**Minority Languages and Cultures Program**

**Voice and biliteracy in indigenous language revitalization:**
Contentious educational practices in Quechua, Guarani, and Maori contexts

**Indigenous language revitalization**
ILR entails altering not only the traditional language corpus but also how it is traditionally used, both at the micro level in terms of interpersonal discourse patterns and at the macro level of societal distribution; in other words, it is not so much about bringing a language back, as bringing it forward. Who better or more qualified to guide that process than the speakers of the language, who must and will be the ones taking it into the future? (Hornberger & King 1996: 315)

**Biliteracy**
The more their learning contexts and contexts of use allow learners and users to draw from across the whole of each and every continuum, the greater are the chances for their full biliterate development and expression: there tends to be an implicit privileging of one end over the other and there is a need to contest that traditional power weighting.
(Hornberger & Skilton-Sylvester 2000: 99)

**Voice**
Bakhtinian notions of voice help us to see more readily and richly how it is that language education policies which encourage the use of indigenous languages as medium of instruction in indigenous language communities contribute to both enhancing children’s learning and revitalizing the indigenous language. Specifically, the use of indigenous children’s own language as medium of instruction mediates the dialogism, meaning-making, access to wider discourses, and taking of an active stance that are dimensions of voice. The voices thus activated can be a powerful force for both enhancing their own learning and promoting the maintenance and revitalization of their own languages. (following Bakhtin based on Holland & Lave 2001)

**Contentious educational practices**
Holland and Lave (2001) tell us that enduring struggles are crucibles for the forging of human subjects’ identities through contentious local practice. Borrowing from their approach, I am here interested in the forging of indigenous children’s voices in the crucible of indigenous people’s enduring struggles, through contentious local practice in schools.

Continua of biliteracy

traditionally less powerful ↔traditionally more powerful

Contexts of biliteracy

micro ←--------------- macro
oral ←-------------------------- literate
bi(multi)lingual ←------------------ monolingual

Development of biliteracy

reception ←------------------ production
oral ←-------------------------- written
L1 ←-------------------------- L2

Content of biliteracy

minority ←------------------ majority
vernacular ←------------------ literary
contextualized ←------------------ decontextualized

Media of biliteracy

simultaneous exposure ←------------------ successive exposure
dissimilar structures ←------------------ similar structures
divergent scripts ←------------------ convergent scripts