

Biographical Information on the Authors

Sara L. Begay is a teacher of the gifted and talented at Leupp Schools Inc. in Leupp, Arizona.

Dr. Ruth Bennett is a researcher at Humboldt State University. Her areas of interest are related to the indigenous languages and cultures of northern California. She has taught at various levels, most recently community language classes, and her classes have ranged from University instruction to pre-school. She has been creating innovative curriculum for many years and has published numerous language lessons. She has published two books, *Four Hupa Songs by Alice Pratt* (1994) and *Dundi Ne:sing? Dixwe:di 'Unt'e:n? (Who Is It? What Are You Doing?)* (1997), and a number of articles, including "Teaching Reading with Puppets" (2002), "How to Motivate Indigenous Language Students," (2000), "Does Writing Have a Place in Preserving an Oral Language?" (1999), "It Really Works," (1998), "Teaching and Learning with Computers," (1988), and "Using Computers in Teaching Native Children" (1987).

Dr. Heather Blair is an associate professor at the University of Alberta, teaching language and reading. She is one of the co-founders of the Canadian Indigenous Languages and Literacy Development Institute. She can be reached at heather.blair@ualberta.ca

Dr. Elizabeth Brandt is a professor of anthropology at Arizona State University.

Dr. Roberto Luis Carrasco is a professor of bilingual and multicultural education at Northern Arizona University. He received the Outstanding Dissertation Competition Award from the National Association for Bilingual Education in 1986. His research publications are in cultural anthropology, the ethnography of communication, second and heritage language acquisition, sociolinguistics and bilingualism. Presently, he is the principal investigator of the White Mountain Apache/NAU Graduate Fellowship and Research Program.

Dr. Courtney Cazden is retired after teaching for 30 years at the Harvard Graduate School of Education. All her work has been on languages as an individual and collective resource. For several summers in Alaska, Santa Fe, and Diné [Navajo] College, she has taught a course on programs for nurturing native languages in the US, Canada, and New Zealand.

Qwo-Li Driskill (Cherokee/Lenape/Lumbee/Osage) is a Two-Spirit activist, poet, and performer whose scholarly and creative work appears in several publications including *Many Mountains Moving*, *The Raven Chronicles*, and *Speak to Me Words: Essays on Contemporary American Indian Poetry*. S/he is currently editing the anthology *Planting the Tree*. Her first book of poetry is forthcoming.

Dr. Leanne Hinton is chair of the linguistics department at the University of California, Berkeley, co-author of *How to Keep Your Language Alive: A Guide to One-on-One Language Learning* and *Flutes of Fire: Essays on*

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California Indian Languages, and co-editor of *The Green Book of Language Revitalization in Practice*.

- Dr. Wayne Holm is a former director of Rock Point Community School and has worked for the Window Rock School District and the Navajo Nation's Division of Education. He is currently retired.
- Mary Jimmie is a teacher at Little Singer Community School in Bird Springs Arizona.
- Dr. Walter P. Kelley, who taught Deaf children and adults for 25 years, is an advocate/consultant for American Indian & Hispanic families having children with disabilities. Dr. Kelley (Powhatan Nation & Northern Cheyenne, Adopted) was one of the two founders of Intertribal Deaf Council (IDC), an organization serving American Indian Deaf individuals living in Canada, Mexico and the United States. He is also an elder on IDC's Council of Elders and is a frequent presenter on American Indian Deaf education, rights, and sign language. He is also a writer of children's books on Deaf culture and history; his books can be viewed at www.buto.biz.
- Jeanette King teaches Maori language at the University of Canterbury in Christchurch, New Zealand and has taught the language for over 20 years at school and university level. Although not of Maori descent herself, she has been involved with the Kohanga Reo Maori immersion preschool movement and immersion schooling through the participation of her children. She is currently completing her Ph.D. in Linguistics on metaphor use amongst newly-fluent speakers of Maori and is also engaged in research on Maori English. She can be reached at j.king@canterbury.ac.nz
- Dr. Angayuqaq Oscar Kawagley was born in Bethel, Alaska. He entered school knowing only the Yup'ik language. The first three grades were spent attending a BIA school in a segregated school system. He graduated from high school in Bethel as his grandmother would not allow him to attend a boarding school. He went to the University of Alaska, Fairbanks, and earned his Bachelor's of Education. He has been president and CEO of a Native corporation, and executive director of a non-profit corporation. He is presently an associate professor of education and co-director of the Alaska Rural Systemic Initiative. He sits on the Alaska Native Science Commission.
- Barbara Laderoute, from Gift Lake, Alberta, is a doctoral student in literacy education at the University of Alberta. She is a bilingual Cree Metis who sees herself as a change agent in the field of Aboriginal Education. She is currently working on a study title, "Cree children's experience of literacy."
- Louise Lockard is a visiting assistant professor in the College of Education at Northern Arizona University.
- Dr. Tony L. McGregor is a freelance visual artist and has exhibited his works at many national and international art shows. He is also an illustrator of children's books, such as *Deaf Culture A to Z* and *Hearing Loss: An Alphabet Book*.
- Gary W. Owens Jr. is an education specialist with the Salt River Pima-Maricopa Indian Community O'odham-Piipassh Language Program (OPLP). He has

