

**Alaska Native Language Discussion
May 7, 2012
Annotated Bibliography**

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Purpose and disclaimer: The attached annotated bibliography is being provided as an overview to some of the key topics/issues relevant to endangered language revitalization. The articles listed below are not intended to provide a comprehensive overview of all the relevant literature, but to serve as a starting point for anyone interested in learning more about the listed topics. There are many fine articles/discussions that are not included in this partial list and we apologize for their oversight.

Organization:

1. Language Policy/Revitalization

- a. *Defining language policy & language revitalization:* Definitions and theoretical discussions of language policy and language revitalization.
- b. *Language policies and their effects on small languages:* Historical and existing language policies (e.g., No Child Left Behind) and the effects these policies have had on small languages.
- c. *Language Rights:* Definitions of ‘language rights’ and examples of how indigenous communities have used this concept to support language maintenance and revitalization efforts.
- d. *Revitalization projects and case studies:* Discussions of specific language situations and examples of revitalization projects.

2. Language & Education

- a. *Bilingualism & Bilingual Education:* Discussions of the historical development of bilingual education in the US and Canada, with a specific focus on program types, including immersion education.
- b. *The role of schools in language revitalization:* Discussion of the advantages and disadvantages to using US schools as sites for language revitalization efforts.

3. Second Language Acquisition and Teaching

- a. *Second Language Acquisition:* Discussions of second language acquisition theory that can be used to inform language teaching efforts.
- b. *Teaching methods:* Discussion of specific methodological approaches to classroom and adult instruction.

ERES Availability: All the articles and book chapters listed below are available through UAF’s ERES site. Books themselves are not available via ERES. ERES is a password protected site maintained by the University of Alaska Fairbanks. Articles and chapters provided via ERES may be accessed *only by those involved in this statewide meeting* to discuss Alaska Native language revitalization efforts. *Please do not copy or further distribute these articles.*

Language Policy/Revitalization*Defining language policy & language revitalization*

Baker, C. (2006). Endangered languages: Planning & revitalization. In Baker, C. *Foundations of bilingual education and bilingualism* (4th ed.), pp. 42-66. Multilingual Matters.

This chapter provides a very thorough discussion of language planning as it related specifically to endangered language contexts. It includes discussions and definitions of endangered languages, relevant language policies and the field of language planning. It also includes a theoretical model language revitalization and reversing language shift.

Baldauf, R. (2006). Rearticulating the case for micro language planning in a language ecology context. *Current Issues in Language Planning* 7(2&3), 147-170.

This article provides a concrete introduction to the concepts of micro language planning, also referred to as grassroots language planning. This concept extends language planning to the local level and places it within a broader 'ecology' of languages and language use.

Cooper, R. (1989). *Language planning and social change*. Cambridge University Press.

This book provides an overview of language policy and planning as a field of study. It is a very good source for general definitions. Several chapters from this book are available on ERES. These include: Corpus Planning (relating to vocabulary, grammar, as well as school materials); Status Planning (relating to the functions of a language in society); Acquisition Planning (relating to teaching and proliferation of the language).

Fishman, J. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon, UK: Multilingual Matters.

While this book is very dense/challenging reading, it is the classic introduction to the field of language revitalization. Several chapters are available on ERES. These include: How threatened is threatened? (relating to the definition and categorization of degrees of language shift); On RLS-focused language planning; Where and why does language shift occur?

Hinton, L. & Hale, K. (2001), *The green book of language revitalization in practice: Toward a sustainable world*, (51-59). San Diego: Academic Press.

This book provides an accessible introduction to the field of language planning as it relates to language revitalization. It is very approachable and includes articles summarizing some elements of theory, as well as many concrete examples of projects from communities around the world. Several chapters from this volume are available on the ERES site. Because of the broad nature of the material, each chapter from ERES is cited individually.

Hinton, L. (2001). Language planning. In L. Hinton & K. Hale (Eds.), *The green book of language revitalization in practice: Toward a sustainable world*, (51-59). San Diego: Academic Press.

