



## Brief History of the Stabilizing Indigenous Languages Symposiums

Dr. Gina Cantoni was the driving force behind the 1<sup>st</sup> and 2<sup>nd</sup> symposiums held at Northern Arizona University (NAU) in 1994 and 1995. They focused on creating an agenda for reversing language shift and featured some of the leading figures in the field of minority language preservation. Papers, speeches, and session summaries from these symposiums were published in *Stabilizing Indigenous Languages*.

The 3<sup>rd</sup> Symposium was hosted by Dr. Richard Littlebear and held in Anchorage, Alaska, in 1996 and brought together mostly Alaskan Native educators. The 4<sup>th</sup> Symposium, "Sharing Effective Language Renewal Practices," was held in 1997 at NAU and cochaired by Dr. Evangeline Parsons Yazzie and Dr. Jon Reyhner. A selection of papers from this conference was published as *Teaching Indigenous Languages*. The 5<sup>th</sup> Symposium on "Strategies for Language Renewal and Revitalization," cochaired by Dr. Robert St. Clair and Dr. Evangeline Parsons Yazzie, was held in Louisville, Kentucky in 1998. Papers from the conference were published in *Revitalizing Indigenous Languages*.

The 6<sup>th</sup> Symposium, held in 1999 at the University of Arizona in Tucson, was sponsored by the 20<sup>th</sup> Annual American Indian Language Development Institute (AILDI). It was cochaired by Dr. Teresa McCarty and Dr. Ofelia Zepeda. Papers from this conference were published by the Center for Indian Education, Arizona State University in 2006 as *One Voice, Many Voice—Recreating Indigenous Language Communities*. The 7<sup>th</sup> Symposium on "Language Across the Community" was held in 2000 in Toronto, Canada. The conference chair was Dr. Barbara Burnaby of the Ontario Institute for Studies in Education of the University of Toronto. The conference proceedings is titled *Indigenous Languages Across the Community*.

The 8<sup>th</sup> Symposium on "Merging Tradition & Technology to Revitalize Indigenous Languages" was cochaired by Gary Owens and Jon Reyhner and held in 2001 at NAU. The 9<sup>th</sup> Symposium was held in 2002 at Montana State University, Bozeman. The 10<sup>th</sup> Symposium was hosted by the Ho Chunk Nation in Wisconsin Dells, Wisconsin. Selected papers from the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> conferences are included in *Nurturing Native Languages* published in 2003.

The 11<sup>th</sup> Symposium was held in Berkeley, California, in 2004. It was chaired by Dr. Leanne Hinton and hosted by the Advocates for Indigenous California Language Survival and the University of California at Berkeley. The 2005 Symposium was held at the University of Victoria in Canada. The 2006 Symposium was chaired by Dr. Lori Quigley and held in 2006 at Buffalo State College in New York and was co-hosted by Buffalo State College's School of Education and the Seneca Nation of Indians. The 2007 Symposium was held in Mount Pleasant, Michigan, and was hosted by Eastern Michigan University and the Saginaw Chippewa Tribal Nation and chaired by Dr. Margaret Noori.

Future symposiums are scheduled for Arizona State University in 2009 and the University of Oregon in 2010. To read the published conference proceedings and to receive conference updates go to the conference web site at [nau.edu/TIL](http://nau.edu/TIL)

## Goals of the Symposiums

- To bring together Indigenous language educators and activists to share ideas and experiences on how to teach effectively Indigenous languages in homes, classrooms, and communities.
- To provide a forum for exchange of scholarly research on teaching Indigenous languages.
- To disseminate through the Internet and monographs recent research and thinking on best practices to promote, preserve, and protect Indigenous languages.

Cover Photo: Peggy Rafaelito instructs an Adult Navajo Literacy workshop at the 2001 Reversing Navajo Language Shift immersion camp in Albuquerque, New Mexico.



# Stabilizing Indigenous Languages

Yá'át'ééh (Greetings):

The 2008 Stabilizing Indigenous Languages Symposium planning committee and conference co-chairs Dr. Evangline Parsons Yazzie and Dr. Louise Lockard welcome you with great pride and enthusiasm to meet in Northern Arizona University's beautiful brand new High Country Conference Center. Thank you for taking time out of your busy schedule to join us for the 15<sup>th</sup> Annual Stabilizing Indigenous Languages Symposium. The theme of this year's symposium is "Language is Life: Strategies for Language Revitalization."

Let us gather in honor of the Indigenous languages that are still being heard and spoken by the youth and let us remember and honor the languages that have fallen silent among the youth; further, let us honor the elders who continue to speak their language with the hope that their language survives another generation.

The committee is pleased to have Dr. Christine Sims (Acoma) from the University of New Mexico, Darrell Robes Kipp (Blackfoot), noted historian and filmmaker, and Dr. Margaret Speas, linguistics professor from the University of Massachusetts, Amherst as keynote speakers during the symposium.

