Language Nest Online Toolkit

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Language Nest Program Overview

Funding for language nests is now available through the Pathways to Language Vitality Program. For more information about applying to the program, please visit the program page here or email pathways@fpcc.ca.

In language nests, young children are immersed in the language, parents are encouraged to participate, and staff, volunteers, and Elders carry out daily activities in the language with the children.

In addition to providing an immersion environment for young children to learn the language, language nests create opportunities for parents to learn the language and bring it back into their homes and daily lives, which is necessary for revitalizing a language.

Click here to watch the recording of the Language Nest Grant Writing Webinar that was held on April 2, 2015.

Resources
Language Nest Handbook for B.C. First Nations Communities
Language Immersion Handbook
Language Nest Programs in B.C.

Language Nest Moodle Site
We encourage all FPCC-funded language nest teams to explore our Moodle site. Moodle is a collaborative learning environment where individuals can access program materials and resources and connect with other teams. Click here to access the site.

For more information about the Language Nest Program, please contact pathways@fpcc.ca.

Introduction: Language Nest Online Toolkit

The Language Nest Online Toolkit is a collection of resources for language nest programs in First Nations communities. The toolkit is intended to act as a companion resource to the *Language Nest Handbook for B.C. First Nations Communities.* While the handbook provides an overview of the language nest model, along with strategies for overcoming common challenges, the Language Nest Online Toolkit contains a variety of practical resources to help with the day-to-day running of a language nest, as well as information and links to Indigenous language immersion programs worldwide.

This toolkit is intended as a starting point for finding resources and information; it is not a comprehensive list of every resource available. If you know of or have a language nest resource that you would like to see added to this toolkit, please contact pathways@fpcc.ca.

The following sections can be found in this toolkit:

- Teaching tools for language nests
- Resources for administrators
- Program planning for language nests
- Language assessment
- Language acquisition
- Immersion and early childhood language programs worldwide
- Resources for parents
- Published resources
- Funding sources

> For more information about the Language Nest Online Toolkit, or to suggest changes or additions, please contact pathways@fpcc.ca.

Teaching Tools for Language Nests

Activities and Games

Activity Ideas for Language Nests

An effective early-childhood language immersion program provides a high level of interaction, physical activity and exploration that supports all areas of child development, as well as language learning. The following are some games and activities that can be used and/or modified for a language nest.

[Language Development Activities for a Language Nest](#)
[More Language Nest Activities](#)
[List of Phrases for Language Nest Activities](#)

Wordless Books

Wordless books are a great way to share stories with children in your language. These books do not contain text, only images, so you can tell stories in your language without being distracted by English text. You can create your own wordless books using masking tape to cover up the English text, or you can translate the story and use a label maker to replace the English text in books with your language. Label makers can also be used to make signs and label objects throughout the nest. These visual cues help staff remember to stay in the language and support early literacy development for the children. Find a list of wordless books [here](#).

[Create Your Own Wordless Books](#)
Liq'wala Resources for First Nations Language Education Programs has a guide for developing your own wordless book set, using the [Pint Sized Productions](#)website.

Handbooks and Guides

[First Nations Language Nests: Your Guide to Operating a Successful Immersion Program for the Very Young](#)
Chief Atahm School Curriculum Team, 2009

This resource was created by the Chief Atahm School Curriculum Team for FPCC in 2009 to support new and existing language nest programs. The following sections contain a variety of activities and games for the language nest:

- [Songs, Games and Movement](#)
- [Art and Expression](#)
- [Exploring the Natural World](#)

- [Food Activities](#)
- [Program Planning Forms](#)

[Authentic First Peoples Resources: For Use in K–7 Classrooms](#)
First Nations Education Steering Committee and First Nations Schools Association, 2012

This guide offers a long list of authentic First Peoples novels that can be used in the classroom. Though these resources are geared towards school-aged children and are primarily in English, it may be possible to adapt them for use in an immersion language nest.

[In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom](#)
First Nations Education Steering Committee and First Nations Schools Association, 2012

This resource guide for teachers provides sample curricula based on authentic First Peoples materials and resources. While this particular guide is directed at non-Indigenous teachers, many of the lesson plans and activities may be adapted for use in the language nest.

Websites

These websites have a variety of language activities and games that may be adapted for your language and language nest program:

[FirstVoices Kids](#)
[Anishinaabemdaa](#)
[Nitsitapiisinni](#)
[Sealaska Heritage Institute](#)
[Cherokee Learning Center](#)

Fonts and Keyboards

Fonts and keyboards are now available for many Indigenous languages around the world. FirstVoices Keyboards and Language Geek are both great tools that can be used in language nests to develop resources, games and books for teaching the language to children. They are also useful for creating online content to share about the language nest program in social media and in communities.

[FirstVoices Keyboards](#)
[Language Geek](#)

For videos on how to install FirstVoices keyboards, [click here](#). For a video on how to install a Language Geek keyboard, [click here](#).

Apps

These apps can be adapted to support First Nations language learning in the language nest, at school and in the home.

My PlayHome is an interactive dollhouse that allows children to explore and use everything in the home. Create characters that can eat, sleep, shower, brush their teeth and more. With this app, learners can practise language associated with the home and daily routines.

Download on an Apple device or download on an Android device.

My PlayHome School is an extension of the My PlayHome app. This app allows children to expand their learning by exploring the school as they play various roles. With this app, learners can practise the language associated with school and the classroom.

Download on an Apple device or download on an Android device.

My PlayHome Stores is an extension of the My PlayHome app. This interactive app allows children to explore four different stores where they can play, build their own ice cream cones, go grocery shopping and more. With this app, learners can practise the language associated with various day-to-day tasks outside of the home and school.

Download on an Apple device or download on an Android device.

My Story allows you to create your own stories. This is a great app for both home and school use. You can make voice recordings so the story can be told using your language. You can also create your own text for the story; if your language has a keyboard app, you can practise reading and writing in the language. Your stories can be imported and exported for easy sharing with others.

Download on an Apple device.

Bitsboard makes learning fun using games and flashcards. Certain games cannot be modified and rely on the use of English, but there are selected games that can be customized to support language learning. For example, the flashcard game can be customized to only show images without the language, and there is also the option to record audio. With 25+ games to play with, this app can be a useful tool for language learning and practice.

Download on an Apple device.

Teaching Tools

Language Cheat Sheets

"Cheat sheets" are a helpful tool for staff in the language nest. These sheets act as a quick resource for adults to help them stay in the language at all times. The Tahltan Language Nest has created their own cheat sheets that include commonly used words and phrases for staff members to practise.

Tahltan Colouring and Crafts
Tahltan Playtime
Tahltan General Language Nest Phrases

Resources for Second Language Learners

It is common for staff in the language nest to be second language learners, and many are often learning the language alongside the children. The following are some resources to support second language learners in the nest.

