Ancestral Language Acquisition Among Native Americans - Frederick H. White 2008-01-01

This work addresses Native American students' learning and participation styles with regard to second language acquisition in such a context: The Haidas of British Columbia learning their ancestral language in an elementary school classroom. The study also elucidates the problems encountered during the transition from informal learning to formal education.

American Indians and Popular Culture: Media, sports, and politics - Elizabeth DeLaney Hoffman 2012

"Americans are still fascinated by the romantic notion of the "noble savage," yet know little about the real Native peoples of North America. This two-volume work seeks to remedy that by examining stereotypes and celebrating the true cultures of American Indians today"--
Born in the Blood - Brian Swann 2011 An anthology of essays on the translation of Native American languages and literatures by top scholars in the field.

Language in the Real World - Susan J. Behrens 2010-05-13 Language in the Real World challenges traditional approaches to linguistics to provide an innovative introduction to the subject. By first examining the real world applications of core areas of linguistics and then addressing the theory behind these applications, this text offers an inductive, illustrative, and interactive overview for students. Key areas covered include animal communication, phonology, language variation, gender and power, lexicography, translation, forensic linguistics, language acquisition, ASL, and language disorders. Each chapter, written by an expert in the field, is introduced by boxed notes listing the key points covered and features an author’s note to readers that situates the chapter in its real world context. Activities and pointers for further study and reading are also integrated into the chapters and an end of text glossary is provided to aid study. Professors and students will benefit from the interactive Companion Website that includes a student section featuring comments and hints on the chapter exercises within the book, a series of flash cards to test knowledge and further reading and links to key resources. Material for professors includes essay and multiple choice questions based on each chapter and additional general discussion topics. Language in the Real World shows that linguistics can be appreciated, studied, and enjoyed by actively engaging real world
applications of linguistic knowledge and principles and will be essential reading for students with an interest in language. Visit the Companion Website at www.routledge.com/textbooks/languagerealworld

**Heritage Language Development**-Kimi Kondo-Brown 2006-01-01 This collection of studies investigates the individual, micro-psychological, and macro-societal factors that promote or discourage the development of child and young adult heritage language learners' spoken and written skills in East Asian languages (Chinese, Japanese, and Korean). The research presented in this book is based on empirical data from various learning and social settings in the United States and Canada. The contributors are themselves mostly from East Asian immigrant backgrounds and have worked closely with students from such backgrounds. This book also speaks to the needs for future research within East Asian communities that will (a) promote East Asian heritage language development in applied linguistics, (b) encourage parental, community, and national support for East Asian heritage language development, and (c) improve the teaching of oral and written skills for heritage learners of East Asian languages in various educational settings.

**Adult Minority Language Learning**-Colin J. Flynn 2020-03-31 This book examines the role of affective variables in the process of learning a minority language. It presents a comprehensive account of how adult learners’
attitude, motivation and identity are related to their awareness of, and commitment to, different dialects and varieties as target speech models. These issues are examined in the context of Irish, a minority language which does not have a standard spoken variety and where the vast majority of learners have no regular contact with native speakers. Using a mixed methods research approach, this study explores the relationships that exist between, on the one hand, learners’ attitudes towards the three main traditional dialects of Irish and non-traditional second language varieties, and on the other, their motivation and self-concept as second language learners.

**Emerging from Out of the Margins**-Frederick White 2014 This book provides an insider view of Haida language, history, and culture, and offers a perspective on Haida culture that comes not only from external research but also from intimate knowledge and experiences the author has had as a Haida Nation citizen. The book's focus on language - past, present, and future - allows insight into the Haida language documentation and revitalization process that will benefit other cultures currently addressing similar issues with their language. Being able to write and discuss Haida culture as an insider affords the opportunity to instantiate the role of a First Nations scholar including the intricacies involved in having a voice about one's own culture and history. A First Nations person publishing a book about his or her own culture is a rare opportunity. However, such publications will become more common as other indigenous scholars and writers emerge from other margins around the
Ancestral Language Acquisition Among Native Americans A Study Of A Haida Language Class

Haida Eagle Treasures-Pansy Collison 2017-10-16 Take a journey into the heart of Haida culture as it is lived and experienced by an extraordinary woman of the Tsath Lanas Eagle Clan. Pansy Collison, a Haida woman born and raised in Old Massett on Haida Gwaii, tells stories of her clan and community, as well as personal narratives about her history and family. Haida Eagle Treasures embodies a strong Haida woman’s voice, offering a rare glimpse inside Haida culture. Each story and memory is a treasure that captures part of the beauty of the Haida worldview and way of life. Now retired, Pansy taught for 23 years at elementary, secondary, and college levels. From these experiences, she describes some of the challenges and contradictions of living between two worlds. Pansy’s teaching skills, artistic talents, and political affiliations keep her involved in politics and education on Haida Gwaii. Thirteen original illustrations by Pansy’s brother, Paul White, a gifted artist, teacher, pole carver and designer, provide the guideposts within Haida Eagle Treasures.