We believe that the indigenous language is the heartbeat of its respective culture. One key to the revival of a language is to ensure that the next generation transmits the language and culture to their children. The committee invites you to share your practices for teaching, learning and revitalizing indigenous languages and to share in our belief that language is life for future generations. As you listen to the keynote addresses, panel discussions, various breakout sessions, and as you participate in informal group visits, you will come away from this symposium feeling rejuvenated, encouraged, and armed with new ideas and information to help you in your work.

Enjoy your stay here at the base of the beautiful San Francisco Peaks, one of the sacred mountains for the American Indian people of this region. The days are warm and the nights are cool and there is plenty to see and do in and around Flagstaff. We encourage you to purchase tickets and join us for the community dinner at the Kinlani Dorm, where you may sample a few of the foods that are favorites of the American Indians of this region and watch students perform.

Ahéhee' (Thank you),

Benjamin Barney, Elsie Carr, Gloria Chee, Herman Cody, Jennie deGroat, Kathleen Frank, Elaine Kasch, Louise Lockard (Co-Chair), Joseph Martin, Gary Owens, Evangeline.Parsons-Yazzie (Co-chair), Jon Reyhner, Noreen E. Sakiestewa, Paulina Watchman

The 2008 Stabilizing Indigenous Languages Symposium Committee

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Thursday, May 1, 2008

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**8:30 AM - 4:30 PM Optional School Visits**

**Visit I: Tuba City Navajo Language and Culture Classrooms and Hopilavayi Classrooms. Participants will visit First Mesa and the Hopi Tribal Museum**  
**Visit II: Flagstaff Puente de Hozho Bilingual (Dual Language) Magnet School (Navajo/Spanish/English), Leupp Schools Inc. (a Bureau of Indian Affairs funded school), and STAR School (a charter school).**

Meet at Reception Desk High Country Conference Center  
(Ticket Required & Lunch Provided)

**Reception: 6:00 PM - 7:00 PM, Cline Library Room 200**

Navajo 202 Play: Home Is Where the Heart Is, Cline Library Assembly Hall, 5:00 - 6:00 PM

### *Welcoming Address*

**Dr. Christine Sims, University of New Mexico**  
***Maintaining Tribal Languages in a Changing World:  
Current Issues and Challenges***

**Introduction by Jennie DeGroat, Northern Arizona University**  
**Cline Library Assembly Hall, 7:00 PM - 8:00 PM**

Dr. Christine Sims (Acoma) teaches at the University of New Mexico and has worked for the last quarter century with tribes in the areas of language planning, language teacher training, and language revitalization. She cochairs the Indigenous Special Interest Group for the National Association for Bilingual Education and is on the New Mexico Bilingual Advisory Committee.

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Friday, May 2, 2008

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Continental Breakfast: 7:30-8:30 AM, High Country Conference Center  
Registration: 8:00 AM – 4:15 PM; Book & Technology Exhibit in Doyle

**8:30-9:30 AM Opening Ceremonies**

**High Country Conference Center, Humphreys Room**

**Master of Ceremonies: LeRoy Shingoitewa, Mokenkopi Day School**  
**Opening Prayer: Robert Lomadafkie, NAU Applied Indigenous Studies**  
**Welcomes:**

**Dr. Larry Gallager, Chair, Department of Educational Specialties**  
**Dr. Daniel Kain, Dean, College of Education**

**Opening Address**

**Dr. Willard Gilbert, President of the National Indian Education Association**  
***National Indigenous Languages & Education Policy Review***

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Friday, 9:45 AM - 10:30 AM

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*Keynote Address*  
**Darrell Kipp, Piegan Institute**  
*Encouragement, Guidance and Lessons Learned:  
21 Years in the Trenches of  
Indigenous Language Revitalization Programming*  
Humphreys, 9:45 - 10:30 AM

Darrell Robes Kipp (Blackfoot) is the cofounder and director of the Piegan Institute on the Blackfeet Reservation in Montana. Founded in 1987, the Institute's mission is to research, promote and preserve the South Piegan (Blackfoot) Language. He designed the Cuts Wood School immersion program. This privately funded school is one of the exemplary models of tribal language revitalization. He has worked with Indigenous communities in New Zealand, Hawai'i and the Balkans and with over 100 American Indian tribes. He is a noted historian and filmmaker and belongs to the two oldest Blackfoot societies: Okan Medicine Lodge and Medicine Pipe.



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**Concurrent Sessions I: Friday, 10:45 AM - 11:30 AM**

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**1. My Journey of Learning to Speak my Mother Tongue**  
Belinda Daniels-Fiss, Saskatchewan Catholic School Division  
Agassiz

This presentation describes my journey rediscovering what it means to speak from a Cree worldview. The way I was raised created my identity as a nêhiyaw and gave me a Cree worldview. I lost these concepts when I started school and moved to the city. Later, in my adult years, I began relearning my own history and language. Participating in a Cree immersion camp helped me regain the Cree literacy that I had forgotten.

