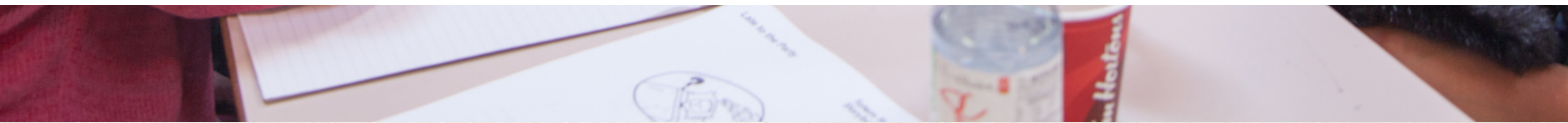




# Creating a Tlingit Language Immersion School

Following the World Leaders in Language Revitalization

*X'unei Lance Twitchell — University of Alaska Southeast — CCTHITA Academic Policy Committee — [latwitchell@uas.alaska.edu](mailto:latwitchell@uas.alaska.edu)*





“

Ch'u tlákwdáx

haa dachxán haa kináa kei wtusinúk.

Aaa. X'atulitseen. Tsu kushtuyáx daa

sá yaa tushigéiyi át du jeedéi yatx

gatooteeyín haa dachxanx siteeyí káa ...

– *Kaal.átk'*





Photo by Juneau Empire



Hawaiian

Māori

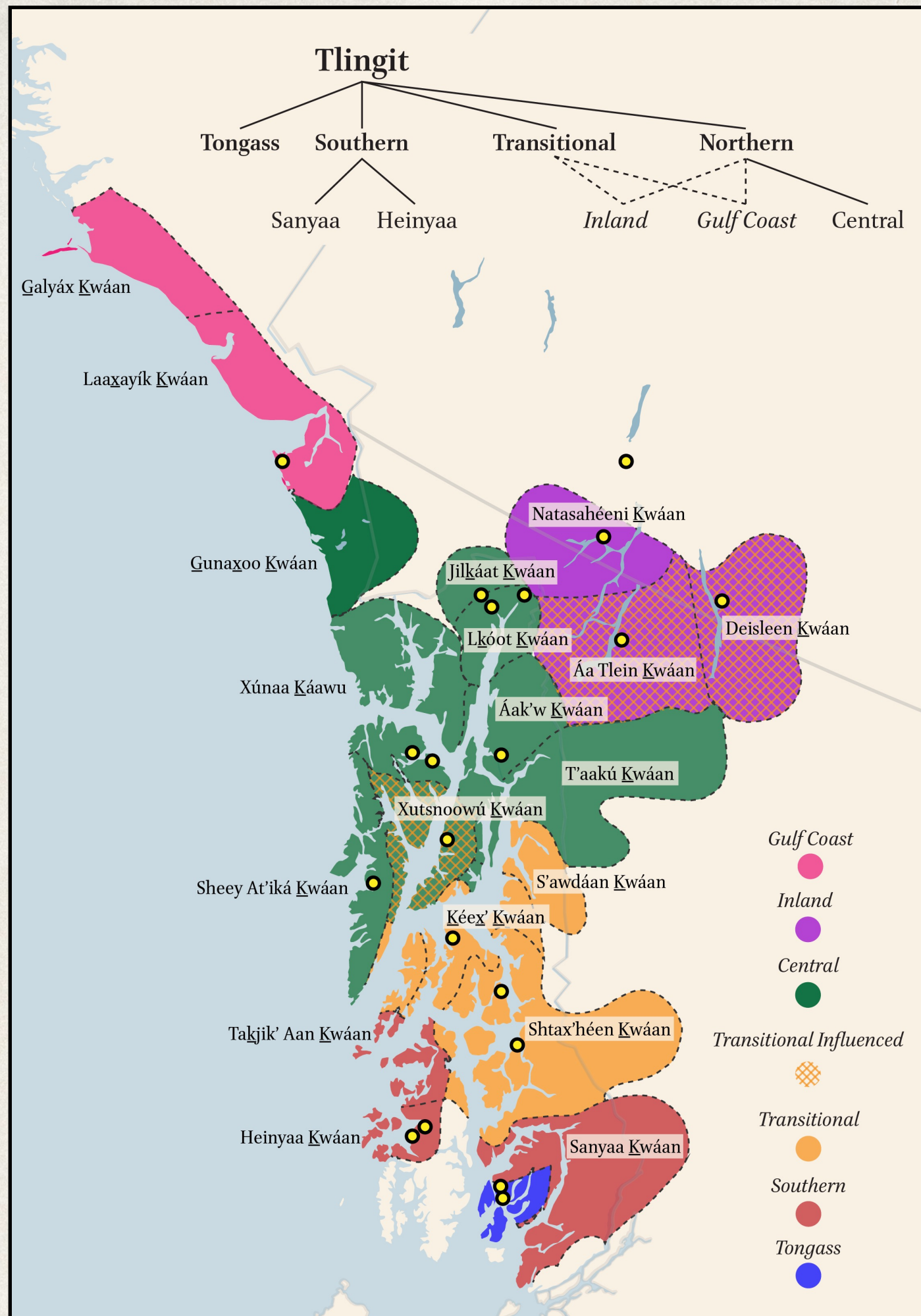
Mohawk

Ojibwe

French Canadian

Gaelic







# Saving Languages

An introduction to language revitalization



Lenore A. Grenoble and Lindsay J. Whaley

CAMBRIDGE

mouton textbook

Tasaku Tsunoda

## Language Endangerment and Language Revitalization

An Introduction

mouton de gruyter



# The Plan

A New Hope

‘O ka ‘Ōlelo ke Ka‘ā o ka Maui

Language is the fiber that binds us to our cultural identity

---

- ❖ **Alaska Native Languages as Co-official Languages**

- ◆ HB 216

- ❖ **Change Federal Law to allow rejection of standardized testing and curriculum, and to allow all testing in target language until 11th grade**

- ◆ National Coalition of Native American Language Schools & Programs

- ❖ **Form the Tribal Schools Program within CCTHITA**

- ◆ Statute 08



# The Plan II

The Tlingit Language Strikes Back

‘O ka ‘Ōlelo ke Ka‘ā o ka Maui

Language is the fiber that binds us to our cultural identity

---

## ❖ Form the Academic Policy Committee

- ❖ CCTHITA Executive Council appoints CCTHITA President & 1 Executive Council Member, 3 Elder Tribal Citizens, 2 Community Members
- ❖ 2 Staff Members and 5 Parents are elected

## ❖ Develop Tlingit Immersion Daycare & Preschool

- ❖ Potential Partnerships: CCTHITA Head Start & Daycare, GHF Curriculum Development

## ❖ Develop a Tribal College within the UA System

- ❖ Certify fluent speakers as teachers
- ❖ Develop new teachers & materials



# The Plan III

Return of the Fluent Speaker

