They aim to create radical Indigenous feminist political education and practice and contribute to a decolonizing agenda through language instruction. They maintain that Ichishkiin education at the University of Oregon halts linguistic genocide, reclaims traditional Indigenous ecological knowledge, and transforms western education systems to better serve all students. They also find that teaching Ichishkiin through storytelling and legends is highly effective and that western post-secondary spaces can be co-opted to support Indigenous nation-building and self-determination by engaging in robust revitalization programs.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, School - Public

Johnson, M. K. (2012). kwu_sqwa?qwa?alx (We begin to speak): Our journey within Nsyilxcn (Okanagan) language revitalization. *Canadian Journal of Native Education*, 35(1), 79–97. <https://www.proquest.com/scholarly-journals/kwu-sqwa-qwa-alx-we-begin-speak-our-journey/docview/1430172502/se-2?accountid=14789>

Johnson chronicles their personal language learning journey to share tips, lessons, and insights learned along the way with others engaged in Indigenous language learning or reclamation. They discuss the roles and responsibilities of adult language learners in Indigenous language revitalization and the integral nature of confidence and community-building. They also note the importance of creating networks of speakers and how the roles of learner and teacher can become interchangeable among adult learners. They maintain that a small

number of committed individuals can make a big difference in language revitalization.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Johnson, M. K. (2016). Ax toowú át wudikeen, my spirit soars: Tlingit direct acquisition and co-learning pilot project. *Language Documentation and Conservation*, 10, 306-336.

Johnson provides a detailed description of how a well-defined initial language strategy can be developed to kick-off community language revitalization. They describe the direct-acquisition teaching model, cohort-style learning, curriculum development, and a Tlingit pilot project. Johnson raises up community language educators by providing concrete, evidence-based strategies for developing grassroots Indigenous language programs. They explain how to adapt a Nsyilxcn curriculum to Tlingit (unrelated languages), and how to create an immersion environment when teachers and learners start with very low language capacity.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Johnson, S. M. K. (2017a). Breathing life into new speakers: Nsyilxcn and Tlingit sequenced curriculum, direct acquisition, and assessments. *Canadian Modern Language Review*, 73(2), 109–132. <https://doi.org/10.3138/cmlr.3549>

Johnson addresses the publishing gap between community language education and the field of Indigenous language revitalization by sharing a path to proficiency involving consistent assessment, sequenced curriculum, and anecdotal reporting. They discuss how to create and then use a sequenced curriculum to allow learners to achieve concrete skill progression and create an immersion environment. They also discuss developing modes of assessment for beginner, intermediate, and advanced learners, especially relating to the use of film/video.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Johnson, S. M. K. (2017b). Syilx Language House: How and why we are delivering 2,000 decolonizing hours in Nsyilxcn. *The Canadian Modern Language Review*, 73(4), 509–537. <https://doi.org/10.3138/cmlr.4040>

Johnson speaks directly to those actively engaged in language revitalization and offers what they have learned through the development and work of the Syilx Language House, a Nsyilxcn immersion strategy. They model the use of a sequenced curriculum and the creation of an immersion space where teachers and learners all start with low language skills. They provide concrete methods of increasing learner feelings of safety and comfort and intentionally creating cheerful/happy/positive activities. They note the necessity of implementing evidence-based teaching approaches and offer encouragement for community language educators and learners.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, School - Tribal

Kahakalau, K. (2017). Developing an Indigenous proficiency scale. *Cogent Education*, 4(1), 1377508. <https://doi.org/10.1080/2331186X.2017.1377508>

Kahakalau presents ANA ‘ŌLELO, a Hawaiian language proficiency scale developed by and for Hawaiians, to share insights and process pathways with other Indigenous communities. She offers a robust discussion of assessment in the Indigenous context, how Indigenous assessments can be developed, and why it is crucial that communities lead their own assessment practices. In sharing the Hawaiian proficiency scale, she also reveals the goals and outcomes of the Hawaiian revitalization strategy in an accessible and imitable way.

