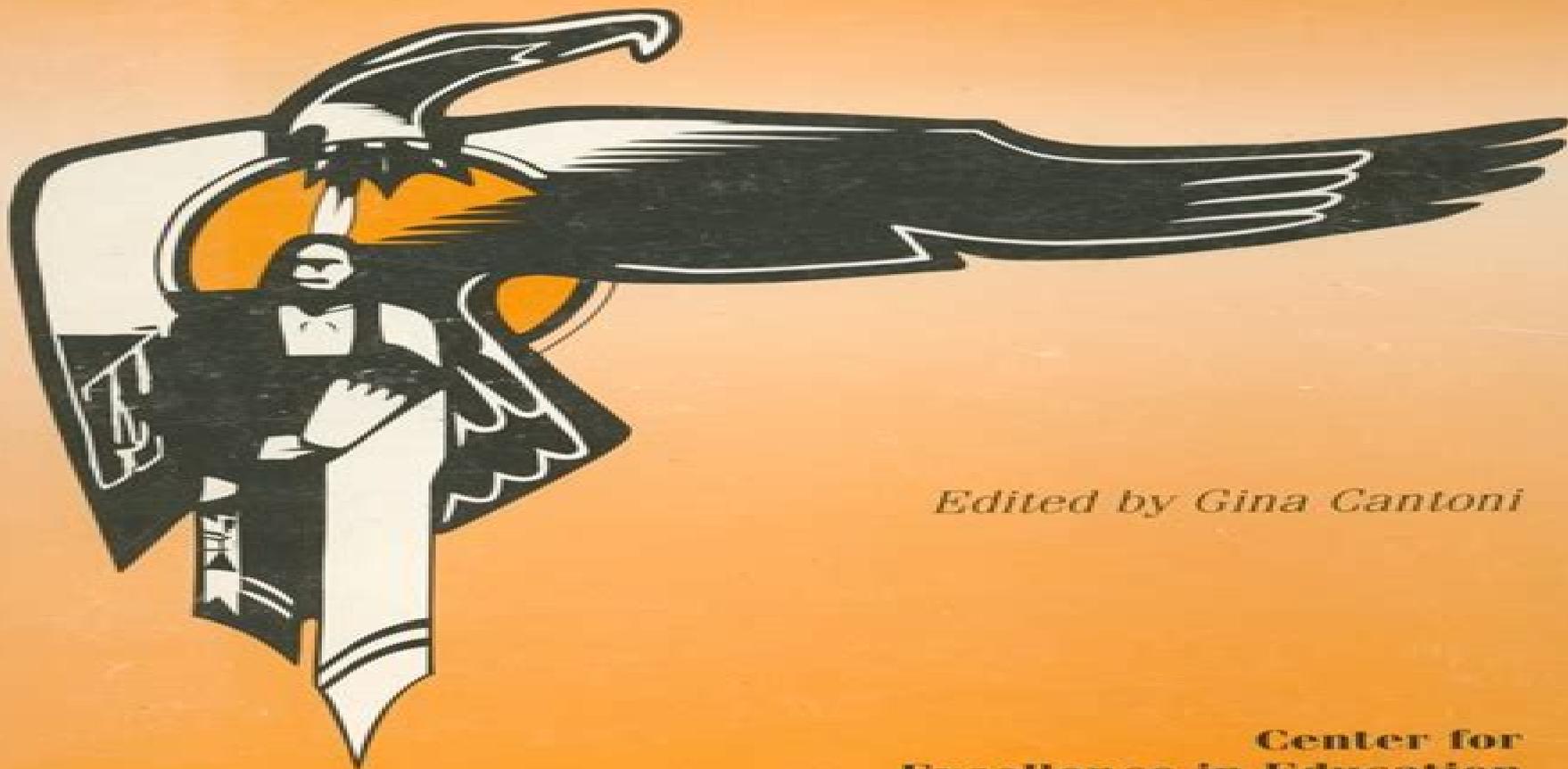


Stabilizing Indigenous Languages



Edited by Gina Cantoni

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Stabilizing Indigenous Languages

Gina Cantoni-Harvey



Stabilizing Indigenous Languages:

Stabilizing Indigenous Languages Northern Arizona University. Center for Excellence in Education, 1996 Stabilizing indigenous languages is the proceedings of two symposia held in November 1994 and May 1995 at Northern Arizona University These conferences brought together language activists tribal educators and experts on linguistics language renewal and language teaching to discuss policy changes educational reforms and community initiatives to stabilize and revitalize American Indian and Alaska Native languages Stabilizing indigenous languages includes a survey of the historical current and projected status of indigenous languages in the United States as well as extensive information on the roles of families communities and schools in promoting their use and maintenance It includes descriptions of successful native language programs and papers by leaders in the field of indigenous language study including Joshua Fishman and Michael Krauss *Stabilizing Indigenous Languages*, 1995 *Stabilizing Indigenous Languages* Gina Cantoni-Harvey, 2012

