Annotated Bibliography: Language Planning and Policy.

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'Kia ita!'

Te Taura Whiri i te Reo Māori

MĀORI LANGUAGE COMMISSION

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Introduction

This annotated bibliography is designed to either be read in conjunction with the associated literature review: *Language Planning and Policy: Factors that impact on successful language planning and policy*; or to act as a stand-alone document.

The bibliography draws from a range of literature sources (including research reports, journal articles, books, and critical commentaries) with the aim of providing an overview of key themes and common understandings surrounding the factors that impact on successful language planning and policy, particularly with respect to Indigenous/minority language revitalisation and maintenance.

The focus was to source more recent literature—produced between 2008–2019 to show contemporary discussion. The abstracts in the bibliography were drawn on, however, the literature for the review was broadened to include seminal literature which discussed the key factors in macro language planning and policy (LPP) developments, and their implications for Māori language revitalisation and related LPP.

Key conventions that have been utilised to communicate cross-overs between the documents include:

In the literature review -

- The first time a publication selected for this annotated bibliography has been cited in-text, the citation is bolded, indicating that further information is available;
- Publications that are not included in the annotated bibliography have an asterisk next to the first author's name in the reference list;
- Edited chapters that have been listed in the annotated bibliography under the book editors, as opposed to the authors of that specific chapter, have two asterisks next to the first author's name in the reference list.

In the annotated bibliography -

- Section one, references 1-46, have all been cited in the literature review, with extended information available in this document;
- Section two, references 47-49, are edited books, where a chapter or section of the overall piece has been cited. Two of the three have also cited the edited collection in its entirety (Hinton et al., 2018; Spolsky, 2012).
- Section three, references 50-63, are additional sources that were consulted in the process of this research. The majority of the texts are focused on the education sector, for example looking in-depth into translanguaging and its potential applications in engaging the linguistic repertoire of bilingual and multilingual students, although there are pieces focusing on language rights and language strategy in Aotearoa-New Zealand.

The information gleaned from these sources is invaluable to the topic, so the references have been kept in the annotated bibliography.

- The reference list contains only those texts that have been referred to in the discussion and elaboration of the references included in this annotated bibliography, to facilitate access for those who are interested in reading further in these areas.
- There is a subject index followed by an author index. The authors are those who have been selected as one of the 63 references for this annotated bibliography.

Section One

Reference 1	Albury, N. J. (2016). An old problem with new directions: Māori language revitalisation and the policy ideas of youth. *Current Issues in Language Planning, 17*(2), 161-178. https://doi.org/10.1080/14664208.2016.1147117
Keywords	Māori, language planning, language vitality, language policy.
Purpose of document	Research article, a series of journal articles drawn from the same data collection.
Short abstract	Legislative changes are afoot that are formalising an ideological shift in policy that less frequently positions the Māori language as a matter of interethnic national identity but increasingly as one for Māori self-determination. The Waitangi Tribunal (2011; WAI262) established that, from here on, Māori language policy should be determined in large measure by Māori ideas. This paper advances the question of what these Māori ideas are, and whether these ideas align with those of non-Māori. In particular, the article reports findings from a large scale qualitative survey that used a folk linguistic approach (drawing on everyday views of language) to solicit what sociolinguistic situation Māori and non-Māori youth envisage language revitalisation policy should produce, and what policy priorities they propose to achieve the proposed outcomes. It then critically assesses whether the ideas of these youth align with the Māori language policy objectives of the New Zealand state.
Research context, design methodology	A quantitative and qualitative survey where around 1,300 Indigenous and non-Indigenous students at the University of Otago share their definitions of Māori language revitalisation.
Key findings or points in relation to implications for Aotearoa/NZ context	The argument is growing that te reo Māori and its revitalisation should be managed in large measure by Māori, which was not supported by this student cohort. The youth share their perceptions of the revitalisation processes (the cohort cannot be seen as representative of New Zealand or of all age groups).

Claimed linguistic knowledge exists parallel to language attitudes, and informs local policy ideas. The findings indicate that these youth define language revitalisation and vitality in terms contextualised by local ontology, knowledge, ideologies and values, therefore challenging the local applicability of universal theories. (p. 287).

More research is needed to reveal community-based arguments for and against policy directions such as the establishment of Te Mātāwai.

Related references	Albury, 2017, 2018; Albury & Carter, 2018; De Bres, 2011, 2015; Harlow & Barbour, 2013; Higgins & Rewi, 2014.

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Reference 2	Albury, N. J. (2017). The power of folk linguistic knowledge in language policy. *Language Policy, 16*(2), 209-228. https://doi.org/10.1007/s10993-016-9404-4
Keywords	Language policy, Māori, language revitalisation
Purpose of document	Research article, a series of journal articles drawn from the same data collection.
Short abstract	Just as an expanded view of language policy now affords agency to many more actors across society than authorities and linguists alone, it also accepts that the dispositions these agents bring to language affairs influence language policy processes and outcomes. However, this article makes the case that language policy may also be guided, to some degree, by what these societal agents of language policy claim to *know* as facts in linguistics, regardless of the empirical accuracy of their knowledge. Drawing on an analysis of qualitative data from folk linguistic research on Māori language revitalisation, the article discusses instances of the policy ideas and discourses of a cohort of young New Zealanders relying on what they claimed as facts about revitalisation. By bringing a folk linguistic perspective to language policy theory, the paper argues that space should be made

Key findings or points in relation to implications for Aotearoa/NZ context	This article argues that language policy processes and outcomes are influenced by the attitudes, values and dispositions that actors bring to language affairs, but "may also be guided, to some degree, by what these societal agents of language policy claim to know as facts in linguistics, regardless of the empirical accuracy of their knowledge" (p. 209). A related argument is made that there is a place for folk linguistic knowledge (inexpert/everyday) in language policy theory- e.g. those without linguistic training.

This study is similar to te reo Māori attitude surveys carried out by Te Puni Kōkiri and others. It is useful to know the knowledge and dispositions of everyday folk rather than the experts in regard to language policy and language revitalisation because it provides a small picture of the linguistic landscape within which policy is being developed. The everyday folk are Otago University students (hardly representative of NZ youth). While this may not have a major impact on the eventual policy, it is useful in the development of policy to consider the dispositions – which could be either resistance or support – that the general population of Aotearoa has toward the learning, speaking, and language revitalisation of te reo Māori. |
| Related references | Albury, 2016, 2018; Albury & Carter, 2018; De Bres, 2011, 2015; Higgins & Rewi, 2014. |

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Reference 3	Albury, N. J. (2018). "If we lose their language we lose our history": Knowledge and disposition in Māori language acquisition policy. *Journal of Language, Identity & Education, 17*(2), 69-84. https://doi.org/10.1080/15348458.2017.1389281
Keywords	Language ideology, language planning, language policy, language revitalisation, Māori.

Purpose of document	Research article, a series of journal articles drawn from the same data collection.
Short abstract	Political motivations for the choices of compulsory languages in education are outlined briefly with the example of Malaysia shared as a balancing by successive governments of "matters of language rights, postcolonial national unity, and economic liberalisation" (p. 70). The initial success of te reo Māori is challenged by another contraction of the language base, with issues of intergenerational transfer.
Research context, design methodology	Albury conducted a mixed-methods study with 1,297 New Zealand university students (indigenous and non-indigenous) on Māori language policy. An online survey was used to investigate their understandings and attitudes towards linguistics as a science, revitalisation processes and goals, and to find out what they want from language policy (Important to note that the cohort cannot be seen as representative of New Zealand or of all age groups).
Key findings or points in relation to implications for Aotearoa/NZ context	The majority of the youth surveyed, "envisaged interethnic custodianship of the language whereby Māori and non-Māori alike participate in language acquisition" (p. 77), requesting Māori language education for all, and identifying classrooms as the main base responsible for language acquisition. However, the youth did not propose that New Zealand should become a nation of balanced bilinguals, suggesting that a "basic proficiency in te reo Māori would indicate successful language revitalisation" (p. 78).

If the views of the Otago University students are more widely held, this raises questions about New Zealand's language policy and how responsive the policy is to wider language attitudes among the New Zealand population.

There is the question about degrees of proficiency. Is it enough? Is it satisfactory for every New Zealand citizen to be able to speak a couple of words in te reo Māori? Or, should the threshold be higher (e.g. including te reo Māori as a core/compulsory school subject)? |

Related references	Albury, 2016, 2017; Albury & Carter, 2018; De Bres, 2011, 2015; Higgins & Rewi, 2014.

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Reference 4	Albury, N. J., & Carter, L. (2018). "An unrealistic expectation": Māori youth on indigenous language purism. *International Journal of Sociolinguistics, 2018*(254)*, 121–138. https://doi.org/10.1515/ijsl-2018-0036
Keywords	Māori, language attitudes, language beliefs, language ideology, Indigenous.
Purpose of document	Research article, a series of journal articles drawn from the same data collection
Short abstract	Outlines the place of language purism in the reclamation of language and the process of decolonisation. "Within that revitalisation, minimising the influence of majority languages on minority languages is seen as helping to realise and advance Indigenous identity" (p. 122). This is contrasted with the views that 200 Māori indigenous youth hold about language purism. A tension is identified between these views, current language policy and locally held ideological stances (of kaumātua or elders and organisations such as Te Taura Whiri).
Research context, design methodology	Continuation of a series of articles by Albury on a mixed-methods study with 1,297 Otago university students. This article analyses findings from the survey, undertaken with 207 self-identifying Māori university students, that collected quantitative and qualitative attitudes to Māori linguistic purism.
Key findings or points in relation to implications for Aotearoa/NZ context	How today's Māori youth feel about these ideologies of linguistic purism. The article firstly analyses their attitudes to different strategies for coining new words, and then to the recurring purist discourse – produced by Māori *kaumātua* (elders and leaders) and in other indigenous contexts more broadly (for example, that the indigenous language is best spoken only at an advanced proficiency

without errors or interference). The article shows that the Otago university youth seem much less purist than an ideology that shuns the switches and errors that arise through incipient bilingualism, which underpin current New Zealand policy approaches to developing the Māori vocabulary. This is because linguistic purism may be of political interest to a collective (older and younger fluent speakers) but creates unrealistic expectations and anxiety amongst youth who seek linguistic emancipation.

The students did not appear to have a strong preference for purist or non-purist approaches to developing the Māori vocabulary, but in terms of language the data suggests that Māori youth may sooner favour compromise or realistic hybridity rather than linguistic purism in regards to their own language use. The Otago students' very clear rejection of purism was motivated by an aversion to being subject to purist criticisms. Indeed, they called on their peers to accept and appreciate that they are acquiring new language skills through trial, error and translanguaging.

Related references	Albury, 2016, 2017, 2018; De Bres, 2011, 2015; Higgins & Rewi, 2014.

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Reference 5	Angouri, J. (2013). The multilingual reality of the multinational workplace: language policy and language use. *Journal of Multilingual and Multicultural Development, 34*(6), 564-581. https://doi.org/10.1080/01434632.2013.807273
Keywords	Language policy, language and business, language ideology, language competence
Purpose of document	The journal article problematises the relationship between three multinational companies' language policies and the dynamics of language use.

Short abstract	Language policy and practice are discussed within one consortium of three multinational companies. The article draws on interview and questionnaire data to outline employees' perceptions of language practices in their workplace and the perceived implications related to the companies' official policy. What is the extent to which the dynamics of language use are reflected in the companies' language policy? Language policy, according to this dataset is constructed to be flexible, facilitating a 'what works' approach to language practice generally by employees and managers. There is a focus on the use of local languages in relation to English, as the official working language. The paper problematises de facto language policy and its impact on the implementation of language policy in the multinational company.
Research context, design methodology	This paper draws on data collected in a consortium of three multinational companies over a period of three years (2005-2008). There were two phases in the research, involving qualitative and quantitative analysis of the dataset. This paper draws on 154 questionnaires and 20 interviews that were conducted in phase two of the research.
Key findings or points in relation to implications for Aotearoa/NZ context	"Emergent bottom-up practices could challenge top-down policies and at the same time raise issues of gatekeeping and inter-group boundaries or clustering" (p. 572).
	"Employees relate "language practices not to top-down headquarters' (or even senior management within the company) policies but to inter-/intra-team communication within their workplace" (p. 577).
	"Language use reflects and may reinforce pre-existing divisions" (p. 577).
	"Despite the prevalence of discourses linking language use with economy and growth, the employees in this study put a lot of emphasis on the rapport side and the building of a common professional identity which is an issue open to further research" (p. 578).
Related references	Haar et al., 2019.

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Reference 6	Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Multilingual Matters.
Keywords	Language and education, language and culture, bilingualism, multilingualism.
Purpose of document	A series of chapters in the sixth edition of a book, defining and outlining key concepts in the field of bilingualism and bilingual education.
Short abstract	A comprehensive introduction to bilingual education, bilingualism and multilingualism, starting with definitions of key terms, and an outline of key concepts and debates surrounding key social and psychological issues that facilitate understanding bilingual and multilingual children, and bilingual education. There are explicit links made between chapters, which share the big issues from multiple perspectives, and contested positions, where possible. A balance is sought between generalisation and universalisation of theories and necessary contextualisation.
Related references	Chimbutane, 2011; Fishman, 2001; Gorter & Cenoz, 2017; Hornberger, 2008.