UNESCO - severely endangered, Geographic Region - Pacific

Kennedy, D. A. D. (2022). Nahkawewin revitalization: A mini language nest created with hope and determination. *In Education*, 27(2), 3–18. <https://doi.org/10.37119/ojs2022.v27i2b.619>

Kennedy shares the successes, challenges, and impacts of creating a mini Nahkawewin language nest in her home with her children. She explores how Student Type - Families can restart intergenerational teaching and learning through intentional practices and creative teaching strategies. She reckons with the challenge of creating an immersion space in an English-majority society, and considers the emotional responsibilities associated with Indigenous language

revitalization. She also details how games, labels, repetition, and even pets can become active aspects of a reclamation strategy.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Families, School - Other

Lea, B., Turpin, M., & Liddle Perrurle, J. (2024). Melding language and image: Kaytetye Indigemoji as a language learning project. *Innovation in Language Learning and Teaching*, 1–17. <https://doi.org/10.1080/17501229.2024.2320669>

Lea et al. report on creating Kaytetye, an Indigenous emoji app, as a community resource development project, demonstrate how app creation can act as a forum for language teaching/learning, and consider how digital images relate to Indigenous language learning. They strongly support the need for Indigenous people to play an integral role in language learning materials creation and show how collaborative community projects facilitate language learning. They explicitly address the gap that often exists between the development of an online/digital tool and the purpose it serves post-development.

UNESCO - definitely endangered, Geographic Region - Pacific, Student Type - Adults, School - Other

McCue, D. (2015, February 4). Skwomesh language revitalized by First Nation youth through DIY immersion. *CBC News*. <https://www.cbc.ca/news/indigenous/skwomesh-language-revitalized-by-first-nation-youth-through-diy-immersion-1.2940513>

This CBC article describes a Language House created by three First Nation youth, their goals and hopes for the future, as well as how they are carving out their own Skwkw̓ xw̓x̓ ú7mesh sníchim immersion space. McCue reports on the urgency, resiliency, and hope involved in Indigenous language revitalization efforts.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, School - Other

McGregor, H. E. (2017). *Entangled resurgence: Investigating “Reconciliation” and the politics of language revitalization in the Oneida Nation of the Thames*. (Publication No. 29245097) [Master’s Thesis, The University of Western Ontario]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/dissertations-theses/entangled-resurgence-investigating-reconciliation/docview/2717674988/se-2?accountid=14789>

McGregor examines the tensions that exist between Oneida language revitalization and broader Canadian reconciliation efforts and demonstrates how resurgence can be effective framework for renegotiating Indigenous-settler colonial relationships in language work. Through discussion of a university-community partnership and a community-based revitalization program at the Oneida Nation of the Thames, she details how language revitalization efforts can build critical connections and community. She describes the sustained commitment of Oneida language learners and how community efforts support learning through repetition. She calls on settlers to engage in resurgence politics and follow the lead of Indigenous communities.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, School - Tribal, School - Public

McInnes, B. (2017). The Enweyang Program: Indigenous language nest as lab school. *Journal of American Indian Education*, 56(1), 105–120.

<https://doi.org/10.5749/jamerindieduc.56.1.0105>

McInnes describes the successes, challenges, and best practices gleaned from the development and operation of the Enweyang Language Nest, an Ojibwemowin immersion preschool at the University of Minnesota Duluth. He offers itemized best practices for the creation of a language nest, including discussion of how a university-community partnership can foster rich connections between Indigenous families, Indigenous children, and undergraduate students. He also explores the interconnected nature of language revitalization and cultural knowledge and ways of being.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, Student Type - Families, School - Public

Molinari, K. E. (2018). *“Hey, there’s wi-fi at this camp!”: Remediating materiality, language learning, and digital identity within the Apsaalooke language app*. [Doctoral Dissertation, University of Oklahoma]. <https://shareok.org/items/0679156a-a41a-4aa6-95f9-35d86385297a>

