

APPENDIX A

PARTICIPANT CONSENT FORM

APPENDIX B

FRAMEWORK OF SEMI-DIRECTED INTERVIEWS

The Promotion of Inuktitut in Nunavut

Researcher: Shelley Tulloch

Interview

Identification form

Interviewer:

Interviewee code:

People present:

Interview location:

Date of interview:

Number of cassettes:

Recording time:

Sex:

Age:

Place of residence:

Year of arrival:

Birth place (village and region, or Mother's place of residence at time of birth):

Other places of residence:

Ethnic origin:

Spouse's ethnic origin:

Parents' ethnic origin:

Parents' birth place:

Highest diploma/grade level achieved:

Occupation/Place of work:

Previous occupations:

First language learned/Mother tongue:

Languages spoken:

Languages written:

Languages read:

If Inuktitut, which dialect:

Self-rating of Inuktitut knowledge: Excellent, good, elementary, I don't speak Inuktitut

Self-rating of English knowledge: Excellent, good, elementary, I don't speak English

The Promotion of Inuktitut in Nunavut

Researcher: Shelley Tulloch

Interview

Introduction to interview

- remind of research objectives.
- sign consent form.
- "I would like to have your opinion about certain questions pertaining to language in Nunavut; who speaks which language when, where, speaking about what, the place of each language in the community now, the promotion of languages in Nunavut, the importance of language in Nunavut."
- remind that there are no 'right' answers.
- remind that I'm not in a hurry, he can take as much time as he wants with each question.
- participant can also follow any other tangents if they consider other avenues pertinent and interesting.
- they do not have to answer any question that they choose not to.
- anything that they will tell me about language in Nunavut is interesting and important for me.

The Promotion of Inuktitut in Nunavut

Researcher: Shelley Tulloch

Interview

Questions

A) Day-to-day language use

1. Describe for me a typical day, explaining where and when you speak each language, with who, speaking about what, etc. Take yesterday, for instance...

- People: spouse, children, boss, colleagues, friends, other;
- Places: home, workplace, store, government office, bank, other;
- Topics: work, personal affairs, niceties, computers, feelings, other;
- Times: coffee break, official meetings, other;
- Written correspondence: private, work, other;
- Media: television, radio, magazines, other;
- Private language: thoughts, dreams, other.

2. With the following people, do you normally speak...

	Inukt. only	Mostly Inukt.	Inukt./Eng.	Mostly Eng.	English only
Parents					
Children					
Spouse					
Siblings					
Friends					
(At work)					

3. a) Why do you speak this way with (your parents, children, spouse, siblings, friends, workmates) (i.e What are your reasons/motivation for using/not using Inuktitut? English? French?) What would happen if you spoke otherwise?

b) Are there people with whom or situations in which you would like to use a certain language but are unable to?

c) What is the significance of being able/not being able to use L1? (Inuktitut or English)

4. Does it ever happen that you speak English or Inuktitut with someone and they respond to you in the other language? Could you give me an example of when/where/with who that might happen? Give a recent example? How does it make you feel?

5. When you have a document presented to you in Inuktitut/Inuinnaqtun and English, which version do you read? Why? (Is one easier to read?)

4. Do you find it easier to express your feelings in Inuktitut or English? Why?

B) Problems or concerns in day-to-day language use

6. What about Southerners that come up to Iqaluit? Which languages do they use? (Do they, can they, should they learn Inuktitut/Inuinnaqtun?) What kind of contact do you have with people from the South?
7. Here in Iqaluit, how does the language one speaks effect one's chances of finding a job? Of being promoted? Why is this? Do you find this acceptable/desirable? Can you give me an example of this in your own life/friend's life?
8. What problems have you witnessed in day-to-day use of Inuktitut or English in Iqaluit, if any? What do you think causes these problems? What changes would you like to see?