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Reference 7	Benton, R. A. (2015). Perfecting the partnership: revitalising the Māori language in New Zealand education and society 1987–2014. *Language, Culture and Curriculum, 28*(2), 99-112. https://doi.org/10.1080/07908318.2015.1025001
Keywords	Māori, language revitalisation , language policy, language attitudes, language competence, ecolinguistics.
Purpose of document	A sequel to a journal article on Māori language in education published in *Language, Culture and Curriculum* in 1988.
Short abstract	This article looks at aspects of Māori language revitalisation since the passing of the Māori Language Act, 1987 which gave official status to te reo Māori. There is a concise outline of developments in the compulsory education sector, including the strategies that have been implemented by government agencies, public attitudes towards the language, and a summary of policies articulated by the major political parties. There is specific focus on the recommendations made in relation to te reo Māori in the Waitangi Tribunal WAI262 claim, Ko Aotearoa Tēnei (2011).
Key findings or points in relation to implications for Aotearoa/NZ context	Fluency in te reo Māori continues to drop, even with rising numbers of speakers and there is a trend towards a basic or lower proficiency. The Basque educational landscape is used to illustrate the point that competence does not equate to use.
	What about other language communities? The four most prominent Pasifika communities (Samoa, Niue, Cook Islands, and Tokelau) and the growing Indian, Chinese, Korean, and Filipino migrant communities may argue their right to languages being represented in the classroom.
	"The Waitangi Tribunal ended its report 'Ko Aotearoa Tēnei' with a call to 'perfect the partnership' promised by the Treaty ofWaitangi by infusing 'the core motivating principles of mātauranga Māori [Māori approaches to knowledge]…into all aspects of our national life'

(2011, p. 715). The future of Te Reo Māori depends on the response to this call" (p. 110).

Related references	Harlow & Barbour, 2013; Hutchings et al., 2017.

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Reference 8	Darquennes, J. (2010). Language contact and language conflict in autochthonous language minority settings in the EU: A preliminary round-up of guiding principles and research desiderata. *Multilingua 29*(3-4), 337-351. https://doi.org/10.1515/mult.2010.016
Keywords	Indigenous, minority languages, endangered languages, language revival, language planning.
Purpose of document	This journal article focuses on language contact and language conflict with indigenous minority language groups in the European Union. Concepts guiding linguistic research on language minorities are synthesised, and inform further research needs in this area.
Key findings or points in relation to implications for Aotearoa/NZ context	1. There is a need for a closer investigation of the contribution of language policy and language planning to the neutralisation and/or the prevention of language conflict. "2. Of importance to the study of language conflict and language contact in general are a reappraisal of both of Kloss' concepts of Abstand and Ausbau and the concepts of autonomy and heteronomy as they feature in the work of Haugen." (p. 344) "3. The European Charter for Regional or Minority Languages is a good example of an international instrument, the application of which invites (different sorts of) linguists as well as legal and political scientists to reflect on the position of languages in European society at large. Publications dealing with the Charter most often highlight the need to create more synergies between different disciplines, yet in some cases effectively take first steps towards those synergies. 4. Ruiz Vieytez's approach (2009) is not only interesting from an interdisciplinary point of view. It is of further relevance because it focuses on the interplay of various 'categories' of languages (i.e. national language, autochthonous languages, allochthonous minority languages). There is an urgent need for linguists to take such an

inclusive approach as the starting point for their reflections on (supra)national and regional language policy and planning initiatives in a European context." (p. 345)

"5. Reading the documents produced by the Council of Europe's language policy division and its plea for plurilingualism and a plurilingual society, one almost automatically questions the value of the language (minority) typology (language majority vs. autochthonous language minority vs. allochthonous language minority) as it is still widely used today. Since the typology mainly dates back to scientific discussions in the 1970s and 1980s and European society has changed considerably over time, it seems more than appropriate to scrutinise the typology and the criteria on which it rests (see Rindler Schjerve 2006) and to look for new typological ways of approaching linguistic diversity in Europe at large and the European Union in particular (see Franceschini 2009).

6. Next to a theoretical approach to linguistic diversity and language policy, a more practical approach to linguistic diversity also deserves further attention. Especially the questions of how a society's goals regarding linguistic diversity can be reached and whether some ways of reaching them are preferable over others (see Grin 2003; Kymlicka & Grin 2003: 19-21) need much more consideration. In this respect, it is crucial that corpus planning issues receive equal attention as status and acquisition planning matters, and that the interplay between the various branches of language planning is explored in greater detail. Following Kloss's (1969: 82) call 40 years ago, there still is a dire need for more coherent research on corpus planning in European minority settings. This would improve our understanding of the processes guiding corpus planning (and those interfering with it) in general, and language standardisation issues in particular among European language minorities." (p. 346)

Related references	McCarty & Coronel-Molina, 2017.

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Reference 9	De Bres, J. (2008) Planning for tolerability in New Zealand, Wales and Catalonia. *Current Issues in Language Planning, 9*(4), 464-482. https://doi.org/10.1080/14664200802354435 *Note: Cited in literature review as De Bres (2008a).*

Keywords	Minority languages, language revitalisation, language policy, language planning, language attitudes.
Purpose of document	A journal article case study - planning for tolerability in language planning based on wider PhD research which is discussed in the accompanying literature review as De Bres (2008b).
Short abstract	Majority language speakers and the attitudes they hold impact on minority languages, and "it has been claimed that the long-term success of minority language initiatives may only be achievable if some degree of favourable opinion, or 'tolerability' (May, 2001), of these initiatives is secured among majority language speakers. Once the problem of tolerability has been recognised in a minority language situation, however, how can language planners address it?" (p. 464)
Research context, design methodology	De Bres analyses approaches taken to recent language regeneration policy in New Zealand, Wales and Catalonia to find aspects of planning for tolerability in all three contexts.
Key findings or points in relation to implications for Aotearoa/NZ context	Planning for tolerability has been addressed in all three contexts, albeit in different ways. "Whether or not one considers planning for tolerability to be an appropriate focus of minority language regeneration planning, the three language situations discussed in this article demonstrate at the very least an innovative and growing repertoire of language policy approaches addressing this problem. They also raise theoretical and practical issues, including questions such as: Where does planning for tolerability fit into current models of language planning? What 'desired behaviours' are appropriate for majority language speakers? What other policy techniques and approaches might be appropriate to achieve tolerability-related goals? Can and should the same principles and techniques be applied to non-indigenous minority languages, or minority languages that are not endangered? For these reasons alone, in the context of the continuing development of language planning theory and practice, planning for tolerability deserves more attention from researchers and policymakers alike than it has been accorded to date" (pp. 478-9).

Related references   De Bres, 2011, 2015.

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Reference 10   De Bres, J. (2011). Promoting the Māori language to non-Māori:
                      evaluating the New Zealand government's approach. *Language
                      Policy 10*, 361–376. https://doi.org/10.1007/s10993-011-9214-7

Keywords   Māori, language planning, language policy, language attitudes,
                      language promotion.

Purpose of document   A journal article based on wider PhD research.

Short abstract   This article examines what official policy and policy initiatives have
                      been undertaken by New Zealand's two main government Māori
                      language planning agencies, Te Taura Whiri i te Reo Māori and Te
                      Puni Kōkiri, in promoting te reo Māori to non-Māori New
                      Zealanders. Then the effectiveness of these agencies is measured with
                      regard to their internal and external responses. De Bres concludes by
                      sharing recommendations and potentially effective future directions
                      for this kind of language planning in New Zealand.

Research   context, "A data collection process was undertaken in 2007 in Wellington
design methodology   (New Zealand) with eighty non-Māori New Zealanders, using
                      questionnaires (N = 80) and semi-structured interviews (N = 26). An
                      attempt was made to recruit participants with a wide range of attitudes
                      towards the Māori language, through the use of a workplace-based
                      participant recruitment approach" (p. 371).

Key   findings   or "Any language planning project should involve an evaluation of
points in relation to effectiveness in achieving its objectives, to assist in refining the
implications   for approach and to feed into future planning" (p. 374).
Aotearoa/NZ context

                      De Bres argues that it is important for Te Taura Whiri and Te Puni
                      Kōkiri to completely subscribe to their official policy, that of
                      targeting non-Māori in language regeneration initiatives.

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Segmentation of the audience is required to facilitate the personal targeting of more non-Māori. Finally, clarification is needed in terms of the desired behaviours of non-Māori in relation to language planning.

"Further evaluative research is required to link language promotion campaigns to longer-term changes in the attitudes and behaviours of non-Māori New Zealanders" (p. 374).

Related references   De Bres, 2008, 2015.

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Reference 11   De Bres, J. (2015). The hierarchy of minority languages in New
                        Zealand. *Journal of Multilingual and Multicultural*
                        Development, 36(7), 677-693.
                        https://doi.org/10.1080/01434632.2015.1009465

Keywords   Māori, minority languages, language ideology, language promotion.

Purpose of document   A journal article based on wider PhD research.

Short abstract   De Bres argues the existence of a minority language hierarchy in
                      Aotearoa-New Zealand, based on an analysis of recent policy
                      documents and interviews with policymakers and representatives of
                      minority language communities. "The research suggests that the
                      arguments in favour of minority language promotion are most widely
                      accepted for the Māori language, followed by New Zealand Sign
                      Language, then Pacific languages, and finally community languages"
                      (p. 677). An important point is that minority language community
                      representatives tended to see themselves as working in isolation,
                      rather than finding common goals and interests between the
                      communities.

Research   context,   Minority language communities in New Zealand were studied,
design methodology   including "te reo Māori (national minority language), NZSL (a
                         second national minority language), Pacific languages (migrant

minority languages), and 'community languages' (further migrant minority languages)" (p. 679).

"The methodology for this research involves an analysis of language ideologies... in relation to minority languages as expressed by representatives of minority language communities in New Zealand" (p.679). Data included policy documents about the minority languages and interviews with government policymakers and members of the minority language communities.

Key findings or points in relation to implications for Aotearoa/NZ context	"All representatives of minority language communities advanced conceptions of language that were in the interests of their own community … tensions often emerged in relation to the promotion of one language to the perceived detriment of others" (p. 690).
	Two arguments used by all groups: endangerment and cultural identity. Indigeneity claimed by Māori, NZSL and Pasifika groups.
	All other arguments raised by two or fewer language groups.
	"There was a striking pattern for groups at each level of the hierarchy to accept the arguments of groups at higher levels and to resist the arguments of groups at lower levels. Some groups tried to 'jump' levels by arguing for the application of arguments at higher levels to their own languages. The lower their level in the hierarchy, the harder language representatives reportedly found it to convince others of the validity of their views" (pp. 690-1). More governmental support for languages that were higher up the hierarchy.
Related references	De Bres, 2008, 2011; Turnbull, 2018.

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Reference 12	Fishman, J. A. (2001). *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective.* Multilingual Matters.
Keywords	Reversing language shift, language maintenance, minority languages, language revival.
Purpose of document	An edited book by a seminal author.
Short abstract	"Specific languages are related to specific cultures and to their attendant cultural identities at the level of doing, at the level of knowing and at the level of being" (p. 3). A seminal researcher in the field of reversing language shift, this edited volume contains seventeen case studies, and re-visits Fishman (1991). Ideological challenges inherent in reversing language shift include: monetary values; ethnocultural values; and cultural democracy. They are balanced with some of the ideologies in support of reversing language shift. The functions and import of intergenerational transmission is discussed, along with the place of reversing language shift in the Graded Intergenerational Disruption Scale scale (GIDS), and the links between the components of the scale.
Research context, design methodology	A value-based general theory, using an adapted version of the GIDS scale.
	Case study approach.
Key findings or points in relation to implications for Aotearoa/NZ context	Reversing Language Shift "RLS is concerned with the recovery, recreation and retention of *a complete way of life,* including non-linguistic as well as linguistic features" (p. 452).

Ideological challenges to RLS.
1. Monetary values, ethnocultural values and cultural democracy.
2. The 'normality' of minority language death.
3. Yish is peaceful; RLS is inherently conflictual.
4. Your nationalism is worse than mine!

5. One language per country is enough (particularly if it is my language in my country)

Ideological supports for RLS.

1. We are the only one on whom X-ish can count for support.

1. Community and 'virtual community' are not the same thing at all as far as intergenerational mother tongue transmission are concerned.

Related references	Harlow & Barbour, 2013; Higgins & Rewi, 2014; May, 2012; Ricento, 2006; Wiley, 2017.