**2. Language is Life: Differing Perspectives of  
Language Planners and Newly-Fluent Speakers of Indigenous Languages**  
Jeanette King, Aotahi: School of Maori and Indigenous Studies, University of Canterbury  
Fremont

Second language adult speakers of Maori are motivated by a worldview centered on personal transformation through learning and speaking the Maori language. This paper explores this worldview and contrasts it with that of national and tribal language planners who seem to assume a different set of motivations for these speakers.

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**Concurrent Sessions I: Friday, 10:45 AM - 11:30 AM (Continued)**

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**3. The “Power” of Classroom Routines and Procedures  
in Heritage Language Teaching and Learning**  
Bernita Duwahoyeoma (Hopi), First Mesa Elementary School  
Rees

Maximum exposure to and use of the heritage language is key to learning a language. This is greatly challenged in school-based heritage language programs. To confront this challenge, one classroom teacher is utilizing classroom routines and procedures to provide students with daily, maximum exposure to the functional use of language in the classroom context.

**4A. Assessing Native Language Proficiency in a Secwepemc Immersion School**  
Jack Miller, Thompson Rivers University  
Ponderosa

This presentation reviews the results of a doctoral research project conducted in 2004 in collaboration with Native language teachers in public schools and a Native immersion school and outlines the progress being made in a new research project at the immersion school.

**4B. Modifying Assessment Tools For Ganöhsesghe:kha  
Hë:nödeyë:stha, A Seneca Culture-Language School**  
Melissa Borgia, Indiana University of Pennsylvania  
Sandy Dowdy, Ganöhsesghe:kha: Hë:nödeyë:stha (Faithkeeper’s School)  
Ponderosa

This paper presents information on Ganöhsesghe:kha: Hë:nödeyë:stha (Faithkeeper’s School), a Seneca language and cultural school in New York State, analyses its curriculum and methodologies, and explains the need for adapting and modifying existing language assessment tools. It illustrates the adaptation process and displays the new assessments.

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**Buffet Lunch: Humphreys - 11:45 AM - 12:30 PM**

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**Traditional Entertainment: Flagstaff U.S.D. Students  
and Window Rock Immersion Students**

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**Concurrent Sessions II: Friday, 12:45 PM - 1:30 PM**

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**5A. Language Renewal Efforts as Sites of Language Ideological Struggle:  
The Need for Ideological Clarification**  
Paul V. Kroskrity, University of California, Los Angeles  
Agassiz

Drawing on 25 years of linguistic documentation and language renewal research in the Western Mono communities of Central California and the Arizona Tewa community, this paper explores the importance of “language ideological clarification” and attempts to resolve conflicting beliefs and feelings that are catalyzed in linguistic revitalization.

**5B. The Effects of a Non Full Immersion Native American Language Revitalization Program on the Warm Springs Indian Reservation of Oregon**

Myra Johnson, Confederated Tribes of Warm Springs  
Erin Flynn Haynes, University of California, Berkeley  
Agassiz

The results of a study of 118 Warm Springs high school students and 26 interviews with parents and students report the educational and familial effects of introducing heritage language into the public school setting. Students who participated in a revitalization program were seven times more likely to enjoy school.

**6. Changing Pronunciation of the Maori Language: Implications for Revitalization**

Jeanette King, Aotahi: School of Maori and Indigenous Studies, University of Canterbury  
Fremont

This paper presents the methodology and results of an analysis of changes over the last 100 years in the pronunciation of the Maori language, a language currently undergoing revitalization. Implications of these changes and preliminary developments in the production of a pronunciation aid are also presented.

**7. “Engaging” the Language Learner: Storytelling through Drama**

Shereen Susunkewa, Hopi Day School  
Rees

Storytelling through drama is entertaining, engaging, and provides a specialized context and domain for Indigenous language use. Storytelling as a teaching technique also (re)affirms its role in conveying the moral ethics of a society. Fifth grade students present a contemporary rendition of Coyote and the Maiden.

**8A. Looking for the “Being” in Indigenous Language Revitalization**

Makere Stewart-Harawira and Satoru Nakagawa, University of Alberta  
Ponderosa

Conceptual significations—words, vowels, phonemes—are, as Merleau-Ponty tells us, “so many ways of signing the world” since they extract and, in the strict sense of the word, express the “emotional essence” of things. Here we ask how Indigenous languages “sing the world” and the nature of the “beingness” that is sung.