Emerging from Out of the Margins-Frederick H. White 2014-03-20 This book provides an insider view of Haida language, history, and culture, and offers a perspective on Haida culture that comes not only from external research but also from intimate knowledge and experiences the author has had as a Haida Nation citizen. The book's focus on language, past, present, and future - allows insight into
the Haida language documentation and revitalization process that will benefit other cultures currently addressing similar issues with their language. Being able to write and discuss Haida culture as an insider affords the opportunity to instantiate the role of a First Nations scholar including the intricacies involved in having a voice about one's own culture and history. A First Nations person publishing a book about his or her own culture is a rare opportunity. However, such publications will become more common as other indigenous scholars and writers emerge from other margins around the world.

Learning to be an Anthropologist and Remaining "Native"-Beatrice Medicine 2001 Included in this collection are Medicine's clear-eyed views of assimilation, bilingual education, and the adaptive strategies by which Native Americans have conserved and preserved their ancestral languages.

Handbook of Heritage, Community, and Native American Languages in the United States-Terrence G. Wiley 2014-01-03 Co-published by the Center for Applied Linguistics Timely and comprehensive, this state-of-the-art overview of major issues related to heritage, community, and Native American languages in the United States, based on the work of noted authorities, draws from a variety of perspectives—the speakers; use of the languages in the home, community, and wider society; patterns of acquisition, retention, loss, and revitalization of the
languages; and specific education efforts devoted to developing stronger connections with and proficiency in them. Contributions on language use, programs and instruction, and policy focus on issues that are applicable to many heritage language contexts. Offering a foundational perspective for serious students of heritage, community, and Native American languages as they are learned in the classroom, transmitted across generations in families, and used in communities, the volume provides background on the history and current status of many languages in the linguistic mosaic of U.S. society and stresses the importance of drawing on these languages as societal, community, and individual resources, while also noting their strategic importance within the context of globalization.

**Language Diversity in the USA**

Kim Potowski 2010-08-05

What are the most widely spoken non-English languages in the USA? How did they reach the USA? Who speaks them, to whom, and for what purposes? What changes do these languages undergo as they come into contact with English? This book investigates the linguistic diversity of the USA by profiling the twelve most commonly used languages other than English. Each chapter paints a portrait of the history, current demographics, community characteristics, economic status, and language maintenance of each language group, and looks ahead to the future of each language. The book challenges myths about the 'official' language of the USA, explores the degree to which today's immigrants are learning English and assimilating into the mainstream, and discusses the relationship between linguistic diversity and
national unity. Written in a coherent and structured style, Language Diversity in the USA is essential reading for advanced students and researchers in sociolinguistics, bilingualism, and education.

**American Indian English**—William L Leap 2012-03-13
American Indian English documents and examines the diversity of English in American Indian speech communities. It presents a convincing case for the fundamental influence of ancestral American Indian languages and cultures on spoken and written expression in different Indian English codes. A distillation of over twenty years' research, this pioneering work explores the linguistic and sociolinguistic characteristics of English language use among members of Navajo, Hopi, Mojave, Ute, Tsimshian, Kotzebue, Ponca, Pima, Lakota, Cheyenne, Laguna, Santa Ana, Isleta, Chilcotin, Seminole, Cherokee, and other American Indian tribes. American Indian English fills numerous gaps in existing studies of language histories, Indian student school experience, Indian-white contact, and "acculturation." Unlike contemporary studies on schooling, ethnicity, empowerment, and educational failure, American Indian English avoids postmodernist jargon and discourse strategies in favor of direct description and commentary. Data are derived from conditions of real-life experience faced by speakers of Indian English in various English-speaking settings. This practical focus enhances the book's accessibility to Indian educators and community-based teachers, as well as non-Indian academics.
Indigenous Youth and Multilingualism - Leisy T. Wyman 2013-08-22 Bridging the fields of youth studies and language planning and policy, this book takes a close, nuanced look at Indigenous youth bi/multilingualism across diverse cultural and linguistic settings, drawing out comparisons, contrasts, and important implications for language planning and policy and for projects designed to curtail language loss. Indigenous and non-Indigenous scholars with longstanding ties to language planning efforts in diverse Indigenous communities examine language policy and planning as de facto and de jure – as covert and overt, bottom-up and top-down. This approach illuminates crosscutting themes of language identity and ideology, cultural conflict, and linguistic human rights as youth negotiate these issues within rapidly changing sociolinguistic contexts. A distinctive feature of the book is its chapters and commentaries by Indigenous scholars writing about their own communities. This landmark volume stands alone in offering a look at diverse Indigenous youth in multiple endangered language communities, new theoretical, empirical, and methodological insights, and lessons for intergenerational language planning in dynamic sociocultural contexts.