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Reference 13	Haar, J., Ka'ai, T., Ravenswood, K., & Smith, T. (2019). *Ki te tahatū o te rangi: Normalising te reo Māori across non-traditional Māori language domains.* Te Taura Whiri i te Reo Māori.
Keywords	Māori, minority languages, endangered languages, language and business, language planning.
Purpose of document	A commissioned research report aiming to understand the participation in te reo me ngā tikanga Māori by over 1,100 New Zealand employees, within selected schools, governmental organisations and businesses.
Research context, design methodology	"The research conducts and analyses fourteen case study interviews and a large scale quantitative-qualitative survey of over 1,100 New Zealand employees.... The researchers explored internal and external organisational use of Māori language and Māori culture, together with potential differences in te reo Māori, terminology and tikanga Māori use across organisational structural and capability factors. In addition, open-ended survey questions were examined in thematic analysis to understand how these Māori factors are implemented in workplaces and the reasons for and against their general usage." (p. 4)
Key findings or points in relation to	"Taken together, the results indicate a broad but inconsistent use of Māori language across Aotearoa organisations. The most common

implications for Aotearoa/NZ context	motive for adopting Māori language, terminology and tikanga Māori in the workplace is to have better engagement with customers, stakeholders and the organisation's Māori staff. The use of these Māori factors is often driven by staff willingness and organisational values based on diversity, inclusion, cultural respect and honouring Te Tiriti o Waitangi (the Treaty of Waitangi), rather than organisational size. In addition, the incorporation of Māori language, terminology and tikanga Māori is shown to significantly enhance workplace mindfulness and job satisfaction; two wellbeing benefits that are not entirely realised by New Zealand organisations. Organisations that rarely or never use te reo Māori generally believed there was no need for it and failed to recognise any organisational benefits related to te reo me ngā tikanga Māori adoption. The most notable..." (p.4) "barriers were the multinational nature of organisations and a lack of Māori staff or knowledge about Māori culture. The fear of 'getting it wrong' prevented some organisations from attempting to incorporate Māori language and Māori customs into their workplace culture. Overall, these results provide a rich and powerful understanding of where Māori language, terminology and tikanga Māori sit in the workplaces of Aotearoa and the attitudes toward it." (p. 5)
Related references	Angouri, 2013.

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Reference 14	Hardman, A. (2018). *Literature review: Perceptions of the health of the Māori language.* Te Puni Kōkiri.
Keywords	Māori, Indigenous, language policy, language maintenance, language revitalisation.
Purpose of document	This literature review aims to provide a comprehensive analysis of the health of the Māori language, with a focus on language loss and the factors that influence this, to provide an evidence base to support policy. Planning and policy actions and activities related to language loss or shift, revitalisation and maintenance are included.

Short abstract	Questions addressed in the literature review:

- What are the factors that led to te reo Māori being in a state of language endangerment?
- How is the 'health' of te reo Māori measured?
- What is the profile of speakers of te reo Māori?
- Why save te reo Māori and its dialects?
- What have Iwi and Government responses been to the endangerment of te reo Māori?
- Are there evaluative measures used for assessing initiative effectiveness?
- If so, what are these evaluative measures used for assessing effectiveness?
- What future potential scenarios could impact the revitalisation of te reo Māori (p. 8)?

Research context, design methodology	"Literature was sourced from electronic and manual searches of relevant library databases through Te Puni Kōkiri library and online website searches. The 'Google' search engine was used to look for domestic and relevant international data (including reports – published and unpublished – and other information) concerning the 'health' of the Māori language" (p. 7).

"A thematic analysis of the material gathered was completed, based on a report structure (or framework) that was developed to guide the review's development … Data was manually ordered according to the themes identified and others that emerged during the reading and analysis processes" (p. 7).

Key findings or points in relation to implications for Aotearoa/NZ context	The new Māori Language Strategy needs to explain "why the focus is on one portion of society in only certain domains to take up the sole responsibility for revitalising te reo Māori" (p. 65). Also to consider the role of Pākehā.

"Concerns raised about Te Mātāwai include its narrow focus; its restricted membership; an insufficient focus on improving the cross-government response; and unclear lines of accountability for the entities in the Bill. In addition, because the state will control 'the

resources for protecting and promoting the language … the greatest problem [seems to be] that Māori are being subjected to more state control, not less'" (p. 65)

It's important to start to establish adult proficiency in te reo Māori. Most revitalisation focuses on youth acquisition.

"Language revitalisation is a difficult and daunting task that involves taking on the dominant culture that has all the power, described in the review as being 'the biggest thing around'. In addition, the review has found that language revitalisation is a relatively new phenomenon, and that the activities undertaken to revitalise languages are fairly standard around the western world. Also, it was found that a relatively small number of indigenous languages are deemed to have been successful in their revitalisation endeavours.

The urban population (Māori and non-Māori) of Aotearoa is already at approximately 86% and is expected to continue rising (particularly, in Auckland). There are serious implications for the revitalisation and maintenance of te reo Māori in this context that need to be examined.

The greatest challenge to increasing the number of Māori speakers of te reo is identified simply as the difficulty in engaging them; this applies to Māori in all levels of society. The literature notes that 'the majority of Māori are not really that interested in investing the time required to learn the language to the degree of proficiency needed to sustain household interactions in Māori'. The positive comments by Māori regarding te reo Māori in the 2006 survey of attitudes counters the 'lack of interest' comment, but the lag in action seems to support these sentiments" (p. 69).

| Related references | Hutchings et al., 2017. |

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Reference 15	Harlow, R., & Barbour, J. (2013). Maori in the 21st century: Climate change for a minority language? In W. Vandenbussche, E. H. Jahr, & P. Trudgill (Eds.). *Language ecology for the 21st century: linguistic conflicts and social environments* (pp. 241-266). Novus Press.
Keywords	Māori, ecolinguistics, language attitudes, language vitality.
Purpose of document	This book chapter acts as a stocktake of the position of te reo Māori, using Haugen's work (1972) on language ecology as a frame.
Short abstract	This chapter is an update on the work of Benton and Benton in 2001. The authors begin with classification, and then outline who the users of te reo Māori are. They examine the domains of use, concurrent languages spoken, internal varieties, the written tradition, standardisation, institutional support and the attitudes of users. A thorough but brief overview of the language ecology for te reo Māori in Aotearoa-New Zealand.
Research context, design methodology	Te reo Māori is measured against Fishman's (2001) Graded Intergenerational Disruption Scale (GIDS) as having improved its position over the past couple of decades, but that number 6 on Fishman's scale which focuses on "the intergenerational and demographically concentrated home-family-neighbourhood-community: the basis of mother-tongue transmission" (p. 262) is (still) missing. Then Māori is measured against the UNESCO Language Vitality Assessment where the only low performing aspects are Factor 1: Intergenerational Language Transmission and Factor 2: Absolute Number of Speakers.
Key findings or points in relation to implications for Aotearoa/NZ context	As an overall assessment, one can perhaps hazard the formulation, that Māori remains a threatened minority language which is very important to its own community, enjoys generally positive attitudes on the part of the majority community, and is supported institutionally, primarily through the education system and media. However, the goal of restoring natural intergenerational transmission as the primary means of ensuring continued knowledge and use remains elusive. Māori is thus better off than many examples which could be quoted, but still faces a very precarious future. (p. 262)
Related references	Albury, 2016; Bell, Harlow, & Starks, 2005; Benton, 2015; Fishman, 2001; Lo Bianco, 2010.

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Reference 16	Hepi, M. (2008). *Pākehā identity and Māori language and culture: Bicultural identity and language in New Zealand.* VDM Verlag Dr. Müller.
Keywords	Māori, language and education, language and culture, language attitudes.
Purpose of document	A book based on Master's research.
Short abstract	A mixed-method, qualitative and quantitative study of Pākehā identity and attitudes towards te reo Māori, in particular, whether those European New Zealanders who chose to self-identify as Pākehā and who had made a commitment to learning te reo Māori had experienced any further development to their identity as Pākehā, or "whether those who identified as being a Pākehā were more empathetic towards Māori issues" (p. 19).
Research context, design methodology	A mixed-method, qualitative and quantitative study of Pākehā identity and attitudes towards te reo Māori.
Key findings or points in relation to implications for Aotearoa/NZ context	"Those who identify with the term 'Pākehā' have an appreciation that te reo Māori and Māori culture are what makes New Zealand unique" (p. 140). Key finding links to Melinda Webber's third space research, in that those Pākehā who had made a commitment to te reo Māori found themselves "a lot of the time… between two worlds , and felt they now did not fit totally into one world or the other" (p. 142).
Related references	Ngaha, 2011.

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Reference 17	Higgins, R. & Rewi, P. (2014). ZePA – Right-shifting: Reorientation towards normalisation. In Higgins, R., Rewi, P. & Olsen-Reeder, V. (Eds.), *The value of the Māori language – Te hua o te reo Māori* (pp. 7-32). Huia.

Keywords	Māori, language revitalisation , language attitudes, language maintenance.
Purpose of document	A book chapter resulting from the wider Te Kura Roa programme, a three year research programme exploring the value of te reo Māori in New Zealand, headed by Ngā Pae o Te Māramatanga.
Short abstract	"This chapter will examine the value of the Māori language in our society and how this has impacted on Māori language revitalisation efforts since 1987. It will challenge theoretical approaches that we have become accustomed to and propose an alternative view as to how we could re-orientate our minds and efforts to normalise the Māori language in New Zealand society." (p. 7)
Research context, design methodology	Explores a range of seminal models, including Fishman's GIDS (2001) and Spolsky's conceptualisation of 'language management' (2017a, 2018a, 2018b) in the generation of a new model for language shift.
Key findings or points in relation to implications for Aotearoa/NZ context	"For the language to be normalised requires greater New Zealand to locate itself somewhere on the ZEPA spectrum other than Zero" (p. 30). Authors argue an expansion in domains of use and the acknowledgement of the importance of intergenerational transmission, without limiting all of the language regeneration efforts to the family domain. Also, the need to de-prioritise te reo Māori as a taonga under Article 2 of Te Tiriti. Te reo Māori needs to become "a means for us to communicate across the whole nation and not just on our marae" (p. 31).
Related references	Fishman, 2001; Hutchings et al., 2017; Olsen-Reeder et al., 2017; Spolsky, 2012, 2017a, 2017b, 2018a, 2018b.

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Reference 18	Hornberger, N. H. (2008). Voice and biliteracy in indigenous language revitalization: contentious educational practices in Quechua, Guarani, and Maori contexts. In K. King, N. Schilling-Estes, L. Fogle, J.J. Lou, & B. Soukup (Eds.), *Sustaining*

linguistic diversity: Endangered and minority languages and language varieties (pp. 95-112). Georgetown University Press.

Keywords	Heritage languages, bilingualism, language and education, language and culture, language acquisition, Māori.
Purpose of document	A book chapter presented as a case study.
Short abstract	Hornberger starts with the example of a little girl she calls Basilia, who "lost her voice at school and found it at home and that use of her own language in familiar surroundings was key in the activation of her voice" (p. 96). She shares her key research questions for the twenty years prior and then considers contentious educational practices in three indigenous educational contexts: Quechua; Guarani; and Māori. These considerations are conducted from an ecological perspective using Mikhail Bahktin's notion of voice and the continua of biliteracy "in seeking to understand how it is that the use of indigenous languages as a medium of instruction in indigenous communities can contribute to enhancing children's learning and revitalizing the indigenous language" (p. 97).
	She distinguishes between language and voice by referring to seminal author "Haugen argued that language itself is not a problem, but language used as a basis for discrimination is (1973)." McCarty's perspective of language as a tool of oppression but also as a tool for advancing human rights. "Giroux tells us that 'Language represents a central force in the struggle for voice… language is able to shape the way various individuals and groups encode and thereby engage with the world' (Giroux, 1986.)" (p. 105). She concludes by considering, despite the interrelatedness of language and voice, it is important to distinguish between them and that, while "not all indigenous children find voice through use of their language, many of them do, and when they do it is perhaps because of the ways that the biliterate use of their own or heritage language as medium of instruction alongside the dominant language mediates the dialogism, meaning making, access to wider discourses, and taking of an active stance that are dimensions of voice. Indigenous voices thus activated can be a powerful force for both enhancing the children's own learning and promoting the maintenance and revitalization of their languages" (p. 106).
Research context, design methodology	Conducted from an ecological perspective, using the continua of biliteracy and the notion of voice as analytical heuristics.

Key findings or points in relation to implications for Aotearoa/NZ context	"The biliterate use of indigenous children's own or heritage language as medium of instruction alongside the dominant language mediates the dialogism, meaning-making, access to wider discourses, and taking of an active stance that are dimensions of voice. Indigenous voices thus activated can be a powerful force for both enhancing the children's own learning and promoting the maintenance and revitalization of their languages" (p. 106).
Related references	Harlow & Barbour, 2013; Lo Bianco, 2010.

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Reference 19	Hunia, M., Keane, B., Bright, N., Potter, H., Hammond, K., & Ainsley, R. (2018). *Tautokona te reo: the wellbeing of te reo Māori in kura and schools.* NZCER.
Keywords	Māori, language acquisition, language revival, language and education, language and culture.
Purpose of document	A research report prepared by the New Zealand Council for Educational Research
Short abstract	In researching the health and wellbeing of te reo Māori, and whānau aspirations for te reo in homes and communities, and in education, the study explored the dynamics in the relationships between whānau, kura and schools, and perceptions of government policies.
Research context, design methodology	Three kura and three schools across two regions in the North Island were involved in this study, sited within the wider context of the maintenance and revitalisation of te reo Māori. Whānau, principals, teachers, and tamariki from each kura, and poureo or language advocates/leaders from each region shared their thoughts and experiences. The main goal of the research was to explore the factors that enhance and support the wellbeing of te reo Māori in kura and schools, complemented by the sharing of the supporting actions and practices identified by the researchers.

Key findings or points in relation to implications for Aotearoa/NZ context	Findings suggest that the consistent efforts of a few whānau and pouako, complemented by language communities with strong relationships both between and amongst whānau, kura and community were key in enhancing the health and wellbeing of te reo Māori. The study recommended a more comprehensive, cohesive government policy, informed by existing initiatives.
Related references	Hutchings et al., 2017; Penetito, 2010; Poutū, 2015.