‘O ka ‘Ōlelo ke Ka‘ā o ka Maui

Language is the fiber that binds us to our cultural identity

---

## ❖ Build it One Grade at a Time

- ◆ Lead Teacher and Principal work with teams of elders and teachers to develop curriculum and train future teachers

## ❖ The big questions

- ◆ Where to have it?
- ◆ How many students?
- ◆ Student housing options?







“

ch'a ldakát át

a yakgwahéiyagu kudzitee

– *Kaalkáawu*



# Defining Language Endangerment

---

- ❖ Number of Speakers
- ❖ Age of Speakers
- ❖ Fluency Levels
- ❖ Realms of Use



6 month old in Hawaiian language immersion



# Intergenerational Transmission

(Krauss 1997)

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- A the language is spoken by all generations, including all, or nearly all, of the children
- A– the language is learned by all or most children
- B the language is spoken by all adults, parental age and up, but learned by few or no children
- B– the language is spoken by adults in their thirties and older but not by younger parents
- C the language is spoken only by middle-aged adults and older, in their forties and up
- C– all speakers in their fifties or older
- D+ all speakers in their sixties or older
- D all speakers in their seventies or older
- D– all speakers in their seventies or older, and fewer than 10 speakers
- E extinct, no speakers



# Fluency Levels

---

- 5 **Native Speaker**  
can fully speak and understand the language as a first-language learner
- 4 **Second Language Speaker**  
can fully speak and understand the language as a second-language learner
- 3 **Partial Speaker**  
can speak in certain situations and understand most things in the language
- 2 **Dormant Speaker**  
can only speak common words and phrases, but understands most things in the language
- 1 **Language Learner:**  
limited speaking and understanding ability, but actively learning
- 0 **Non-Speaker:**  
not currently able to speak or understand the language, but may have some familiarity with words and phrases.



