Legacy of Hope Foundation

Fondation autochtone de l’espoir

Voices From the Land – Part 2:
Survey Analysis
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About Us

The Legacy of Hope Foundation (LHF) is a national, Indigenous-led, charitable organization that has been working to promote healing and Reconciliation in Canada for more than 20 years. The LHF’s goal is to educate and raise awareness about the history and existing impacts of the Residential and Day School System, Sixties Scoop, and other colonial acts of oppression on generations of Indigenous (First Nations, Inuit, and Métis) Survivors, their descendants, and their communities in order to promote healing and to address racism. The LHF works to encourage people to address discrimination and injustices in order to contribute to the equality, dignity, and respectful treatment of Indigenous Peoples and to foster Reconciliation in Canada.

As part of the LHF’s mandate, we are also focused on the healing and revitalization of Indigenous individuals, families, communities, and nations. This healing takes many forms, including promoting the revitalization of Indigenous languages, which were stripped from many Indigenous children in Residential Schools and the Sixties Scoop. Today, many more children than those who directly attended Residential Schools or the Sixties Scoop have been deprived of their traditional language as an ongoing consequence of these colonial programs.

About Indigenous Language Revitalization

To further the work of its mandate, the LHF has explored and promoted different ways in which Indigenous language revitalization efforts can be boosted and enhanced.

Last year, the LHF engaged in its first Indigenous language revitalization initiative, called “Voices From the Land: Indigenous Peoples Talk Language Revitalization” (available on a variety of podcast platforms as well as online: Voices from the Land: Indigenous Peoples Talk Language Revitalization (podbean.com)). This project was a podcast series featuring interviews with Indigenous language teaching experts and Elders who shared their perspectives on what works well for revitalizing Indigenous languages. Through sharing these interviews in a podcast format, the LHF hoped to make the incredible work being done across Canada on Indigenous language revitalization more accessible to a larger audience. This series gave Indigenous language teachers the opportunity to listen and identify best practices or valuable resources that might be relevant for their individual contexts, making this series useful for local implementation. The LHF also provided a Teacher Resource Guide based on the recommendations and resources discussed in each interview to help people track down books and other resources or more easily implement the strategies discussed in the interviews. This resource is also available for free here: voicesfromtheland.pdf (legacyofhope.ca) (English) and here: voixdelaterre.pdf (legacyofhope.ca) (French).

Following up the success of this initial foray into Indigenous language revitalization and healing, the LHF has embarked on a ‘second season’ or new phase of this Indigenous language project. This stage of the project includes additional podcast interviews and a survey with analysis, the latter of which is the purpose of this document.

To listen to the podcast episodes for this second season, please subscribe to the Voices from the Land: Indigenous Peoples Talk Language Revitalization podcast on the platform of your choosing.
**About the Survey and Analysis**

The podcasts and the survey are intended to be complementary. While the podcast interviews represent a more qualitative, in-depth discussion on key themes, the survey is intended as a more quantitative sampling of the same themes.

We had originally intended to conduct four separate surveys representing a wide range of perspectives on Indigenous language teaching and learning. These categories included the following:

- Indigenous language teachers
- Adult Indigenous language learners
- Parents-Guardians of children in (or formally in) Indigenous language immersion classes
- Parents-Guardians of children in (or formally in) Indigenous language non-immersion classes

We initially chose to target these categories of stakeholders because we felt that they were under-represented in broader discussions on Indigenous language teaching and learning. We wanted to hear more from frontline teachers (such as those teaching in public schools or Indigenous communities) and from the learners themselves. We also wanted to hear from parents-guardians as they offer a unique lens on Indigenous language learning. They see the struggles and successes their children face from a unique light, and it is often up to parents-guardians to ensure children can get to or access language classes or are supported to continue their studies at home. We hoped that by engaging with people from each category, we can provide more information on the challenges they are facing, the supports they need, and the initiatives they perceive as making a difference. Additionally, we hoped that by using interviews and surveys to explore the themes of: (1) what are the challenges; (2) what are the successes or positive initiatives; and (3) what would they like to see being done to support Indigenous language revitalization, we could develop a more fulsome picture of what is needed and what potential areas could be supported in local contexts across Turtle Island.

