

'uy' skweyul, sii'em',

Here is the updated reading assignment list. If anyone was absent for the May 31 class, please look for your name to see what section you will be sharing out with us next Tuesday evening.

The weekly schedule in our INLG 360 site is now updated. The reading resource list is below it.

Here are the directions to access the reading “*Teaching Indigenous Languages*” that contain all your individual articles:

- 1) Below the weekly schedule,, scroll down to the **Resource/Reference list item #3**.
- 2) Click on this item and it will take you to the pdf. document *Teaching Indigenous Languages, editor John Reyhner*.
- 3) In the document, scroll down to **page 6, the Table of Contents**.
- 4) Your assigned articles are listed below. Find your name and Chapter/page numbers. Scroll down in the document to find your place.
- 5) Read, reflect and journal on your assigned chapter for next Saturday's submission. (See below.) I hope to look at this work with you in class tonight.

Students and Reading/Page numbers:

(Use the **small** page number at the bottom of the pages of the article. Ignore the big number.)

NOTE:

- 1) SOME ARTICLES ARE LONG, SO I HAVE BEGUN TO DIVIDE MOST OF THEM UP FOR INDIVIDUALS TO READ A PART. IF YOUR ARTICLE HAS NOT BEEN DIVIDED AS YET, PLEASE WORK OUT WITH YOUR GROUP OR PARTNER HOW MANY PAGES OR WHAT SECTION(S) YOU EACH WILL BE RESPONSIBLE FOR.
- 2) WHEN IT IS YOUR TURN TO SHARE NEXT WEEK, PLEASE BE ABLE TO TELL THE NAME OF THE ARTICLE, THE WRITER OR EDITOR'S NAMES, AND DESCRIBE THE MAIN POINTS OF THE READING.

- #1 *Keeping Minority Languages Alive: the school's responsibility* by Gina P. Cantoni
Cecelia, pages 1 to 4,
Abby, pages 5 to 8.
- #2 *A Tribal Approach to Language and Literacy Development in a Trilingual Setting*
 by Octaviana V. Trujillo
Tracey White, pages 10 to 15 (and a few sentences on 16).
Taryn, pages 16 to 20.
- #3 *Going Beyond Words*
Pam, pages 22 to 26 (and 2 paragraphs on 27).
Guy, pages 27 to 30.

- #4 *Teaching Children to Unlearn the Sounds of English* by Veronica Carpenter
Arthur, pages 31 to 39.
- #5 *Learning Ancestral Language by Phone: Creating Situations for Lang. Use* by Alice Taff
Cordell, pages 40 to 45.
- #6 *Coyote as Reading Teacher - Oral Tradition in the Classroom* by Armando Heredia and
Norbert Francis.
Lawrence Mitchell and Clinton, pages 46 to 54.
- #7 *Revernacularizing Classical Na'huatl Through Dance*
pages
Roberta
Sophia Good
Tracey Norris
- #8 *The Kinder Apache Song and Dance Program*
Shirley Yuwunat, pages 77 to 84.
- #9 *School Community Collaborations: The American Indian Language Development
Institute*
Lynsey and Leona, pages 85 to 102
- # 10 *Language Preservation and Human Resources Development* by Joyce A Silverthorne
pages 105 to 115
Jonathon Joe
Chris N
- # 11 *Issues in Language Textbook Development: The Case of Western Apache*
by Willem J. de Reuse
pages 116 to 125
Terena
Nadia
Monica
- #12 *White Mountain Apache Language: Issues in Language Shift, Textbook Development,
and Native Speaker-University Collaboration*
pages 129 to 142
Gina-Mae
Virginia
Renee

- #13 *Science Explorers Translation Project* by Dolores Jacob
Canute, pages 144 to 150
- #14 *Incorporating Technology Into a Hawaiian Language Curriculum* by Makalapua Ka'awa and Emily Hawkins
Elaine, pages 151 to 157
- #15 *It Really Works: Cultural Communication Proficiency*, edited by Ruth Bennet
Tracy Sylvester and Lyla, pages 158 to 205 (don't panic, many diagrams)
- #16 *Marketing the Maori Language* by Ranji Nicholson
Rachel, pages 206 to 212
- #17 *Tuning Into Navajo Radio: the Role of Radio in Native Language Maintenance*
by Leighton C. Peterson
Lawrence George, pages 212 to 220
- #18 *The Wordpath Show* by Alice Anderton
Lisa, pages 222 to 227
- #19 *The Echota Cherokee Language: Current Use and Opinions About Revival*
by Stacye Hathorn
Brianna, page 228 to 233
- #20 *An Initial Exploration of the Navajo Nation's Language and Culture Initiative*
by Anne Batchelder and Sherry Markel
Billy, page 239 to 244
- #21 *Four Successful Indigenous Language Programs* by Dawn B. Stiles
Vernadean, (Intro-248 to 249, and **second to last, the Comparison**-256 to 259)
Terri, The Cree Way project, page 249 to 251 and **lastly** the conclusion page 259 to 260
Bridget, The Peach Springs Hualapai program, page 251 to 253
Rhonda, Te Kohanga Reo, pages 253 to 255
Sophia George, Punana Leo, pages 255 to 256
- #22 *Language of Work: The Critical Link Between Economic Change and Language Shift*
by Scott Palmer
pages 263 to 280
Randean,
Denean,
Georgina,
(Kelly - removed from this reading list)

- #23 *The Invisible Doors Between Cultures* by Robert N. St. Clair
Kevannah, pages 287 to 291
- #24 *Personal Thoughts on Indigenous Language Stabilization* by Barbara Burnaby
pages 292 to 299
Kendra-Anne
- #25 *Stabilizing What? An Ecological Approach to Language Renewal* by Mark Fettes
pages 301 (introduction) to a few sentences on 304
Robert Wyse
pages 304 (The two sides of language) to 306 and
pages 306 (The triple braid of language renewal, and Strand one) to 309
Naiomi
pages 309 (Strand 2, local knowledges) to 311
and (Strand 3, living relationships) to 312.
Janette
pages 313 (Further implications of an ecological approach) to 315.