

## **Indigenous Youth and Language Survival – Some New Directions in Applied Linguistics Research and Praxis**

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In this presentation, I propose new directions in applied linguistics based on critical ethnographic research on Indigenous youth language ideologies and practices. Recent research with Native North American communities undergoing rapid language shift counters the idea that youth simply abandon their heritage languages, replacing them with “killer” or colonizing languages. This new research offers more grounded and nuanced understandings of the ways in which youth negotiate asymmetrical power relations that structure their language choices and practices. Drawing on a long-term, multi-sited ethnographic study of Native American youth language ideologies and practices in the southwestern U.S., I explore how youth construct implicit but potent language policies in the context of peer culture, the culture of schooling, and broader frames of reference. While these processes yield language endangerment, they also foreground youth’s potential as active agents in language planning. I conclude with the implications for praxis and for (re)centering youth in Indigenous/heritage language reclamation.

### *Reference*

McCarty, T. L., & Wyman, L. T. (guest eds.) (2009). Indigenous youth and bilingualism. Theme issue, *Journal of Language, Identity, and Education*, 8 (5).