Mentor-Apprentice Language Program Handbook
First Peoples' Cultural Council, 2012

This handbook provides practical information, tools and strategies for individuals who want to use the Mentor-Apprentice Program (MAP) method for learning their First Nations language. The handbook includes a detailed overview of the MAP method, as well as resources to support successful language learning.

See also FPCC's MAP Toolkit for more MAP language learning resources.

Language for Life: Nourishing Indigenous Languages in the Home
First Peoples' Cultural Council, 2019

This practical handbook was developed to support Indigenous families who want to learn and speak their Indigenous language together in the home. This handbook is also useful for second language learners as it includes tips, strategies and resources for how to use Indigenous languages in everyday settings. Resources include ideas for games and activities to make language learning fun, a guide for claiming spaces for language in the home, templates for setting language learning goals and more.

W̱SÁNEĆ SEN: I am emerging: An Auto-Ethnographic study of life long SENĆOŦEN language learning
Jacqueline Jim, 2016

For her Master's of Education in Indigenous Language Revitalization, Jacqueline Jim shares her SENĆOŦEN language learning journey using an auto-ethnographic approach to reflect on her experiences. Jim discusses the challenges and successes she has experienced as a second language learner while teaching in an immersion environment. She also shares best practices and learning strategies to support other Indigenous second language learners.

Teaching Approaches and Methods

This section outlines some different teaching approaches and methods that are well suited to the immersion language nest.

Current Immersion Teaching Approaches

chuutsqa Layla Rorick, an Indigenous scholar from Hesquiaht First Nation, compiled a list of current immersion teaching approaches used in B.C. for Indigenous languages. References are provided for each approach for more information.

Total Physical Response

Total Physical Response (TPR) is a popular teaching method used in Indigenous language classrooms. The basic principle behind TPR is for instructors to give commands in the language and for learners to act out these commands. This method, developed by Dr. James Asher, was designed to copy the ways in which children are observed learning language. That is, children often learn through listening and responding to their parents' commands. This method is a great way to stay in the language with beginner learners. It can be used to increase vocabulary and listening skills.

TPR-World

Dr. Asher's website dedicated to TPR offers many valuable resources, including an outline of the TPR method and many articles on this approach. Some of these articles even address TPR Storytelling (see below).

Wikipedia: Total Physical Response

This page covers the background, principles, procedures, teaching methods, research, reception and influence of TPR.

Chief Atahm School

The Chief Atahm School offers annual conferences and training opportunities in TPR methodology, including summer institutes in TPR and TPR Storytelling.

TPR Storytelling

TPR Storytelling (TPRS) was developed by Blaine Ray in the 1990s. It was created as a way to continue using the TPR method past the beginner stages of language learning. The traditional

TPR method was found to be a great way for beginners to interact with languages while they did not yet have the skills to produce a large amount of coherent speech. TPRS is based on the TPR method but offers intermediate learners more speaking opportunities, which is important in language learning.

[Wikipedia: TPR Storytelling](#)
This page outlines steps to TPRS as well as techniques, teaching materials, training and theory.

[Storytelling in the Yup'ik Immersion Classroom](#)
Abby Augustine, (n.d.)

Master's student and Yup'ik teacher Abby Augustine discusses the TPRS method. As a teacher she has had great success using this method. On this website she clearly outlines three steps to using TPRS. At the bottom of the site, you will find links to further information she has shared.

[A Simplified Guide to Storytelling for Students of All Ages](#)
Francisco L. Cabello, (n.d)

This paper leads the reader through steps to TPRS. It offers English examples as an outline in order to understand the process. These methods and steps can be modified to fit your language, your language nest and your stories.

[Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages](#)
Gina P. Cantoni, 1999

The article answers the questions "What is TPR?," "What is TPRS?" and "How can TPRS promote Indigenous language learning?" This article encourages the use of the TPR method to learn vocabulary. Once the vocabulary is learned, learners can advance to TPRS, in which they use the vocabulary learned through TPR to create and tell a story.

Culture-Based Education (CBE)

[A Brief Overview of Culture-Based Education and Annotated Bibliography](#)
Shawn Kanaʻiaupuni, 2007

This article answers the questions "What is culture-based education?," "What does culture-based education look like?," "Why do we need to know more about culture-based education?" and "What do we need to understand better?" The article also includes an in-depth list of resources that can be used to learn about CBE.

[Culture-Based Education and Its Relationship to Student Outcomes](#)

Shawn Kanaʻiaupuni, 2010

This paper explores the use of CBE for Native Hawaiian students. The paper outlines a study titled "Hawaiian Cultural Influences in Education," which explores the educational outcomes of using CBE.

[What Is Culture-Based Education? Understanding Pedagogy and Curriculum](#)

William G. Demmert, Jr., (n.d.)

This paper discusses CBE programs and offers 16 great summary points.

[NWT Education Renewal](#)

This website introduces CBE, outlines the expectations and offers advice for teachers and schools.

[Indigenous Culture-Based Education Rubrics](#)

William G. Demmert, Jr., R. Soleste Hilberg, Nämaka Rawlins, Kauanoe Kamanä, Kristen French and Florian Tom Johnson, 2014

This paper provides training and basic information for using CBE rubrics. These rubrics are used in schools or programs where Indigenous languages are taught in a CBE environment.

Accelerated Second Language Acquisition Method

This method is often referred to as ASLA, or the Greymorning method, and was developed by Dr. Neyooxet Greymorning.

[Strengthening Indigenous Languages and Cultures](#)

This is Dr. Greymorning's website. Here you can find videos and comments about the method.

[The Gift of Language and Culture Project](#)

This website highlights how the method has been adapted to Cree.

Do you know of some great teaching tools or methods not listed here that you would like to share? Please let us know by contacting pathways@fpcc.ca.

Resources for Administrators

These resources were compiled to assist language nest administrators and others with the process of planning and running a language nest. The resources cover a variety of topics and may be useful when pre-planning for a language nest program.

Licensing

Language nests must make the decision of if and how they will license their nests. Some nests in B.C. have decided to license their programs, while others operate under licensing exceptions. A very good discussion of the benefits and challenges of licensing can be found in the *Research Report: Licensing First Nations' Early Childhood Programs* (2013), prepared for the First Nations Early Childhood Development Council by the BC Aboriginal Child Care Society.

Pros of being licensed:
- Sustainability and credibility – Parents may feel more comfortable sending their children to a licensed program
- Funding – For both nests and parents
- Safety standards – Licensed programs meet government-regulated safety standards

Cons of being licensed:
- Restrictions on cultural activities – Licensed programs have restrictions that may sometimes clash with cultural/traditional activities
- Staffing – It can be hard to find staff who have an Early Childhood Education (ECE) certification and are also committed to the language

For more information on licensing, see the following links:

Language Nest Handbook for B.C. First Nations Communities

The Language Nest Handbook covers information about licensing on pp. 38–39.

Early Childhood Educators of B.C.

