Title of Project
Indigenous Language Revitalization Using TEK-nology:
Can Traditional Ecological Knowledge (TEK) and Technology
Assist in Intergenerational Language Transmission?

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TIRF Research Topic Investigated
Research on Revitalization of Endangered Indigenous Languages

Project Summary
Indigenous communities in North America and worldwide face twin threats to their linguistic and epistemic heritage due to the advance of dominant colonial languages and monocultures, such as English and the neoliberal, imperialistic worldview. Attempts to teach Indigenous languages through mainstream Western school frameworks and colonial teaching methods (e.g., decontextualized grammar exercises and ethnocentric materials) have not brought about an overall growth in speakers, true reconciliation to address Indigenous language rights, or reclamation of Indigenous identity (Hermes, Bang & Marin, 2012; Statistics Canada, 2019).

This research proposes a fully immersive community-led and -based Indigenous knowledge/language acquisition method, *TEK-nology* (Traditional Ecological Knowledge (TEK) and technology), to support Indigenous language revitalization. First, *TEK-nology* could enable Indigenous communities to build social networks between the few fluent speakers and learners and share information in a manner that is respectful of their own kincentric and relational knowledge systems. Second, *TEK-nology* could support local responses to the climate crisis. For example, *TEK-nology* could enable Elders to transmit TEK (e.g., Indigenous, place-based knowledges and land-based practices) with younger learners in the Indigenous language and worldview. Third, *TEK-nology* avoids an extension of colonial/neoliberal worldviews through English or surveillance technology which may further appropriate Indigenous knowledges and languages.

This research will explore: (a) the impacts of centering Indigenous worldviews in language learning and teaching; (b) how we can develop and co-create more culturally and environmentally responsive language learning materials and curricula; and (c) the implications of decolonizing language education for languages with colonial legacies, such as English.