Language Revitalization at Home

Leanne Hinton
ICLDC 2009
Honolulu, Hawaiʻi
“The implicit promise of support from academia for revitalizing Indigenous languages turns out to be difficult to harness directly to the urgent needs of Native communities seeking to develop new fluent speakers of their original languages. While linguists and community members can easily share a broad common goal of perpetuating Native languages, they operate out of surprisingly separate agendas. Many of the efforts from academia rely on long-standing strengths for producing lexicons and grammars, generally in the service of the demand for scholarly publications for career advancement. But for Native communities in the very late stages of language loss, with few resources and only handfuls of elderly speakers, much of the arcane academic output may be of little use in their hands-on, urgent struggle to pass their languages to the youngest generation.”
Don’t hire linguists. They can speak the language but the kids won’t.

(Kipp 2000, p. 4.)
“…Stage 6, consisting of home-family-neighborhood-community reinforcement…constitutes the heart of the entire intergenerational transmission pursuit…” (Fishman 1991, p. 398).

“… if this stage is not satisfied, all else can amount to little more than biding time.” (Fishman 1991, p. 399).
four pathways in which language revitalization is reaching the home:

A. the teachers in the immersion school movement who have committed to using their language at home;
four pathways in which language revitalization is reaching the home:

B. Individual adult learning from elder speakers, either through one’s own efforts or through an organized program, mainly the master-apprentice approach;
four pathways in which language revitalization is reaching the home:

C. Learning from documentation
four pathways in which language revitalization is reaching the home:

D. organized programs that specifically target the home as the site of language revitalization.
B. Individual adult learning from elder speakers, either through one’s own efforts or through an organized program, mainly the master-apprentice approach
The Master-Apprentice Program
The Master-Apprentice Manual

How to Keep Your Language Alive

www.heydaybooks.com
four pathways in which language revitalization is reaching the home:

C. Learning from documentation
Guest instructors

D. organized programs that specifically target the home as the site of language revitalization.
The Bumps & Babies 6 Week TIP Course Framework
students wanted
Learn Gaelic in 6 weeks or less
inverness
Contact CNSA
01463-225469
finlay@cnsa.org.uk
No reading
No writing
No grammar
No translation
Poster by F.M. Macleoid & P. Farber CNSA @2007
5(G)
FAMILY LANGUAGE PLAN
OMNIBUS EDITION
BUMPS & BABIES
GAELIC COURSE

THEME PACK 27(G)

Pre-birth to 9 months

THEME:
THE BABY WAKES UP ON THEIR OWN
**THEME (1): THE BABY WAKES UP ON THEIR OWN**

**List of Jobs**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setting the scene: the bedroom</td>
</tr>
<tr>
<td>2</td>
<td>Baby wakes up on their own</td>
</tr>
<tr>
<td>3</td>
<td>Parts of the body (head &amp; shoulders)</td>
</tr>
<tr>
<td>4</td>
<td>Parts of the body (upper body)</td>
</tr>
<tr>
<td>5</td>
<td>Parts of the body (lower body)</td>
</tr>
<tr>
<td>6</td>
<td>Parts of the body (legs &amp; feet)</td>
</tr>
<tr>
<td>7</td>
<td>Gather all baby items together</td>
</tr>
<tr>
<td>8</td>
<td>Baby asleep in their cot</td>
</tr>
<tr>
<td>9</td>
<td>Various moods</td>
</tr>
<tr>
<td>10</td>
<td>Various emotions</td>
</tr>
<tr>
<td>11</td>
<td>Language of endearment</td>
</tr>
<tr>
<td>12</td>
<td>Babies’ bedtime clothes</td>
</tr>
<tr>
<td>13</td>
<td>Parent lifts baby from cot</td>
</tr>
<tr>
<td>14</td>
<td>Parent takes baby into sitting room</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
ITEMS: THE BABY WAKES UP ON THEIR OWN

1) **Setting the scene: the bedroom**

<table>
<thead>
<tr>
<th>1)</th>
<th>2)</th>
<th>3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4)</td>
<td>5)</td>
<td>6)</td>
</tr>
<tr>
<td>7)</td>
<td>8)</td>
<td>9)</td>
</tr>
<tr>
<td>10)</td>
<td>11)</td>
<td>12)</td>
</tr>
<tr>
<td>13)</td>
<td>14)</td>
<td>15)</td>
</tr>
</tbody>
</table>
1. Betty, the only fluent speaker in the group, will teach the language to her family.
2. The adults want to learn Kawaiisu, and want the young children to learn it as well.
3. The extended family as a whole will meet twice weekly on Thursday and Saturday and spend much of the day together. The family will try to arrive on time, practice immersion sets for at least one hour, and try to focus on the Kawaiisu language for as long as possible.
4. Part of the day should be devoted to Kawaiisu language play with the children.
5. Adults will continue with language practice when the children go off to do other things.
6. The main focus of language learning will be on usable phrases that the family can use with each other every day.

7. The group will try to do “immersion sets” where they will stay in the language as much as possible. Julie and Laura will train Betty and her family to use the principles of immersion, repetition and variation that we went over in the July meeting.

8. At least once a month, recordings will be made of the phrases and words being learned, and CD copies made for distribution to the households.

9. During the rest of the week, family members will try to use the phrases they have learned with each other, and will listen to and practice with the CDs.

10. Julie, Laura, and Leanne will provide monthly mentoring, by phone or mail or in person.
Serving Food 1

In this lesson students will learn to identify and bring seven different foods - bread, beans, meat, tortillas, cheese, tomato, lettuce.

Language needed for this lesson: bread, beans, meat, tortillas, cheese, tomato, lettuce

This is (foods).  
That is (foods).  
Where is (foods).  
Put the (foods) here/ there.  
Yes/ no
Now you do it.
Bring me (foods).
Listen to me.
Items need for this lesson: bread, beans, meat, tortillas, cheese, tomato, and lettuce
Two of each food, some in zip lock bags for easy handling. This could be toy food or pictures of food, too, if you don’t want to use real food. One set of food is in a brown paper bag and the other set is placed around the room but in plain sight.

Before the students arrive, have all the food placed around the room, kind of like an Easter egg hunt, but with all items visible.

After students arrive, do the Front Door Greeting. (The one with people going in and out the front door.)
When you are done with the greeting routine, and everyone is back inside say, “Listen to me. Take food out of the paper bag as you say all items at least three times, “This is [bread, beans, meat, tortillas, cheese, tomato, lettuce].” as you put them in front of you on a table or counter.

As a group, have the students point to each food as you ask, “Where is [food]?” Demonstrate what you want them to do by pointing yourself for the first three items. Then say, “Now you do it.” Start asking the questions without pointing yourself. If students look confused or can’t pick the correct food, point to the food and name it. Do this activity until the students are pointing to the correct foods.
Mahalo!