# Realms of Language Use

(UNESCO)

---

1. universal use
2. multilingual parity
3. dwindling domains
4. limited or formal domains
5. highly limited domains
6. extinct



# Language Shift

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Alaska Native Language ..... ➔ English



fluent ..... bilingual ..... monolingual



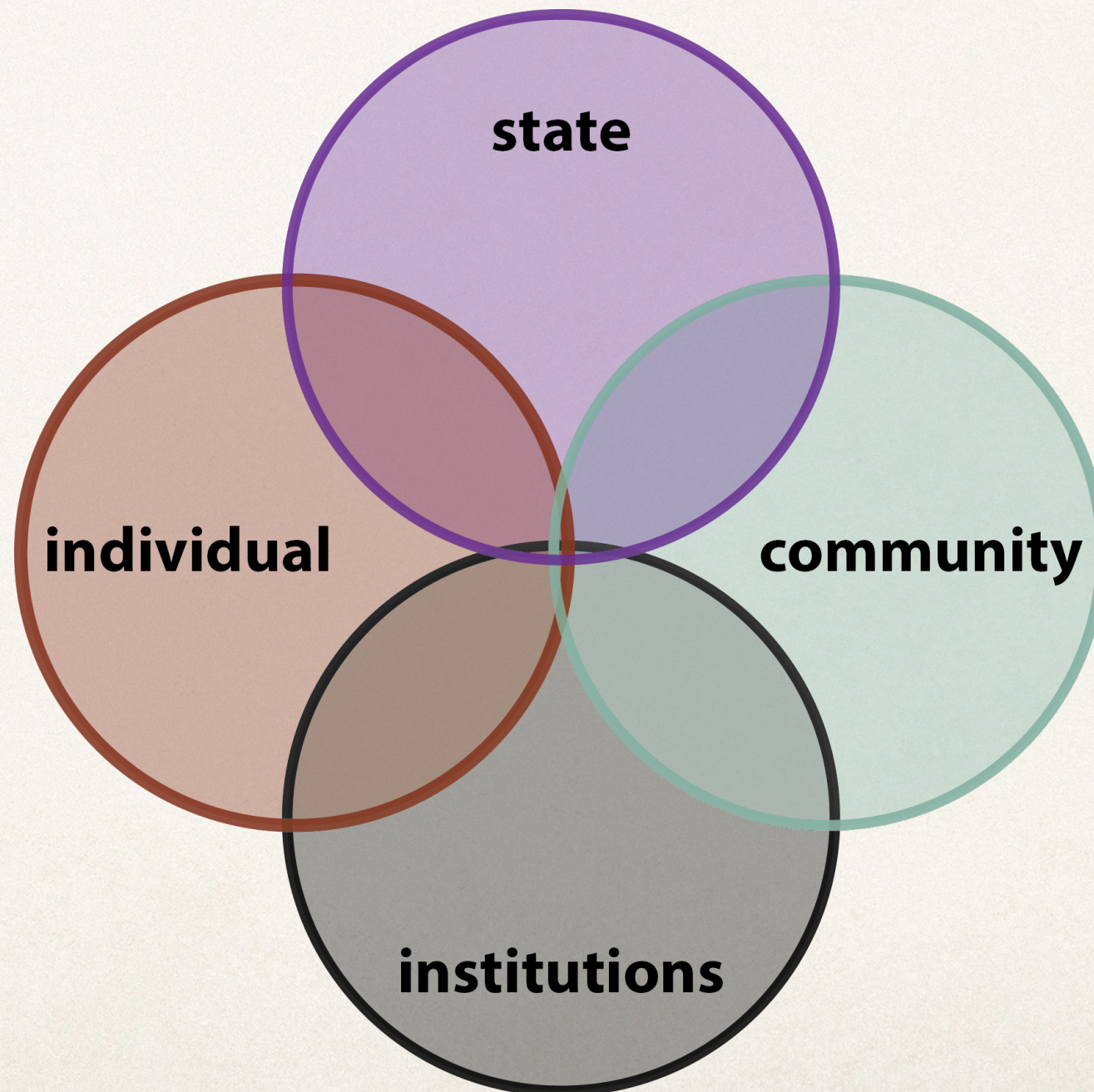
language life

language death



# Reversing Language Shift

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“

hél daa sá

a yáx koogei

yaa yoo x'atángi

– *Shaksháani*



# State

governmental accountability & historical awareness

---

- ❖ HB 216
- ❖ Language Immersion Charter School Bill
- ❖ Laboratory Schools
- ❖ Integrated into statewide curricula