Nurturing Native Languages Jon Allan Reyhner, 2003 Collection of 14 essays on indigenous language revitalization *Stabilizing indigenous languages* Gina Cantoni, 1996 *Languages in Life*, 2009 *Revitalizing Indigenous Languages* Jon Allan Reyhner, 1999 A collection of papers presented at the Fifth Annual Stabilizing Indigenous Languages Symposium These papers discuss opportunities and obstacles faced by language revitalization efforts programs and models for promoting indigenous languages the role of writing in indigenous language renewal and how new technology is being used to compile indigenous language dictionaries publish indigenous language materials and link together dispersed indigenous language communities *Teaching Indigenous Languages* Jon Allan Reyhner, 1997 Teaching Indigenous Languages is a selection of papers presented at the Fourth Annual Stabilizing Indigenous Languages Symposium Sharing Effective Language Renewal Practices held at Northern Arizona University in Flagstaff Arizona on May 1 2 and 3 1997 This conference brought together nearly three hundred indigenous language experts teachers and community activists to share information on how indigenous languages can best be taught at home and at school The twenty five papers collected here represent the experiences and thoughts of indigenous language activists who are working in the United States Canada New Zealand and Mexico The papers are grouped under six categories tribal and school roles teaching students teacher education curriculum and materials development language attitudes and promotion and a summing up of thoughts about maintaining and renewing indigenous languages Back cover *Indigenous Languages Across the Community* Barbara Burnaby, Jon Allan Reyhner, 2002 Conference papers examine efforts by Indigenous communities particularly Native American communities to maintain and revitalize their languages The 27 papers are Ko te reo te mauri o te mana Maori The Language Is the Life Essence of Maori Existence Te Tuhi Robust The Preservation and Use of Our Languages Respecting the Natural Order of the Creator Verna J Kirkness Maori New Zealand Latin Timoti S Karetu Using Indigenous Languages for Teaching and Learning in Zimbabwe Juliet Thondhlana Language Planning in a Trans National Speech Community Geneva Langworthy The Way of the Drum

When Earth Becomes Heart Grafton Antone Lois Provost Turchetti The Need for an Ecological Cultural Community Robert N St Clair John A Busch Building a Community Language Development Team with Quebec Naskapi Bill Jancewicz Marguerite MacKenzie George Guanish Silas Nabinicaboo Methods of Madness The Tuscarora Language Committee Francene Patterson Daghida Cold Lake First Nation Works towards Dene Language Revitalization Heather Blair Sally Rice Valerie Wood John Janvier The Jicarilla Apache Language Summer Day Camp Maureen Olson Report on the Workshop World of Inuktitut Janet McGrath Awakening the Languages Challenges of Enduring Language Programs Field Reports from 15 Programs from Arizona New Mexico and Oklahoma Mary S Linn Tessie Naranjo Sheilah Nicholas Inee Slaughter Akira Yamamoto Ofelia Zepeda A Native Language Immersion Program for Adults Reflections on Year 1 David Kanatawakhon Maracle Merle Richards The Importance of Women s Literacy in Language Stabilization Projects Jule Gomez de Garcia Maureen Olson Melissa Axelrod Teaching Reading with Puppets Ruth Bennett Assessing Lakota Language Teaching Issues on the Cheyenne River Reservation Marion BlueArm Incorporating Traditional Nehiyaw Plains Cree Education in the University Myron Paskemin Donna Paskemin Collecting Texts in Craho and Portuguese for Teaching Sueli Maria de Souza Early Vocabularies and Dictionary Development A Cautionary Note Blair A Rudes The Process of Spelling Standardization of Innu Aimun Montagnais Anne Marie Baraby Maintaining Indigenous Languages in North America What Can We Learn from Studies of Pidgins and Creoles Anne Goodfellow Pauline Alfred Ojibway Hockey CD ROM in the Making Shirley I Williams The Use of Multimedia and the Arts in Language Revitalization Maintenance and Development The Case of the Balsas Nahuas of Guerreo Mexico Jose Antonio Flores Farfan The Languages of Indigenous Peoples in Chukotka and the Media Galina Diatchkova Language Revitalization Using Multimedia Peter Brand John Elliott Ken Foster and Meeting of the Inuktitut and Yup ik Family of Languages May 12 2000 Guy Delorme Jacques Raymond SV **Language is Life** ,2009 **Stabilizing Indigenous Languages Conference 7** ,2000 **Languages in Life** ,2009 **Sustaining Indigenous Languages** Lisa Crowshoe,Inge Genee,Mahaliah Peddke,Joslin Smith,Conor Snock,2021-02-15 Selected papers from the 25th Stabilizing Indigenous Languages Symposium held in Lethbridge Alberta June 7 9 2018 and hosted by the Peigan Board of Education and Iniskim University of Lethbridge *Speaking of Endangered Languages* Anne Goodfellow,2009 *Speaking of Endangered Languages* Issues in Revitalization provides an overview of the current state of various indigenous languages around the world describes some local responses to maintaining them and in some cases suggests a re examination of the goals and content of indigenous language retention programs Each chapter presents a case study of a threatened language and possibilities for continued vitality through a description of the history of culture contact in a particular language community early attempts at assimilationist style education the current language situation in the community and recent local grassroots efforts at language revival and maintenance Some also include examples of differences between past and present spoken forms of the language and the implications of these for present and future generations of indigenous language learners The