These different categories of perspectives are shared across both the interviews and the surveys. While there are diverse respondents from all categories, in both the interviews and the surveys, we were able to secure more adult learner participants than the other categories.

**Pandemic Impacts**

While we set ambitious goals for engagement, we had to be flexible in our approach. The Pandemic was ongoing throughout this project, and it has led to many challenges in executing the project as it was fully intended. One of these challenges was computer fatigue, where many people who had spent much of their work hours online were less willing to commit to additional time on their computers, such as completing a survey or participating in an interview. Another prominent challenge was competing for people’s attention with an overcrowded online space, which significantly impacted our ability to engage with potential respondents.

The end result of these obstacles is that of the four categories of surveys, only one of them had a significant turnout. Fortunately, the category with the highest responses, adult Indigenous language learners, is a particularly integral aspect of the discussion on Indigenous language revitalization. As such, this category of individuals was chosen as the primary focus of this survey analysis, although data from each category has also been considered and selected for the appendix.
Limitations

It was never the intention of the LHF to produce a survey that was of the level and robustness to meet scientific publication requirements. Rather, our intent was to gather a snapshot of interests, concerns, and priorities that would add additional depth and consideration to the featured interviews of this project, as well as the broader work of language revitalization occurring across Turtle Island. We urge the reader to consider our survey results, listen to our interviews, and, in interpreting them, place both within a growing context of action and initiatives on Indigenous language revitalization.
Survey Analysis

Surveys

As has previously been mentioned, our original intention was to conduct four surveys. However, it is important to reiterate that the pandemic restricted our ability to engage directly with different groups and administer surveys. Although it is impossible to attain a precise measurement, we suspect that a large degree of computer fatigue from working from home decreased participation as well. Certainly, two years of intermittent lockdowns and confinements at home contributed to many people avoiding unnecessary time on the computer, including filling out surveys from their networks or social media.

The original survey categories were the following:
- Adult Indigenous language learners
- Indigenous language teachers
- Parents-Guardians of children in (or formally in) immersion Indigenous language classes
- Parents-Guardians of children in (or formally in) non-immersion Indigenous language classes

While we had participants from each category, only the first, Adult Indigenous Language Learners, had a sizable completion rate.

In interviews the LHF had conducted previously in the original Voices From the Land Project, immersion was strongly emphasized as an important component in successfully learning one’s Indigenous language. Thus, we wanted to explore immersion options and considerations as an important component of our surveys.

Survey Demographics

The adult Indigenous language learner survey was completed by 42 people. Of this group, 37 were female, and five were male (or 88% were female and 12% were male). The age range was from 16 years of age to 75. Most participants were First Nations (35 people, or 83%). After that were Métis (five people or 12%), and then Inuit (two people or 5%). Our respondent’s locations included: Alberta, British Columbia, Nova Scotia, Ontario, Quebec, and the Yukon. We did not have participants from New Brunswick, Newfoundland & Labrador, the Northwest Territories, Nunavut, or Saskatchewan. In terms of more urban to remote, we had participants in every category: Urban made up 64% of participants; Suburban made up 7%; Rural was 7%; Remote was 2%; and on a reserve was 19%. We had participants in the survey from every category of education level completed: High school 17%; College 43%; University Degree 26%; and Ph.D. 2%. These are some of the core demographic data of the survey participants and represent a large and diverse range of perspectives across Turtle Island. We have used this demographic information to further parse through other survey questions to see how respondents’ answers may have differed based on different factors.
Survey Analysis

By Gender – Male Participants

As noted above, male participants were far fewer than female participants. Only 12% of respondents were male.

In exploring the option of taking a multi-year immersion program, we wanted to know what might prevent people from engaging in such a robust program for language revitalization. To explore this, we asked participants, “What would be obstacles or challenges to you in completing a multi-year immersion program?” We provided multiple options and allowed participants to rank them.

