



Living Languages

Pedagogical Materials for Language Revitalization

Pedagogical materials will be published in an annual special volume of the journal (one volume per year). Publications in this special volume will include the pedagogical materials themselves (or samples of the materials) accompanied by a written description of the characteristics, context, development, and use of the materials. The journal encourages the republication of materials that have been published elsewhere, provided that the appropriate permissions can be obtained. For example, if a workbook was published by a community or governmental agency in one country, but the authors believe that it could serve as a good model for other revitalization projects, they can submit their materials to be published by *Living Languages* online along with a written description. The goal of these special volumes is to serve as a repository that can be accessed by a larger, international audience.

Submissions in this category will require two documents:

1. The pedagogical material being published, for example: games, flashcards, texts, storybooks, workbooks, exercises, lesson plans, dictionaries, pedagogical grammars, websites, apps, etc. There are no specific guidelines for editing these materials, but they should have a clear use or purpose in language revitalization efforts. They should be submitted in a fully edited and usable state (i.e., not as works-in-progress; however, we understand that some materials, especially those that exist online, may be dynamic in their content). All materials should be submitted as PDFs. For websites, apps, and other materials that are not readily submitted as PDFs, please create a PDF document that includes information on accessing the material (e.g., a permanent URL) and 10-20 representative screenshots or photos of the material with captions for each image.
2. A description of the material written by the authors or affiliated researchers. This description should offer specific information about the characteristics, context, development, and use of the material, including:

- a. A brief description of the audience for which the material was prepared. Provide some information about the language being revitalized in relation to its degree of endangerment, its status in the community, its use, etc. It is not necessary to present a linguistic description of the language(s) unless this is important for understanding the nature of the material and its revitalization, teaching, or learning purposes.
- b. The context for which the material was prepared and past, current, and potential future uses of the material. Describe the audience that has used or is meant to use the material and in what context. Was it designed for a specific course, language program, or revitalization initiative? Is it being used by children in elementary schools, adult self-learners, teachers in educational programs, etc.?
- c. Describe the process to prepare the material. What kinds of conversations, relationships, and/or activities led to its preparation? How was it prepared? Were there workshops or other activities to prepare it? Who was involved? Was it a community initiative or a project from a specific institution or research group? Provide details of the work.
- d. Describe the material itself and the pedagogical models, traditions, learning theories or language instruction techniques that influenced the properties of the material. These may include models of traditional knowledge originating from within the community, approaches originating from outside of the community but adapted for this context, or some blend thereof. In other words, please be explicit about the pedagogical choices that were made and how these choices are manifested in the characteristics of the material.

Authors

Authors are not required to have academic affiliations. **The author(s) need not be the same for the pedagogical materials as for the written description**, as these will each receive their own citation. For example, the material itself could have several authors and the written description could be single-authored. However, all authors are expected to have some connection to the development of the material(s) being published. The documents must be submitted together, and authors of both documents will need to sign a consent to publication. If the author(s) of the written description are not authors of the material(s), they are expected to have explicit permission from the author(s) of the material(s) to submit this work for publication.

Each author should include a short bio (30 words) in which they mention their academic and non-academic affiliations and/or connections to the community/language. They can also include any

experience, study, or professional position they believe can demonstrate their relevant expertise. Please indicate if the text should be published highlighting a specific author or authors, or with a specific author order. In the case of multiple authors or community work, you may choose to publish under a group, collective, or organization name, listing the individual contributors within the written description.

Peer review process for Pedagogical Materials

All pedagogical materials and written descriptions will undergo a peer-review process. The two documents will be evaluated separately but will only be published if both documents are accepted for publication.

- The material itself will be evaluated in terms of its quality and its potential to influence or serve as a model for similar work in the future. The reviewers will evaluate its pedagogical relevance and quality with a focus on the contribution of the material(s) to community-based revitalization efforts. They will also evaluate the quality of its design. Materials will **not** be accepted if 1) they were developed without the input and collaboration of members of the relevant language community; 2) they are not ready to be used by language learners and teachers; or 3) they serve no clear language revitalization purpose.
- We will make an effort to have at least two reviewers for each material. The first one should be from the relevant community or with experience with the community and language, especially language teachers or learners who are users or potential users of the material(s). The second one should be an independent reviewer who is an expert in language teaching related to the nature of the material (second language instruction, literacy, etc.).
- The written description will be evaluated in terms of its ability to describe the characteristics, context, development, and use of the materials. Reviewers of the written description may be community activists, language teachers, researchers, or others familiar with creation and use of pedagogical materials for language revitalization. The reviewers will evaluate the written description for its ability to contextualize the material and offer additional relevant information that will allow the material to influence or serve as a model for similar work. Written descriptions will **not** be accepted if they do not include the information listed above (2a-2d).