Molinari explores how the Apsaalooke Language App, from conception and beyond release, engages with language revitalization, community expressions of

educational sovereignty, material culture digital returns, and shared memories. She reaffirms that Indigenous language revitalization is deeply interconnected with the transmission of cultural knowledges, and that interactive features and pleasing colour choices are important to promote community engagement. She describes how the Crow tribe is using the language app to connect young people, the most frequent users of new technology, and Elders who share their knowledge and voices in app development. She shares that community members are most excited about pronunciation exercises as they feature audio from community members they know, and increase confidence around speaking.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Adults, Student Type - Families, Student Type - Children, School - Other

Moore, D., & Macdonald, M. (2013). Language and literacy development in a Canadian native community: Halq'eméylem revitalization in a Stó:lō head start program in British Columbia. *The Modern Language Journal*, 97(3), 702–719.

<https://doi.org/10.1111/j.1540-4781.2013.12028.x>

Moore and MacDonald invite readers to explore how sociopolitical climates of professionalism, family relations, and government regulation of childcare centres affect language revitalization as a whole, and in consideration of Halq'eméylem Revitalization in a Stó:lō Head Start Program in British Columbia. They study how language revitalization happens in a program where Indigenous teachers of the language are not fluent themselves. They describe how to develop the language skills of parents in a program for parents and their children, in order to build parental capacity to share the language at home. They also describe how

embedding culturally relevant tools, such as a seasonal activity chart, can ground language activities year-round.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Families, School - Public

Morcom, L. A. (2021). "Wiinge chi-baapinizi geniin ode: It really makes my heart laugh": Language, culture, identity, and urban language revitalization. *WINHEC: International Journal of Indigenous Education Scholarship*, 1, 180-209.

<https://doi.org/10.18357/wj1202120286>

Morcom examines grassroots urban Indigenous language revitalization in Canada. She explores the language needs of urban Indigenous people at the Kingston Indigenous Language Nest (KILN). She describes the importance of centering teaching approaches to be non-threatening and multi-generational, and that learners at KILN consider language and culture to be inextricably related. She also discusses the creation of new domains of language use, community, and identity.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Families, Student Type - Adults, School - Other

Morcom, L. A., & Roy, S. (2019). Is early immersion effective for Aboriginal language acquisition? A case study from an Anishinaabemowin kindergarten. *International Journal of Bilingual Education and Bilingualism*, 22(5), 551–563.

<https://doi.org/10.1080/13670050.2017.1281217>

Morcom and Roy explore Indigenous language immersion in Canada and evaluate fluency, academic development, and pride in kindergardners at Mnidoo Mnising Anishinabek Kinoomaage Gaming (MMAK) Anishinaabemowin immersion school. They provide an overview of the enrichment immersion method, as well as the MMAK school development. They argue for continued funding for immersion programing, especially in consideration of its evidenced effectiveness.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Tribal

Nee, J. (2020). Creating books for use in language revitalization classrooms: Considerations and outcomes. *L2 Journal*, 12(1), 39–52.

<https://doi.org/10.5070/L20042838>

Nee considers the development, implementation, and consequences of using three different types of storybooks in a Teotitlan del Valle Zapotec language camp for 5-12 year-olds. She demonstrates how the collaborative creation of a storybook by students creates a culturally relevant teaching aid and inspires students to engage with the language on their own. She also models how to pair classroom instruction and supported interactions with community members in public spaces.

UNESCO - definitely endangered, Geographic Region - South America, Student Type - Children, School - Other

Olthuis, M.-L., Trosterud, T., Sarivaara, E. K., Morottaja, P., & Niskanen, E. (2021). Strengthening the literacy of an Indigenous language community: Methodological implications of the project Čyeti čäled anarâškielân, 'One Hundred Writers for Aanaar Saami.' In P. K. Virtanen, P. Keskitalo, & T. Olsen (Eds.), *Indigenous Research Methodologies in Sámi and Global Contexts* (pp. 175–200). Brill.