Of their answers, the categories most likely to obstruct participants from taking a multi-year immersion program were:

- Not enough available spots in a multi-year immersion program
- Lack of availability of a multi-year immersion program
- A lack of technological supports
- A lack of funding to take the program
- A lack of income while taking the program
- A lack of transportation

However, the overall trend in their responses suggest more agreement on what was not considered an obstacle or a challenge. Below, we see a repeat of all of the answers for serious or major obstacles, with either the same ranking (lack of availability of a multi-year immersion program; not enough available
spots in a multi-year immersion program) for not-an-obstacle or a-minor-obstacle, or a much greater response in not-an-obstacle or a-minor-obstacle.

One standout feature to note is that for male participants, a lack of affordable childcare was ranked highly as not-an-obstacle or an obstacle. Moreover, it was not mentioned at all as a serious or major obstacle.

To determine what aids and supports participants might be looking for to assist with their language learning, we asked the following question: “Please rate what you would find beneficial to learning your Indigenous language.”

What ranked as the least significant factors on their list of importance were:
- Affordable childcare (similar to the results above)
- Reliable transportation to a language class
- The presence of high-speed internet to engage with online language instruction or resources
- Technological resources for engaging with online instruction or resources (such as a computer, tablet, etc.)

When we move over to the other end of the rankings to what was identified as very beneficial or extremely beneficial, we see the following:
- Living salary to attend full-time immersion
- Reliable transportation to a language class
- Affordable childcare
- Technological resources for engaging with online instruction or resources (such as a computer, tablet, etc.)
- Opportunities to practice the language outside of the classroom
- More language course availability
There is more enthusiasm in male participants’ answers about what would be beneficial than in their answers about identifying obstacles. Their strongest answers identify a need for a living salary to attend full-time immersion, technological resources for engaging with online instruction or resources (such as a computer, tablet, etc.), more language course availability, and more curriculum resources for an existing class. In other words, there is a need for more robust supports for practicing the language through creating or providing mediums for access and practice venues, which must be subsidized via income supports that allow for greater focus on language learning.

**By Gender – Female Participants**

At 88%, the bulk of our respondents were female.

We asked respondents to answer and rank values when it came to obstacles and challenges, as well as positives and solutions. In interpreting these answers, it is valuable to know the general regions or contexts most of these women were answering from. Of the women who completed our survey, almost 60% were in an urban context. After that, the next highest was those who live on a reserve, 22%. We had very little representation from women who indicated they were in a suburban, rural, or remote context.

**Q5 How would you describe the area where you live?**

![Chart showing responses to Q5](image)

Not all respondents were currently enrolled in a class (35% were currently in classes). For those who were, we asked them to identify the model most resembling how they were currently learning.
Many (almost 30%) were trying to learn on their own through self-study, which likely presented significant challenges to learning the language. However, this high percentage could be a result of respondents who were augmenting their learning beyond assigned classwork. Overall, the three models of learning they were most likely to be taking were:

- A class 2-3 times a week (35%)
- Online class (29%)
- Self-study on a regular basis (29%)

We then asked what would their preferred model of study be.
The three options that registered the highest of preferred ways to take classes were:
● Immersion (32%)
● A class 2-3 times a week (32%)
● Master-apprentice model (30%)

The least popular models were:
● A weekend class (24%)
● Self-study on a regular basis (30%)

The indication of self-study as unpopular is interesting to note in light of how frequently it was used either solely or in supplementing their learning. While it may not be considered a desirable or ideal for successful language learning, many women who are studying their language rely on it. This may be because of a lack of other pathways into language learning and practice.

Considering the importance of immersion in Indigenous language learning, we asked directly what would be obstacles to completing a multi-year immersion program. Considering the popularity of immersion in the previous question, respondents' answers are valuable insights into why a method can be popular but under-engaged.

This question was answered by all female respondents (not only those currently taking a course).
In terms of items participants ranked as not an obstacle or challenge, or only a minor obstacle or challenge, the following were ranked highly:

- Lack of affordable childcare
- Lack of technological supports
- Lack of transportation

**Q15 What would be obstacles or challenges to you in completing a multi-year immersion program?**

<table>
<thead>
<tr>
<th>Obstacles/Challenges</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not an obstacle or challenge</td>
<td></td>
</tr>
<tr>
<td>A minor obstacle or challenge</td>
<td></td>
</tr>
<tr>
<td>An obstacle or challenge</td>
<td></td>
</tr>
<tr>
<td>A serious obstacle or challenge</td>
<td></td>
</tr>
<tr>
<td>A major obstacle or challenge</td>
<td></td>
</tr>
</tbody>
</table>

- Lack of funding to take the program
- Lack of income while taking the program
- Lack of availability of a multi-year immersion program
- Lack of technological supports
- Lack of affordable childcare
- Lack of transportation
- Hours are inaccessible
- Not available spots in a multi-year immersion program
● Hours are inaccessible
While other items were also ranked in these two categories, none exceeded 20%.