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Reference 20	Hutchings, J., Higgins, R., Bright, N., Keane, B., Olsen-Reeder, V., Hunia, M., Lee-Morgan, J., Morgan, E., Martin, J., Fong, S. H., Emery, W., Black, T., Edwards, H., Hammond, K., Te Aika, L-H., Wylie, C., Felgate, R., & Kearns, R. (2017). *Te ahu o te reo: Te reo Māori in homes and communities. Overview report: He tirohanga whānui.* NZCER.
Keywords	Māori, language acquisition, language revitalisation , language and education, language and culture.
Purpose of document	A research report prepared for Te Taura Whiri by the New Zealand Council for Educational Research working in partnership with Victoria University of Wellington.
Short abstract	This report summarises the findings of a kaupapa Māori research project conducted in nine communities, including Kaitāia, Matawaia, Te Uru o Tāmaki/West Auckland, Tāmaki Makaurau ki te Tonga/South Auckland, Tauranga Moana, Rūātoki, Wairoa, Taranaki and Ōtautahi/Christchurch. The research aim was to investigate the health of te reo Māori in homes in these communities.
Research context, design methodology	The method was informed by Richard Benton's national sociolinguistic survey of the 1970s, then refined through wānanga and hui with researchers and advisors. This project was on a smaller-scale, with 36 researchers and advisors working with nine communities. Interviews were conducted with pou reo (community leaders and te reo Māori advocates), adults and children belonging to participating families.
Key findings or points in relation to	Important findings from study:

implications for Aotearoa/NZ context	● The acquisition and use of te reo Māori "is inextricably inter-connected with identity and culture" (p. 65).
	● There are whānau using te reo Māori inter- and intra-generationally;
	● There is a connection between having clearly defined domains where te reo Māori is normal, expected or 'compulsory' and greater use of te reo Māori (places such as Kōhanga Reo and Kura Kaupapa Māori);
	● Te reo Māori is being used to various extents and with widely varied proficiency in many everyday contexts and places.

Key factors adults and children thought would support them in using te reo Māori included:

- high proficiency in te reo;
- reo Māori relationships;
- critical awareness and conscious choice;
- environments where the use of te reo Māori is normal or expected;
- confidence and motivation to use te reo Māori.

| Related references | Benton, 2015; Hardman, 2018; Higgins & Rewi, 2014; Hunia et al., 2018. |

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| **Reference 21** | Lo Bianco, J. (2010). Language Policy and Planning. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 143-174). Multilingual Matters. |

| **Keywords** | Language and education, language and culture, language policy, language planning. |

| Purpose of document | A book chapter, containing an overview of the field of language planning. |

| Short abstract | This book chapter contains a brief overview of the field of language planning, from the origins of the term to some of the goals of language planning. Language planning and education is discussed by "seeing teachers, teaching and classroom interaction as activities of language change as much as delivering or implementing language decisions taken by policy makers" (p. 145). |

Research context, design methodology	Literature review and overview of the field.
Key findings or points in relation to implications for Aotearoa/NZ context	Argues that LP has traditionally seen only "tips of icebergs" (p. 169) and that the embedded nature of LP in the classroom and as part of teaching practice will support a more "dynamic, fluid and participatory approach to LP" (p. 169).
Related references	Harlow & Barbour, 2013; Hornberger, 2008; Lo Bianco, 2010.

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Reference 22	Mac-Giolla Chríost, D. (2016). *The Welsh Language Commissioner in context: Roles, methods and relationships.* University of Wales Press.
Keywords	Language policy, language planning, language promotion.
Purpose of document	A book that aims to build a better understanding of a good regulatory environment and what regulatory best practice looks like.
Short abstract	Key findings can be used to inform language policy and planning, with the significant first finding that the current organisational form of the office of the language commissioner is not fit for purpose!
Research context, design methodology	A comprehensive analysis of publicly available documents and policies, field notes taken at public events and a series of semi-structured interviews with dozens of key actors, including ombudsmen, commissioner, regulators, politicians, educators, and policy advisors
Key findings or points in relation to implications for Aotearoa/NZ context	Politics and aesthetics appear to have driven the creation of a single Commissioner, as opposed to an aggregate Commission. Ministerial direction is one of very few checks and balances that are in place for this role. "The Welsh Language Commissioner is not set in structural opposition to the Welsh government; rather, it is an agent of government" (p. 31).

Standards and Schemes do not automatically equate with the establishment of Welsh language rights.

Transparency, accessibility and congruence are fundamental in defining the extent to which a regulatory standard is effective.

The roles of promotion and complaint handling need to be clear and agreed.

With regards to Welsh as an official language, "some argue that what government does in practice is more important than any declarative statement" (p. 195).

A key aim of the 2011 Measure was to provide a clear framework for delivery of Welsh services. "The Welsh language regulatory regime is complex. Some of that complexity is necessary, but some features of the regime are overly complex … There is scope for reshaping the architecture of the Welsh language regulatory regime, including the office of the Commissioner itself" (p. 216).

Related references	Albury, 2016; De Bres, 2011, 2015; Higgins & Rewi, 2014.

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Reference 23	May, S. (2012). Educational approaches to minorities: context, contest, and opportunities. In A. Yiakoumetti (Ed.), *Harnessing Linguistic Variation for Better Education* (pp. 11-44) Peter Lang. *Note: Cited in literature review as May (2012c).*
Keywords	Minority languages, multilingualism, language and education, bilingualism, language acquisition.
Purpose of document	A book chapter containing a wider sociopolitical analysis of educational approaches to minorities.

Short abstract	"Cohesion at the expense of pluralism" (p. 15). This chapter outlines an argument for the reasons behind the losses made in the movement towards multiculturalism, applying Churchill's (1986) framework in the analysis of the degree to which a nation-state's language policies "recognize and incorporate their respective (minority) cultures and languages" (p. 18).
Research context, design methodology	A wider sociopolitical analysis, through the application of Churchill's (1986) framework in the analysis of the "six principal policy responses to the educational and language needs of minority groups within the OECD" (p. 18).
Key findings or points in relation to implications for Aotearoa/NZ context	The article argues that this must be done with consideration of the wider context and that plurilingual approaches are valuable in contemporary educational contexts, supporting and extending on "ethnolinguistic democracy" (Fishman, 1995).
Related references	May, 2013a, 2013b, 2014, 2015, 2017, 2018; May & Hill, 2018; Trinick & May, 2013.

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Reference 24	May, S. (2014) Contesting public monolingualism and diglossia: Rethinking political theory and language policy for a multilingual world. *Language Policy 13*(4), 371-393.
Keywords	Language policy, multilingualism, minority languages, language attitudes, language beliefs.
Purpose of document	Journal article containing commentary on citizenship debates and the links between identity and language.
Short abstract	Citizenship debates are framed within political theory arguments, focusing on issues of "social inclusion, via a shared language, and individual mobility, via the dominant language" (p. 373). A case is argued for greater public and private multilingualism where there is no need to renounce or replace one linguistic identity with another.

"What we need is an understanding of languages in these contexts which explicitly values both the local and the global and, crucially, on equal, multidirectional, or recursive, terms" (p. 389).

Research context, design methodology	Examination of citizenship debates with a focus on linguistic identities.
Key findings or points in relation to implications for Aotearoa/NZ context	Linguistic identities do not need to be unidirectional, the local 'renounced' in favour of a national or global linguistic identity. "Instead, what we need is an understanding of languages in these contexts which explicitly values both the local and the global and, crucially, on *equal, multidirectional, or recursive, terms*" (p. 389). By this, we can perhaps unmask and repudiate the fundamental dichotomy underpinning all assertions of national linguistic homogeneity, along with broader arguments for linguistic cosmopolitanism. Both construct minority or local languages as important for identity purposes, but not much else, and dominant (national, global) languages as solely instrumental (and thus identity- and value-free) linguistic vehicles of wider social and economic mobility. Neither is the case, as I hope to have shown. Indeed, in dispensing with this dichotomy, we might also finally recognize that *all* languages actually provide us with both, if only we would allow them to. (p. 390)
Related references	May, 2012, 2013a, 2013b, 2015, 2017, 2018; May & Hill, 2018; Trinick & May, 2013.

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Reference 25	May, S. (2018). Surveying language rights: Interdisciplinary perspectives. *Journal of the Royal Society of New Zealand* https://doi.org/10.1080/03036758.2017.1421565
Keywords	Indigenous, language rights, heritage languages, minority languages, multilingualism, Māori.

Purpose of document	Journal article providing commentary on key developments in the field of language rights over the last 40 years
Short abstract	The article maps the field of language rights and summarises developments over the last forty years. It traverses disciplinary debates within sociolinguistics, political theory and international law that bear on the question of what rights, if any, are attributable to minority language speakers within modern nation-states and an increasingly globalised world dominated by English. The article focuses on three broad responses to the question of minority language rights—language endangerment and language ecology, linguistic human rights and the influence of English as a global language, and the legal principles and parameters underpinning the prospective expansion of minority language rights. Specific implications for Aotearoa New Zealand are also briefly discussed.
Key findings or points in relation to implications for Aotearoa/NZ context	The significant challenges that remain which include: The debates about majority languages equating with progress and minority languages functioning as carriers of identity; The right to choose when and where a language is spoken; The singular or replacement approach to linguistic identities.
Related references	May, 2012, 2013a, 2013b, 2014, 2015, 2017; May & Hill, 2018; Trinick & May, 2013.

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Reference 26	May, S. , & Hill, R. (2018). Language revitalization in Aotearoa/New Zealand. In L. Hinton, L. Huss, & G. Roche (Eds.) *Routledge handbook of language revitalization* (pp. 309-319). Routledge.
Keywords	Language and culture, language revitalisation , minority languages.
Purpose of document	Book chapter containing commentary highlighting significant Māori language revitalisation achievements in Aotearoa/New Zealand, specifically educational achievements.

Short abstract	Major challenges that continue to face Māori language revitalisation strategies have also been stressed, both within education and more generally. The case of Pasifika language revitalisation and education for migrant communities, paints a stark picture of the challenges inherent in maintaining/revitalising their languages.
Key findings or points in relation to implications for Aotearoa/NZ context	"While much has been accomplished, particularly over the last 30 years, much still needs to be done to mitigate ongoing language shift and loss for Māori and other minority language communities in Aotearoa/New Zealand" (p. 317).
Related references	May, 2012, 2013a, 2013b, 2014, 2015, 2017, 2018; Trinick & May, 2013.

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Reference 27	McCarty, T. L. (2013). *Language planning and policy in Native America: History, theory, praxis.* Multilingual Matters.
Keywords	Language and education, language and culture, bilingualism, language planning, language policy, Indigenous.
Purpose of document	A book proposal to Multilingual Matters as a result of working in the American Indian Language Development Institute with Lucille J. Watahomigie.
Short abstract	McCarty explores community-wide shifts from an indigenous language to a dominant language. She begins from the stance, as a non-indigenous researcher, that linguistic diversity if foundational at a micro, meso and macro level. Indigenous language planning must be led by indigenous community members. Schools and teachers have a strategic role to play in language reclamation. Language is synonymous with people, so language issues are people issues. Some of the questions that guide the book are:

> How did the present sociolinguistic and educational situation come about? What does it entail for language planning and policy (LPP) at the local, tribal, state, national and international levels? How are dynamic situations of language shift and reclamation experienced by Native children and youth? What lessons do Native

American experiences hold for larger issues of education reform, linguistic and cultural diversity, and Indigenous- and minority-language rights? (p xviii)

Research context, design methodology	Interviews were conducted with Native American language educators, literature review and field research.
Key findings or points in relation to implications for Aotearoa/NZ context	"The evidence is clear that strong, additive, academically rigorous Native language and culture programs produce beneficial academic *and* revitalization outcomes" (p. 200).
	The school programs explored in this book and a range of international literature argue the need "for strong bi-/multilingual education for *all* learners" (p. 200).
	Native American LPP cannot be separated from the wider context, "this larger power matrix" (p. 202).
Related references	McCarty & Coronel-Molina, 2017; McCarty et al., 2018; Wiley, 2017.

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Reference 28	McCarty, T. L., & Coronel-Molina, S. M. (2017). Language education planning and policy by and for indigenous peoples. In T. L. McCarty & S. May (Eds.), *Language policy and political issues in education* (3rd ed, pp. 155-170). Springer International.
Keywords	Endangered languages, language and education, language and culture, minority languages, heritage languages, multilingualism.
Purpose of document	Book chapter providing commentary on the place of status, acquisition and corpus planning in the revitalisation work of indigenous peoples internationally
Short abstract	Colonisation attacked indigenous languages and cultural ways of being. Revitalisation is an act of reclaiming and reframing - of

decolonisation. Questions of priority are framed using the analogy of the canary in the coal mine: should the canary be 'flogged' back to life or should the quality of the air in the mine be improved?

Research context, design methodology	Review of policy documents, historical-descriptive accounts, ethnographic studies, and recent work engaging in the social justice dimensions of research, with a focus on Indigenous perspectives.
Key findings or points in relation to implications for Aotearoa/NZ context	Three common LPP rubrics are used as organisational tools: status planning, acquisition planning, and corpus planning.
	Future directions for research include the need to raise the status of a minority indigenous language and to consider the intersections between technology, new media and potential uses for indigenous language revitalisation.
Related references	McCarty, 2013; McCarty et al., 2018; Wiley, 2017.