ECEBC receives funding from the Ministry of Children and Family Development to provide bursaries for students in ECE programs. Language teachers who wish to become ECE certified may wish to apply for this bursary. Priority is given to Indigenous students, students attending early childhood educational programs with an Indigenous focus and students working to achieve an infant/toddler educator designation.

Child Care Licensing Regulation

This document outlines all the regulations for the licensing of child-care programs according to the Community Care and Assisted Living Act. Here you can find information on exceptions from the act, applying for a license and requirements of programs.

WorkBC

WorkBC provides profiles on many careers available in B.C. Here you can find information about being an early childhood educator.

Schedule

Every language nest will choose to run their nest in unique and individual ways. Nevertheless, it can sometimes be intimidating to plan what to do day-to-day. Here is an example of a daily schedule that was based on the schedules of a variety of different language nest programs. Feel free to use it as a model for your nest, or adapt the parts that will be useful to you.

8:00–8:30	Children arrive. Greetings are said. Children settle in.
8:30–9:00	Some nests choose to wash-up and serve breakfast. Other nests use this time for free play.
9:00–10:00	This time is often spent on a focused language activity. This is the most standard language "teaching" part of the day.
10:00–10:30	Song or story time
10:30–11:00	Bathroom, wash-up, and snack time
11:00–12:00	Outdoor time with traditional learning
12:00–12:30	Wash up and have lunch
12:30–1:00	Wash up, brush teeth, go to the bathroom, get ready for nap time

1:00–2:00	Nap and quiet time. After this, some nests end their days, while others continue on with more activities.
2:00–3:00	Arts and crafts
3:00–3:30	Wash up and snack time
3:30–Closing	Outdoor play or free play

Would you like to share your schedule for your language nest? Contact pathways@fpcc.ca.

Job Descriptions

This section provides information about the staff that is often needed in a language nest. Some staff fill many roles, and there is a large amount of overlap between the roles. This section is intended to help you assess your needs and determine the kind of staff you need in your own language nest.

Elders: Most language nest programs rely on Elders to come and speak the language to the children, as they are often the only fluent speakers in the community. Elders should not be asked to run the nests or be responsible for care of the children; your Elders' role is to be the honoured language speakers!

Language Teacher: Some nests are lucky to have a language teacher in addition to Elders. This person can work full time in the nest and may be a fluent or semi-fluent speaker of the language. Often, language teachers will appreciate working with an Elder to help them advance their own language skills while working in the nest.

Assistant: If no language teachers are available, and you need to rely entirely on the Elders to provide the language, you may wish to hire an assistant to support the Elders and care for the children. This will make the Elders' task much easier and will facilitate the smooth running of the nest.

Parents / Volunteers / Community Members: Language nests often rely on the support of other members in the community. Parents, volunteers and community members can help out

in the nest on a daily or weekly basis, or they can participate less frequently. Some volunteers clean the nest space; others work as additional supervisors during nest hours. Some language nests, however, have found that having parents or other community members in the nest does not work for them. If parents or community members are not able to speak or stay in the language, this may have a negative impact on the immersion environment and can be a distraction for the children.

Nest Coordinator / Manager / Supervisor / Administrator: All language nest programs need someone who is responsible for administration. This person deals with the logistics of the nest such as enrollment, funding and day-to-day operations. The administrator may work in the nest on a daily basis or may work outside of the nest in an administrative capacity only.

ECE Workers: Licensed child-care programs will need a certified ECE to work in the nest. It is ideal if this person is a semi-fluent or fluent speaker, but if not, they should at least be committed to learning the language.

Head Start Assistant / Manager: A few language nests are operated out of Head Start programs. These nests often have people working with the Head Start program to help care for the children while they are in the nest.

Language Trainee: Sometimes language nests invite community members who are dedicated to learning the language to participate. Often these members will take part in the language nest and learn the language from the Elders while supporting them by caring for the children.

Cook: Nests may choose to have a cook come in and prepare meals and snacks for the children.

Job Posting Templates

FPCC has developed job posting templates that language nest administrators can use when advertising positions to work in the language nest. These templates are simply a guide that can be modified to include unique details, requirements and expectations for each job posting.

Language Nest Coordinator Job Posting
Language Nest Assistant Job Posting

Useful Links and Resources

- SENĆOŦEN LE,NONET SCUL,ÁUTW̱ (SENĆOŦEN Survival School) Parent Handbook
- BC Aboriginal Child Care Society
- First Nations Health Authority: Aboriginal Head Start On Reserve

- [British Columbia Ministry of Children and Family Development: Indigenous Child & Family Development](#)
- [Early Childhood Educators of BC (ECEBC)](#)

Program Planning for Language Nests

Planning Resources

A Guide to Language Policy and Planning for B.C. First Nations Communities is a general guide for language planning in B.C., but many of the strategies and tools included in the guide will be useful for planning language nest programs.

This Community Tool Box is a free, online resource for people working in communities. It was developed and is managed by the University of Kansas Center for Community Health and Development. While it is not specific to Indigenous or First Nations communities, it has excellent information, resources and guidelines on planning and implementing community-based projects and initiatives. You may find chapters 8 and 42 particularly useful when planning a language nest program.

Vision and Mission Statements for Language Nests

Find a great example of vision and mission statements for a language nest in the *SENĆOŦEN LE,NONET SCUL,ÁUTW̱ (SENĆOŦEN Survival School) Parent Handbook*. This handbook provides information for parents of children in the SENĆOŦEN language nest.

> We would like to add examples of vision and mission statements for language nests to help administrators, planners and community members develop their own statements. If you would like to share yours, please contact us at pathways@fpcc.ca.

Curriculum Building

The following websites have a variety of different curriculum resources that can be used as examples or adapted to your language nest program.

- The Gift of Language and Culture: Nursery Unit Objectives
- Alaska Native Knowledge Network
- Dillingham City Schools Curriculum Guide
- Yup'ik Language and Culture Curriculum for High School, Level 1 Teacher's Guide
- Sealaska Heritage Institute
- Aboriginal Curriculum Integration Project
- British Columbia Ministry of Education: Indigenous Education
- ACORNS
- Alutiiq Language Program Preschool Curriculum

Language Assessment

This section highlights some assessment methods used in various programs, as well as research on Indigenous learning assessment.

Language Nest Immersion Language Assessment

This language immersion assessment tool was adapted by FPCC from the Cherokee Preschool Immersion Language Assessment. Language nest staff can use this assessment to see how children in the language nest are progressing with their language learning, and it can also be used as an evaluation tool for the program.

NEȾOLṈEW̱ Language Learning Assessment Tool

This language learning assessment tool was developed from a Social Sciences and Humanities Research Council–funded partnership project with the University of Victoria. This tool was developed for adults learning an Indigenous language, but it can be adapted to assess children's language learning. The tool is available in both print and web versions. [Print] [Web]

The State of Aboriginal Learning in Canada: A Holistic Approach to Measuring Success
Canadian Council on Learning, 2009

The Canadian Council on Learning published this report as a way to outline the Holistic Lifelong Learning Measurement Framework. This framework was created to better highlight Indigenous learning in Canada. Three particularly relevant sections of the report include "Sources and Domains of Knowledge," "The Lifelong Learning Journey," and "Community Well-being Indicators."