A lack of transportation did not seem to be a major issue. This could be as a result of the largely urban location of respondents, where public transportation would be more readily available.

In terms of those things ranked as a serious or major obstacle or challenge, respondents ranked them as follows:
● Lack of technological supports had over 20% (serious) and 55% (major) for obstacles and challenges.
● Lack of income was ranked over 20% (serious) and at over 40% (major) for obstacles and challenges.
● Lack of availability of a multi-year immersion program was ranked by over 30% of participants as a major obstacle or challenge.
● Not enough available spots in a multi-year immersion program was also ranked high, with over 28% of respondents marking it as a major obstacle or challenge.

A lack of affordable childcare was often placed as a major obstacle or challenge, but it did not reach 20%.

Here we see the primary concerns are financial and technological. Women are having difficulty with the funds needed to make language classes possible.

When it comes to ranking what would be beneficial to learning one’s Indigenous language, there is more cohesion amongst respondents.

There is a strong consensus amongst female participants that the following would be extremely beneficial to learning one’s Indigenous language:
● More language course availability (68% of respondents)
● Opportunities to practice the language outside of the classroom (over 64% of respondents)
- The presence of high-speed internet to engage with online instruction or resources (62% of respondents)
- More curriculum resources for an existing class (62% of respondents)
- Living salary to attend full-time immersion (over 60% of respondents)
- A language class you can access online (48% of respondents)
- Technological resources for engaging with online instruction or resources (such as a computer, tablet, etc.) (46% of respondents)
- Reliable transportation to a language class (30% of respondents)
- Affordable childcare (30% of respondents)

For women, immersion, master-apprentice, and multiple-classes-a-week were the most popular models. A lack of income or funding, along with a lack of availability of a multi-year program were the most significant obstacles or challenges to completing an immersion program. The lack of a significant emphasis on transportation, (although there was some), may be due to the relatively easy access to transportation in the urban locations where most participants reside.

In order for women to succeed in learning their language, they identified the need for a living wage salary to attend immersion, more curriculum resources for existing classes, more language class availability, opportunities to practice, and access to online classes.

**By Region (provincial; urban-rural)**

The survey was distributed nationally. We had respondents from many regions, most of all Ontario, but not all regions were represented. The totals were as follows:
- Alberta: 4
- British Columbia: 3
- Manitoba: 6
- Nova Scotia: 1
- Ontario: 24
- Quebec: 3
- Yukon: 1

We did not have respondents currently living in the following areas:
- New Brunswick
- Newfoundland
- Northwest Territories
- Nunavut
- Saskatchewan
When we examine the split between respondents in terms of urban, suburban, rural, remote, or reserve locations, we come to the following distribution:
Regionally, urban is the largest base for respondents with 27. After that, the next largest is on a reserve, at 8.

Provincially, looking at the types of language classes people are engaged in, respondents indicated the following:
Looking at language participation regionally, participants represent quite a range of learning contexts. Self-study is very prevalent in Manitoba, whereas a class 2-3 times a week is most frequent in Ontario. Immersion only shows up amongst participants in Ontario and Manitoba. Remote learning, while not represented by many respondents in any particular category, does appear in four of the provinces. Additionally, there were no adult learners taking a class every day (unless it was immersion).

By filtering the ranking of language learning methods, we can see which methods amongst participants were the most preferred by province:

Alberta
Q14: Please rate the following options for what would be your preferred class structure for learning your Indigenous language.

**British Columbia**

**Manitoba**
Q14: Please rate the following options for what would be your preferred class structure for learning your Indigenous language

Nova Scotia

Ontario
Quebec

Yukon
While acknowledging that the sample size across the provinces was not large, we can also clearly see that amongst participants, immersion is popular, including in Ontario (the province with the most respondants). Generally, it seems that the least popular option, albeit with some exceptions, are weekend classes.