This book chapter provides an accessible discussion and definition of language planning, especially as it relates to small and endangered languages.

Hinton, L. (2001). Language revitalization: An overview. In L. Hinton & K. Hale (Eds.), *The green book of language revitalization in practice: Toward a sustainable world*, (3-18). San Diego: Academic Press.

This book chapter provides an accessible discussion and definition of language revitalization, especially as it relates to small and endangered languages.

Ignace, M. B. (1999). *Handbook for aboriginal language program planning in British Columbia*. North Vancouver: First Nations Education Steering Committee.

This short book provides an accessible introduction to language revitalization in the Canadian context. While it is written specifically for the British Columbian context, and therefore refers to Canadian and BC laws, etc. it provides a very accessible introduction to several important concepts.

Kipp, D. (2000). *Encouragement, guidance, insights, and lessons learned for Native language activists developing their own tribal language programs*. Browning, MT: Piegan Institute.

This short book provides an accessible and positive introduction to language revitalization in the American context. It is written for and by Native American language activists and is written from a 'can do' point of view.

Marlow, P. (2004.) Bilingual education, legislative intent, and language maintenance in Alaska. *Proceedings of the 8th Foundation for Endangered Languages Conference*. Barcelona, Spain. Institut d'Estudis Catalans.

This article provides a brief overview of Alaskan language policy as it currently exists in Alaskan State law and how it relates to key Federal legislation, most notably No Child Left Behind and the Native American Languages Act.

Wyman, L. (2012). *Youth culture and linguistic survivance*. Clevedon, UK: Multilingual Matters.

No part of this book is available through ERES. It is listed here, however, because it provides a detailed discussion of language shift in a single village in Alaska. It is written in an ethnographic and approachable style and provides good insight into the complexities of language shift and maintenance in the Alaskan context.

Language policies and their effects on small languages

Alton, T. (1998). *Federal education policies and Alaska Native languages since 1867* (Doctoral dissertation). University of Alaska Fairbanks, Fairbanks, AK.

This article provides a detailed historical summary of language policies relevant to the Alaskan context. As an historical piece, there is far more detail regarding policies and their effects prior to 1970 than after.

Beaulieu, D. (2008). Native American education research and policy development in an era of No Child Left Behind: Native language and culture during the administrations of Presidents Clinton and Bush. *Journal of American Indian Education* 47(1), 10-47.

This densely written article provides an extremely detailed discussion of the administrative process leading up to and following the passage of No Child Left Behind. It is written from an insider's perspective and sheds considerable light on the divide between policy and implementation of that policy.

Crawford, J. (2004). *Educating English Learners: Language diversity in the classroom* (5th ed.). Los Angeles, CA: Bilingual Educational Services, Inc.

This text book provides an excellent introduction to the field of bilingual education in the United States. Central chapters in this discussion are included on the ERES site, including: The Evolution of Federal Policy (a detailed discussion of Federal Policy as it relates to language education in the K-12 context) and No Child Left Untested (a detailed discussion of NCLB and its relationship to language education in the K-12 context).

Krauss, M. E. (1992). The world's languages in crisis. *Language*, 68(1), 4-10.

This short article frames the field of language endangerment in terms of 'languages lost'. Although negatively framed, the statistics cited provide an important rationale for language revitalization that can be used in grant narratives and policy papers on the subject.

Krauss, M. E. (1997). Indigenous languages of the North: A report on their present state. In H. Shoji & J. Janhunen (Eds.). *Northern minority languages: Problems of survival. Senri Ethnological Studies* 44, 1-34. Osaka, Japan: National Museum of Ethnology.

Like Krauss (1992), this short article also frames the field of language endangerment in terms of 'languages lost'. This article differs from Krauss (1992) in that it provides the most recent published data on speakers and language vitality for Alaska.