C) Importance of languages

9. Are most people in Iqaluit (Pangnirtung, Pond Inlet) bilingual?
10. How did you learn English? Inuktitut?
11. What does being bilingual signify for you? (What are the advantages/disadvantages for you in being bilingual?)
12. I would like to have your insights into the importance of Inuktitut and English here in Iqaluit. What does speaking Inuktitut signify for you? What do people say about the importance of Inuktitut? Is English or Inuktitut a more useful language than the other? In what kind of circumstances? Why?
13. Is it important to you that your children speak Inuktitut? Why? How about English? Which languages do your parents speak?
14. I've heard some Inuit refer to those Inuit who speak the Inuit language as 'the real inuit'. Have you ever heard people make that sort of comment? What do you think they mean by it? For you, does speaking Inuktitut define who you are as a person? Does it influence the kind of person that you are? If so, is there a difference between Inuit who speak Inuktitut/Inuinnaqtun and Inuit who do not speak the language? If so, can you describe this difference? Can you be a real Inuit without speaking Inuktitut? Why?

D) Promotion of Inuktitut

15. Do you think that it is important for young people to speak Inuktitut? Why (not)?
16. Do you think that your children (grandchildren) will speak Inuktitut? Why (not)? Is it possible that Inuktitut will one day disappear? Why (not?) How would you feel, personally, if Inuktitut disappeared? Why?
17. Some people say that language and culture go together. Are there elements of Inuit culture that are particularly linked to the Inuit language? Can you give me some examples?

18. What evidence is there that people value the Inuit language? What do people want for Inuktitut in Nunavut? What do you want? How committed are you to this viewpoint? What evidence is there of this commitment?

19. What do you think could be done to promote Inuktitut in Nunavut?

E) Conclusion

20. How representative do you think your views are (of a sub-group of the population)?

APPENDIX C

CLOSED QUESTIONNAIRE

Note

The purpose of this questionnaire is to allow you to share with us your feelings and experiences about languages in your Baffin Island community. It is hoped that your answers will help us to have a better understanding of the uses and attitudes toward Inuktitut and English.

This is not a test of your knowledge. There are no right and wrong answers. Please answer the questions according to what is true in your experience, in the community where you are filling out the questionnaire. Your personal opinion is important.

The questionnaire is designed to be anonymous. Please do not put your name on it.

Thank-you very much for your interest and assistance.

Instructions for the completion of this questionnaire

1. This questionnaire has all questions in both Inuktitut and English. This may help you to understand better the purpose of each question BUT **only answer the questions in one language** and leave the other language blank.

2. If you do not understand a question, please leave the question blank and do not answer it.

3a) In part one, you are asked for some background information. Please put a mark in the box immediately to the left of your answer, filling in the blanks where necessary.

b) In part two, you are asked to rate whether you use Inuktitut or English in a variety of situations. Please put a mark in the box that most accurately describes your personal language use in that situation. If the situation does not apply to you, please put a mark in the column below "not applicable".

c) In part three, you are asked to indicate on a rating scale of 1 to 10 how much you agree or disagree with a comment, depending on how true the comment is for you, personally. Please circle a single number on the scale. Do not circle the words below the numbers. It is the number that you select that will represent your opinion. Feel free to select any number from 1 to 10. **Please circle only one number for each question.**

For example, if I did not speak any Inuktitut at all, but I understood a little bit, then I might circle 9 in the following example:

Example: I have problems communicating in Inuktitut.

1	2	3	4	5	6	7	8	9	10	<input type="checkbox"/>
<i>Strongly disagree</i>		<i>Disagree</i>		<i>Indifferent</i>		<i>Agree</i>		<i>Strongly agree</i>		<i>No opinion</i>

d) If you cannot answer a question for any reason, please put a mark in the box above "no opinion". Please do your best to answer as many questions as possible on the number scale.

e) You may add comments to your answers on the lines below each question and at the bottom of each page.