Additional insights on immersion can be gleaned from comparing the above charts to the rating of obstacles and challenges within taking a multi-year immersion program, which have been filtered by province.

Alberta
When we look at the provincially-filtered responses for what would be beneficial for learning one’s Indigenous language, we obtain the following breakdown:

Alberta

Yukon
Q16: Please rate what you would find beneficial to learning your Indigenous language.

British Columbia

Manitoba

24
Q16: Please rate what you would find beneficial to learning your Indigenous language.

How beneficial the factor is to learning respondents' Indigenous language:

- Living salary to attend full-time immersion
- Affordable childcare
- The presence of high-speed internet to engage with online language instruction or resources
- Opportunities to practice the language outside of the classroom
- More curriculum resources for an existing class
- Reliable transportation to a language class
- A language class you can access online
- Technological resources for engaging with online instruction or resources (such as a computer, tablet, etc.)
- More language course availability

Nova Scotia

Ontario
Q16: Please rate what you would find beneficial to learning your Indigenous language.

Quebec

Yukon
By Age

Age can play an important role in determining preferred approaches or perspectives on Indigenous language learning. We felt it was important to explore how age difference might have factored into varying perspectives. These range of answers suggest certain approaches should have greater priority depending on the age group that intends to learn. Due to our limited data pool, broad conclusions are not available. However, participants answers can encourage discussion and follow-up explorations within local efforts to create effective language learning engagements.

We used the following divisions to explore answers by ages: 16-25; 26-35; 36-45; 46-55; and 66-75.

Ages 16-25
Q14: Please rate the following options for what would be your preferred class structure for learning your indigenous language:

<table>
<thead>
<tr>
<th>Level of preference</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all preferred</td>
<td>10.00%</td>
</tr>
<tr>
<td>Somewhat preferred</td>
<td>20.00%</td>
</tr>
<tr>
<td>Preferred</td>
<td>30.00%</td>
</tr>
<tr>
<td>Very preferred</td>
<td>40.00%</td>
</tr>
<tr>
<td>Strongly preferred</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

- Immersion
- Bilingual
- A daily class for 1.5 hours
- A class 2-3 times a week for 1.5 hours
- A weekend class
- Master-apprentice model
- Online class
- Self-study on a regular basis

Q15: What would be obstacles or challenges to you in completing a multi-year immersion program?

<table>
<thead>
<tr>
<th>Obstacles/challenges</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funding to take the program</td>
<td>10.00%</td>
</tr>
<tr>
<td>Lack of income while taking the program</td>
<td>20.00%</td>
</tr>
<tr>
<td>Not enough spots in a multi-year immersion program</td>
<td>30.00%</td>
</tr>
<tr>
<td>Lack of transportation</td>
<td>40.00%</td>
</tr>
<tr>
<td>Lack of technological support</td>
<td>50.00%</td>
</tr>
<tr>
<td>Lack of affordable childcare</td>
<td>60.00%</td>
</tr>
<tr>
<td>Lack of availability of a multi-year immersion program</td>
<td>70.00%</td>
</tr>
<tr>
<td>Too many hours to participate</td>
<td>80.00%</td>
</tr>
</tbody>
</table>
Q15: What would be obstacles or challenges to you in completing a multi-year immersion program?

- Lack of funding to take the program
- Lack of income while taking the program
- Not enough available spots in a multi-year immersion program
- Lack of transportation
- Lack of technological supports
- Lack of affordable childcare
- Lack of availability of a multi-year immersion program
- Hours are inaccessible

Q16: Please rate what you would find beneficial to learning your Indigenous language.

- Living salary to attend full-time immersion
- Affordable childcare
- The presence of high-speed internet to engage with online language instruction or resources
- Opportunities to practice the language outside of the classroom
- More curriculum resources for an existing class
- Reliable transportation to a language class
- A language class you can access online
- Technological resources for engaging with online instruction or resources (such as a computer, tablet, etc.)
- More language course availability
- Other (please specify)

Ages 36-45
Q14: Please rate the following options for what would be your preferred class structure for learning your Indigenous language:

Q15: What would be obstacles or challenges to you in completing a multi-year immersion program?
Ages 56-65
Ages 66-75

Q16: Please rate what you would find beneficial to learning your Indigenous language.