<http://www.jstor.org/stable/10.1163/j.ctv1v7zbk4.12>

Olthuis et al. present an approach to furthering Aanaar Saami language revitalization through literacy skill development. They discuss writing literacy as it pertains to reclamation contexts and explore how Saami people already write in their language, digitally and on-paper. They consider community magazines, scientific writing, and writing and labour. They note that language revitalization projects should ideally build off of existing community structures, especially those which engage most/all community members.

UNESCO - definitely endangered, Geographic Region - Nordic, Student Type - Adults, School - Other

Peter, L., & Hirata-Edds, T. E. (2006). Using assessment to inform instruction in Cherokee language revitalisation. *International Journal of Bilingual Education and Bilingualism*, 9(5), 643–658. <https://doi.org/10.2167/beb385.0>

Peter and Hirata-Edds describe the positive backwash effects of using the Cherokee Preschool Immersion Language Assessment (C-PILA) on teacher practices at the Cherokee Immersion Preschool. They offer a model of how

assessment can be as much for learning as of learning and how assessment, especially in language revitalization projects, can be a pedagogical tool not a determination of program success or failure. They describe the C-PILA, its results, and detail how feedback from assessments can be successfully integrated into professional development.

UNESCO - endangered/unsafe, Geographic Region - North America, Student Type - Children, School - Tribal

Peter, L., Hirata-Edds, T., Feeling, D., Kirk, W., & Duncan, P. T. (2017). The Cherokee Nation Immersion School as a translanguaging space. *Journal of American Indian Education*, 56(1), 5–31. <https://doi.org/10.1353/jaie.2017.a798920>

Peter et al. explore how Tsalagi Dideloquasdi students navigate Cherokee language revitalization, language interactions, and community spaces. They find that immersion education produces students who are robust translanguagers by the time they reach fifth and sixth grades. They also note that the success of students is in many ways dependent on the support they receive outside of the classroom and the engagement level of their parents.

UNESCO - endangered/unsafe, Geographic Region - North America, Student Type - Children, School - Tribal

Ramírez, G., EIMiligi, H., Walton, P., & Billy, C. (2018). Revitalization of an Indigenous language: Which is better the teacher or the app? *International Conference on E-*

Learning, 344-350, XVII.

<https://www.proquest.com/docview/2081757033/abstract/B53EAC4CCDAE4F67PQ/1>

Ramirez et al. investigate whether or not digital technology can be effective in teaching Indigenous languages. They evaluate students in a Secwepemctsin classroom and students taught using two digital games created for the study. They find that teacher-taught students learn more and continue to grow their vocabulary between sessions, while the digital-based students stagnate, suggesting that digital technology can supplement teacher-taught classes, but should not replace them.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Public

Riesterberg, K. J. (2020). Supporting rich and meaningful interaction in language teaching for revitalization: Lessons from Macuiltianguis Zapotec. *Language Documentation and Conservation*, 20SI.

Riesterberg explores how Indigenous language teachers can facilitate rich and meaningful interactions in their teaching, while maximizing on limited time, resources, and access to proficient speakers. She models the successful incorporation of Communicative language teaching (CLT) in a Macuiltianguis Zapotec revitalization classroom and discusses how CLT can be uniquely suitable for Indigenous language reclamation. She also offers strategies that teachers can use in small, informal language revitalization programs to increase oral proficiency and speaking capacity.

UNESCO - endangered/unsafe, Geographic Region - South America, Student Type - Children, School - Other

Shepard, M. (2012). *Students' perspectives on Navajo language and learning: Voices of the students*. (Publication No. 3503423) [Doctoral Dissertation, Arizona State University]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/dissertations-theses/students-perspectives-on-navajo-language-learning/docview/1009735456/se-2?accountid=14789>

Shepard draws on student voices to determine what methods of teaching are preferred in Navajo heritage language classes, and to consider how heritage language classes affect youth engagement with both their culture and western education. She notes that students express a desire for higher quality language instruction, and that they would like the opportunity to participate in more language and culture-based activities, including immersion. She identifies that all students involved value the Dine language.