Wyman, L., Marlow, P., Andrew, C. F., Miller, G., Nicholai, C. R. & Rearden, Y. N. (2010). Focusing on long-term language goals in challenging times: Yup'ik examples. *Journal of American Indian Education*, 49 (1&2), 22-43.

This article discusses the challenges faced by school-based language programs in one Alaskan school district in the era of No Child Left Behind.

Language Rights

Magga, O. H. (1995). The Sami Language Act. In: Skutnabb-Kangass, T. & Phillipson, R. (Eds.) *Linguistic human rights: Overcoming linguistic discrimination*. New York: Mouton de Gruyter.

This article provides a clear overview of language legislation in Norway. While this legislation may not be directly relevant to the Alaskan case, it does provide an international perspective on what is possible in law elsewhere in the world.

May, S. (2005). Language Rights: Moving the debate forward. *Journal of Sociolinguistics*, 9(3), 319-347.

Not all governments or scholars agree with 'language rights' as a concept. This article not only provides an excellent discussion of this important debate, but frames the debate in important and useful ways.

Skutnabb-Kangass, T. & Phillipson, R. (1995). *Linguistic human rights: Overcoming linguistic discrimination*. New York: Mouton de Gruyter.

This book provides the classic introduction to the concept of language rights as human rights. The ERES site includes only two chapters. The *Introduction* provides a brief overview of the field of language rights, while Magga (listed above) discusses the specific case of Norwegian law.

Revitalization projects and case studies

Ash, A., Fermino, J. & Hale, K. (2001). Diversity in language maintenance and restoration: Reason for optimism. In L. Hinton & K. Hale (Eds.), *The green book of language revitalization in practice: Toward a sustainable world*, (9-35). San Diego: Academic Press.

This article provides a general overview of a variety of language revitalization efforts from around the world. It is an excellent resource in terms of showing the sheer breadth of what may be done.

Benton, R. & Benton, N. 2001. RLS in Aotearoa/New Zealand 1989-1999. In J.A. Fishman, (Ed.). *Can Threatened Languages Be Saved? Reversing Language Shift, Revisited : A 21st Century Perspective*. Clevedon U.K. and Buffalo U.S.A.: Multilingual Matters, 423-450.

This chapter provides an excellent introduction to the Maori attempts to foster language revitalization (referred to here as RLS or 'reversing language shift). For those interested in extended reading on this subject, I also recommend May & Hill (2005) listed below under Language & Education.

McCarty, T., Romero-Little, M. & Zepeda, O. (2006). Native American youth discourses on language shift and retention: Ideological cross-currents and their implications for language planning. *International Journal of Bilingual Education and Bilingualism* 9 (5), 659-675.

This article provides a very useful discussion contrasting youth and adult perspectives on language ability, the importance of language and its relation to identity among Native American youth in the American Southwest.

Sims, C. (2001) Native language planning: a pilot process in the Acoma Pueblo community, in: L. Hinton & K. Hale (Eds) *The Green Book of Language Revitalization in Practice*. San Diego, CA, Academic Press.

Tulloch, S. (2005). Inuit youth: The future of Inuktitut. In R. O. van Everdine (Ed.) *Proceedings of the 14th Inuit Studies Conference* (285-300). Calgary: Arctic Institute of North America. Available online at http://pubs.aina.ucalgary.ca/aina/14thISC_Proceedings.pdf

This article provides a useful discussion of youth perspectives in language revitalization among the Canadian Inuit.

Warner, S. (2001). The movement to revitalize Hawaiian language and culture. In L. Hinton & K. Hale (Eds.), *The green book of language revitalization in practice: Toward a sustainable world* (133-144). USA: Academic Press

This chapter provides an excellent overview of the history and current status of Hawaiian attempts to foster language revitalization.

Language & Education*Bilingualism & Bilingual Education*

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Multilingual Matters.