Part One – Your Background Information

1. Sex: Male Female

2. Year of birth: 19 _____

3a) Where do you live now?: Iqaluit Pangnirtung Pond Inlet Other

b) How long have you lived in the above community? _____ years

c) Where are you originally from? _____

4. Your ethnic origin:

Inuit Qallunaat Mixed (Inuit-Qallunaat) Other

5. Your spouse/girl-/boyfriend's ethnic origin (if applicable):

Inuit Qallunaat Mixed (Inuit-Qallunaat) Other

6. Your mother's ethnic origin:

Inuit Qallunaat Mixed (Inuit-Qallunaat) Other

7. Your father's ethnic origin:

Inuit Qallunaat Mixed (Inuit-Qallunaat) Other

8. Are you a student? No Yes

9. Number of years completed at school: _____ years

10. Do you have a job? No Yes, place of work _____

11. What is the first language you learned to speak (mother tongue)? :

Inuktitut (dialect _____) English Other

12. Please rate your knowledge speaking, understanding, reading and writing Inuktitut and English.

Language knowledge		None	Elementary	Good	Excellent
Inuktitut	Speaking				
	Understanding				
	Reading				
	Writing				
English	Speaking				
	Understanding				
	Reading				
	Writing				

Part Two – Your Daily Language Choice

In the following circumstances, which language(s) do you normally speak?

Language Situation		Inuktitut only	Mainly Inuktitut	Inuktitut and English	Mainly English	English only	Not applicable
Speaking with:	Mother						
	Father						
	Your children						
	Spouse/girl-/boyfriend						
	Older brothers/sisters						
	Younger brothers/sisters						
	Maternal grand-parents						
	Paternal grand-parents						
	Inuit friends						
	Qallunaat friends						
	Inuit from other Baffin Island communities						
	Inuit from outside of the Baffin region						
	Nurse						
	Teacher						
	Elder						
	Boss						
Co-workers							
Speaking at:	Work						
	School						
	Home						
	Social events						
	Camping						
	Bank						
	Nursing station						
	Hospital						
	RCMP						
Government office							
Speaking about:	Daily life						
	School i.e. homework						
	Work						
	Feelings						
	Traditional activity i.e. hunting, sewing						
Sports							

Part Three

1. Most of my Inuit friends are fluent in Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

2. Most of the people that I speak with on a daily basis are bilingual.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

3. I use English because I have to in order to communicate with Qallunaat (i.e. because I cannot use Inuktitut with them).

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

4. I cannot understand Inuit from different regions when they speak in their Inuit dialect because we speak different dialects.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

5. English is easier for me to speak than Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

6. One reason why I use English is because I do not have the words in Inuktitut to express what I want to say.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

7. I mix Inuktitut and English together in the same sentence.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

8. I feel intimidated speaking Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

9. I find it easier to express my feelings in Inuktitut (as opposed to English).

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

10. Inuktitut is fun to speak.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

11. It happens that I speak in one language and the person I'm speaking with responds in a different language.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

12. I have the right words to express myself in Inuktitut but not in English.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

13. Sometimes I use Inuktitut because I know that the person that I'm speaking to (elder, parent, friend, etc.) prefers that I speak in Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

14. I'm afraid of making a mistake (or otherwise feel shy, intimidated, or uncomfortable) when I speak English.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

15. I think that people feel negatively toward me when they hear me speak Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

16. It's very important to me to know Inuktitut in order to have access to Inuit traditional knowledge.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

17. It is important for me to speak Inuktitut in order to communicate with my grandparents and/or other older Inuit.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

18. Speaking Inuktitut is important to me so that I can get the job that I want.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

19. Inuktitut is important to me because it is my first language.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

20. Inuktitut is more useful to me than English.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

21. You can be a real Inuk without speaking the Inuktitut language.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

22. The Inuktitut language is a tool for me to keep in touch with Inuit culture.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

23. I have problems understanding the elders' stories.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

24. It is important to me to pass the Inuktitut language on to my (future) children.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

25. It is important to me that my children (or future children) speak English.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

26. I've never really thought about whether or not Inuktitut is important to me.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

27. English is important to me in order to be able to speak to Qallunaat.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

28. For getting an education, English is more important to me than Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

29. Speaking English is important to me so that I can get the job that I want.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

30. English is more useful to me than Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

31. It is best to be bilingual (know how to speak both Inuktitut and English).

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

32. I cannot speak Inuktitut as well as I would like to.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

33. I think that my future grandchildren will still speak Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

34. I hear more Inuktitut being spoken around town *now* than I used to, a few years ago.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