UNESCO - potentially vulnerable, Geographic Region - North America, Student Type - Children, School - Public, School - Tribal

Tangaere, A. R., & McNaughton, S. (2003). From preschool to home: Processes of generalisation in language acquisition from an Indigenous language recovery programme. *International Journal of Early Years Education*, 2(1), 23–40. <https://doi.org/10.1080/09669760.2003.10807104>

Tangaere and McNaughton study how children bring Maori home from the Te Kohanga Reo language nest, and what factors at home facilitate the transfer of knowledge. They also investigate how generalization happens between a language nest and the home environment. They learn that Waiata (socialization songs), which are learned at school through routines of demonstration and imitation embedded in group performances, are a major way that knowledge transfer may happen between school and home. They also recognize that language transfer can be supported by already existing activity structures at homes that match school structures. For example if singing is valued at home, then the language skills learned through song at school can be easily transferred to the home environment.

UNESCO - definitely endangered, Geographic Region - Pacific, Student Type - Children, Student Type - Families, School - Tribal

Te Huia, A. (2015). Exploring goals and motivations of Māori heritage language learners. *Studies in Second Language Learning and Teaching*, 5(4), 609–635.
<https://doi.org/10.14746/ssllt.22015.5.4.5>

Te Huia investigates the goals and motivations of Maori language learners in post-secondary education in New Zealand. She indicates that Maori learners are concerned with learning Maori to gain greater access to cultural belonging and understanding, to fulfill their parental and/or leadership responsibilities as Maori people, and to master fluency. She explores language-specific motivation and relational motivation for advanced speakers. She advocates for Indigenous

people to learn their heritage languages to increase their own connections to their community and identity.

UNESCO - definitely endangered, Geographic Region - Pacific, Student Type - Adults, School - Public

Tulloch, S., Kusugak, A., Chenier, C., Pilakapsi, Q., Uluqsi, G., & Walton, F. (2017). Transformational bilingual learning: Re-engaging marginalized learners through language, culture, community, and identity. *Canadian Modern Language Review*, 73(4), 438–462. <https://doi.org/10.3138/cmlr.4052>

Tulloch et al. develop and test a program for Inuit women to develop their language skills along with practical and culture-based skills in a community-developed environment, by combining sewing, literacy, and personal wellbeing. They explore how the combination of language learning and cultural revitalization (sewing) can lead to improved sense of self and personal healing, in an environment where learners already have language skills and some literacy. They offer ways in which learners can gain confidence and discuss the presence of Elders in revitalization programming.

UNESCO - endangered/unsafe, Geographic Region - North America, Student Type - Adults, School - Other

Tulloch, S., Moore, S., Lane, J., Townley, S., Dicker, J., Boase, D., & Adams, E. (2022). Community-anchored assessment of Indigenous Second Language learning in K-12

schools. *Frontiers in Education*, 7, Article no. 733047.

<https://doi.org/10.3389/feduc.2022.733047>

Tulloch et al. discuss the results of the Nunatsiavut K-12 Inuktitut Evaluation, and specifically explore the necessity of grounding Indigenous language learning and assessment in family and community. They consider Indigenous language assessment options, and highlight the necessity of aligning programming goals with community goals. They note that having explicit, targeted outcomes are a next step for their K-12 program, and that even in public schools, families and communities must be a fixture in language learning.

UNESCO - endangered/unsafe, Geographic Region - North America, Student Type - Children, School - Public

Twitchell, X. L. (2018). *Haa Dachxánx'i Sáani Kagéiyi Yís: Haa Yoo X'atángi Kei Naltseen. For our little grandchildren: Language revitalization among the Tlingit.* (Publication No. 13419663) [Doctoral Dissertation, University of Hawai'i]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/dissertations-theses/haa-dachxánx-i-sáani-kagéiyi-yís-yoo-xatángi-kei/docview/2210922203/se-2?accountid=14789>

Twitchell explores Tlingit language loss and revitalization, culminating in a presentation of a 30-year plan for Tlingit reclamation. He advocates for increased attention towards adult immersion learners, the creation of safe acquisition environments, community and personal healing, and action planning. He considers the interrelated nature of goal-setting, assessment, and celebration,

and notes that all three are critical to a strong immersion program. He calls for love and care in all language revitalization work.