Photo by Angela Gonzalez



# Institutions

a place for indigenous knowledge

- ❖ Kōleke 'Ōlelo Hawai'i (Hawai'i)
- ❖ Awanuiārangi (Māori)
- ❖ Iḷisaḡvik College
- ❖ Alaska Native University





# Community

language – land – people – spirituality

- ❖ Restoring Placenames
  - ❖ un-naming,  
not renaming
- ❖ Creating language spaces
- ❖ Expecting language use  
from everyone
- ❖ Language of Commerce





# Individuality

responsibility – alleviation of guilt  
connection – healing – confidence

---

reduced social function   radical changes and reduction in the language system  
stigma and negative evaluation of “imperfect” language

social subordination   negative sociopsychological evaluation   sociolinguistic  
restriction   language decay

limited aboriginal language use   limited exposure to the language   reduced  
language knowledge and fluency   lack of confidence in using that aboriginal  
language   increasing reliance on english

assumption of limited intelligence   distortion of identity & communication  
imagined “value” of languages   language decay



# The Hawai‘i Model

---

- ❖ ‘Aha Pūnana Leo, Inc.
- ❖ Nāwahī
- ❖ Koleke ‘Ōlelo Hawai‘i







## Koleke 'Ōlelo Hawai'i

college within University of Hawai'i Hilo  
 curriculum development  
 teacher training  
 adult education  
 local, state, & national advocacy  
 Certifications, Bachelor's, Master's, Ph.D



## 'Ōiwi TV

internet television station  
 multimedia content in Hawaiian  
 language documentation & promotion  
 programming for all ages  
 Hawaiian identity & worldview



## 'Aha Pūnana Leo, Inc.

nonprofit organization: daycare / preschool  
 mana of a living Hawaiian language  
 fundraising



## Nāwahī

K – 8 Immersion Charter School  
 9 – 12 Immersion Magnet School  
 designed for families, students, and staff  
 goal: establishing Hawaiian as dominant language



“

Yee gu.aa yáx x'wán.

Yee léelk'u hás xá yee x'éit has wusi.áx yeedát.

Yee gu.aa yáx x'wán.

Gunéi áx too.aadí tsú.

Yee gu.aa yáx x'wán.