This text book provides an excellent introduction to the field of bilingual education in the United States. Central chapters in this discussion are included on the ERES site, including:

Bilingualism: Distinctions & Definitions (a detailed discussion of bilingualism as a phenomenon); The effectiveness of bilingual education (a detailed discussion of the research on student achievement); and Endangered languages: Planning & Revitalization (an excellent discussion of language planning for endangered language contexts—this chapter is individually cited above).

Baker, C. (2000). *A parents' and teachers' guide to bilingualism* (2nd ed.). Multilingual Matters.

This easy to read text is structured around common questions parents, teachers and other community members may have about bilingual education. Sections include family questions, language development questions, questions about problems, etc. On ERES we have included the section on family questions (pgs. 1-25). This section discusses many questions relating to home bilingualism and the challenges of raising children bilingually through the home.

Butler, Y. & Hakuta, K. (2008). Bilingualism and second language acquisition. In Bhatia, T.K. & Ritchie, W. (Eds.). *The handbook of bilingualism*, 114-144. Blackwell Publishing.

This book chapter begins with a set of useful definitions and typologies of bilingualism. It then goes on to discuss issues of language proficiency, the effect of age on second language development, interactions between the persons first and second languages, as well as the role of identity and attitude in second language acquisition.

Curtain, H., and Dahlberg, C.A. (2007). Immersion programs: Reaching toward bilingualism. In Curtain, H., and Dahlberg, C.A. *Languages and children, language instruction for an early start, grades k-8* (4th ed.), pp. 309-334. Pearson.

This book chapter provides a rationale for immersion education from the point of view of the principles of early language learning.

Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Cambridge, MA: Newbury House Publishers.

This book provides an excellent introduction to the field of immersion education Canada. Central chapters in this discussion are included on the ERES site are: French immersion: An experiment in bilingual education (12-26); Research findings: French language achievement (44-61).

May, S. & Hill, R. (2005). Maori-medium education: Current issues and challenges. *International Journal of Bilingual Education & Bilingualism*, 8(5), 377-403.

This article provides an excellent discussion of the achievements and current status of Maori-medium education (including language nests and immersion schools). The article includes important critical analysis and discussion of the ongoing challenges the faced in Maori-medium education. These challenges can and should be used to inform efforts around the world.

Swain, M. & Johnson, R.K. (1997). Immersion education: a category within bilingual education. In Johnson, R.K. & Swain, M. (Eds.). *Immersion education international perspectives* (pp. 1-16). Cambridge: Cambridge University Press.

The term 'immersion' is frequently overused to refer to any attempt to teach a language by speaking it while avoiding English translations. This book chapter provides an excellent introduction to the concept and definition of immersion language education in a way that can easily inform attempts at immersion education.

The role of schools in language revitalization

McCarty, T. (2008). Schools as strategic tools for indigenous language revitalization: Lessons from Native America. In Hornberger, N. H. (Ed.) *Can schools save indigenous languages? Policy and practice on four continents* (pp. 152-160). Palgrave MacMillan.

This article provides a realistic assessment of the role schools can play in language revitalization efforts. McCarty approaches the topic from a practical point of view that includes concrete examples.

Spolsky, B. (2008). Riding the tiger. In Hornberger, N. H. (Ed.) *Can schools save indigenous languages? Policy and practice on four continents* (pp. 152-160). Palgrave MacMillan.

Like McCarty (2008), this article also provides a realistic assessment of the role schools can play in language revitalization efforts. Unlike McCarty, however, this article approaches the subject from more of a policy perspective rather than an experiential one.

Second Language Acquisition*Important definitions & theory*

Ellis, R. (2008). *The study of second language acquisition (2nd ed.)*. Oxford: Oxford University Press.

This scholarly book provides the most comprehensive discussion of Second Language Acquisition research available. Two chapters are available on the ERES site: *Chapter 6: Input, Interaction, and second language acquisition* explains what happens when Native speakers and non native speakers; teachers and students talk with each other and how these encounters influence language acquisition. *Chapter 7: Social aspects of language acquisition* addresses how the setting, demographic and societal variables impact language learners.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.

