

Language Vitality @ TOCC

A workbook for language vitality survey development

This is 'workbook' in the form of a checklist that is designed to get you thinking about how to develop a language vitality survey for your community. Each page is a different 'part' which takes you from conception to outcome, and within each part are a number of thinking points for you and your team to discuss.

Part 1 focusses your thinking on why you want or need to do a language vitality survey, what the goals might be, how this might be done, and who might use it.

Part 2 is about team building. Designing and implementing a survey, and producing useful results from it, is collaborative effort. There are often many stakeholders at the various stages of survey development, and in this section you can start pulling this together

Part 3 is usually the next phase in the development of a survey: implementation. Here you can begin to think about where you conduct your survey.

Part 4 deal with the outcome of your survey once you've implemented it in your community. This is a crucial phase, as the value of any survey is in the results that are produced and shared

Some of these points are quite broad, as the purpose of them is to stimulate your ideas! In other words, it is not meant to a 'definitive guide' that must be followed. As such, it is important to realize that this workbook is meant as a way to organize your thoughts, your team, goals, and responsibilities. You will notice that there is ample space for you and your team to include other points.

Part 1. First steps: why a survey?

- Types of surveys:
 - Online
 - Hard copy (paper)
 - _____
- Have there been other surveys done in your community and do you have access to them? (What/by whom/when/why/where and how?)
- Assess your community resources (infrastructure): Internet, computers (do you have Excel, Office?), apps (like Kobo),
- Human resources: IT department and others
- Designing survey to fit your community (What do you need?)
- What is the purpose of the survey?
 - For a grant?
 - For the nation?
 - For language planning?
 - _____
 - _____
- What are the goals of a community-based survey?

- Number of speakers _____
 - Degree of fluency?
 - Demographics? (age, location, gender, etc.)
- Community attitudes
- Study sample surveys
- Government
 - Tribal council
 - Community leaders
- _____
 - _____
 - _____

Part 2. Team Building

- Create a community network. Choose those who are in the best positioned to help with the implementation of the survey such as,
 - Technology experts
 - Administrators (schools, tribal)
 - Field workers
 - Community language activists
 - _____
 - _____
- May need fluent speakers on the team
- Team members, who are not fluent (still very useful in building networks)
- Team Training:
 - Identify community needs
 - Identify community places to conduct survey
 - How to keep the community, at large, informed (advertising?)
 - How to develop questions
 - How to conduct an interview for the survey
 - Materials from AILDI and the Language Vitality @ TOCC website
 - _____
 - _____
 - Examples from comparable and different size communities, for example
 - San Carlos
 - Ak Chin
 - Dine / Navajo
 - _____
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Part 3. Implementations

- Practical survey strategies
 - door-to-door (paper/pencil)
 - community meetings (Per capita day?)
 - electronic (for absentee members?)
 - telephone / text messages
 - _____
 - _____
- Populations to survey
 - elders (consider shorter surveys)
 - students (consider adjusting the survey to the age of student)
 - off-reservation members
 - develop a confidentiality agreement to protect participating individuals and others involved.
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Part 4. Organizing Outcomes

- Make use of technological tools
- Make use of tribal data experts (part of your team)
- Develop a database (scan in surveys, create a useful archive, plan for protection and future use of the information you gather)
- Determine where to archive data and create a back up plan as well.
- Study 'best practices' for archiving this type of data.
- Realize that the data should be available for other purposes in the community. It should be helpful to other entities (not just for language use), if possible.
- Determine who has access to the survey data as well as outcomes.
- Create a baseline that can be used as a basis for future surveys.
- Create an online website to share results
- Develop pamphlets (etc.) with graphs for community distribution
- Identify community places/spaces for sharing information
- Use in grants, and other documents (statements of language policy?)
- Use for schools and other spaces for language teaching
- Hold a language summit or other community language activities.
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