35. I think that it is important for young Inuit to speak Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

36. At one time in my life, I spoke Inuktitut better than I do now.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

37. I do not speak Inuktitut as frequently as I would like to.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

38. I cannot speak English as well as I would like to.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

39. I have/had some problems in school because I do/did not speak English well enough.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

40. My grandma and/or grandpa (or any other, older Inuk) does not understand me when I'm talking in Inuktitut because my Inuktitut is different from theirs.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

41. Inuktitut does not have words to talk about many modern things (disease, health, legal issues, etc.)

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

42. I feel, or used to feel, guilty (or ashamed, or embarrassed) about the way I speak Inuktitut or about not speaking Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

43. Speaking a mixture of Inuktitut and English at the same time (mixing Inuktitut and English) helps me to communicate effectively.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

44. Qallunaat living in my community should learn to speak Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

45. I think it's better to speak in one language than to speak in a mixed language (Inuktitut and English at the same time).

1 2 3 4 5 6 7 8 9 10
Strongly disagree *Disagree* *Indifferent* *Agree* *Strongly agree* *No opinion*

46. I am involved in the debate over Inuktitut preservation and promotion.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

47. I think that the Government of Nunavut should promote the Inuktitut language.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

48. I would be sad, personally, if Inuktitut disappeared.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

49. The essence of the Inuktitut language will be lost if it is made it into one dialect.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

50. I would like to have/to have had more Inuktitut language instruction during high school.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

51. I make an effort to learn new words in Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

52. I do not care whether or not I speak Inuktitut.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

53. I think that, in my own, personal language use, I set a good role model for children growing up.

1 2 3 4 5 6 7 8 9 10
Strongly disagree Disagree Indifferent Agree Strongly agree No opinion

ጋራ ጥያቄ - የወጪ ስራ ላይ የሚደረግ ስራ

1. የወጪ ስራ ላይ የሚደረግ ስራ: ሊሆን ሊታይ
2. ልዩ ልዩ ስራ: 19 _____
3. ልዩ ልዩ ስራ ላይ ስራ: ስራ ስራ ስራ ስራ
- ለ. ስራ ላይ ስራ ላይ ስራ: የሰዓት: _____
- በ. ስራ ላይ ስራ ላይ ስራ: _____
4. ስራ ስራ ስራ ስራ
5. ስራ ላይ ስራ ላይ ስራ: ስራ ስራ ስራ ስራ
6. ስራ ላይ ስራ ላይ ስራ: ስራ ስራ ስራ ስራ
7. ስራ ላይ ስራ ላይ ስራ: ስራ ስራ ስራ ስራ
8. ስራ ላይ ስራ ላይ ስራ: ስራ ስራ
9. የሰዓት ስራ ላይ ስራ ላይ ስራ: _____ የሰዓት
10. ስራ ላይ ስራ ላይ ስራ: ስራ ስራ ስራ ላይ ስራ: _____
11. ስራ ላይ ስራ ላይ ስራ: ስራ ስራ ስራ
12. ስራ ላይ ስራ ላይ ስራ, ስራ ላይ ስራ, ስራ ላይ ስራ ስራ ላይ ስራ ስራ ላይ ስራ.

የሰዓት ስራ ላይ ስራ		ስራ ላይ ስራ	ስራ ላይ ስራ ስራ ላይ ስራ	ስራ ላይ ስራ	ስራ ላይ ስራ ስራ ላይ ስራ
ስራ ላይ ስራ	ስራ ላይ ስራ				
	ስራ ላይ ስራ				
	ስራ ላይ ስራ				
	ስራ ላይ ስራ				
ስራ ላይ ስራ	ስራ ላይ ስራ				
	ስራ ላይ ስራ				
	ስራ ላይ ስራ				
	ስራ ላይ ስራ				