Investigating Obsolescence - Nancy C. Dorian 1992-09-03 Over the past 500 years, half the known languages of the world have vanished. This comprehensive overview of contracting and dying languages, investigates the broad scope currently under threat of extinction.
A World of Indigenous Languages - Teresa L. McCarty
2019-03-13 Spanning Indigenous settings in Africa, the Americas, Aotearoa/New Zealand, Australia, Central Asia and the Nordic countries, this book examines the multifaceted language reclamation work underway by Indigenous peoples throughout the world. Exploring political, historical, ideological, and pedagogical issues, the book foregrounds the decolonizing aims of contemporary Indigenous language movements inside and outside of schools. Many authors explore language reclamation in their own communities. Together, the authors call for expanded discourses on language planning and policy that embrace Indigenous ways of knowing and forefront grassroots language reclamation efforts as a force for Indigenous sovereignty, social justice, and self-determination. This volume will be of interest to scholars, educators and students in applied linguistics, Ethnic/Indigenous Studies, education, second language acquisition, and comparative-international education, and to a broader audience of language educators, revitalizers and policymakers.

Language Revitalization Processes and Prospects - Kendall A. King 2001 This work explores educational and community efforts to revitalize the Quichua language in two indigenous Andean communities of southern Ecuador. Analyzing the linguistic, social, and cultural processes of positive language shift, this book contributes to our understanding of formal and informal educational efforts to revitalize threatened languages.
Information Structure and the Dynamics of Language Acquisition-Christine Dimroth 2003-09-18 The papers in this volume focus on the impact of information structure on language acquisition, thereby taking different linguistic approaches into account. They start from an empirical point of view, and examine data from natural first and second language acquisition, which cover a wide range of varieties, from early learner language to native speaker production and from gesture to Creole prototypes. The central theme is the interplay between principles of information structure and linguistic structure and its impact on the functioning and development of the learner's system. The papers examine language-internal explanatory factors and in particular the communicative and structural forces that push and shape the acquisition process, and its outcome. On the theoretical level, the approach adopted appeals both to formal and communicative constraints on a learner’s language in use. Two empirical domains provide a 'testing ground' for the respective weight of grammatical versus functional determinants in the acquisition process: (1) the expression of finiteness and scope relations at the utterance level and (2) the expression of anaphoric relations at the discourse level.

Cultural Diversity and Canadian Education-John Mallea 1984-04-15 This thorough study will be of assistance to those seeking to understand the role of education in contemporary Canada. Education policy and practice regarding language and culture are highlighted, as is the crucially important question of cultural transmission.
Language, Learning, and Culture in Early Childhood—Ann Anderson 2015-12-07 Complex factors affect young children and their families in today’s increasingly diverse world characterized by globalization, the transnational movement of people, and neo-liberal government policies in western and industrialized countries. This book focuses on three of these factors—culture, language and learning—and how they affect children’s development and learning in the context of their communities, families and schools. Taking an ecological perspective, it challenges normative and hegemonic views of young children’s language, literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities. The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices, and the importance of first or home language maintenance and its cognitive, cultural, economic, psychological and social benefits. Links are provided to a package of audio-video resources (http://blogs.ubc.ca/intersectionworkshop/) including key note speeches and interviews with leading international scholars, and a collection of vignettes from the workshop from which this volume was produced.

Bilinguality and Bilingualism—Hamers Josiane F 2000-02-17 Presents state-of-the-art knowledge about languages in contact from individual bilingualism (or
bilinguality) to societal bilingualism.