Native Language Assessment
Interior Salish: Enduring Languages of the Columbian Plateau, (n.d.)

This website contains many valuable resources that can be used to assess language learning. The website features a Language Assessment Handbook and checklists for speaking and listening, which are the focus of a language nest. Although the assessment may be more appropriate for older learners, it can be modified to suit the assessment of children.

Center for Applied Linguistics (CAL)

The "Digests" section of the CAL website offers access to a variety of research and short reports covering topics related to language learning, cultural orientation and linguistics.

Practical Ideas on Alternative Assessment for ESL Students
Jo-Ellen Tannenbaum, 1996

This article from the CAL Digests offers many ideas for alternative assessment methods. Although it is written for second language English speakers, its advice may be suitable for a language nest setting as well. In particular, it offers some great suggestions for non-verbal assessment strategies, in other words, how to assess learning when the child understands more than they are able to say.

Language Acquisition

As language nests are all about children learning language, it is valuable to know the basic principles of language acquisition and language learning. Much of the research in this field has focused on learning English as a first and second language, but the principles are the same for all other languages as well.

What Is Language Acquisition?

"Language acquisition" refers to the natural and subconscious way that children acquire (or learn to speak) their first language. This process is different from *learning* a language as it is taught in school. The goal of language nests is to provide an environment where children can acquire the language naturally. We know that infants acquire their first language by listening to the language around them and interacting with their parents and others in that language. Language nests aim to provide the same environment for interaction in the language so children are given the opportunity to acquire their languages while they are young.

What Do We Know about Language Acquisition?

1. In order to acquire language, children need to have the opportunity to engage with the language. This means they need many chances to hear and use the language in a variety of meaningful contexts.

2. When children learn languages, they speak in ways an adult may not. These do not need to be viewed as errors and are not necessarily negative. When children are learning, they do not need to be corrected or instructed in the correct form. Instead, they need *positive reinforcement* and *modelling*. In other words, encourage their efforts at communication and provide many examples of correct speech.

3. All humans acquire a first language naturally but learning a second language can often feel like a daunting task – especially if it is very different from the first language. Some people believe that First Nations languages are especially difficult to learn and that children can't learn them properly for this reason. However, First Nations languages are no harder for children to learn than any other language. The younger children start learning the language, the easier it will be for them.

4. Children should be given the opportunity to have one-on-one time with a proficient speaker of the language as well as play time with their peers in the language. Social interaction is very important for language learning. We use language as a way to communicate, so it is important to give children lots of opportunity to use their language in social settings.

5. Language and culture are connected. By acquiring language, children also acquire culture. Languages express the beliefs and values of a culture. When a child learns a language, they also learn how speakers of the language view the world.

6. Every child is unique. Acquiring language happens at different rates and in different ways. Given time and opportunity, each child's language acquisition will progress. Remember that not every child develops in the same way.

7. Comprehension develops faster than production. This means young children often understand far more than they can say. Sometimes when children are not able to say something, it is important to check if they understand. If they understand, give them opportunities to practise using the language so they can begin producing the language.

8. Newborn babies are fully capable of learning any language they come in contact with, but within a year they begin to specialize in the language(s) that are used around them most frequently. For this reason, a child who has had regular exposure to and interaction in more than one language from birth will speak each language with mother-tongue proficiency, but an adult who has learned one language at birth and other languages later may not speak them all fluently. This is why it is important to expose children to their First Nations language as early as possible and as often as possible.

Developmental Stages

From Chief Atahm's *First Nations Language Nests: Your Guide to Operating a Successful Language Immersion Program for the Very Young*, 2009

This link provides more information about the developmental stages of language (see p. 16). It is important to note that the stages of language development begin at birth. If your child is beginning to learn their language at age three, they may not understand the same amount as a child who has heard the language since birth, but given time and practice, they can catch up.

How Does Bilingualism Affect Children?

The term "bilingual" is used to describe people who speak two languages. There are many common myths about bilingualism in young children that often make parents concerned about their child's language development, including the following:

Myth 1: Speaking only one language is better for children. Being bilingual is a common occurrence throughout the world. In fact, there are more people who are multilingual (speaking multiple languages) in the world than people who are monolingual (speaking only one language). Speaking two or more languages is normal and healthy for children. Research has shown that speaking more than one language provides social and cognitive advantages in many areas.

Myth 2: Hearing and speaking two or more languages will be confusing for the child. The fact that so many children in the world grow up speaking more than one language is a good indicator that this is a myth. Many children learn at least two languages, and they are not confused but instead grow up speaking both.

Myth 3: Children using two languages at once is a sign of confusion. Children who use two languages in the same sentence are not confused. Using more than one language in a sentence is called "codeswitching" and demonstrates highly developed language skills. Advanced speakers do this all the time for social purposes or because one language explains something better than the other. When children use both languages in the same sentence, they are actually following the grammatical rules for each language. It takes a great deal of linguistic skill to be able to switch between languages this way.

Myth 4: Learning two languages causes language delays. Children acquiring two languages at the same time may take longer to develop each individual language than a monolingual child. However, the delays are not significant nor long-lasting; with consistent exposure to and interaction in both languages, bilingual children will come to excel at both languages, often to a higher skill level than that of monolingual children.

Additional Readings

[Bilingual Kids Rock](#)

Bilingual Kids Rock is a website that offers useful tips and strategies for raising bilingual children. Articles include information on the benefits of bilingualism, the challenges involved and strategies to overcome these challenges. Overall, this website provides a strong support system for parents who wish to raise their children as bilingual speakers.

Center for Applied Linguistics (CAL)

The CAL "Digests" page includes many articles regarding language acquisition. Listed below are a few especially informative and accessible articles that may be of particular interest to those running a language nest.

- **Two or More Languages in Early Childhood: Some General Points and Practical Recommendations**
  Annick De Houwer, 1999
- **What Early Childhood Teachers Need to Know About Language**
  ERIC Digest, 2000
- **A Global Perspective on Bilingualism and Bilingual Education**
  G. Richard Tucker, 1999

- **Fostering Second Language Development in Young Children**
  National Center for Research on Cultural Diversity and Second Language Learning, 1995
- **Raising Bilingual Children: Common Parental Concerns and Current Research**
  Kendall King and Lyn Fogle, 2006

Other Articles

- **Language Immersion and School Success: What Can I Expect for My Child?**
  Lindsay Morcom, (n.d.)
- **Identity and the Language of the Classroom: Investigating the Impact of Heritage Language Instruction on Personal and Collective Self-Esteem**
  Stephen C. Wright and Donald M. Taylor, 1995
- **First Nations Languages and Improving Student Outcomes**
  Shirley Fontaine, 2012
- **The Acquisition of K'iche' (Maya)**
  Clifton Pye, 1991

Handbooks, Manuals and Books

- **Fostering Language Acquisition in Daycare Settings: What Does the Research Tell Us?**
  Simone Beller, 2008
- **Principles and Practice in Second Language Acquisition**
  Stephen D. Krashen, 1982

Also see the Published Resources section of this toolkit.