APPENDIX D

ATTRIBUTES OF INUIT YOUTH INTERVIEWED

PARTICIPANTS' ATTRIBUTES

Code Name	Place of Residence	Gender	Age	Type of community originally from	Years lived in place of residence	Has children	Employed	Student	Highest grade level achieved
A4	Iqaluit	Female	18-19	Small community	= half life	No	Yes	No	Grade 12
D1	Iqaluit	Male	23-25	Regional centre	= half life	No	Yes	No	Grade 10 or less
D2	Iqaluit	Male	20-22	Small community	= half life	No	Yes	No	Grade 12
D3	Iqaluit	Female	23-25	Small community	= half life	Yes	No	No	Grade 12
D4	Iqaluit	Female	20-22	Small community	= two years	-	Yes	No	Post-secondary
D5	Iqaluit	Male	18-19	Regional centre	= half life	No	No	Yes	Grade 11
D6	Iqaluit	Male	18-19	Regional centre	Life	No	Yes	Yes	Grade 12
D7	Iqaluit	Male	18-19	Regional centre	Life	No	Yes	Yes	Grade 12
D8	Iqaluit	Female	18-19	Regional centre	Life	No	Yes	Yes	Grade 11
D9	Iqaluit	Male	18-19	Regional centre	= two years	No	Yes	Yes	Grade 12
D10	Iqaluit	Female	18-19	Regional centre	Life	No	Yes	Yes	Grade 11
D11	Iqaluit	Female	20-22	Regional centre	Life	Yes	Yes	No	Grade 12
D12	Iqaluit	Male	20-22	Southern Canada	= half life	No	Yes	No	Grade 11
D13	Iqaluit	Female	20-22	Regional centre	Life	No	Yes	No	Grade 12
D15	Iqaluit	Female	20-22	Regional centre	Life	No	Yes	Yes	Post-secondary
D16	Iqaluit	Male	20-22	Regional centre	= half life	No	Yes	No	Post-secondary
D17	Iqaluit	Female	20-22	Regional centre	Life	Yes	Yes	No	Grade 12
P1	Pangnirtung	Male	18-19	Small community	= half life	No	No	Yes	Grade 12
P2	Pangnirtung	Male	18-19	Small community	= half life	No	No	Yes	Grade 11
P3	Pangnirtung	Male	18-19	Regional centre	= half life	-	No	Yes	Grade 12
P4	Pangnirtung	Female	18-19	Small community	Life	-	No	Yes	Grade 12
P5	Pangnirtung	Male	18-19	Small community	= half life	No	No	Yes	Grade 12
P6	Pangnirtung	Male	18-19	Small community	Life	Yes	No	Yes	Grade 11
P7	Pangnirtung	Female	20-22	Small community	= half life	No	Yes	No	Post-secondary
P8	Pangnirtung	Female	-	-	?	Yes	Yes	No	?
P9	Pangnirtung	Female	20-22	Small community	Life	Yes	Yes	No	Grade 12
P10	Pangnirtung	Female	20-22	Small community	= half life	No	Yes	No	Post-secondary
I1	Pond Inlet	Male	20-22	Small community	Life	No	No	No	Grade 12
I2	Pond Inlet	Female	18-19	Small community	= half life	No	Yes	Yes	Grade 12
I3	Pond Inlet	Female	23-25	Small community	Life	Yes	No	No	Grade 10 or less
I4	Pond Inlet	Female	20-22	Small community	Life	Yes	No	No	Grade 10 or less
I5	Pond Inlet	Female	20-22	Small community	Life	Yes	Yes	No	Grade 11
I6	Pond Inlet	Male	20-22	Small community	Life	No	No	No	Post-secondary
I7	Pond Inlet	Male	20-22	Small community	Life	Yes	No	No	Grade 11
I8	Pond Inlet	Female	23-25	?	?	Yes	Yes	No	?
I9	Pond Inlet	Male	20-22	Small community	= half life	No	No	Yes	Grade 11
I10	Pond Inlet	Male	20-22	Small community	Life	No	No	No	Grade 12