**On the Margins of Nations**- Foundation for Endangered Languages. Conference 2004

**American Indian Quarterly**- 2006

**Affirming Students' Right to Their Own Language**- Jerrie Cobb Scott 2009-06-02 A Co-publication of the National Council of Teachers of English and Routledge. How can teachers make sound pedagogical decisions and advocate for educational policies that best serve the needs of students in today’s diverse classrooms? What is the pedagogical value of providing culturally and linguistically diverse students greater access to their own language and cultural orientations? This landmark volume responds to the call to attend to the unfinished pedagogical business of the NCTE Conference on College Composition and Communication 1974 Students’ Right to Their Own Language resolution. Chronicling the interplay between legislated/litigated education policies and language and literacy teaching in diverse classrooms, it presents exemplary research-based practices that maximize students' learning by utilizing their home-based cultural, language, and literacy practices to help them meet school expectations. Pre-service teachers, practicing teachers, and teacher educators need both resources and knowledge, including global perspectives, about language variation in
PreK-12 classrooms and hands-on strategies that enable teachers to promote students’ use of their own language in the classroom while also addressing mandated content and performance standards. This book meets that need. Visit http://www.ncte.org for more information about NCTE books, membership, and other services.

**Encyclopedia of American Indian Literature**-Jennifer McClinton-Temple 2009-01-01 American Indians have produced some of the most powerful and lyrical literature ever written in North America. Encyclopedia of American Indian Literature covers the field from the earliest recorded works to some of today's most exciting writers. This encyclopedia features the most respected, widely read, and influential American Indian writers to date. --publisher description.

**Tribal Libraries, Archives, and Museums**-Loriene Roy 2011-10-10 Hundreds of tribal libraries, archives, and other information centers offer the services patrons would expect from any library: circulation of materials, collection of singular items (such as oral histories), and public services (such as summer reading programs). What is unique in these settings is the commitment to tribal protocols and expressions of tribal lifeways—from their footprints on the land to their architecture and interior design, institutional names, signage, and special services, such as native language promotion. This book offers a collection of articles devoted to tribal libraries and archives and provides an
opportunity for tribal librarians to share their stories, challenges, achievements, and aspirations with the larger professional community. Part one introduces the tribal community library, providing context and case studies for libraries in California, Alaska, Oklahoma, Hawai'i, and in other countries. The role of tribal libraries and archives in native language recovery and revitalization is also addressed in this section. Part two features service functions of tribal information centers, addressing the library facility, selection, organization, instruction, and programming/outreach. Part three includes a discussion of the types of records that tribes might collect, legal issues, and snapshot descriptions of noteworthy archival collections. The final part covers strategic planning, advice on working in the unique environments of tribal communities, advocacy and marketing, continuing education plans for library staff, and time management tips that are useful for anyone working in a small library setting.

**Language and Literacy Teaching for Indigenous Education**
Norbert Francis 2002-01-01 Language and Literacy Teaching for Indigenous Education: A Bilingual Approach presents a proposal for the inclusion of indigenous languages in the classroom. Based on extensive research and field work by the authors in communities in the United States and Mexico, the book explores ways in which the cultural and linguistic resources of indigenous communities can enrich the language and literacy program.
Classroom Culture and Indigenous Classrooms- Hishinlai' Kathy R. Sikorski 2008 "Indigenous languages have been traditionally learned by doing activities on the land, with the family or around a village. Sometimes, because this is not feasible, Indigenous languages can be learned in a classroom. This is a qualitative research on the author's own Indigenous language classroom with the theoretical foundations of second language acquisition and group formation processes. Data collected were videotapes, audiotapes, student journals, and an exit interview, which were triangulated and verified by an interrater. Results were that the instructor had to possess a philosophy of second language teaching and learning; set high expectations, and create a positive classroom culture. Learners had to be extremely motivated; participate, and pull their own weight. The overall recommendations are that (a) learners need to learn their ancestral language as a second language, (b) Native language teachers need training on theories of second language acquisition, (c) Native language teachers need to have a strong philosophy of second language learning and teaching, and (d) learners need to have a mindset that they will learn to speak their ancestral languages by practicing. These recommendations have worked in the researcher's classroom, and can be extended to any second language teaching or learning arena"--Leaf iii.

Native American Language Ideologies- Paul V. Kroskrity 2009-04-15 Annotation. This book samples the language ideologies of a wide range of Native American communities
to show their role in sociocultural transformation. The contributors discuss the impact of contemporary languages issues on grammar, language use, the relation between language and social identity, and emergent language ideologies themselves in Native American speech communities. Book jacket.