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- been working with the community based language program for the past six years. Alongside his friends in the program, he is helping revitalize and maintain the languages of the Onk Akimel O’Odham and the Xalychidom Piipaash in the community. Currently he is working with the Early Childcare Center on the reservation. The goal is to surround the children with the language and the culture in order to create a language-learning environment. Under the direction of the OPLP, he worked at the Salt River Elementary School for four years, teaching grades K-6. From his experience in the elementary school, he was able to help develop a basic model of language acquisition. He resides in the Lehi district of the community and is a graduate of Westwood High School in Mesa. The American Indian Language and Development Institute on the University of Arizona has played an important part in the formalization and launching of his views, but it is the family atmosphere of the language program and most importantly the children of the community that have given him the experience of a lifetime.
- Dr. Evangeline Parsons Yazzie is an associate professor of modern languages at Northern Arizona University where she teaches her Navajo language.
- Donna Paskemin is an assistant professor at the University of Alberta in the School of Native Studies. She teaches introductory, intermediate and advanced Cree language courses at the University of Alberta. She received her Masters of Education at University of British Columbia in the First Nations House of Learning. Donna is a co-founder of the Canadian Indigenous Languages and Literacy Development Institute.
- Dr. Lizette Peter recently received a Ph.D. in foreign language education and ethnolinguistics from the University of Kansas. She currently works for the Institute of Educational Research and Public Support and teaches courses in language acquisition and multicultural education at KU. For the past three years she has been part of several language projects with the Cherokee Nation in Oklahoma, the Oklahoma Native Languages Association, and the Indigenous Language Institute.
- Dr. Jon Reyhner is author of the 2001 ERIC Digest on *Teaching Reading to American Indian/Alaska Native Students*. He is co-author of *Language and Literacy Teaching for Indigenous Education* (2002), co-editor of *Indigenous Languages Across the Curriculum* (2002) and *Learn in Beauty: Indigenous Education for a New Century* (2000), and editor of *Teaching Indigenous Languages* (1997) and *Teaching American Indian Students* (1992). He has also written over 30 book chapters and journal articles. He taught junior high school for four years in the Navajo Nation and was a school administrator for ten years in Indian schools. In 1986 he started teaching at Montana State University-Billings, and in 1995 he came to Northern Arizona University where he currently professor of bilingual multicultural education, teaching undergraduate and graduate courses.
- Dr. Florencia Riegelhaupt is a professor of Spanish and educational foundations at Northern Arizona University. She has published numerous sociolinguistic research papers on bilingualism, codeswitching, Spanish of the Southwest,

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Spanish for heritage learners, and first and second language acquisition. Her current work centers on Spanish heritage language and culture acquisition and re-acquisition theory.

Irene Silentman is currently employed by the Navajo Nation in the Division of Diné Education for the Office of Diné Culture, Language, and Community Services as a Senior Education Specialist. Irene has worked in the area of Navajo language education, bilingual education, and Navajo linguistics for the last 30 years. Presently she is developing a curriculum guide for Diné government for grades 9 through 12 to be made available to all high schools in and near the Navajo Nation.

Dr. Robert N. St. Clair did his doctorate on Eskimo at the University of Kansas. He has also done field work on Salish and Sahaptian languages in the Pacific Northwest. He was part of the team that developed the bilingual educational program for the Yakima Nation. He currently teaches at the University of Louisville in Kentucky.

Laura Wallace works for the Navajo Nation's Division of Diné Education's Johnson O'Malley Office.