Code Name	Ethnicity	Mother's ethnic origin	Father's ethnic origin	Spouse's ethnic origin	Mother tongue	Knowledge of Inuktitut	Knowledge of English
A4	Mixed	Inuk	Qallunaaq	?	Inuktitut	?	?
D1	Mixed	Inuk	Qallunaaq	Inuk	Inuktitut	Good	Excellent
D2	Inuk	Inuk	Inuk	Qallunaaq	Inuktitut	Good	Excellent
D3	Inuk	Inuk	Inuk	Qallunaaq	Inuktitut	None	Excellent
D4	Inuk	Inuk	Inuk	?	Inuktitut	Good	Good
D5	Mixed	Qallunaaq	Inuk	NA	Inuktitut & English	Elementary	Elementary
D6	Mixed	Inuk	Qallunaaq	Mixed	Inuktitut	?	?
D7	Inuk	Inuk	Inuk	?	Inuktitut	Good	Good
D8	Mixed	Inuk	Qallunaaq	NA	English	Elementary	Good
D9	Mixed	Inuk	Other	Inuk	Inuktitut & English	Good	Good
D10	Mixed	Inuk	Inuk	NA	Inuktitut	Good	Good
D11	Inuk	Inuk	Inuk	NA	Inuktitut & English	Good	Excellent
D12	Mixed	Inuk	Other	Mixed	English	Elementary	Excellent
D13	Inuk	Inuk	Inuk	NA	Inuktitut	Good	Good
D15	Mixed	Inuk	Qallunaaq	?	Inuktitut	Elementary	Excellent
D16	Inuk	Inuk	Inuk	Qallunaaq	Inuktitut	Excellent	Excellent
D17	Mixed	Inuk	Inuk	Mixed	Inuktitut	Good	Good
P1	Mixed	Inuk	Qallunaaq	NA	Inuktitut	Elementary	Good
P2	Inuk	Inuk	Inuk	Inuk	Inuktitut	Excellent	Good
P3	Inuk	Inuk	Inuk	Inuk	Inuktitut	Elementary	Good
P4	Inuk	Inuk	Inuk	?	Inuktitut	?	?
P5	Mixed	Inuk	Qallunaaq	NA	Inuktitut	Good	Good
P6	Inuk	Inuk	Inuk	NA	Inuktitut	Good	Good
P7	Inuk	Inuk	Inuk	?	Inuktitut	Excellent	Excellent
P8	Mixed	Inuk	Qallunaaq	?	?	Elementary	?
P9	Inuk	Inuk	Inuk	Inuk	Inuktitut	Excellent	Good
P10	Mixed	Inuk	Qallunaaq	Inuk	Inuktitut	Good	Excellent
I1	Inuk	Inuk	Inuk	Inuk	Inuktitut	Excellent	Excellent
I2	Mixed	Inuk	Qallunaaq	Inuk	Inuktitut	Elementary	Good
I3	Inuk	Inuk	Inuk	Inuk	Inuktitut	Good	Good
I4	Inuk	Inuk	Inuk	Inuk	Inuktitut	Excellent	Good
I5	Mixed	Inuk	Qallunaaq	Qallunaaq	Inuktitut	Excellent	Good
I6	Inuk	Inuk	Inuk	?	Inuktitut	Good	Good
I7	Inuk	Inuk	Inuk	Inuk	Inuktitut & English	Good	Elementary
I8	Inuk	Inuk	-	Inuk	Inuktitut	?	?
I9	Inuk	Inuk	Inuk	NA	Inuktitut	Good	Good
I10	Inuk	Inuk	Inuk	Inuk	Inuktitut	Excellent	Excellent

APPENDIX E

SUMMARY OF RECOMMENDATIONS

SUMMARY OF RECOMMENDATIONS FOR APPROACHING LANGUAGE PROMOTION IN THE BAFFIN REGION OF NUNAVUT

As mentioned throughout this thesis, more thorough data collection is required before the needs and possibilities for language promotion can be fully addressed. Nonetheless, some potential components of an approach to promoting Inuktitut have been identified throughout this thesis and are summarized below.

1) AWARENESS

Based on research results, building awareness of language issues may be a first step in language promotion. Steps to be taken may include:

- Recognizing the wide variety of experiences (and thus needs) within communities and between communities;
- Creating awareness that language use in many settings is a choice, and that choosing to use Inuktitut will encourage its perpetuation at an individual and societal level;
- Creating awareness that language use in the home is shifting from being predominantly in Inuktitut to being largely bilingual;
- Sensitizing Inuit youth to how quickly other Inuit youth have experienced language loss. (It may be helpful to safeguard against complacency even if current levels of competence in Inuktitut are high; i.e. take pre-emptive action in the smaller communities now, even if no problems have been identified.)

