Contextualizing the Project:

Linguists and students work together

The community: Listuguj, QC
- A Mi'gmaq reserve on the border of Quebec and New Brunswick. Its ca. 3,400 population mainly speaks English.

The language: Mi'gmaq (Eastern Algonquian)
- Mi'gmaq in Listuguj is now primarily spoken among elders.
- Due to a history of linguistic imbalance, speakers are often hesitant to speak to young people in Mi'gmaq; similarly, younger generations also carry socio-cultural burdens associated with (lack of) knowledge of Mi'gmaq.

The students: Listuguj community members
- Some have spoken the language with family members when they were younger.
- Some never have been exposed to Mi'gmaq regularly

The linguists: McGill linguistics students
- Fall 2011: Collaboration grew out of a Field Methods class taught by Jessica Coon & Michael Wagner. Janine Metallic, a Listuguj-born PhD student and Mi'gmaq speaker, was hired as linguistic consultant
- Collaboration required a reciprocal, mutually beneficial relationship between McGill and the Listuguj community
- The product of the class, a wiki (wiki.migmaq.org) devoted to information about Mi'gmaq, was presented to the Listuguj Education Directorate (LED)
- A community-linguistics partnership

Acknowledgments
This project owes its existence to the dedicated efforts of many people. Key in its realization were the following people, parties, and grants: Mary Ann Metallic, Janice Vicaire, Vicky Metallic, Gail Metallic, Conor Quinn, Alan Bale, Michael Wagner; the community of Listuguj, the Listuguj Education Directorate, and the McGill Department of Linguistics; SSHRC Connection Grant #611-2012-0001 and Heritage Canada Aboriginal languages initiative grant “Tisulti Napuignigtug-Nemtuqeq Tisulti,” 2012

Multi-modal teaching

<table>
<thead>
<tr>
<th>Mode</th>
<th>Implementation</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Teachers avoid word-to-word English/Mi’gmaq translation by filling the walls of the classroom with pictures depicting words, sentences, or narratives.</td>
<td>English is not portrayed as a “neutral” language, and Mi’gmaq grammar is more accurately represented with less influence from English.</td>
</tr>
<tr>
<td>Auditory</td>
<td>Teachers speak with each other, and often with students in Mi’gmaq.</td>
<td>Students have a frame of reference for everyday Mi’gmaq speech.</td>
</tr>
<tr>
<td>Communicative</td>
<td>Students speak early, frequently, and in full sentences—no lists. There is a strong emphasis on context and narrative, which is particularly important for learning an Algonquian language (with a very rich agreement system).</td>
<td>Students gain confidence speaking to each other, using Mi’gmaq for communicating ideas and not just in terms of rote memorization.</td>
</tr>
</tbody>
</table>

Curriculum documentation

Summer 2012: a linguist/student documented 2 classes: 1 of post-secondary students & another of high school graduates
In-class notes contributed to ad hoc lesson for use for other teachers of Mi’gmaq
Used for providing structure to the digital language program

Digital Support

CAN 8 language-teaching software | App for Android in developmental stages
- Supplementary software program providing extra practice for students outside of classroom and distance learners
- Allows students to build own lessons tailored to specific individual needs
- Included in CAN 8, informed by the lesson plans:
  - Dialogues; Vocabulary; Exercises

Student autonomy in the class

Non-hierarchical Classroom: Flexible, student-guided curriculum
- Peer-to-peer/horizontal learning very encouraged
- Differing skill levels of students is an asset
- Rejects power dynamic of Western school systems
- Learning happens at a pace determined by the students
- Students stay because they want to learn

Student self-motivation and determination
- Curriculum is shaped by student needs and questions
- Students make their own decisions concerning their language-learning
- Empowerment of students without undermining teachers’ authority

Teaching principles
- Students' priorities
- Absence of mistake-based shame makes students comfortable with teachers and supportive of each other
- Equality and mutual respect

Records of the project & Linguistic work on Mi’gmaq
- Facebook and Twitter: a member of the project created the Mi’gmawei ti’luts’i social media pages as hubs for students and other language-learners.
- Blog: migmaq.org, housing progress updates, research questions, and serving as a general venue to share relevant information on Mi’gmaq and language revitalization
- Affiliated wiki page: wiki.migmaq.org, providing linguistic summaries and analysis of grammatical features of the language, with the goal of creating an accessible, helpful tool for learners, linguists, and learners/linguists
- Research: linguistic work on material from Mi’gmaq, including undergraduate theses, a Master's thesis, and 8 conference presentations to date.