

Dual Language and Immersion Researcher Convocation

Indigenous Immersion Research Overview

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What do we know about
program design?

Program Design and Implementation

- Immersion schooling a part of language revitalization

Response to colonialism, especially boarding schools and settler colonialism

- Intergenerational transmission (Fishman, 1996) and revernacularization (Wilson 2006).
- Community building, community healing

Program models

- No evidence of one model of immersion
- Navajo started as bilingual (1966), 74 bi-lingual programs (McCarty, 2008; Spolsky, 1974)
- Master-apprentice for adults and smaller languages
- Explosion of programs and schools based on Maori and Hawaiian models

For example: Blackfeet, Mohawk, Cherokee, Ojibwe, (Alaskan, no lit found).

Research Questions: Program Design and Implementation

- **Should some of the Cherokee, Hawaiian, Maori research studies on language acquisition and academic achievement be replicated ?**
- **Little is known outside of Hawaiian and Māori context about revitalization as connected to immersion, that is, how does immersion as a strategy for revitalization work?**
- **Hawaiians found between 1990-2000, Hawaiian use in the home grew from 14,315 to 27,160 or a 90% growth in 9 years. Peers used Hawaiian among themselves as social language (Wilson & Kamanā, 2011).**
- **Although immersion is priceless, little is know about the cost of immersion and whether it can serve the entire population or only a small percent.**
- **Can immersion-like experiences be applied in informal non-school settings serving adults and other language learners?**
- **What about Urban (US) populations with more than one language?**

Cultural identity

What do we know about cultural identity in indigenous immersion schools?

- Strong and positive effect on identity
- Broader effects, ripple effects
- Culture identity and culture are so deeply intertwined with languages, schools are indigenous knowledge and creation

TENSIONS:

- Academic achievement (western) and indigenous knowledge
- Teacher certification
- Assessment (afternoon session)

Cultural identity

- **RESEARCH QUESTIONS:**
- **What are deeper ways to understand and analyze culture in language?** (e.g., participant structure, cognitive tasks)
- **What are ways of thinking about culture (theory) that could advance the idea of culture in and through language?** (e.g., the process for construction of new words in indigenous languages)
- **What do the fields of Indigenous ecological knowledge (IEK) and Indigenous knowledge construction in immersion schools have to say to each other? Why is there such a persistent gap between the two?**
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Miigwech biizindawiyeg!

Paintings by Annetee Lee