**Focus**- 1980

**Language Change and Language Contact in Pidgins and Creoles**- John McWhorter 2000-05-15 This book collects a selection of fifteen papers presented at three meetings of the Society for Pidgin and Creole Linguistics in 1996 and 1997. The focus is on papers which approach issues in creole studies with novel perspectives, address understudied pidgin and creole varieties, or compellingly argue for controversial positions. The papers demonstrate how pidgins and creoles shed light on issues such as verb movement, contact-induced language change and its gradations, discourse management via tense-aspect particles, language genesis, substratal transfer, and Universal Grammar, and cover a wide range of contact languages, ranging from English- and French-based creoles through Portuguese creoles of Africa and Asia, Sango, Popular Brazilian Portuguese, West African Pidgin Englishes, and Hawaiian Creole English.
Dual Language Classrooms—Diane J. Tedick 2019-11-28
This book introduces research-based pedagogical practices for supporting and enhancing language development and use in school-based immersion and dual language programs in which a second, foreign, heritage, or indigenous language is used as the medium of subject-matter instruction. Using counterbalanced instruction as the volume’s pedagogical framework, the authors map out the specific pedagogical skill set and knowledge base that teachers in immersion and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language. To illustrate key concepts and effective practices, the authors draw on classroom-based research and include teacher-created examples of classroom application. The following topics are covered in detail: defining characteristics of immersion and dual language programs and features of well-implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form-focused and content-based instruction scaffolding strategies that support students’ comprehension and production while ensuring continued language development an approach to creating cross-linguistic connections through biliteracy instruction a self-assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content-based language teaching, this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each
chapter. The book will be a key resource for preservice and in-service teachers, administrators, and teacher educators.

**International Handbook of Bilingualism and Bilingual Education** - Christina Bratt Paulston 1988 This handbook introduces a theoretical framework for the situations of language maintenance and shift in which bilingual education is found. It also provides a series of case studies of bilingualism or multilingualism within nation-states.

**Critical Literacy Pedagogy for Bilingual Preservice Teachers** - Hyesun Cho 2018-02-15 This book presents a participatory action research study exploring the social identity and academic literacies of bilingual preservice teachers. It describes the transformative experiences of undergraduate students during their participation in a program specially designed to develop bilingual teachers in Hawaii, USA. Further, it discusses how the curriculum and instruction in the classroom provide a ‘third space’ for facilitating peer interaction and critical reflection on such issues as academic literacy, heritage language education, and teacher identity. In doing so, it connects ideas of social identity and academic literacies of bilingual preservice teachers to the “real work” of mentoring and teaching PreK-12 students themselves.

**No Child Left Behind Act: Education’s Data Improvement Efforts Could Strengthen the Basis for...**
**Distributing Title III Funds**- 2006

**How Languages Work**-Carol Genetti 2018-11-08 A fully revised introduction to language in use, containing in-depth language profiles, case studies, and online multimedia resources.

**Indigenous Language Revitalization in the Americas**- Serafín M. Coronel-Molina 2016-04-28 Focusing on the Americas – home to 40 to 50 million Indigenous people – this book explores the history and current state of Indigenous language revitalization across this vast region. Complementary chapters on the USA and Canada, and Latin America and the Caribbean, offer a panoramic view while tracing nuanced trajectories of "top down" (official) and "bottom up" (grass roots) language planning and policy initiatives. Authored by leading Indigenous and non-Indigenous scholars, the book is organized around seven overarching themes: Policy and Politics; Processes of Language Shift and Revitalization; The Home-School-Community Interface; Local and Global Perspectives; Linguistic Human Rights; Revitalization Programs and Impacts; New Domains for Indigenous Languages Providing a comprehensive, hemisphere-wide scholarly and practical source, this singular collection simultaneously fills a gap in the language revitalization literature and contributes to Indigenous language revitalization efforts.
Stabilizing Indigenous Languages- 1996 Stabilizing indigenous languages is the proceedings of two symposia held in November 1994 and May 1995 at Northern Arizona University. These conferences brought together language activists, tribal educators, and experts on linguistics, language renewal, and language teaching to discuss policy changes, educational reforms, and community initiatives to stabilize and revitalize American Indian and Alaska Native languages. Stabilizing indigenous languages includes a survey of the historical, current, and projected status of indigenous languages in the United States as well as extensive information on the roles of families, communities, and schools in promoting their use and maintenance. It includes descriptions of successful native language programs and papers by leaders in the field of indigenous language study, including Joshua Fishman and Michael Krauss.

Teaching Reading to American Indian/Alaska Native Students-Jon Reyhner 2001

Crossing Mountains-Phyllis Ngai 2012 Crossing Mountains provides important insights about integrating Native-language learning into public education. Using case studies of school districts on the Flathead Indian Reservation in Montana, Phyllis Ngai argues that carefully designed and inclusive Native-language programs can benefit communities and students regardless of ethnic identity.
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