The input hypothesis is outlined in this foundational early work in the field of second language acquisition. The author makes the argument that learners only need comprehensible input in order to acquire a second language. Much of work listed in this bibliography is based on or reacts to this work. It is not included on the ERES site, but is widely accessible elsewhere.

Lantolf, J.P., and Poehner M.E. (Eds.) (2008). *Sociocultural theory and the teaching of second languages*. London: Equinox Publishing.

In the Introduction to this edited volume the authors provide an overview of the main tenets of Sociocultural Theory as applied to teaching second languages. This framework is based on the work of Vygotsky and views language as a tool for higher mental functions, which is acquired through mediation. This relatively new theoretical perspective is causing many researchers and teachers to reexamine the way they approach their work.

Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Gass, S. & Madden, C. (Eds.). *Input in Second Language Acquisition* (pp. 235-256). New York: Newbury House.

In this foundational book chapter, Swain makes the case for her “Output Hypothesis”, mainly that comprehensible input alone (listening to speakers who help us understand what they are saying) is not enough for language learning to occur.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.) *Sociocultural theory and second language learning* (pp. 97-114). Oxford University Press.

This book chapter makes the argument that learners need to engage in meaningful language production (output) in order to acquire a language. The author explains how learners use collaborative dialogue (talking with other learners in the target language and about the target language) helps them to notice the gap and test their hypotheses.

Van Patten, B., and Benati, A. (2010). *Key terms in second language acquisition*. London: Continuum.

This short encyclopedic volume provides succinct definitions of key terms and discussion of key issues in Second Language Acquisition as well as a reference list. The Introduction is included on the ERES site.

Language Teaching

Important definitions & theory

American Council on the Teaching of Foreign Languages, Inc. *Standards for foreign language learning: Preparing for the 21st century*. Available online at:
http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf

This short vision statement provides an overview of standards-based education in language teaching and describes the 5Cs that make up this framework: Communication, Cultures, Connections, Comparisons and Communities. While developed for World Languages, this framework offers insights into goals that are appropriate to language learners regardless of the specific language being learned.

Lightbown, P.M., and Spada, N. (2011). *How languages are learned (3rd ed.)*. Oxford: Oxford University Press.

This book is recommended for anyone looking for an accessible and applied introduction to first and second language acquisition and language teaching. *Chapter 5: Observing learning and teaching in the second language classroom* is included on the ERES site. It provides examples and comparisons of language classrooms in terms of overall teaching orientation, question types and feedback/corrections; some of the most important considerations in language classrooms. The vignettes provide glimpses of language classrooms even for those who are not currently teachers.

Omaggio Hadley, A. (2001). On learning a language: Some theoretical perspectives. In Omaggio Hadley, A., *Teaching language in context* (3rd ed.), pp. 51-85. Boston, MA: Heinle.

This book as a whole provides a comprehensive guide for teaching foreign languages. Two chapters from this book that provide a theoretical orientation towards proficiency based language teaching are included on the ERES site. In Chapter 2: *On learning a language: Some theoretical perspective*, the author outlines the main theoretical perspectives underlying language learning from the point of view a classroom based language teaching. Chapter 3: *On*

teaching language: Principles and priorities in methodology th authors outlines 5 guiding principles targeting developing proficiency in the target language.

Shrum, J.L., and Glisan E.W. (1994). Understanding the role of contextualized input, output, and interaction in language learning. In Shrum, J.L., and Glisan E.W., *Teacher's Handbook (2nd ed.)*, pp. 1-24. Boston: Heinle.

This chapter provides concise definitions of key concepts in second language acquisition written for language teachers. Key concepts include: communicative competence, input, interaction, output, zone of proximal development, mediation, affective variables.

Methodological Considerations for Language Teaching

Curtain, H., and Dahlberg, C.A. (2007). *Languages and children, language instruction for an early start, grades k-8 (4th ed.)*. New York: Pearson.