Immersion and Early Childhood Language Programs Worldwide

This section provides links to a variety of language nests, early childhood immersion programs and other Indigenous language programs in Canada and around the world.

Te Kōhanga Reo

Some of the first known language nest programs were created in the 1980s by the Māori in New Zealand. In fact, the term "language nest" is a direct translation of the name Te Kōhanga Reo, which expresses the concept of nurturing children in a nest-like environment. The first Kōhanga Reo was opened in 1982, and by the end of that year, over a hundred Kōhanga Reo were created. Kōhanga Reo programs operate all over New Zealand, providing space for children to learn Māori language, culture and values.

Ministry of Education
Te Kōhanga Reo National Trust
Te Kete Ipurangi
Te Rautaki Reo Māori / The Māori Language Strategy

'Aha Pūnana Leo

In 1896, American Indian languages were outlawed from use in education in the United States. This had an incredibly disastrous effect on Hawaiians and their culture. The following years saw a drastic loss of fluent language speakers. In 1982 a group of remaining fluent speakers joined together to find a strategy to promote language acquisition. These speakers realized that in order to revitalize their language, they needed their children to speak Hawaiian. In 1984 the first Pūnana Leo pre-school opened in Kekaha, Kauaʻi. Similar to Te Kōhanga Reo, Pūnana Leo means "nest of voices." This immersion program was implemented throughout Hawaiʻi and led to Hawaiian-medium education from kindergarten to Grade 12, resulting in a growth of Hawaiian language speakers.

'Aha Pūnana Leo
Ka Papahana Kaiapuni Hawai'i

Videos
What is Pūnana Leo?
No 'Ane'i Ko Kākou Ola
ʻAuhea ʻOe e ke Kumu
Indigenous Language Revitalization: The Hawaiian Experience

Chief Atahm School

The first language nest in B.C. began in the 1980s at what is now Chief Atahm School. The school is now a model for B.C. First Nations language immersion programming.

T'selcéwtqen Clleqmél'ten

Salish School of Spokane

The Salish School of Spokane offers Salish immersion classes to children ages one to three in the language nest; a pre-school class for children ages three to five; combined elementary school classes for both Grades K–2 and 3–5 and a secondary class for Grades 8–10. Here children learn both the Salish language and the values of the Salish people. The school also offers language classes to parents and families.

Salish School of Spokane
Interior Salish: Enduring Languages of the Columbian Plateau
YouTube Video: Salish School of Spokane

Nk̓ʷusm Salish Language Institute

This non-profit organization was founded in 2002 by four young Salish people hoping to revitalize their language. The organization runs a Salish Language Apprentice Program and Snqwiiqwo Snacxlqimintn (The Place of Racing School), also referred to as Salish Language School. Currently, the school is open to enrollment for children ages three to five.

Nk̓ʷusm Salish Language Institute

Karonhianónhnha Tsi Ionterihwaienstáhkhwa
Up until 1970, there was no Mohawk language instruction in schools. In 1970 a group of language advocates with support from the principal introduced 15 minutes of Mohawk language instruction into each day. The following years resulted in an increase of teacher training and resource development. However, in 1976 the National Museum of Man in Ottawa, conducted a survey showing that Mohawk was an endangered language. This surprised many in the community and encouraged them to work even harder at setting up Mohawk language instruction. In 1979, the first total-immersion nursery was created as a trial. This same class of children continued on to a full-immersion kindergarten and then on to a partial immersion Grade 1; this lasted until Grade 4. In 1983 the community created a permanent Kanien'kéha language curriculum office. As the years progressed, the schools established permanent programs and increased the years of immersion covered at school.

Akwesasne Freedom School (AFS)

The AFS was created in 1979 by a group of parents who wished to see more Mohawk in schools. They created a total-immersion program that provides education from kindergarten through to Grade 8. The school aims to provide Mohawk language instruction and Kanien'kéha cultural learning. Visit the school's Facebook page and watch a documentary discussing the immersion program using the links below.

Akwesasne Freedom School
Mushkeg Media

Kihew Waciston Cree Immersion School

In 1981 the Onion Lake Cree Nation took over education control for their children. The Kihew Waciston Cree Immersion School is one of the Onion Lake Cree Nation schools. This school provides education for nursery to Grade 4 students. The school uses the Gift of Language and Culture immersion program, which is a framework created to support First Nations language teachers. The framework was developed for the Cree language but is designed so that any teacher can adapt the material for their own language.

Onion Lake Cree Nation
Gift of Language and Culture Introduction

Mnidoo Mnising Anishinabek Kinoomaage Gaming (MMAK)

This Ojibwe immersion kindergarten program was implemented in 2013 as a response to a 2012 survey that identified immersion programming as a high priority for the community. This site offers FAQs about their program as well as a detailed literature review on immersion programs.

Kenjgewin Teg Educational Institute

Wicoie Nandagikendan Early Childhood Urban Immersion Program

This program provides three hours a day of language immersion in Ojibwe and Dakota. The program began in 2006, and as of 2021, there is one immersion classroom each for Ojibwe and Dakota in collaboration with the Family Partnerships Four Directions Early Childhood Program.

Wicoie Nandagikendan Early Childhood Urban Immersion Program

Other Ojibwe Language Schools and Resources

Seven Generations Education Institute
Waadookodaading
Eni-Gikendaasoyang

Tséhootsooí Diné Bi'ólta' Navajo Immersion School

This school offers Diné, or Navajo, language immersion from Grades K–8. Full immersion is provided for children in kindergarten and first grade. English instruction begins in the third grade. The school is located in Fort Defiance, Arizona. The Navajo Nation Office of Dine Culture, Language, and Community Service link below includes a helpful lesson planning handbook.

The Navajo Department of Diné Education
The Navajo Nation Office of Dine Culture, Language, and Community Service
Our Mother Tongues
Window Rock Unified School District

Ayaprun Elitnaurvik-Yup'ik Immersion School

In 1995, after many years of hard work, a Yup'ik immersion kindergarten program was launched. In the following years, the program increased to cover more grades. The school continues to promote Yup'ik language and culture.

Yup'ik Immersion School

Keres Children's Learning Center (KCLC)

The KCLC works to maintain, strengthen and revitalize the Keres language of the Cochiti Pueblo children and families. The KCLC uses the Montessori method and supports learning Keres by using natural speech with the children.