Q14: Please rate the following options for what would be your preferred class structure for learning your Indigenous language.
First Nations-Inuit-Métis Comparison

The vast majority of our responses were First Nation (to recall, our totals were First Nations: 35; Inuit: 2; and Métis: 5). Thus, major takeways are primarily relevant to First Nations.
Q14: Please rate the following options for what would be your preferred class structure for learning your Indigenous language.

Q15: What would be obstacles or challenges to you in completing a multi-year immersion program?
Inuit responses (of 2 respondents)
Métis responses (from among 5 respondents)
As has been noted, we had a great deal more First Nations responses than Inuit or Métis. For future surveys, it would be beneficial to create a comprehensive plan to administer the surveys that ensures equal representation from all groups. For those wishing to conduct similar surveys, this may be a point to ensure a rigorous strategy is in place that is unique from obtaining solely First Nations responses. In the future, the LHF will take steps to ensure that our engagement strategy for survey completion is more robust with regards to more Inuit and Métis individuals. However, it is anticipated that some of this will be alleviated by the lifting of global restrictions on travel and in-person engagement, which the success of this survey was restrained by.
Conclusion

We would like remind our readers again of the limitations and restrictive conditions under which we conducted the survey. Regardless of these factors, integral data was still collected and has important relevance for its field. In regards to the demographics of our study, the vast majority of participants were First Nations, most of whom were living in Ontario, and almost all were female. The ages of participants were spread out, but almost half were between the ages of 36 and 45. More than half were answering from an urban location, thereby creating urban-specific contexts that were perhaps dissimilar to other geographical contexts. Most participants had completed some kind of post-secondary education, including college, an undergraduate degrees, or a post graduate degrees. When examining the responses, some key findings were obtained. When asked to rate their preferred class structure for learning their Indigenous language, immersion did very well, rating either preferred, very preferred, or strongly preferred across most provinces (excluding New Brunswick, Newfoundland, and Saskatchewan where we had no respondents). Also, in Quebec, where we had only a few respondents, immersion was not the preferred choice). A bilingual option also did well in Alberta, British Columbia, Manitoba, Ontario, and Quebec. The master-apprentice model also did very well. In general, options that suggested frequent classes did better – for instance the least popular choice was a weekend class. People want both frequent and intensive (a lot of language use) classes. Put simply, people want a language class that is strongly immersive or bilingual, and they want that class to occur frequently. For example, weekend immersion is unlikely to fulfill what our survey participants are looking for when trying to attain language success.

Immersion often comes up as a gold standard when talking about successful Indigenous language revitalization. For this reason, we wanted to explore what specifically might obstruct people from participating in a multi-year immersion program. Unsurprisingly, a lack of funding was widely recognized across provinces as an obstacle to completing a multi-year immersion program. Clearly, this response is an important one that bears repeating: funding is needed for participants to engage in comprehensive Indigenous language learning programs. Concurrent with the lack of funding was also a lack of availability of multi-year immersion programs. This was consistently rated as an obstacle by participants.

Likewise, when it came to what was beneficial for learning one’s Indigenous language, participants strongly rated that a living salary to attend full-time immersion would be very beneficial to learning their Indigenous language. There was also a recognition of the value of online language classes, which were heavily weighted towards beneficial-very beneficial-to extremely beneficial. This was the case with a majority of participants from across all represented provinces (Alberta, British Columbia, Manitoba, Nova Scotia, Ontario, Quebec, and Yukon). This desire for online language classes was commensurate with a recognition of the importance of having high-speed internet to engage with online instruction or resources. Participants also indicated having technological resources such as a computer or tablet would be very beneficial. With the exception of one participant, every single participant indicated that “Opportunities to practice the language outside of the classroom” was at least beneficial, with most indicating that such a strategy was extremely beneficial. That is an important consideration to keep in mind for schools and communities planning language learning programs, courses, and classes. It is also worth noting that no participant thought there were enough language courses out there. Everyone wanted to see more learning opportunities made available – more opportunities, and more curriculum resources for existing classes.

