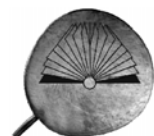
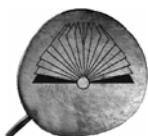


Article Summary: McCarty & Watahomigie 1999

- ii) Bilingual education in public schools. For example: a K-12 bilingual immersion program in the Navajo community of Rough Rock. Community members first developed bilingual education materials and created a body of practical, teachable literature to support the immersion program.
 - iii) Master-Apprentice language learning method. An Elder who fluently speaks the indigenous language works together with a young person who wants to develop indigenous language skills. They cooperate in everyday activities and always communicate in the indigenous language.
- The Yuman Language Institute developed a writing system for the Hualapai, who had none. The Language Institute grew into the American Indian Language Development Institute, as more indigenous communities got involved. They help with things such as grammar, dictionaries, and publications.
 - The Wampanoag Language Revitalization Committee works to reconstruct Wampanoag; no one speaks the language any more. They use historical records as resources, such as an old bible from 1663.

Main comments and conclusions:

- Successful programs use various methods depending on the language context.
- Successful programs that work to reclaim indigenous languages share certain characteristics:
 - i) Start early in children's lives.
 - ii) Protect the language from English intrusions.
 - iii) Blend talking with challenging academic content.
 - iv) Validate the local culture; include it in language instruction.
 - v) Make a strong commitment to involve teachers, children, parents, and elders.



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- Indigenous literacy is a whole-community effort, with some real benefits:
 - i) Affirms people's identity and creates new forms to express local knowledge; speakers connect with their history and culture.
 - ii) Forms a proactive bridge to English and the wider world.
 - iii) Stimulates other processes that help build community and maintain the language.
 - iv) Raises awareness about the value of the language and gives speakers the tools to protect it.

- Guiding thoughts from inspiring stories of successful programs:
 - i) Know what works – and what doesn't. Each community is unique. Do people want to maintain the local language? If so, what does that really mean?
 - ii) Collaborate. Work with speakers and non-speakers, insiders and outsiders, people from the school and the community. Know that you'll have differences along the way; turn them into strengths.
 - iii) Always keep close watch. To reclaim language people deal with a social and political process, as well as language and education. During the process people build lasting relationships among speakers, families, communities, and schools. Produce a new generation of speakers to help ensure the language and the relationships survive.