This book is essential reading for anyone interested in teaching languages in the elementary grades. In addition to theoretical considerations, the authors provide a great number of classroom activities. As an example, Chapter 3: Building toward communication in all three modes is included on the ERES site. Breaking communication into the interpersonal, interpretational, and presentational modes, this chapter provides examples in a variety of World Languages; all of which can be applied to Alaska Native languages.

Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. Yale: Yale University Press.

This book provides an argument for language teaching that is organized not by one specific method, but by the particularity, practicality and possibility. The first two chapters of this book, which outlining this framework, are included on the ERES site.

Omaggio Hadley, A. (2001). *Teaching language in context (3rd ed.)*. Boston, MA: Heinle.

In addition to the chapters included under definition and theory this book provides language teaching ideas and examples based on the 5 hypotheses outlined in chapter 3 of the book (see above). Chapters include teaching for proficiency in listening and reading, speaking, writing and culture. These chapters are not included on the ERES site.

Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

This book commonly used as a textbook in university classes on language teaching methods, outlines the main approaches taken to language teaching in the 1980s and 1990s. While none of these methods will work in isolation, the discussion of various methods can be helpful for teachers to tailor instruction to their context. Several chapters from this book are included on the ERES site because they are still relevant in 2012 and beyond: *Chapter 1: A brief history of language teaching; Chapter 2: The nature of approaches and methods in language teaching; Chapter 5: Total Physical Response; Chapter 14: Communicative Language Teaching.*

Shrum, J.L., and Glisan E.W. (1994). *Teacher's Handbook (2nd ed.)*. Boston: Heinle.

This is a comprehensive guide to teaching foreign languages written primarily for high school foreign language teachers. This book is organized around the national standards developed by the American Council on the Teaching of Foreign Languages (see ACTFL standards above). *Chapter 2: Contextualizing language instruction to address goals of the standards for foreign language learning* is included on the ERES site because it lays out the conceptual orientation,

explains the standards and reviews several methodological approaches to proficiency oriented language teaching.

Siekman, S., and Charles, W. (2011). Upingakuneng (when they are ready): Dynamic assessment in a third semester Yugtun class. *Assessment in Education: Principles, Policy & Practice*. 18(2), 151-168.

This research article reports on using a conversation and collaboration based assessment model (dynamic assessment) in a university Yup'ik as a Second Language classroom. The study illustrates a successful technique for use in Alaska Native language instruction.

Theses in Alaska Native Contexts by Alaska Native Scholars

These theses are available through the UAF library.

Amos-Andrew, Barbara. (2010). *Kuiggluk speech community*. Master's thesis, University of Alaska Fairbanks.

Angaiak-Bond, Anna. (2010). *Becoming aware as a parent, schoolteacher and community member*. Master's thesis, University of Alaska Fairbanks.

Bass, S. (2010). *Bridging home and school: factors that contribute to multiliteracies development in a Yup'ik kindergarten classroom*. Master's thesis, University of Alaska Fairbanks.

Michael, Veronica E. (2010). *Can we remain Yup'ik in these contemporary times? : a conversation of three Yugtun-speaking mothers*. Master's thesis, University of Alaska Fairbanks.

Moses, Catherine (Catherine M.) (2010). *Focus on form in writing in a third grade Yugtun classroom*. Master's thesis, University of Alaska Fairbanks.

Nicholai, Rachel Cikigaq. (2010). *Authentic assessment for Yuuyaraq middle school students based on the Yuuyaraq curriculum*. Master's thesis, University of Alaska Fairbanks.

Oulton, Carol S. (2010). *Focus on form through singing in a first grade Yugtun immersion classroom*. Master's thesis, University of Alaska Fairbanks.

Samson, Sally P. (2010). *Yuraq : an introduction to writing*. Master's thesis, University of Alaska Fairbanks.

Sikorski, Hishinlai' Kathy R. (2008) *Classroom culture and indigenous classrooms*. Master's thesis, University of Alaska Fairbanks.