2) ATTITUDES

Feelings about language have been shown to influence the language situation. Language promoters may target language attitudes in the following ways:

- Promoting Inuktitut by encouraging young Inuit to expand their perceptions of where, when and with whom it is appropriate, desirable or acceptable to use Inuktitut;
- Recognizing factors which hinder young Inuit from taking advantage of already existing opportunities to use Inuktitut;
- Promoting Inuktitut by targeting the social and personal values Inuit youth attribute to using Inuktitut;

- Encouraging existing feelings of “loving” or enjoying Inuktitut;
- Using caution when putting forth a link between language and identity as a justification for language promotion;
- More widely, promoting a sense of pride in being Inuk;
- Promoting Inuktitut as a fruitful language in the present and for the future; including promoting appreciation of Inuktitut as a potential language of formal instruction (i.e. understanding that Inuktitut has capacity to express scientific concepts);
- Continuing to promote Inuktitut as a useful language for getting a job, and for doing one’s job well;
- Creating awareness that Inuktitut may become more useful for socioeconomic advancement in the future, if today’s youth (tomorrow’s bosses) maintain high levels of Inuktitut competence.

3) INDIVIDUAL INITIATIVE

Results suggest that individual initiatives will play a key role in the promotion and eventual preservation of Inuktitut. Examples of personal initiatives (which are nonetheless not limited to individuals) include:

- Committing to maintaining and enhancing current levels of competence in Inuktitut;
- Encouraging and assisting Inuit to maintain each aspect of proficiency in Inuktitut that they achieve; encouraging and assisting Inuit who do not speak Inuktitut to learn this language; supporting other Inuit (and Qallunaat) in their attempts to use Inuktitut accurately and to develop their linguistic skills;
- Accepting others’ instruction to improve one’s own Inuktitut skills;
- Continuing to use Inuktitut in situations where one already consistently uses Inuktitut, and taking the initiative to interact more frequently in such situations (i.e. with parents, elders);
- Speaking Inuktitut to one’s children; encouraging others to use Inuktitut with their children; using Inuktitut with one’s spouse in order to expose one’s children to Inuktitut by using Inuktitut in their presence;
- Making a personal effort to speak Inuktitut to bilingual friends and to encourage friends to speak Inuktitut back; persisting in using Inuktitut when a bilingual individual switches to English, waiting until the other accommodates to Inuktitut language use, rather than allowing English to become the default language.

4) ACCESS

Another crucial element of language promotion is access, to both Inuktitut and English, including opportunities to learn, hear and use each language. Examples of efforts to enhance access include:

- Considering both Inuktitut and English as desired targets of language promotion;
- Increasing learning opportunities, in order to assist youth in achieving what they would consider excellent competence in both Inuktitut and in English;
- Making efforts to implement Inuktitut as a more useful language in the formal school system, which could begin with making Inuktitut a more rigorous subject of instruction in the higher grades;
- Increasing access to and participation in activities which provide undisputed forums for the use and promotion of Inuktitut, e.g. land programs;
- Encouraging use of Inuktitut in the workplace;
- Increasing accessibility of programs to train Inuit professionals;
- Accompanying government decentralisation with specific policies and programs to assure that in the smaller communities, use of Inuktitut continues to be strong in government offices;
- Finding effective ways of diffusing corpus development, i.e. terminology;
- Encouraging increased use of Inuktitut in the linguistic environment, e.g. media, signs, etc.

As mentioned throughout the thesis, the challenge is to find a way to balance conflicting motivations in order to achieve, or maintain, stable bilingualism. The bilingualism in Pangnirtung described in this study most closely reflects what could be considered a stable Inuktitut-English situation. As previously stated, more research is needed to describe (even imagine) what a stable Inuktitut-English bilingualism throughout Nunavut would look like, let alone how it can be achieved.