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Reference 29	McCarty, T. L., Romero-Little, M. E., Warhol, L., & Zepeda, O. (2018). Critical ethnography and indigenous language survival: some new directions in language policy research and praxis. In *Ethnography and Language Policy* (pp. 31-52). https://doi.org/10.4324/9780203836064
Keywords	Language and education, language and culture, language policy, Indigenous, language attitudes.
Purpose of document	Book chapter based on a larger research project discussing the impact of a shifting of gaze from language to the role of language in a community.
Short abstract	The first goal is to explore 'de facto language policies' from the micro informal decisions made about a language to the macro formal level. Second, the use of language by youth in making sense of their world, and the informal language policies that drive their every-day

	practices. Third, a consideration of how the use of an ethnographic methodological approach supports the developing "understandings of language policy [that] enable or "permit a purchase" (Hymes, 1980, p. 20) on the disruption of the social, educational, and linguistic inequalities they expose" (p. 32).
Research context, design methodology	A five year, multi-site project conducted using a critical ethnographic case-study approach, with the following research questions: ● When, where, and for what purposes do youth use the Indigenous language and English? ● What is the nature of their communicative repertoires (Gumperz, 1964, 1982; Gumperz & Hymes, 1986)? ● What attitudes and ideologies do youth hold toward the Indigenous language and English? ● And how do these ideologies shape youth's developing linguacultural and academic identities? Communities all had existing relationships with the researchers. Data included: demographic records, interviews, sociolinguistic questionnaires asking about local language practices and ideologies, observations of language use and teaching inside and outside school, documents, and student achievement data.
Key findings or points in relation to implications for Aotearoa/NZ context	Divergent views, with educators seeing youth as living in an English dominated monolingual environment, but most youth describing "dynamic, heteroglossic sociolinguistic environments (García, 2009)" (p. 38). A binary view of fluency, with speakers either being fluent or not fluent (a non-speaker). "We did not find "semi-lingual" children; we did find a persistent and dangerous stereotype of this 'half-baked theory of communicative competence' (Martin- Jones & Romaine, 1986)" (p. 40). That is, a range of strategies were employed in translanguaging. Ideological beliefs included: ● English: Necessary, civilising, colonising ● Indigenous languages: Valued, endangered, forsaken
Related references	McCarty, 2013; McCarty & Coronel-Molina, 2017; Wiley, 2017.

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Reference 30	Mirza, A. B. (2017). *Design and implementation of social persuasive ubiquitous knowledge systems to revitalise endangered languages* (Unpublished doctoral thesis), University of Auckland, Auckland, New Zealand.
Keywords	Endangered languages, language revival, Reversing language shift, Māori.
Purpose of document	Doctor of Philosophy in Information Systems, doctoral thesis. The vision of this research is to support in the revitalisation of endangered languages for future generations.
Short abstract	The five key objectives of this research were to:

1. Review the current literature and evaluate current technological systems aimed at supporting language revitalisation.
2. Synthesise the literature as a base for proposing concepts, models, and processes aimed at holistically supporting language documentation and language acquisition.
3. Design and implement a system for documentation and acquisition of endangered languages.
4. Evaluate, test and refine the system.
5. Generalise the system artefacts to create a platform that can support multiple languages, modalities and pedagogies.

Research context, design methodology	A generalisation driven design science research methodology, consisting of multiple interconnected iterative phases:

- observation,
- theory building,
- system development,
- evaluation and
- generalisation.

Key findings or points in relation to implications for Aotearoa/NZ context	The research resulted in a number of artefacts. The core implementation - Save Lingo platform helps to harness collective intelligence to revitalise endangered languages through four distinct processes: (1) Capture – words, phrases, songs, stories, and idioms in different dialects; (2) Curate – filter and approve content by language experts; (3) Discover – search and explore categorised content; and

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(4) Learn - creating dynamic learning modules to promote the use of the language.

Related references   Begay, 2013; Hinton & Hale, 2001; Keegan & Sciascia, 2018.

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Reference 31   Ngaha, A. B. (2011). *Te reo, a language for Māori alone? An investigation into the relationship between the Māori language and Māori identity* (Unpublished doctoral thesis). University of Auckland, Auckland, New Zealand.

Keywords   Māori, language attitudes, language beliefs, language and culture, language revival.

Purpose of document   A Māori Studies doctoral thesis that addresses the links between Māori identity and the ability to speak and understand te reo Māori. Then the study looks at ways of encouraging and supporting non-Māori into learning to speak te reo Māori.

Research   context,   More than 600 people contributed to this sociolinguistic study
design methodology   through a series of nine hui and a series of interviews. Both quantitative and qualitative modes of analysis were utilised.

Key   findings   or   "Participants saw the knowledge and practise of tikanga as being
points in relation to   very important for Māori identity" (p. 252).
implications   for
Aotearoa/NZ context

Support for learning te reo Māori must be provided first for Māori. Then sharing with non-Māori whānau members was "considered 'safe' because they walk alongside us in te ao Māori" (p. 252-3).

"Sharing the valuable language resources with non-Māori who may not have commitment to the respectful use of te reo and tikanga Māori, because they have no associations with Māori community, is not seen as a priority" (p. 253).

Attitudes and behaviour of Māori were a concern, as well as the push to learn te reo in the classroom (mispronunciation and mistranslation being two possible results).

Related references	Hepi, 2008; Olsen-Reeder, 2017.

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Reference 32	Olsen-Reeder, V. (2017). *Kia tomokia te kākahu o Te Reo Māori: He whakamahere i ngā kōwhiri reo a te reo rua Māori.* (Doctoral thesis, Victoria University, Wellington, New Zealand). http://hdl.handle.net/10063/6166
Keywords	Māori, language attitudes, language revitalisation, language beliefs, language vitality.
Purpose of document	Doctor of Philosophy - Tohu Kairangi Mātauranga Whakaaro. This PhD argues the need for more Māori language learners and more speakers of te reo
Short abstract	"Nā reira, kei tā tātou kōwhiri i te reo Māori tōna ora. Ko te pātai nui ia, me pēhea te raweke i ngā kōwhiringa reo a te tangata kia reo Māori" (The life and wellbeing of the language lies in our choice to speak te reo Māori. A key question is, how can language choices be influenced so that Māori is spoken more?; p. iv)?
Research context, design methodology	Qualitative and quantitative analysis. Applies the KoPA (ZePA) framework of Higgins and Rewi (2014) and psychological framework (Herman, 1961) in the analysis of data gathered via a bilingual survey. Three sections: questions about the student; about their use of te reo Māori; and the use of Māori on the university marae, Te Herenga Waka. Then discusses the aligned larger project Te Kura Roa and the survey that was administered for this research.
Key findings or points in relation to	Looks at trends in codeswitching. Refers back to Herman's (1961) 3 motivators for language choice: internal; societal; and concerning the listener.

implications for Aotearoa/NZ context	There were tendencies to shift left on the KoPA model, when it was a more public arena, when the speaker was less comfortable in the domain, or when the topic of conversation is more difficult/personal.
Related references	Higgins & Rewi, 2014; Hutchings et al., 2017; Olsen-Reeder, Higgins & Hutchings, 2017.

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Reference 33	Olsen-Reeder, V., Higgins, R., & Hutchings, J. (2017). Language value as a tool for Māori language research. In V. Olsen-Reeder, R. Higgins, & J. Hutchings (Eds.). *Te ahu o te reo Māori: reflecting on research to understand the well-being of te reo Māori* (pp. 37-76). Victoria University Press.
Keywords	Māori, language revival, language acquisition, language attitudes, language beliefs, language and culture.
Purpose of document	Book chapter based on a larger research project, called Te Ahu.
Short abstract	As language value (or its perceived value, at least) is inextricably linked to language choice (Lewis, 2007, pp. 47-48), further exploration of value as a concept at the research design stage can help us to define research problems and methods in ways that get us closer to examining how people use, or don't use, a language. Having this knowledge can better inform a project and enable action and change for the better of language health, especially where language values are challenged. (p. 38)
Research context, design methodology	Intrinsic, social, cultural, educational, intellectual, spiritual, and monetary value are outlined in relation to language revitalisation issues and then linked in the context of the design of a specific research project (see Hutchings et al., 2017).
Key findings or points in relation to implications for Aotearoa/NZ context	Value needs to be prioritised in the research to help explain the figures. Where is the bias or subjectivity? "Proficiency measures also offer little in the way of an end point for revival" (p.74).

"Where attitudes are concerned, it is important not to just assess positive, negative, or indifferent measures, such has been done in the past. There is much more use in examining how one is positive, negative or indifferent and what the tangible outcomes of these attitudes might be" (p. 74).

Related references	Higgins & Rewi, 2014; Hutchings et al., 2017; Olsen-Reeder, 2017; Olsen-Reeder et al., 2017.

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Reference 34	Penetito, W. (2010). *What's Māori about Māori education? The struggle for a meaningful context.* Victoria University Press.
Keywords	Māori, Indigenous, language and education, language and culture.
Purpose of document	A book based on PhD research and decades of experience in the education sector.
Research context, design methodology	An interpretivist-humanist sociological study. Analyses discourses and content of ten key educational reports between 1962 and 1998/99.
Key findings or points in relation to implications for Aotearoa/NZ context	This book, in sharing the recent history of schooling and education policy for and by Indigenous Māori in Aotearoa, contends that both the state and Māori have diverted the education system, from educative purposes, to cultural control and the oppositional cultural regeneration respectively. The central aim is to clarify how the state has been able to keep Māori subjects within the confines of an education system designed for Pākehā New Zealanders. There are four 'mediating structures' that have governed and shaped Māori schooling over the past five decades: education reports, formal consultations, marae on university campuses, and Kaupapa Māori schooling. These mediating structures establish limits on the degree of change Pākehā will allow in New Zealand's education system. Penetito shares personal anecdotes from his decades of experience in education and his professional and academic career.

Related references	Benton, 2015; Spolsky, 2005; May & Hill, 2018

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Reference 35	Poutū, H. (2015). *Kia Tiori ngā Pīpī: Mā te aha e kōrero Māori ai ngā taitamariki ngā wharekura o Te Aho Matua?* He tuhinga roa hei whakatutuki i ngā tikanga o Te Tohu Kairanga i Te Kunenga ki Pūrehuroa, Papaioea, Aotearoa. http://hdl.handle.net/10179/7752
Keywords	Māori, language acquisition, language revival, language and education, language and culture.
Purpose of document	Doctor of Philosophy in Education, a doctoral thesis focusing on rangatahi and their use of te reo Māori.
Short abstract	A living language is one that is spoken. As a wharekura teacher, the author explores youth language use. In what domains are the rangatahi hearing and speaking Māori? To whom? For what purposes? What choices are being made to teach the next generation? How is Māori language broadcasting supporting youth as they move into secondary school?
Research context, design methodology	An online survey was distributed to all wharekura operating through Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa. 478 current wharekura students and graduates completed the survey. Then 20 students, 14 graduates, and 17 parents, teachers and principals from seven wharekura in the Wellington region were interviewed.
Key findings or points in relation to implications for Aotearoa/NZ context	"Te hoa ngangare hei pare atu" (p. 380), issues and factors that resulted in participants moving aways from speaking Māori: ● The status of English ● English as a subject at wharekura (once English transition starts, it is a challenge to maintain te reo Māori as the language of the school) ● NCEA

- Embarrassment (at speaking Māori outside school, and fear of making mistakes)
- Te tangata kotahi (if there was one person in the group who couldn't understand Māori, the participants would switch to English, so that the whole group would understand).
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In conclusion, she lists some of the strategies that encourage the choice to speak te reo Māori, along with a summary of the answers to her research questions.

Related references	Albury, 2016; De Bres, 2011; Trinick, 2015.

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Reference 36	Rehg, K. L. & Campbell, L. (2018). *The Oxford handbook of endangered languages.* Oxford University Press.
Keywords	Indigenous, endangered languages, language revitalisation, Reversing language shift, language vitality, endangered languages.
Purpose of document	Edited book exploring understandings of, and current responses to the endangered language crisis.
Short abstract	Contains 39 contributions seeking to build contemporary understandings of the endangered language crisis, and current responses to endangered languages, in the form of language documentation and language revitalisation. The introduction starts with a definition and contextualisation of key terms before part one introduces fundamental concepts relevant to endangered languages. The next sections of the book deal with language documentation and language revitalisation. Then, part IV considers the interrelationship of language, culture, and environment and the role these relationships play in language endangerment. The concluding section, part V, looks to future efforts to document and revitalise endangered languages. What are strategies for locating and obtaining funding? What import is the teaching of linguists to document endangered languages and the training of language activist to support them? What is available in the new generation of software that will enable linguists to collaborate with speakers to produce high-quality large-scale documentation?

What is the impact of indigenous languages on the well-being of their users?

Research context, design methodology	A range of methods, including case study.
Key findings or points in relation to implications for Aotearoa/NZ context	As a discipline, endangerment linguistics is less than a generation old. As such, it is suffering from the need to agree on the definitions of a language and the rate at which they are becoming extinct (which cannot remain a constant - ie. the numbers shouldn't be rounded up). The interdisciplinary nature of the field. "We now have a greater appreciation of the nature of the data in an endangered language, both qualitatively and quantitatively" (p. 4). Methods are growing more sophisticated, meaning more robust results. Acknowledgement of external factors, as well as factors within an endangered language that hinder/challenge rather than maintaining/revitalising.
Related references	Fishman, 2001; May, 2012a, 2018; Nettle & Romaine, 2000.