Those are the highlights of the adult learner survey. While some of it may not be surprising, it is still worth noting how strong the demand is for intensive language courses, online access, and, when available,
appropriate funding to ensure students can fully commit to immersion. It is clear from participants that while the importance of Indigenous language classes has continued to rise, this does not seem to have been matched by the availability of language classes, nor the supports or resources for engaging in those classes. These are two aspects that need to be improved in tandem: more Indigenous language classes (offered with depth and frequency) and also the supports (in access and language learning materials) needed to be successful in those classes. Finally, we need to avoid viewing language classes (which are of course essential) as the singular focus, but also strongly consider language use above-and-beyond the classroom setting. Overall, these are the kinds of conclusions that can be drawn from those people kind enough to share their time and perspectives through completing our surveys. These types of contributions are an essential part of improving language programs that will allow each Indigenous person the opportunity to learn the language of their choosing. Moreover, we hope that more work such as this can be done on this subject within the future, for Indigenous language revitalization has proven to be a crucial part of the process of healing and connecting with one’s culture for many Indigenous peoples.
Appendix I Survey Raw Data

Indigenous Language Teacher Responses

**What is your gender?**

- Female: 90.00%
- Male: 10.00%
- Prefer not to say: 0.00%
- Other (please specify): 0.00%

**What is your age?**

- 16-25: 0.00%
- 26-35: 10.00%
- 36-45: 10.00%
- 46-55: 20.00%
- 56-65: 50.00%
- 66-75: 10.00%
- 76-Older: 0.00%
Please indicate the primary language format for your classes.

How would you rate your own ability with your Indigenous language for reading?
How would you rate your own ability with your Indigenous language for writing?

How would you rate your own ability with your Indigenous language for listening?
What are you seeing or doing that is making a strong, positive difference for students learning their Indigenous language?

- Making it fun with games, experiential, hands-on and on the land activities. Interaction with elders, speakers, positive role models.
- I work outside with students on hands-on activities, land-based learning.
- Encourage the use of the language at all times and spaces.
- Having a sequenced curriculum and 1,600-hour adult fluency program.
- It captures their identity which makes them feel confident and proud of who they are.
- Creating Youtube videos to aid in their studies.
- I’m doing my best to break down the language for them, so they understand all the little “bits and pieces” of how it works, versus just pushing them to do straight up memorisation.
- More young adults are learning the language.
- I am teaching from practices I had learned during my “Native Language Certification” studies. Enforcing the use of our language in and outside of classroom (e.g. playground).
Parents & Guardians of Children in Non-Immersion Indigenous Language Classes

What is your gender?

- Female: 90.00%
- Male: 10.00%
- Other: 0.00%
- Prefer not to say: 0.00%

What is your age?

- 16-25: 10.00%
- 26-35: 15.00%
- 36-45: 40.00%
- 46-55: 20.00%
- 56-75: 30.00%
- 76+ Older: 15.00%
How important is it that children learn their indigenous language?

Do you have a child(ren) taking an Indigenous language class?
What do you think would help your child(ren) succeed in learning their Indigenous language? (Please check and rate all that apply)

Helpful Options for Learning

- Not at all helpful
- A little helpful
- Somewhat helpful
- Very helpful
- Extremely helpful
Parents & Guardians of Children in Immersion Indigenous Language Classes

What is your gender?

What is your age?
- One respondent was not Indigenous but was the parent of an Indigenous child
How would you rate your own ability with your Indigenous language for listening?

How would you rate your own ability with your Indigenous language for speaking?

How Important is it that children learn their Indigenous language?

Do you have a child(ren) who is currently taking or has taken an immersion Indigenous language class?

If your child is no longer in immersion, why did they stop? (Please check all that apply)

How would you rate your satisfaction with the progress your child(ren) are or were making in immersion to learn their Indigenous language?

How would you rate your confidence to support your child(ren) to learn their Indigenous language?

What would make you feel more comfortable in supporting your child(ren) to learn their Indigenous language? (Please check all that apply)

What are the major obstacles to your child(ren)’s learning their Indigenous language in immersion? Please rate the following in importance.