Uháan áyá, haa léelk'u hás,

has du ítx yaa ntoo.át

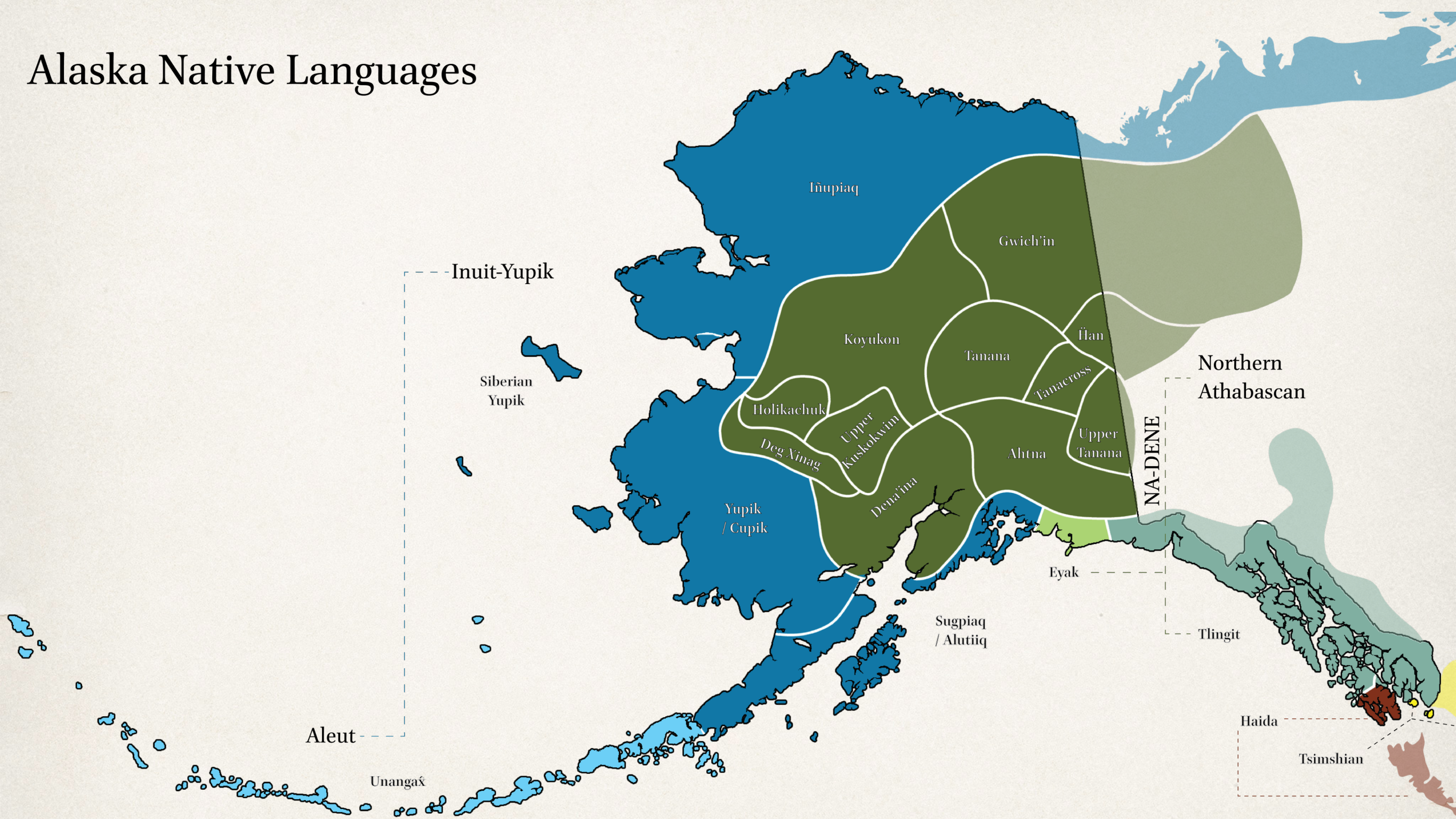
Yee gu.aa yáx x'wán.

Ldakát yeewháan.