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Reference 37	Ruckstuhl, K. (2018). Public policy and indigenous language rights: Aotearoa New Zealand's Māori Language Act 2016. *Current Issues in Language Planning, 19*(3), 316-329. https://doi.org/10.1080/14664208.2017.1391496
Keywords	Māori, Indigenous, language rights, language policy.
Purpose of document	Journal article in the form of a case study exploring the relationship between policy and language rights.

Short abstract	There is a focus in this paper on how policy is made in democratic nations in order to secure equal language rights, through the case study of Aotearoa-New Zealand's 2016 Māori Language Act and how it was passed into legislation.
Research context, design methodology	Theories of public policy change, specifically the evidence based policy approach, are used in the examination of the role of the language expert. Two independent review groups' reports are analysed, finding similarities and differences in Te Paepae Motuhake and the Waitangi Tribunal's recommendations.
Key findings or points in relation to implications for Aotearoa/NZ context	These findings are argued to be important "if language experts wish to turn argument and evidence into action to advance minority and particularly indigenous languages" (p. 316).
Related references	Benton, 2015; Fishman, 2001.

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Reference 38	Selby, M. (2016). The road to reclamation- The story of Ōtaki. In D. Day, P. Rewi & R. Higgins (Eds.), *The journeys of besieged languages* (pp. 79-93). Newcastle upon Tyne, UK: Cambridge Scholars.
Keywords	Māori, language planning, language vitality, Reversing language shift
Purpose of document	Case study - Edited book with a range of international contributors sharing the story of their languages.Aims to contextualise the situation for te reo Māori in Aotearoa-New Zealand. There is a summary of Te Kura Roa project, a chapter with Australian-based linguist Ghil'ad Zuckermann talking about indigenous language reclamation, and a range of international perspectives. The chapters range from Māori, Tahitian, Hawaiian, Barngala, to Hebrew, Piedmontese, Romani, Kashubian, Kalaallisut, Celtic and two Algonquian languages (Cree and Ojibwe).
Short abstract	Ōtaki on the West Coast in the North Island was an 'object in the colonisation process'. Te reo Māori is a marker for the changes in the township, from no-one speaking te reo forty years ago, to nearly 50%

of local Māori being conversant in te reo (Statistics NZ, 2013). The paper contextualises this turnaround within the larger context of the ART Confederation (Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatira) and the plan dubbed *Whakatupuranga Rua Mano, Generation 2000*, and steered by Whatarangi Winiata.

Research context, design methodology	The four underlying principles involve: people as wealth; language as treasure; marae as the principal home; and self-determination as integral. The establishment of Te Wānanga o Raukawa in 1981 is named as one of the significant achievements, after which indicators of positive change are shared and a concise discussion of the factors that facilitated success for Ōtaki.
Key findings or points in relation to implications for Aotearoa/NZ context	"Language revival was central to this community's transformation. It is this intervention that reinvigorated the hearts and minds of Māori, awakening the desire to reclaim what had been taken… Now is a time for replicating the success of *Whakatupuranga Rua Mano* in other communities. Our success has been based on looking within for solutions, building a plan with our own resources, to rebuild our faith in ourselves. In our case, language was the key. Language has the greatest influence in reshaping the mind. Language and thought are indivisibly interwoven. The ability to not only communicate in one's native tongue but to think within that cultural framework is a basic human right. When it is reclaimed, it is extraordinarily empowering. Through focusing on competency in the language, we have set the path for our people to once again see the world through Māori eyes." (p. 92)
Related references	Ruckstuhl, 2018; Waitangi Tribunal, 2011.

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Reference 39	Spolsky, B. (2017a). Investigating language education policy. In K. King, Y-J. Lai, & S. May, (Eds.), *Research methods in language and education, encyclopedia of language and education*, (pp. 1-12). https://doi.org/10.1007/978-3-319-02329-8_3-2
Keywords	Language policy, Māori, bilingualism, language revitalisation, language acquisition.

Purpose of document	Book chapter providing commentary and literature review / analysis.
Short abstract	This chapter defines key terms and then explores research methods that would be most efficient in addressing the research questions.
Research context, design methodology	In his conclusion, two key studies are shared as examples of the best methods in this field of research. King's (2000) research into the use of Quichua in the Ecuadorian Andes based their hypotheses about language revitalisation on a long-term ethnographic study. Walter (2003), discusses the choice of medium of education in Dallas, Texas, as a result of meticulous analysis of statistical data.
Key findings or points in relation to implications for Aotearoa/NZ context	A strength of both of these methods is that they do not focus on appeals to rights, but on exploring the benefits of dual-language and immersion programmes, based on the data.
Related references	Cooper, Shohamy, & Walters, 2001; Higgins & Rewi, 2014; Hornberger, 2008; Spolsky, 2012, 2017b, 2018a, 2018b.

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Reference 40	Spolsky, B. (2017b). Language policy in education: Practices, ideology, and management. In T. McCarty & S. May (Eds.), *Language policy and political issues in education: Encyclopedia of language and education* (pp. 1–14). https://doi.org/10.1007/978-3-319-02320-5_1-2
Keywords	Language policy, language attitudes, language beliefs, language ideology, language and education.
Purpose of document	Book chapter providing contextual commentary about the intersection between language management and educational linguistics, within specific contexts.

Key findings or points in relation to implications for Aotearoa/NZ context	The nature of each context, a "complex ecological system" (p. 10), where the parts of the system are interdependent, affecting each other and affected by each other in turn, with external impacts in the form of the political, economic, national, religious and ideological environments in which this language is managed and taught. Ideologies of language value that impact on choice of language spoken and language learnt; the impacts of the choice of form; whether a language has been awarded official status and what this means in terms of language management.
Related references	Cooper, Shohamy, & Walters, 2001; Higgins & Rewi, 2014; Hornberger, 2008; Spolsky, 2012, 2017a, 2018a, 2018b.

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Reference 41	Spolsky, B. (2018a). A modified and enriched theory of language policy (and management). *Language Policy 18*(2019), 1-16. https://doi.org/10.1007/s10993-018-9489-z
Keywords	Language policy, language maintenance, language beliefs.
Purpose of document	Journal article providing commentary on the concept of language management.
Short abstract	A modification of an earlier proposal that analysis of language policy could be conducted by looking at language practices, language beliefs or ideologies, and language management. A key change is within the latter, where distinctions between advocates (without power) and managers need to be made.
Key findings or points in relation to implications for Aotearoa/NZ context	The idea of self-management results in the addition of the individual at the micro level. It is important that, even after the development of a functional language policy, there are potentially, non-linguistic factors that can impede the language policy, such as: genocide, conquest, colonisation, introduced diseases, slavery, corruption and natural disasters.
Related references	Cooper, Shohamy, & Walters, 2001; Edwards, 2012; Higgins & Rewi, 2014; Hornberger, 2008; Spolsky, 2012, 2017a, 2017b, 2018b.

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Reference 42	Spolsky, B. (2018b). 17 Language policy: From planning to management. In C. C. S., Kheng, & B. Spolsky, (Eds.). *Un(intended) language planning in a globalising world: Multiple levels of players at work* (pp. 301–309). De Gruyter Open. https://doi.org/10.1515/9783110518269-017
Keywords	Language policy, language planning.
Purpose of document	Book chapter providing commentary on the concept of language management.
Short abstract	The chapter argues that the term 'language management' is more appropriate than that of 'language policy and planning'. LPP started as a means with which to solve 'problems' and Spolsky argues that this deficit thinking must be reframed. This recognition is coupled with the identification of a range of levels and domains in which language planning and policy occurs.
Related references	Cooper, Shohamy, & Walters, 2001; Higgins & Rewi, 2014; Hornberger, 2008; Spolsky, 2012, 2017a, 2017b, 2018a.

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Reference 43	Tollefson, J. W. (2016). Language planning in education. In T. McCarty, & S. May (Eds.), *Language Policy and Political Issues in Education, Encyclopedia of Language and Education*, (pp. 1-14). https://doi.org/10.1007/978-3-319-02320-5_1-2
Keywords	Language planning, language policy, language beliefs, language ideology, language and education.
Purpose of document	Book chapter providing commentary on the history of language planning and policy (LPP).
Short abstract	Succinct overview from the emergence of LPP as a distinct field of study in the 1960s. Outlines the initial focus on language structure and form, and on social organisation, then a movement to issues of ideology, power and inequality.

Key findings or points in relation to implications for Aotearoa/NZ context	Wider impacts on LPP include: non-standard varieties of language in education; globalisation and the spread of English; and language maintenance and revitalisation. These wider impacts resulted in research into language rights and into bilingual education, with a focus currently, on research methodology. This has corresponded with an argued need to situate the local within the global and to explore the links between research and policy and practice. What is the role of LPP in education, in terms of creating and sustaining inequality? What is the impact of multinational corporations (non-state institutions) on LPP in education?
Related references	Darquennes, 2010.

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Reference 44	Trinick, T. & May, S. (2013). Developing a Māori language mathematics lexicon: Challenges for corpus and status planning in indigenous contexts. *Current Issues in Language Planning 13*(4), 457-473.
Keywords	Māori, language revitalisation, language and education, language and culture, language acquisition.
Purpose of document	Journal article outlining the relationship of corpus planning and language-in-education within the context of corpus planning for the pāngarau (Māori-medium mathematics) curriculum in Aotearoa-New Zealand from the 1970s to the present day.
Key findings or points in relation to implications for Aotearoa/NZ context	Initial catalysts at the macro (political agitation) and meso (grassroots initiatives) levels supported the re-vernacularisation of te reo Māori, and the passing of the 1987 Māori Language Act, which resulted in the establishment of the first group to be responsible for te reo Māori LPP (Te Taura Whiri i Te Reo Māori). The initial corpus development was informal and ad hoc with local kaumātua (elders) working with teachers to coin words. By the 1990s, concerns about transliterations and semantic gaps in meaning, led to a meeting between Te Ohu Pāngarau (Māori-medium mathematics educators)

and Te Taura Whiri, and a standardised glossary of terms was published. From 1999 and the development of Māori language curricula, more consistent support was required from the Ministry of Education, resulting in initiatives such as the Māori-medium numeracy project (Poutama Tau). This, in turn, required further corpus development. A range of tensions are explored, including the need to standardise versus the need to maintain dialects.

Related references	May, 2012, 2013a, 2013b, 2014, 2015, 2017, 2018; May & Hill, 2018.

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Reference 45	Turnbull, T. (2018). Bilingualism in New Zealand: A field of misconceptions. *New Zealand Studies in Applied Linguistics, 24*(1), 70-76.
Keywords	Minority languages, bilingualism, multilingualism, language attitudes, language beliefs.
Purpose of document	Journal article containing commentary exploring the question, 'How bilingual is New Zealand?' and a definition of the term 'bilingual'.
Research context, design methodology	Statistics are used to outline the demographics and language patterns in New Zealand, to outline what it means to be a bilingual language speaker in New Zealand.
Key findings or points in relation to implications for Aotearoa/NZ context	Chen (2015) predicts that around 51% of New Zealand's population are likely to be of a Māori, Pacific Island or Asian ethnicity by the year 2038, highlighting the need for greater recognition of linguistic minority groups and to further encourage interaction amongst them henceforth (De Bres, 2015, p. 47).
Related references	De Bres, 2015.

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Reference 46	Wright, S. (2004). *Language policy and language planning: From nationalism to globalisation.* New York, NY: Palgrave Macmillan
Keywords	Language planning, language policy, language rights.
Purpose of document	A book of critical commentary about language planning and language policy, considering the discipline from the perspectives of status, corpus and acquisition planning.
Short abstract	This revised second edition is a comprehensive overview of why we speak the languages that we do. It covers language learning imposed by political and economic agendas as well as language choices entered into willingly for reasons of social mobility, economic advantage and group identity.
Key findings or points in relation to implications for Aotearoa/NZ context	This book is organised by three major themes in the language planning and language policy field: 1. The organising and mobilising role that language has played in nation-building; 2. The impacts that are felt by citizens of nation-states as the processes of globalisation result in ever greater contact; 3. The language revitalisation efforts of groups whose languages have been almost lost through either nation building or unequal competition with those more politically and economically powerful, as the nation state loses some of its control "The book looks at the making and unmaking of the nation state and the actual and possible language consequences" (p. 17).
Related references	May, 2012, 2018; Ruckstuhl, 2018.

Section Two: Listed by editors, not the author cited in the literature review

Reference 47	Bell, A., Harlow, R., & Starks, D. (Eds.). (2005). *Languages of New Zealand.* Victoria University Press.
Keywords	Māori, language policy, language attitudes, bilingualism, minority languages.
Purpose of document	Selected chapters from an edited book focusing on the languages of New Zealand.
Short abstract	There are a couple of chapters in this edited volume that are helpful for this research: 1. Starks, Harlow and Bell (pp. 13-29), Who speaks what language in New Zealand? 2. Peddie (pp. 30-55), Planning for the future? Languages policy in New Zealand. 3. Boyce (pp. 86-110), Attitudes to Māori.
Research context, design methodology	a. Through an interpretation of the 2001 census data, generalisations about language trends and patterns are examined. b. This chapter explores the fact that New Zealand has not had a comprehensive language policy and then proposes an approach to a policy strategy in New Zealand.
Key findings or points in relation to implications for Aotearoa/NZ context	A focus on standardisation of te reo Māori as opposed to dialectal maintenance of reo spoken at a hapū and iwi level.
Related references	Harlow & Barbour, 2013.

