TECHNOLOGY
FOR
LANGUAGE REVITALIZATION

REFLECTION PAPER

FIRST REFLECTION PAPER

Please reflect on what you have learned about linguistic diversity and language loss.

➤ You may relate the themes of the class to your personal experiences; reflect on a particular aspect of these themes that you find interesting; or challenge an aspect of what we have discussed.

➤ Feel free to refer to the readings or the in-class discussions.

➤ The tone of these reflection papers can be personal (you may use first-person pronouns), but it should be well-structured and cohesive (think about a thesis statement).

➤ Due October 9th

➤ Length: 3-5 pages

THE UMASS WRITING CENTER

➤ Meet with a tutor for 45 minutes, either in person or online

➤ They will help you brainstorm, read your writing and give you editing suggestions, and more!

➤ Schedule an appointment online: https://www.umass.edu/writingcenter

➤ They have also put together some resources for writing: https://www.umass.edu/writingcenter/resources-writing-and-research

READING RESPONSES

➤ *The most sophisticated computer program cannot mimic the genius of a child speaking their tribal language. True tribal language revitalization ultimately rests with our children's ability to fill the abyss of language loss today in our tribal communities.*

➤ *A large part of our communication is nonverbal. Interactive skills such as turn-taking, nonverbal confirmations and body cues must be included.*

HINTON (2011) ON LANGUAGE REVITALIZATION

To a large extent, the models, methods and materials for second language teaching and learning are developed by bootstrap strategies within revitalization programs. The resources, motives and desired outcomes for second language instruction are very different from the teaching of foreign languages.

LANGUAGE REVITALIZATION

is often part of a "larger effort to restore personal and societal wellness."

Pfeiffer and Holm 1994, of the Navajo Nation's Education Division

REVITALIZATION METHODS

- ➤ Mentor-apprentice programs

- ➤ Language camps

- ➤ Immersion schools

- ➤ Language nests

- ➤ Literacy projects

- ➤ Media development: TV, radio, video games, movies

- ➤ Curriculum development

- ➤ Cultural programs: arts, botany, music, crafting

HAWAIIAN IMMERSION SCHOOLS

➤ Started illegally by families

➤ Now extremely successful, with programs from immersion preschool through high school: http://www.ahapunanaleo.org/index.php?/about/aha_puunana_leo_in_the_spotlight

NON-TRADITIONAL CLASSROOMS

➤ Distance learning:
https://niuolahiki.ahapunanaleo.org/

➤ Mentor-apprentice programs

➤ Online learning: http://www.learn.migmaq.org/

LANGUAGE CAMPS

➤ Opportunity for elders to teach language and culture together

➤ Immersion setting

➤ Where Are Your Keys summer school: https://www.youtube.com/watch?v=41STwAdjUy0

MEDIA

➤ TV shows and movies: http://www.ahapunanaleo.org/index.php?/resources/ka_leo_iwi/

➤ Music: https://www.youtube.com/watch?v=7epBWBzjjdY&list=PL5AEBE9B9A999B1DD&index=5

➤ Radio

➤ Books