Keres Children's Learning Center

tsalagi tsunadeloquasdi

tsalagi tsunadeloquasdi was created in 2001 to support the Cherokee language. The program started in response to a survey finding that no one in their community under the age of 40 was able to carry out a conversation in the language. The school covers pre-school to Grade 8. A second immersion school will be opened in 2022.

[Cherokee Nation](#)

See also the [Kituwah Preservation & Education](#) Program for other early childhood Cherokee immersion programs.

Weetumuw Katnuhtôhtâkamuq: The Weetumuw School

Wôpanâak Language Reclamation Project (WLRP) is a non-profit organization that opened the Weetumuw School in 2015 to provide immersion for students ages 3–10 in the Wôpanâak language. The school offers two culture-based education programs that follow a Montessori pedagogy. The school intends to expand over the years to provide immersion education for all grades up to middle school.

[Wôpanâak Language Reclamation Project](#)
[Weetumuw Katnuhtôhtâkamuq:The Weetumuw School](#)

Thunder Valley Lakota Immersion Childcare

The Thunder Valley Community Development Corporation supports Lakota youth and families in improving the health, culture and environment of their communities through healing and strengthening cultural identity. The Lakota Immersion Childcare program provides pre-school children with a nurturing and enriching environment to learn the Lakota language. 🄻🄴🄿

[Lakota Immersion Childcare](#)

Social Media

Find some of these programs on social media.

Twitter	[FPCC](#) [Squamish Lil'wat CC](#) [FNESC](#) [Living Tongues](#)
Facebook	[FPCC](#) [Squamish Lil'wat Cultural Centre in Whistler](#) [Salish School of Spokane](#) ['Aha Pūnana Leo](#) [Seven Generations Education Institute](#) [Kituwah Preservation & Education Program](#) [Tsi Tyonnheht Onkwawenna](#)

	● [Chinuk Wawa Education Program](#)
YouTube	● [FPCC](#) ● [Squamish Lil'wat Cultural Centre](#) ● [ʻAha Pūnana Leo](#) ● [ʻĀhaʻi ʻŌlelo Ola](#) ● [Nkwusm – Salish Language School](#)

If you know of other language immersion programs, specifically those that support children, feel free to [contact us](#) so we can share this information.

Resources for Parents

This section provides resources and information to support parent involvement in language nests and in their child's language learning, and to help families learn and speak their language in the home.

Language for Life: Nourishing Indigenous Languages in the Home
First Peoples' Cultural Council, 2019

This practical handbook was developed to support Indigenous families who want to learn and speak their Indigenous language together in the home. The handbook includes tips, strategies and resources for bringing Indigenous languages into the home on a daily basis. Resources include ideas for games and activities to make language learning fun, a template to create a family language plan and a worksheet to track your family language learning goals.

Kei Roto i te Whare: Māori Language in the Home
Te Puni Kōkiri, 2008

This handbook is a useful guide for parents who want to speak their Indigenous language at home with their children. Learn about why it is important that Indigenous languages are spoken in the home, strategies for including more language into everyday activities and how to overcome common challenges. The information and strategies provided in the handbook can be adapted to fit your own language and home.

Published Resources

FPCC Resources

[Language Nest Handbook](#)

The *Language Nest Handbook* is an excellent resource for early childhood language immersion programs. It outlines the vision and goals of the language nest model, summarizes research on language acquisition in young children and provides practical solutions to common challenges in running a language nest program. The handbook was developed by FPCC with support from the Chief Atahm School in Adams Lake, B.C., and it incorporates knowledge and experience from language nest program administrators and experts from around B.C. and worldwide.

First Nations Language Nests: Your Guide to Operating a Successful Immersion Program for the Very Young
Chief Atahm School Curriculum Team, 2009

This guide was developed for FPCC as a way to support language nests across B.C. This detailed guide walks you through an incredible amount of information on how to plan and run language nest programs. This is a must read!

[Introduction and The Language Nest Concept](#)
Basic information about the language nest movement, immersion programs and language acquisition

[Language Nest Program Planning and Administration](#)
Goals, schedules, vocabulary, and TPR

[Songs, Games and Movement](#)
Creating songs, various games that can be modified to your language and lesson plans

[Art and Expression](#)

Materials list, lesson plans, templates and puppets

[Exploring the Natural World](#)

Sample lesson plans with explanation of time, objectives, materials, preparation and procedure

[Food Activities](#)

Lesson plans and snack ideas

[Resources](#)

References, bibliography and websites

[Program Planning Forms](#)

Blank forms that help plan programs, such as a monthly plan, daily activity plan, attendance sheet and stick men doing actions

[FPCC Resource Library](#)

FPCC produces a number of resources for communities. Here you can find Word and PDF files of a variety of publications.

Articles on Indigenous Early Immersion Programs

[Language Documentation, Revitalization and Reclamation: Supporting Young Learners and Their Communities](#)
Child Language Research and Revitalization Working Group, 2017

This article explores the impact of language documentation on language revitalization and discusses the linguistic and extra-linguistic benefits of language revitalization, especially as they impact young children. The paper discusses existing research and practice, and recommended next steps to support Indigenous communities' actions to maintain, restore and reclaim their languages, with a focus on young children.

[Language Nests as an Emergent Global Phenomenon: Diverse Approaches to Program Development and Delivery](#)
Natalie Chambers, 2015

This article highlights the diverse approaches involved in the development and delivery of language nest programs worldwide. These approaches are shared through a literature review of language nests and include a discussion of the challenges that language nest programs encounter. The intention of this article is to raise awareness about important acts of language renewal and to emphasize the need for increased information sharing at the global level.

["They all talk Okanagan and I know what they are saying." Language Nests in the Early Years: Insights, Challenges and Promising Practices](#)
Natalie Chambers, 2014

This doctoral dissertation explores the development of the Okanagan Indian Band's language nest program. It includes insights and perspectives from community Elders, language nest

administrators, early childhood educators and parents on the successes and challenges of the language nest model. It is a valuable resource that highlights the challenges and opportunities for language nest programs in B.C.

Language Nest Programs in B.C.
Onowa McIvor, 2006

This study examines the experiences of the Adam's Lake Band and the Lil'wat Nation in running their language nest programs to discover both the successes they achieved as well as the obstacles they faced. This information was collected in the hope of passing it on to other communities who wish to create their own language nest programs. This document is particularly useful because it also answers the questions "What does a language nest program look like?" and "What does it take to start a program?". It also shares practical tips for running language nests.

The Contribution of Indigenous Heritage Language Immersion Programs to Healthy Early Childhood Development
Onowa McIvor, 2005

This paper outlines a study completed in partnership with two B.C. First Nations communities that examined developing and implementing Indigenous language programs for children. McIvor offers recommendations for communities and specifically addresses the topics of licensing, training and funding. The article discusses the negative impacts of language loss in B.C. First Nations communities and argues for the importance of language learning in early childhood in order to support the formation of strong identities.