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Reference 48	Hinton, L., Huss, L., & Roche, G. (Eds.). (2018). *The Routledge handbook of language revitalization.* New York, NY: Taylor & Francis.
Keywords	Language and culture, language revitalisation, Indigenous, minority languages.
Purpose of document	An edited book in which the chapter contributors provide a range of perspectives on language revitalisation.
Short abstract	Containing 47 contributions, this handbook aims to communicate a wide range of critical issues around language revitalisation research and practice.

> The loss of language diversity on earth also involves the loss of diversity of knowledge systems, cultures, and ecosystems, as well as human rights (Evans, 2009; Skutnabb-Kangas 1995). This diversity has been a critical part of our species' ability to adapt and grow culturally. Its decline should be important to all of us. And inside the communities whose languages and cultures are disappearing, there are complex, varied feelings and reactions, which include the loss of their own sense of identity (p. xxi).

Research context, design methodology	The chapter contributors provide a range of perspectives on language revitalisation using a range of methodological approaches to explore language revitalisation and its:

- context,
- players,
- methods,
- technologies,
- relationship to documentation,
- relationship to other disciplines, and
- regional perspectives.

Key findings or points in relation to	In the book's conclusion, the editors summarise approaches that have been used both inside and outside the classroom.

implications for Aotearoa/NZ context	"Acquisition must be accompanied by continued use of the language if revitalization is to flourish. Thus for a community to reach their goal depends on the provision of opportunities for both language learning and language use in many ... venues … a bottom-up process that grows over time" (pp. 494-5).

Some potential negatives to be aware of:
- conflicting attitudes inside the community
- negative reactions from the surrounding society
- language revitalisation and new oppressions (of other languages)
- assessing the success of language revitalisation (and keeping in mind the ongoing nature of the work)

The question of fluency (adult versus child), and the potential for emblematic use (where there is bilingual signage or a perceived need for everyone to know some of the minority language).

"We do not know what the future of language revitalization will look like, but it is clear that a new era exists for endangered languages. Indigenous and minoritized groups now have renewed relationships to their languages, whether it is in the form of archives being put to use by communities to research their languages or in the form of new generations of speakers, however small, who speak new varieties of their ancient languages and are putting them to use
in new and creative ways. This tide cannot be turned" (p. 501).

Related references	O'Regan,, 2018; May & Hill, 2018.

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Reference 49	Spolsky, B. (Ed.). (2012). *The Cambridge handbook of language policy.* Cambridge University Press.
Keywords	Language policy, language planning, endangered languages, language and education, language rights, Indigenous.

Purpose of document   Edited handbook surveying the field of language policy.

Short abstract   This handbook defines language policy and principles, then surveys language policy at the macrolevel. Subsequently, language policy is in non-governmental domains is discussed, including the workplace, religion, the family and the Deaf community. Then issues relating to globalisation and modernisation are raised before a series of regional issues are outlined.

Research   context,   A range of methodological approaches.
design methodology

Key   findings   or   "Language policy, like other fields studying dynamic and changing
points in relation to   systems, - must itself be ready to change and not just recognize new
implications   for   - phenomena but re-evaluate old data and existing theories in the light
Aotearoa/NZ context   of new knowledge. Attempting not just to account for current observations but also to provide guidelines for those who wish to solve conflicts and increase communicative efficiency while respecting language variety, its theorists and practitioners are regularly hard put to avoid rushing to over-simple models and solutions. This explains why this Handbook does not offer a list of straightforward pieces of advice, but rather attempts to portray the complexity of challenges involved in understanding language policy, in describing the sociolinguistic ecology of speech communities, in recognizing the myriad conflicting beliefs influencing the field, and in proposing how to chart a route through the complexity of planning and management" (p. 15).

Related references   Cooper, Shohamy, & Walters, 2001; Edwards, 2012; Hornberger, 2008; Spolsky, 2017a, 2017b, 2018a, 2018b.

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Section Three: Additional references consulted

Reference 50	Chimbutane, F. (2011). *Rethinking bilingual education in postcolonial contexts*. Multilingual Matters.
Keywords	Bilingualism, multilingualism, language and education, language and culture, language ideology.
Purpose of document	Research data communicated through a book format.
Short abstract	This book focuses on data drawn from two primary bilingual schools in Mozambique, and draws from the author's previous and current involvement with bilingual education in Mozambique, as teacher trainer, consultant and researcher.
Research context, design methodology	The study combined discourse analysis and ethnography as method, with a focus on how different views about the purpose and value of bilingual education in Mozambique are reflected in classroom practices that relate to local, institutional and societal discourses.
Key findings or points in relation to implications for Aotearoa/NZ context	The findings suggest tensions between the stated aims of the bilingual education and the pedagogical choices made in the classroom. Also of significance are the unequal power relations and the perceptions of relative language value in the classrooms. There are tensions between the stated aims and the pedagogical choices made in New Zealand classrooms. NZC has a section in the front devoted to official languages and their special place in the classroom, but how well does this translate into practice? Is there a place for te reo Māori in every New Zealand classroom? Perceptions of value impact on the valuing and use of te reo Māori both inside the classroom and in other domains.
Related references	Cooper, Shohamy & Walters, 2001; García & Li Wei, 2014; Hornberger, 2008.

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Reference 51	Cooper, R. L., Shohamy, E. G., & Walters, J. (Eds.). (2001). *New perspectives and issues in educational language policy: In honour of Bernard Dov Spolsky.* J. Benjamins.
Keywords	Language and education, language and culture, language policy, language planning.
Purpose of document	Selection of papers collated in a book- some in the form of a Case Study
Short abstract	"The contributions to this volume are intended to reflect not only the breadth of Spolsky's interests, but also his conception of Educational Linguistics" (pp. 1-2).
Research context, design methodology	Part IV deals with a focus on policy through case studies in educational linguistics.

Key findings or points in relation to implications for Aotearoa/NZ context

There are two chapters of particular interest:

1. Tucker, Donato and Murday (pp. 235-259) describe the systematic planning and implementation of a new system-wide primary level Spanish program in a suburban Pittsburgh school district. What steps were involved in selecting the target language and who were the key players? After its third full year of implementation, what is important to know about the language and attitudinal development of the kindergarten, grade one and grade two cohorts? What factors have contributed to the successful implementation of this program?

2. Hornberger (pp. 271-297) outlines educational linguistics in the context of the University of Pennsylvania, from its origins in 1976, to its 25th anniversary.

Tucker, Donato and Marday (2001) outline key issues in implementing a system-wide Spanish language program - these are the same issues that New Zealand classes would face in planning for and implementing system-wide te reo Māori classes:

- Curriculum revision and development for expansion to higher grade levels
- Teacher preparation

- Revision of the current high-school program "for subsequent cohorts of students who will bring to the high school language class a 'beyond-the-basic' level of proficiency" (p. 255)

Related references	Hornberger, 2008; Spolsky, 2012, 2017a, 2017b, 2018a, 2018b.

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Reference 52	García, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
Keywords	Bilingualism, multilingualism, language and education, language and culture.
Purpose of document	What is translanguaging? This is the underlying question that is analysed in this book. García and Li Wei do this by considering what a translanguaging approach means in terms of language and bilingualism and in terms of education and bilingual education.
Short abstract	They contextualise the translanguaging lens through a concise historical summary of traditional understandings of language and how they changed over time. They consider how bilingualism can be transformed through the systematic use of translanguaging in the education, and subsequently, how traditional understandings of education can be transformed.
Key findings or points in relation to implications for Aotearoa/NZ context	The discussion introduces translanguaging theory and examines potential benefits for the use of translanguaging in the bilingual and multilingual classroom.
	This approach is not often used in schools, despite the advantages that this approach has for drawing on the 'whole linguistic repertoire' that bilingual and multilingual students possess.
Related references	Chimbutane, 2011; Cooper, Shohamy & Walters, 2001; Gorter & Cenoz, 2017; Hornberger, 2008.

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Reference 53

Gorter, D. & Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education, 31*(3), 231-248. https://doi.org/10.1080/09500782.2016.1261892

Keywords

Language and education, language policy. language planning, bilingualism, multilingualism, minority languages.

Purpose of document

"The first aim of this [journal] article is to explore the intersection of the two themes of language education policy and assessment of multilingualism in education. The second aim is to explain the shift from traditional to holistic views in language teaching and assessment" (p. 232).

Short abstract

This paper considers the importance of the shift from language separation in the classroom to more holistic approaches, promoting the use of the whole linguistic repertoire, suitable for multilingual students. USA, Canada and the Basque Country are case studies used to identify and outline direct links between language policy and assessment in multilingual contexts. Although it is difficult to move from traditional approaches, this article argues the need for holistic approaches in language education policy and multilingual assessment as a replacement for more traditional approaches.

Research context, design methodology

Case study comparison.

Key findings or points in relation to implications for Aotearoa/NZ context

There is a strong, bi-directional "relationship between language policy and assessment in the contexts of multilingualism in education" (p. 244).

"Language policies can be assessed by obtaining results from evaluations after their implementation and these results can have an important influence on the management of future policies (Spolsky 2012). In spite of this, it is common to focus on multilingualism without paying attention to assessment (see, for example, Martin-Jones et al. 2012), or look at language testing and not even mention multilingualism (Fulcher & Davidson, 2012). The different contexts

briefly described in this article show the strength of this relationship and how languages can have stronger or weaker roles in the curriculum as well as in external assessment and university entrance requirements. The importance of language policy and assessment can be independent from the dominance of the language" (p. 244).

"This article has looked into the shift from language isolation policy in language teaching and assessment to holistic approaches that consider language-as-resource and promote the use of the whole linguistic repertoire … New holistic approaches in language policy and assessment need to replace old traditions in a globalized world" (p. 245).

| Related references | Chimbutane, 2011; Cooper, Shohamy & Walters, 2001; Hornberger, 2008. |

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| **Reference 54** | May, S. (2013a). Addressing the pluralist dilemma in education: Implications for Aotearoa/New Zealand (and beyond). In M. East & S. May (eds.), *Making a Difference in Education and Social Policy* (pp. 191-212). Pearson. |

| **Keywords** | Language and education, language policy, multilingualism, language rights. |

| Purpose of document | Commentary in a book chapter that raises the question about the impacts that the rapid processes of diversification have had on state agencies and on language rights. |

| Short abstract | Defines the contesting aims of pluralism as civism and pluralism and then outlining two contrasting approaches, named liberal pluralism and corporate pluralism - the latter more commonly known as multiculturalism. Then, the key challenges are concisely discussed: the cosmopolitan challenge; the monolingual challenge; the multiculturalist challenge; and the pedagogical challenge. The first, relating to dichotomies of ethnic/local, "perpetuating an essentialist conception of culture rather than subverting it" (p.196). The second |

on the status of Māori in relation to the "pre-eminence of English as the current world language and lingua franca" (p. 197). Why retain Māori, let alone work to revitalise it? The third focuses on civil rights and group-rights (the latter being self-government and polyethnic rights). The last argues education as functioning from a monolingual ideology as opposed to serious consideration of efficient bilingual models.

Key findings or points in relation to implications for Aotearoa/NZ context	The chapter concludes by arguing that educational research is widely ignored as the context is much wider, with political agendas. But, "education continues to be a key arena for these discussions of citizenship, diversity, and, with respect to language rights, their potential extension to other (minority) language speakers" (p. 206). Despite (because of) the historical place of education in the denial of language rights, it could now be used as a platform for recognising and understanding language rights (and their relation to identity) today.
Related references	May, 2012, 2013b, 2014, 2015, 2017, 2018; May & Hill, 2018; Trinick & May, 2013.

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Reference 55	May, S. (2013b). Indigenous Immersion Education: International Developments. *Journal of Immersion and Content-Based Education 1*(1), 34-69.
Keywords	Indigenous, language and education, language and culture, language revitalisation, Māori.
Purpose of document	A journal article containing a concise outline of chronological developments in international law.
Short abstract	This article traces developments in international law, with a focus on the 2007 United Nations Declaration on the Rights of Indigenous Peoples. Through the use of selected examples, indigenous immersion education with the aim of language regeneration and revitalisation, is discussed. These bottom-up or community-driven

initiatives are seen as a means of controlling and reversing the impacts of colonisation. To what degree is there alignment between philosophy and pedagogical approaches? Lack of funding, resources and trained personnel are identified as key challenges in establishing or maintaining indigenous immersion programmes.

Key findings or points in relation to implications for Aotearoa/NZ context	The existing bilingual/immersion frameworks are examined to explore their relevance to indigenous immersion programmes and then three contexts are examined in more depth (Navajo, Hawaiian and Māori).
Related references	May, 2012, 2013a, 2014, 2015, 2017, 2018; May & Hill, 2018; Trinick & May, 2013.