authors are all actively engaged in research on the maintenance of indigenous languages and many of them do applied work in communities as well. It is hoped that the ideas and approaches presented in this book will encourage others working in the field of indigenous language revitalization and maintenance to keep up their efforts and in so doing consider approaches to indigenous language education that operate at the local level and involve various members of the community.

Explorations in the Sociology of Language and Religion Tope Omoniyi, Joshua A. Fishman, 2006-08-17 The Sociology of Language and Religion SLR is still in its infancy as a sub discipline in the macrosociolinguistic tradition. It is therefore no coincidence that the editorial collaboration to produce its first definitive text *Explorations in the Sociology of Language and Religion* has involved Joshua A. Fishman, often cited in the literature as one of the founders of the Sociology of Language. Tope Omoniyi brings to the collaboration an insightful and incisive critical eye for engaging with diversity in the treatment of language and religion. Together as editors they have successfully midwived the birth of SLR. The studies and debates contained in this volume revisit those themes that both of the contributory disciplines of Sociology of Language and Religion have common interest in. The contributing authors explore new methodologies and paradigms of analysis that they deem appropriate for this interesting and complex interface in an attempt to demonstrate how the shared interests of these disciplines impact social practices in various communities around the world. The ultimate objective of the discussions is to fashion tools for creating a body of new knowledge that supports the emergence of a better society. Towards this end the authors have harnessed resources from varied geographical, cultural, linguistic and religious constituencies without compromising analytical depth. In the process they have opened up new areas of sociolinguistic inquiry. The volume is thus presented as a highly useful reference resource both for undergraduate and postgraduate scholarship.

Indigenous Language Revitalization Jon Allan Reyhner, Louise Lockard, 2009 This 2009 book includes papers on the challenges faced by linguists working in Indigenous communities. Maori and Hawaiian revitalization efforts, the use of technology in language revitalization and Indigenous language assessment. Of particular interest are Darrell Kipp's introductory essay on the challenges faced starting and maintaining a small immersion school and Margaret Noori's description of the satisfaction garnered from raising her children as speakers of her Anishinaabemowin language. Dr. Christine Sims writes in her *American Indian Quarterly* review that it covers a broad variety of topics and information that will be of interest to practitioners, researchers and advocates of Indigenous languages. Includes three chapters on the Maori language: *Changing Pronunciation of the Maori Language: Implications for Revitalization*, *Language is Life: The Worldview of Second Language Speakers of Maori*, *Reo o te Kainga: Language of the Home*. A Ngai Te Rangi Language Regeneration Project. *Transcending Monolingualism: Linguistic Revitalization in Education*. A. Camilleri, L. Huss, K. King, 2014-06-17 This volume describes a wide range of educational situations where linguistic revitalization is currently taking place. *Handbook of Heritage, Community, and Native American Languages in the United States* Terrence G. Wiley, Joy Kreeft Peyton, Donna Christian, Sarah

Catherine K. Moore, Na Liu, 2014-01-03 Co published by the Center for Applied Linguistics Timely and comprehensive this state of the art overview of major issues related to heritage community and Native American languages in the United States based on the work of noted authorities draws from a variety of perspectives the speakers use of the languages in the home community and wider society patterns of acquisition retention loss and revitalization of the languages and specific education efforts devoted to developing stronger connections with and proficiency in them Contributions on language use programs and instruction and policy focus on issues that are applicable to many heritage language contexts Offering a foundational perspective for serious students of heritage community and Native American languages as they are learned in the classroom transmitted across generations in families and used in communities the volume provides background on the history and current status of many languages in the linguistic mosaic of U S society and stresses the importance of drawing on these languages as societal community and individual resources while also noting their strategic importance within the context of globalization

Teaching Indigenous Languages Jon Allan Reyhner, 1997 Teaching Indigenous Languages is a selection of papers presented at the Fourth Annual Stabilizing Indigenous Languages Symposium Sharing Effective Language Renewal Practices held at Northern Arizona University in Flagstaff Arizona on May 1 2 and 3 1997 This conference brought together nearly three hundred indigenous language experts teachers and community activists to share information on how indigenous languages can best be taught at home and at school The twenty five papers collected here represent the experiences and thoughts of indigenous language activists who are working in the United States Canada New Zealand and Mexico The papers are grouped under six categories tribal and school roles teaching students teacher education curriculum and materials development language attitudes and promotion and a summing up of thoughts about maintaining and renewing indigenous languages Back cover

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