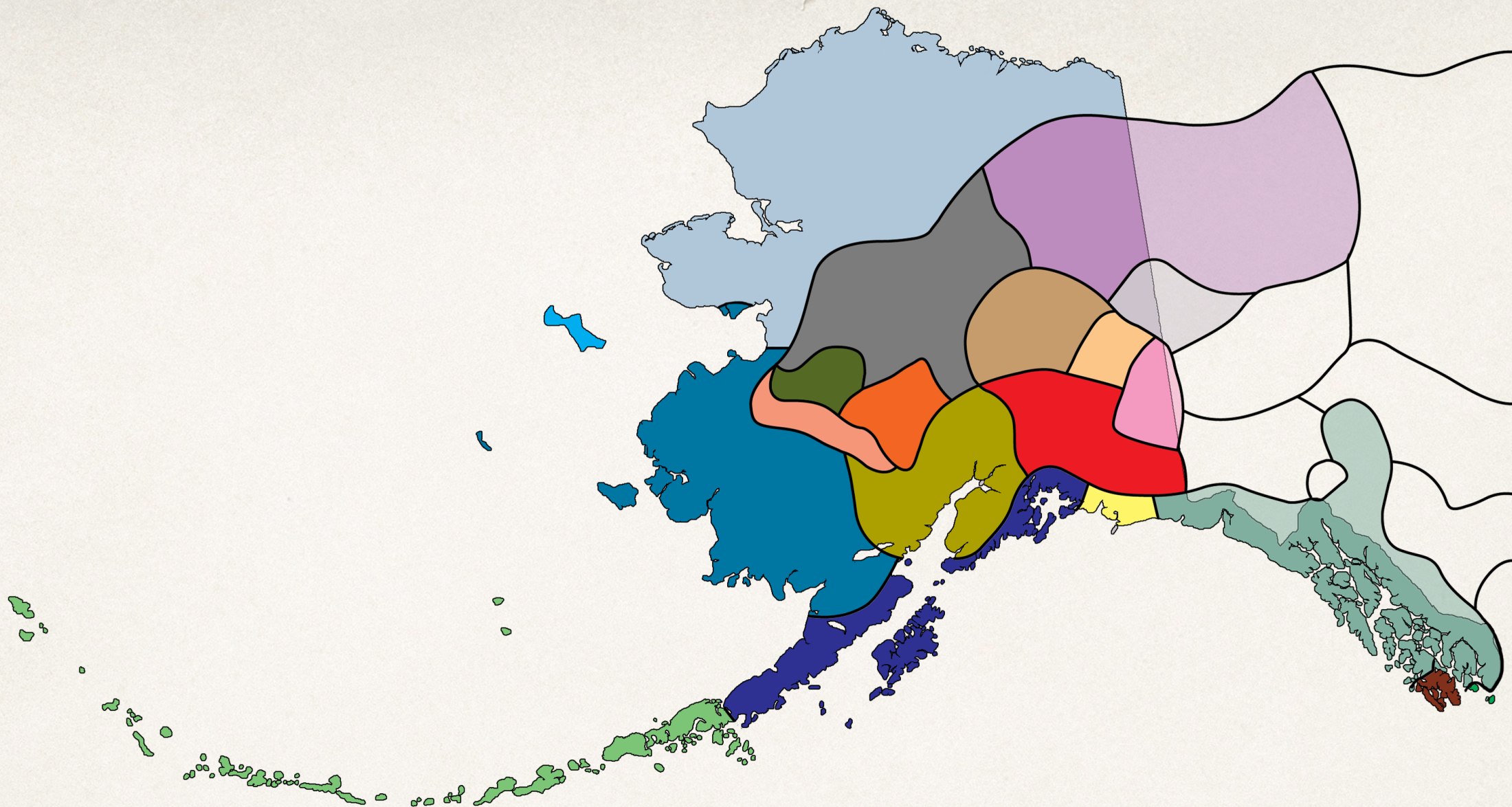
– *Shgaté*



# Alaska Native Languages







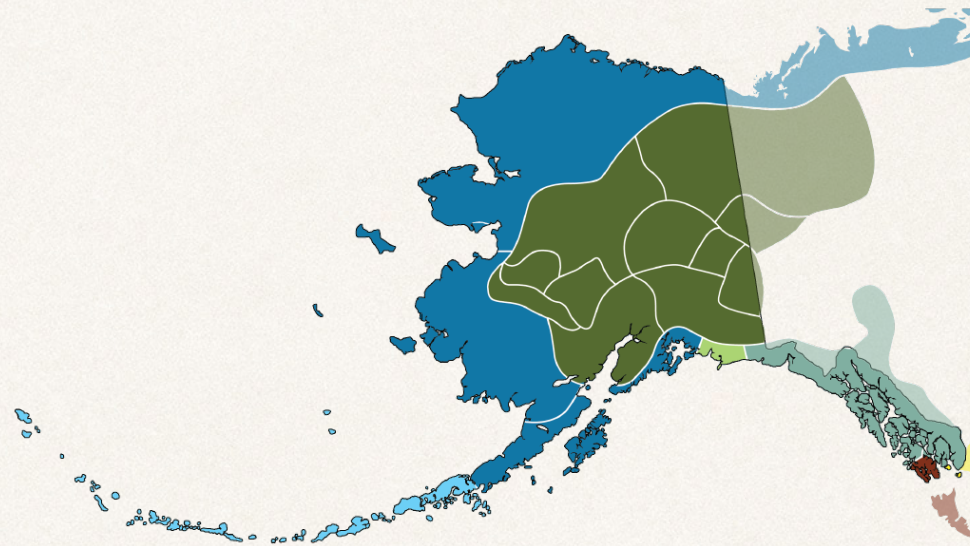
# Alaska Native Studies Council







UNIVERSITY *of* ALASKA  
ANCHORAGE



# University of Alaska Native Languages & Studies