Encouragement, Guidance, Insights, and Lessons Learned for Native Activists Developing Their Own Tribal Language Programs
Darrell R. Kipp, 2000

This in-depth resource provides an amazing overview of what it takes to set up an immersion program. Darrell Kipp discusses his journey of setting up a Blackfeet immersion program and provides strong-willed advice about how to begin and run a language immersion program. He provides four rules to follow, information about immersion programming and advice on how to begin to teach. The personal narrative woven into Kipp's advice gives this article a unique and powerful impact. If anyone is feeling insecure in their ability to begin or run a language nest, this is a must read.

Is Early Immersion Effective for Aboriginal Language Acquisition? A Case Study from an Anishinaabemowin Kindergarten
Lindsay Morcom and Stephanie Roy, 2019

This article looks at Indigenous communities regaining control of their children's education by

implementing immersion and culture-based education programs. In particular, the paper uses the Mnidoo Mnising Anishinabek Kinoomaage Gaming (MMAK), an Anishinaabemowin immersion program for children, as an example. The research provides an overview of the development and implementation of MMAK, their successes and challenges and how the program plays a role in policy development in the region. The linguistic outcomes for MMAK students are explored and used to reinforce how Indigenous language immersion can be an important tool for other Indigenous communities who wish to revitalize their languages.

Indigenous Language Immersion Schools for Strong Indigenous Identities
Jon Reyhner, 2010

This article argues for the promotion of Indigenous language immersion programs in order to support healing from decades of colonialism and forced assimilation. The research introduces examples from many language programs as evidence that immersion provides opportunities to create healthy identities for children. The article expresses the right of Indigenous peoples to decolonize, establish and regain control of their own education.

Native Language Immersion
Jon Reyhner, 2003

This paper covers basic information about immersion programs in general. Reyhner explains the Total Physical Response (TPR) method and the modified TPR Storytelling (TPRS) method, as well as Māori and Hawaiian immersion programs. Finally, the article outlines the use of the natural approach and cautions against delaying the incorporation of English instruction into a child's education.

First Nations Languages and Improving Student Outcomes
Shirley Fontaine, Assembly of First Nations, 2012

This paper explores whether language immersion or Indigenous language instruction helps language and cognitive development. The article provides a background about Indigenous language loss and education, a literature review of positive outcomes of Indigenous language education, policy implications and recommendations for Indigenous language education.

Indigenous Immersion Education: International Developments
Stephen May, 2013

May discusses the history of immersion research and outlines current and past contexts of Indigenous language education, including policy around access to education. The article highlights theoretical frameworks that apply to Indigenous language education and provides an in-depth discussion of Navajo, Cherokee, Hawaiian and Māori immersion programs.

The Development of an Indigenous Knowledge Program in a New Zealand Māori-Language Immersion School
Barbara Harrison and Rahui Papa, 2005

This article describes a traditional knowledge program that was added to a Māori-language immersion school. Since the immersion schools were first formed, an emphasis has been placed on incorporating the Waikato-Tainui tribe's knowledge and ways of knowing into the immersion program. This paper outlines the various aspects of implementing this knowledge program and includes a history of the community and creation of the school, information about the program and how this program led to the inclusion of *kapa haka* (performing arts), speech competitions and sports. The paper also includes a discussion about self-determination and human rights and offers theories around language maintenance, underdevelopment and the impact of colonization.

Preschool Immersion Education for Indigenous Languages: A Survey of Resources
Bill Johnston and Kimberly A. Johnson, 2002

This article examines Indigenous pre-school immersion programs worldwide as a way to support a Dakota language pre-school program in Pezihutazizi, Minnesota. The paper surveys the challenges of establishing a pre-school immersion program using the examples of Kōhanga Reo in New Zealand, Pūnana Leo in Hawai'i, Arapaho pre-schools in Wyoming, and other programs throughout North America. The paper is aimed at helping other communities by providing information useful for the development of a language nest.

Māori Language Revitalization: A Vision for the Future
Denise McClutchie Milta, 2007

This paper outlines key information about the Māori Te Kōhanga Reo (language nests). It begins by providing an overview of the history and explaining the Kōhanga Reo. The article explains the beliefs guiding the immersion programs. It also highlights the challenges and successes of one of the programs.

Māori Education: Revolution and Transformative Action
Graham Hingangara Smith, 2000

This paper begins by outlining the different levels of Māori education as well as its history. It discusses in detail some major understandings that are key to the Māori education movement: naming your own world, taking action, unlearning, and developing models of resistance for wider application. The paper ends by stating Māori principles and intervention elements that are were shared across Māori education initiatives.

Reports and Handbooks

Best Practices and Challenges in Mi'kmaq and Maliseet/Wolastoqi Language Immersion Programs
The Atlantic Aboriginal Economic Development Integrated Research Program (AAEDIRP), 2011

This report offers valuable insight into the experiences of two Mi'kmaq immersion programs for children. The report begins with a literature review and provides general information about immersion programs. It then offers insightful recommendations based on findings from both the literature review and the study of two immersion programs. These recommendations are subcategorized into the following groups: leadership, planning priorities, resource development: human and material, research, issues beyond the school and future directions for existing programs. The study explores the impacts of the immersion programs on identity, fluency and academic success. Furthermore, leadership, assets and challenges in the beginning of immersion programs are also explored. "Wolastoqi Latuwewakon Immersion Program (Tobique) Appendix A: Program Description" is an amazing resource for language nests and offers many great ideas for day-to-day activities.

Handbook for Aboriginal Language Program Planning in British Columbia
Marianne B. Ignace, First Nations Education Steering Committee (FNESC), 1998

This handbook was written to support B.C. First Nations communities in creating language programs. The handbook begins by discussing the state of First Nations languages in B.C. and why it is important to preserve and revitalize them. It continues on to outline what works, how to set goals, strategies that can be used, how to plan a language program, information to make sense of provincial policies, curriculum, training and certifying teachers, language authorities and speakers or Elders, and finding useful resources.

The Aboriginal Language Program Planning Workbook
Barbara Kavanagh, FNESC, 1999

This workbook is the companion for the *Handbook for Aboriginal Language Program Planning in British Columbia*. This workbook helps get people talking and discussing the logistics of running a language program. It also comes equipped with useful activities.

Curriculum and Resources for First Nations Language Programs in B.C. First Nations Schools
First Nations Education Steering Committee and First Nations Schools Association, 2009

This directory outlines resources that could be useful for First Nations schools. The document includes linguistics resources, language specific resources, adaptable resources, language revitalization resources, language teaching journals, further education opportunities, funding sources and information about relevant organizations.

Teaching Indigenous Languages
Edited by Jon Reyhner, Northern Arizona University, 1997

This is a collection of articles written by various researchers about teaching Indigenous languages. These papers were put together and presented at the fourth annual Stabilizing Indigenous Languages Symposium: Sharing Effective Language Renewal Practices. The papers are organized into the following subcategories: tribal and school roles, teaching students, teacher education, curriculum and materials development, language attitudes and promotion, and summing up teaching.