UNESCO - critically endangered, Geographic Region - North America, Student Type - Adults, Student Type - Children, Student Type - Families, School - Tribal, School - Public, School - Other

Usborne, E., Peck, J., Smith, D.-L., & Taylor, D. M. (2011). Learning through an Aboriginal language: The impact on students' English and Aboriginal language skills. *Canadian Journal of Education*, 34(4), 200-215.

<https://www.jstor.org/stable/canajeducrevucan.34.4.200>

Usborne et al. explore how learning through an Indigenous language impacts student language skills in English and in the Indigenous language, by contrasting a Mi'kmaq immersion program with a Mi'kmaq as a second language program in a Nova Scotian public school. They provide an example of how community-anchored assessment-based longitudinal research can serve the language needs of an Indigenous community and they find that Indigenous immersion language programs can actually correlate to higher language skill development in both the Indigenous language and English.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Public

Vagner, I. A. (2014). *Language revitalization on the web: Technologies and ideologies among the Northern Arapaho*. (Publication No. 1558776) [Master's Thesis, University of

Colorado, Boulder]. ProQuest Dissertations & Theses Global.

<https://www.proquest.com/dissertations-theses/language-revitalization-on-web-technologies/docview/1554339764/se-2?accountid=14789>

Vagner explores the effects of language ideologies on language revitalization, especially the revision of language ideologies and the development of web resources. She considers Arapaho instruction and how the improvement of Arapaho website materials may produce new language ideologies. She notes that language ideologies, including that learning words in isolation is sufficient, act as an obstacle to Arapaho language revitalization. She presents digital materials as a way to circumvent this obstacle, but indicates that teachers are more likely to use language websites, while learners are more likely to use social media. She advocates for the use of computer-assisted learning as a supplement to in-person education focused on high quality immersion.

UNESCO - severely endangered, Geographic Region - North America, Student Type - Children, Student Type - Adults, School - Tribal, School - Public, School - Other

Vallejo, J. M. (2019). Revitalising language through music: A case study of music and culturally grounded pedagogy in two Kanien'ke:ha (Mohawk) language immersion programmes. *Ethnomusicology Forum*, 28(1), 89–117.

<https://doi.org/10.1080/17411912.2019.1641124>

Vallejo aims to generate discussion on how music can be incorporated into every subject in an Indigenous language immersion classroom, and to show that music

and language should be equally considered as revitalization priorities. She details how Kanien'ke:ha communities are already incorporating music into immersion spaces, and how the use of music enhances language learning by offering synergistic effects on language and cultural reclamation. She argues for increased use of music in language revitalization projects, especially immersion classrooms.

UNESCO - definitely endangered, Geographic Region - North America, Student Type - Children, School - Tribal

Wiley-Camacho, G., Hillaire, G., Buttmer, C. J., & Colwell, R. (2022). Remote language revitalisation efforts during COVID-19. *Technology, Pedagogy and Education*, 31(3), 331–345. <https://doi.org/10.1080/1475939X.2022.2077819>

Wiley-Camacho et al. investigate how digital learning tools, such as videoconferencing and flipped classrooms, can be best leveraged to support teachers engaged in language revitalization in tribal elementary schools. They find that at the Salish School of Spokane, video conferencing and flipped classrooms can both prompt community-building, intergenerational transmission/connections, and comprehension as students work on understanding class content without traditional in-class supports. They report that the flipped classroom structure can lead to improved pronunciation; however, both the flipped classroom and use of video conferencing decrease unprompted language use.

UNESCO - critically endangered, Geographic Region - North America, Student
Type - Children, School - Tribal