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Reference 56	May, S. (2015). Language rights and language policy: Addressing the gap(s) between principles and practices. *Current Issues in Language Planning 16*(4), 355-359.
Keywords	Language planning, language rights, language policy, multilingualism, minority languages.
Purpose of document	Journal article providing commentary on the gaps between language rights (in private and public domains) and language policy.
Short abstract	Language rights in the private domain are compared with rights in the public domain, with reference to Kloss (1971) and through the exploration of a range of contexts internationally. Normative monolingualism, or, in countries with more than one official language, a delimited form of multilingualism is most frequently seen in the public domain. The gap between language policy and its implementation is then briefly discussed in terms of governmental approaches to legitimate or institutionalise minority languages (and the inherent challenges in institutionalising a language when public perceive the language to exist on the periphery).

Research context, design methodology	Language rights in the private and the public domains are compared, with reference to Kloss (1971) and through the exploration of a range of international contexts.
Key findings or points in relation to implications for Aotearoa/NZ context	The gaps between the official policy and the implemented or enacted policy. The hegemony of English and the hierarchies of languages.
Related references	May, 2012, 2013a, 2013b, 2014, 2017, 2018; May & Hill, 2018; Trinick & May, 2013.

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Reference 57	May, S. (2017). Language education, pluralism and citizenship. In T. L. McCarty & S. May (Eds.), *Language policy and political issues in education* (3rd ed, pp. 31-45). Cham, Switzerland: Springer International.
Keywords	Language policy, heritage languages, minority languages, language and culture, multilingualism.
Purpose of document	Book chapter providing commentary on contemporary debates about citizenship.
Short abstract	The debate of what citizenship should look like in a context of ever-increasing migration and transnationalism, is located within the issues of whether speaking the state-mandated majority language should be a prerequisite for citizenship. Consideration is extended to whether maintenance of minority and heritage languages should be a corequisite requirement, or whether the majority language should be maintained at the expense of the minority languages.
Research context, design methodology	Issues of language recognition, national identity, and state citizenship are debated and the close links between each are explored.

Key findings or points in relation to implications for Aotearoa/NZ context	"Rethink nation-states in more linguistically plural and inclusive ways. The aim is to foster more representational multinational and multilingual states by directly contesting the historical inequalities that have relegated minority languages and their speakers to the social and political margins" (p. 42).
Related references	May, 2012, 2013a, 2013b, 2014, 2015, 2018; May & Hill, 2018; Trinick & May, 2013.

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Reference 58	O'Rourke, B., & Nandi, A. (2019). New speaker parents as grassroots policy makers in contemporary Galicia: ideologies, management and practices. *Language Policy,* 1-19. https://doi.org/10.1007/s10993-018-9498-y
Keywords	Language policy, language ideology, language attitudes, language revitalisation, bilingualism.
Purpose of document	Journal article commentary on intergenerational language transmission.
Short abstract	Family Language Planning and the impact that parental new speakers have on intergenerational language transmission in the context of Galician urban centres, Santiago de Compostela and Vigo. These parents have made a conscious decision to raise their children speaking Galician. The article debates the divides between 'top-down' and 'bottom-up' policies through a focus on the positioning of the social actors and the range of discourses being used.
Research context, design methodology	Two hour-long focus group discussions involving seven families based in two of Galicia's urban centres: Santiago de Compostela and Vigo.
Key findings or points in relation to implications for Aotearoa/NZ context	The authors' interest lies in macro-level policies, and how new speaker parents interpret, use and negotiate these policies on the ground. A trend towards language separation is identified amongst

new speakers, despite sociolinguistic research advocating fluid language.

Related references   O'Rourke & Pujolar, 2019.

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Reference 59   O'Rourke, B. & Pujolar, J. (Eds.) (2019). *From new speaker to new speaker: Outcomes, reflections and policy recommendations from COST action IS1306 on new speakers in a multilingual Europe: Opportunities and challenges.* Welsh Centre for Language Planning.

Keywords   Multilingualism, bilingualism, minority languages, heritage languages, language competence, language promotion.

Purpose of document   A report on a 2013-2017 COST (European Cooperation in Science & Technology) coordinated transnational and international research programme into multilingualism.

Short abstract   The focus was on new language speakers, or those "who engage in languages other than their 'native' or 'national' language(s)" (p. 10), within three main groupings: indigenious language minorities; migrant communities; and new speakers as workers. These groups were then reorganised with a thematic focus, ranging from a focus on: linguistic competence; socialisation; language policy; to a focus on legitimacy and power.

Research context, design methodology   The reframing of the concept of a 'new speaker' from a 'non-native', 'second' language speaker (or deficit approach, facilitated a shift of focus from 'rescuing' the language to understanding the various functions and systems of meaning in different settings. In chapter four, Williams raises the following key questions:
- How can the "new speaker" concept inform language policy scholarship and practice?
- How do different jurisdictions interpret the role and potential contribution of new speakers to the vitality of the target language population (s)?

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- What policy outcomes can be identified in terms of inequalities and social stratification affecting "new speakers" more directly?
- What are the ideas and beliefs of different sorts of actors about "new speakers" in a given setting?
- What particular aspects does it illuminate more clearly than other related concepts?
- How is the governance of any programme targeted at new speaker promotion and satisfaction to be managed (p. 29)?

He then makes general and specific recommendations for the 'new speaker' communities involved in this action.

Key findings or points in relation to implications for Aotearoa/NZ context	Few current official language strategies explicitly refer to new speakers, but will need to in the future, especially policies focusing on minority language educational reform.
	Stronger and more dynamic links are needed between policymakers and academic researchers to facilitate the co-construction of more purposeful programmes of action.
	Clarification of needs-based requirements for the range of new speakers.
	Examine the reasons it is important to identify and influence stakeholders that would benefit from the recommendations resulting from the COST Action on New Speakers.
	Generic recommendations included: - Clarity and transparency; - Identify and research best practice principles and processes of new speaker engagement; - Develop standardised statements in support of new speaker needs; - Develop profiles of the new speaker sub-groups (non-native speakers who learned the target language at school; adult learners; and migrants/refugees);

- Develop accurate assessments of the stages in the process of becoming new speakers;
- Develop multi-agency resources centres with a social outreach remit as social spaces to engage with new speakers.
- Inform and empower new speaker representatives about their role in influencing potential policy changes.
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Related references   Albury & Carter, 2018; O'Rourke & Nandi, 2019.

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Reference 60   Oliveira, K. A. R. K. N. (2019). Aloha 'Āina-Placed Ho 'omoana 'Ōlelo Hawai 'i: A Path to Language Revitalization. In McKinley & Smith (Eds.) *Handbook of Indigenous Education* (pp. 339-356). Springer.

Keywords   Indigenous, language and education, language revitalisation, language and culture, heritage languages.

Purpose of document   Book chapter commentary on language revitalisation in the Hawaiian context.

Short abstract   Our survival as a people is inextricably linked to the survival of our language. Hawaiian Language programs at the University of Hawai'i at Mānoa and the University of Hawai'i at Maui acknowledge the need to teach language holistically and beyond the confines of the walls of a western-style classroom. Both programs create opportunities for students to study 'ōlelo Hawai'i in learning environments outside of the traditional language classroom setting.

What impact have ho'omoana 'ōlelo Hawai'i (Hawaiian immersion camps) had on increasing Hawaiian language proficiency? Has there been an effective introduction to ancestral Kanaka practices? Will the next generations of Kānaka be ready to become leaders within the lāhui (Hawaiian nation; Hawaiian community)?

Research   context, design methodology   Literature review and the application of educational frameworks from a Kānaka perspective.

Key findings or points in relation to implications for Aotearoa/NZ context	"A return to Kanaka pedagogies is a return to ancestral knowledge systems that link contemporary Kānaka to their ancestors, land, language, and culture. Aloha ʻāina-placed ʻōlelo Hawaiʻi immersion education is important to the field of education because it provides a venue for indigenous students to thrive and succeed" (p. 354). The links between language and culture. The reclamation of traditional approaches and departure from mainstream Western approaches. "In as much as the native speaking ʻōlelo Hawaiʻi community has dwindled, current second language learners still have the privilege and honor of conversing with native speakers and learning their heritage language – a privilege and honor that is not guaranteed for future generations. Therefore, the challenge posed to indigenous language teachers is to consistently and intentionally infiltrate the academy by incorporating innovative teaching approaches that honor ancestral ways of knowing such as place-based, culture-based, and oral knowledge transmission strategies" (p. 354).
Related references	Hinton, et al. 2018; May, 2013.

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Reference 61	Romanowski, P.; & Małgorzata, J. (Eds.). (2018). *Current research in bilingualism and bilingual education.* Springer.
Keywords	Multilingualism, bilingualism, language and education, language policy, language planning, heritage languages, language competence.
Purpose of document	Edited book containing contemporary research findings in bilingual education and bilingualism.
Short abstract	This publication highlights the continued growth of bilingualism and its associated benefits, addresses some of the key contemporary challenges inherent in bilingual education and stresses the need to communicate new research findings to the sector.

The chapters in part I focus on language and cognition relevant to bilingual acquisition, such as the decision to raise children speaking a language when the parents are not first-language speakers, or language competences of bi-/multilingual speakers and metalinguistic awareness, and grammar acquisition and translanguaging. Part II focuses on issues in the language classroom both in school and out-of-school contexts, including teachers' beliefs and experiences, and a choice between bilingualism with English as a second language as opposed to broad plurilingual repertoires. Part III explores a range of ways of increasing the effectiveness of bilingual education.

Research context, design methodology	A range of methodological approaches, from those conducted theoretical, to class-room based research, to a series of case studies.
Key findings or points in relation to implications for Aotearoa/NZ context	In part III, Johanna Ennser-Kananen and Christine Montecillo Leider explore the deficit approach to bilingual students in the US, framing them as English Language Learners (ELL). They challenge the pre-service teachers they work with to move away from this deficit model and to consider the funds of knowledge that students being with them to the classroom. Also to plan for translanguaging to support the students' full communicative repertoire.

Then, Corinne A. Seals discusses the use of discursive strategies and types of feedback in a Russian heritage language program in the US between 2011-2013. The teacher, Vera, uses recasts and metacognitive feedback, maintaining the identity of her students as speakers of Russian, as opposed to novice learners. "By examining how feedback can be presented in ways both instructionally helpful and non-threatening to heritage speaker identity, teachers can improve heritage language speakers' skills, while simultaneously supporting their multilingual identities" (p. 203).

María Luisa Pérez Cañado explores the establishment of a bilingual education program (CLIL or Content and Language Integrated Learning) in the monolingual region Andalusia, Southern Spain.

Ten years into Andalusia's push for plurilingual education.

1. Lots of money, effort, commitment, and motivation have been invested by key stakeholders ;
2. The history of Andalusian CLIL has been one of implementation, of continuous evaluation, troubleshooting and tweaking to keep CLIL implementation on track;
3. Considerable progress has been made (generally CLIL needs a 20 year cycle for the benefits to become visible, but 10 years in and there are already visible benefits in Andalusia).

Related references	Chimbutane, 2011; Hornberger, 2008.

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Reference 62	Te Puni Kōkiri. (2018). *Maihi Karauna: The Crown's strategy for Māori language revitalisation 2018-2023: Consultation August-September 2018.* Author.
Keywords	Māori, language revitalisation, language policy, language planning.
Type of document	Draft strategy document
Purpose of document	Government policy (draft)
Short abstract	Maihi Karauna is a Crown approach to language planning and policy for te reo Māori that complements the Maihi Māori plan developed by Te Mātāwai which focuses on language planning and policy at a whānau and community level.
Research context, design methodology	The Mahi Karauna is targeted three key outputs:

- AOTEAROATANGA – enhancing and increasing the perceived value of te reo Māori.
- MĀTAURANGA – Wider New Zealand has increased proficiency in te reo Māori.
- HONONGA – Wider New Zealand is able to engage with te reo Māori.

These outcomes will be achieved through the three 'audacious goals' as outlined by the Crown in this discussion document. The document defines audacious goals as "a compelling goal statement that is

Key findings or points in relation to implications for Aotearoa/NZ context	intended to unite the effort of different organisations and groups over a long-term time period" (p. 11).
Related references	Benton, 2015; De Bres, 2008, 2011, 2015; Ruckstuhl, 2018.

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Reference 63	Wiley, T. G. (2017). Policy considerations for promoting heritage, community, and native American languages. In T. L. McCarty & S. May (Eds.), *Language policy and political issues in education* (3rd ed, pp.241-254). Springer International.
Keywords	Language revival, language policy, heritage languages, bilingualism, language and education, Indigenous.
Purpose of document	Chapter from a handbook that focuses on heritage and community language policy in the United States context
Research context, design methodology	It starts with Joshua Fishman's seminal work in the 1960s and outlines subsequent developments. The monolingual ideology in the USA is a key challenge for focusing on heritage and community language policy. Immigrant and foreign language perspectives can often supercede a focus on Indigenous language policy. Federal policy has shifted away from bilingual education with heritage and community language children often missing in more recent US language policy initiatives.
Key findings or points in relation to implications for Aotearoa/NZ context	Despite this, there have been some areas of progress in policies focused on Native Americans as well as some areas of progress at the community level. Recommendation is made for a more comprehensive national language policy that includes the need to build on heritage and community language resources.
Related references	McCarty, 2013; McCarty & Coronel-Molina, 2017; McCarty et al., 2018.

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