Nurturing Native Languages
Edited by Jon Yerhner, Octavia V. Trujillo, Robert Luis Carrasco, and Louise Lockard, Northern Arizona University, 2003

Similar to *Teaching Indigenous Languages*, this is a collection of papers written on "nurturing native languages." The subcategories found in this collection of articles include language and culture immersion and using technology, among other topics. Of particular interest are the papers "How to Teach When the Teacher Isn't Fluent," by Leanne Hinton, and "Preparing Indigenous Language Advocates, Teachers, and Researchers in Western Canada," by Heather A. Blair, Donna Paskemin, and Barbara Landeroute.

Strengthening Indigenous Languages
Alaska Native Knowledge Network, Assembly of Alaska Native Educators, Anchorage, 2001

This guidebook offers suggestions to Elders, parents, aspiring language learners, communities and organizations, educators, schools, education agencies, linguists and media producers. It also has general recommendations to provide support for strengthening Indigenous languages. In particular, the guidelines support advisory committees that offer recommendations to communities. These guidelines are very useful and can be considered by all those involved in language nests.

Authentic First Peoples Resources: For Use in K–7 Classrooms
First Nations Education Steering Committee and First Nations Schools Association, 2012

This guide offers a large list of authentic First Peoples novels that can be used in the classroom.

In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom
First Nations Education Steering Committee and First Nations Schools Association, 2012 (revised 2020)

This resource guide for teachers provides First Peoples materials and assessment tools. This guide targets non-Indigenous teachers who wish to learn more. The lesson plans, especially

those for the kindergarten children, are quite interesting. Each lesson comes with assessment suggestions.

First and Second Language Acquisition

See the Language Acquisition section for more resources.

Other Resources

Children Exposed to Multiple Languages May Be Better Natural Communicators
Jann Ingmire, 2015

This article summarizes a study on how early language exposure influences communicative development in children. The researchers found that bilingual children acquire stronger social communication skills than monolingual children. They also suggest that exposure to multilingual environments benefits the development of effective communication skills in children.

Cognitive Benefits of Learning Languages
Duke University Talent Identification Program, 2007

The Duke University Talent Identification Program (Duke TIP) conducted an interview with three experts in the field of foreign language learning. The article describes the positive benefits of learning languages and how these benefits also apply to learning Indigenous languages. Furthermore, the article discusses the differences in learning languages as a child versus as an older learner.

"Let's begin with the youngest!" Minority Language Revitalisation through Preschool
Leena Huss, 2008

This article discusses the revitalization of Meänkieli by the Tornedalians in Sweden. The beginning of the article covers the historical background of the language and its loss. The article states that one of the main issues the revitalization movement faced was that it had yet to effectively reach children. This is likely due to the lack of Meänkieli education in schools. The article covers the difficulties associated with revitalization and provides information about a program aimed at creating bilingual pre-schools. This is an interesting read for understanding how other groups deal with many of the barriers confronting language revitalization.

Language Nests – Nurturing First Nation Languages
Out of the Jungle, 2006

This blog post discusses language nests and outlines various resources available.

Websites

Aboriginal Head Start Association of British Columbia

Head Start programs and language nests differ in that Head Start programs are not necessarily immersion programs. Nonetheless, many language nests begin as a Head Start. Head Start programming covers six areas: culture and language, education, health promotion, nutrition, parent and family involvement, and social support. This website offers information about Head Start programs in B.C. and provides resources that may also be useful to language nests.

First Nations Education Steering Committee (FNESC)

FNESC is made up of approximately 100 First Nations community representatives. FNESC supports First Nations education throughout B.C.

Dr. Jon Reyhner

Dr. Jon Reyhner is a professor at Northern Arizona University. He is highly involved in American Indian and Alaska Native education, and his website includes many valuable resources. Some of these resources are links to pages covering topics about education and Indigenous languages, as well as articles he has published and edited.

Center for Advanced Research on Language Acquisition (CARLA)

CARLA is one of the US Department of Education's language resource centres. CARLA publishes a wealth of articles and provides a large amount of information and resources for language teachers.

The National Network for Early Language Learning (NNELL)

NNELL supports early language learning and teaching and publishes resources for both teachers and parents.

The Canadian Association of Second Language Teachers (CASLT)

CASLT supports second language teachers and offers many resources that may be useful to language teachers.

Bilingual Kids Rock

This website offers useful tips and strategies for raising bilingual children. A variety of articles are available with information on the benefits of bilingualism, the challenges involved and strategies to overcome these challenges. Overall, this website provides a strong support system for parents who wish to raise their children as bilingual speakers.

Funding Sources

This list identifies some of the funding opportunities that are available for language nest programs in B.C. Please note that each funding organization has individual application deadlines, as many are not open year round.

First Peoples' Cultural Council

See our Grant Funding page for information on all our funding opportunities.

British Columbia Ministry of Children and Family Development

The Ministry of Children and Family Development offers three funding programs to licensed child-care providers in B.C.

- Child Care Operating Funding Program
- ChildCareBC Maintenance Fund (previously the Minor Capital Funding Program)
- ChildCareBC New Spaces Fund (previously the Major Capital Funding Program)

Community Foundations of Canada (CFC)

CFC was founded in 1992 to represent community foundations across Canada. Community foundations work to build community vitality by offering long-term resources, funding and leadership. CFC provides an extensive list of community foundations across Canada. Here you can find links to your community foundation and see what grants they offer.

Farm Credit Canada (FCC) AgriSpirit Fund

FCC works to create positive changes in communities across Canada. The AgriSpirit Fund was created to support rural communities by enhancing quality of life. This fund is available to First Nations bands in cities of less than 150,000 people. Funding is given for capital projects, such as building infrastructure, and has been used to support child-care facilities in previous years.

First Nations Education Steering Committee (FNESC)

FNESC works to improve education for all First Nations students in B.C. The committee was formed in 1992 and consists of approximately 100 First Nations community representatives. FNESC offers grants to First Nations communities and schools to support language and culture teachers in professional development, classroom instruction or resource development.

New Relationship Trust (NRT)

NRT supports First Nations in B.C. through capacity building in the following areas: governance, education, language and culture, youth and Elders, and economic development. Depending on the initiative, funding is offered to individuals, communities and organizations. Each initiative has its own eligibility requirements.

Northern Health

Northern Health provides health support to northern communities in B.C. Grants are aimed at health promotion and disease/injury prevention. Many languages include health promotion in their programs through the inclusion of outdoor activities, physical activity and healthy meal/snack options. Northern Health has many grants that may be accessible to language nests looking to further promote health initiatives. Funds cannot be used to purchase food, but could be used in other ways. In particular, their Active Living grant aims to decrease sedentary lifestyles, which is often a goal of language nests that use activity in conjunction with language learning.