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**Concurrent Sessions II: Friday, 12:45 PM - 1:30 PM (Continued)**

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**8B. The Pedagogical Potential of Indigenous Language Multimedia Dictionaries**

Haley De Korne, University of Victoria & Burt Lake Band of Ottawa and Chippewa Indians  
Ponderosa

Although traditionally used for documentation, dictionaries are being reconceived and explored for pedagogical potential through the use of multimedia technology. Some specific considerations for enhancing the educational effectiveness of a multimedia dictionary in a community context will be discussed through a case study of an ongoing Anishiaabemowin dictionary project.

**9. The “Culture Triangle”: A Visual Conceptual Model for Heritage Language Teaching**

Arvis Myron, Tuba City Junior High  
Patea Room, Blome Building

Participants will be introduced to the “culture triangle,” a visual model for looking at the relationship between cultural perspectives, practices, and products, and to identify the aspects of culture that can be developed into thematic units and lessons for classroom teaching and summer immersion camps.

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**General Session: Humphreys, Friday 1:30 PM - 2:15 PM**

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**Keynote**

**Dr. Christine Sims, University of New Mexico**

*Envisioning the Future of Our Languages:*

*Creating a Road Map for*

*Language Maintenance & Revitalization*

**Introduction by Jennie DeGroat,**

**Northern Arizona University**



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**Concurrent Sessions III: Friday, 2:30 PM -3:15 PM**

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**10. Keeping Apache Language Alive through Singing**

Shandell Lee, Abner Tessay, Sr., Ahshanuafe Tessay

Humphreys

Presents a family’s effort to maintain and use the Cibecue Apache language through intergenerational singing. Participants will hear a youth sing Apache songs taught him by his grandfather. The family will share their views of encouraging their language use through songs.

**11. Revitalizing Culture Through Community and Historical Understanding:  
Native Pre-service Teachers Mentoring Middle School Students**

Christy Sangster, Devan Lomayaoma, Gerald Wood, Christine Lemley,  
Northern Arizona University  
Agassiz

This panel explores how Native pre-service teachers draw upon their own cultural frameworks and Indigenous epistemologies to pass on knowledge to Native middle school students. In particular, the native pre-service teachers will describe how they developed lessons to discuss historical, cultural and social issues surrounding the Longest Walk II.

**12. Reo O Te Kainga (Language in the Home)  
Ngai Te Rangi's Language Revitalization Project.**

Ngareta Timutimu, Te Whare Wananga o Awanuiarangi  
Riri Ellis, Teraania Ormsby-Teki, and Hauata Palmer, Te Runanga o Ngai Te Rangi  
Fremont

This paper outlines the findings from a 12 month collaborative "Reo o te Kainga" Project. This program involved nine Ngai Te Rangi families with extensive aspirations for language improvement. The findings are a starting point for the revitalization of our language for the Ngai Te Rangi tribe of New Zealand.

**13. Effective Heritage Language Teaching and Learning: *THE* Lesson Plan**

Marilyn Parra, Hotevilla-Bacavi Community School  
Rees

"Planning" is critical to effective and engaging teaching. Participants will be introduced to a five-step lesson plan template designed to assist language teachers in implementing a school language program. Participants will learn how one language teacher has made effective use of this template.

**14. Blackfoot Lullabies and Language Revitalization**

Mizuki Miyashita, University of Montana  
Shirlee Crow Shoe, Piegan Institute  
Ponderosa

Reports a project in progress and application plan for language preservation and revitalization. Blackfoot lullabies that are no longer sung to Blackfoot infants were collected and are currently being transcribed so that they can be used by language educators, learners and other interested parties.

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**Concurrent Sessions III: Friday, 2:30 PM -3:15 PM (Continued)**

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**15. Through the Teaching of the Clanship System, Our Diné Bizaad Will Survive**

Leigh Ann Antone and Peter Thomas, Chinle Unified School District  
Patea Room, Blome Building

Teaching the Diné [Navajo] clanship system at the kindergarten level provides the foundation for our language to continue to be used for communication among our Diné people. Children use the clanship system to identify their kinship. Using what they have learned in their Diné culture class, they use kinship to relate to others, such as teachers and other adults in the school setting. Knowing their clans help them to gain respect for their parents, siblings, and other Diné. Their knowledge of the clanship system will help them identify themselves as members of the Navajo Nation.

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**Concurrent Sessions IV: Friday, 3:30 PM - 5:00 PM**

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**16. Navajo Language Revitalization in an English Only” State**

Michael Fillerup, Ilene Ryan, Irene Tsosie, Pamela White-Hanson, Junior Goh,  
and Janie Brown, Flagstaff Unified School District  
Humphreys

Teachers in the Navajo Immersion Program at Puenté de Hozho Bilingual Magnet School will carry on a candid, spirited, and enlightening discussion of the challenges of developing and maintaining a viable Navajo Immersion program in Arizona, an “English Only” state. Audience participation is encouraged.

**17. Collaboration Among Linguists and Language Activists:  
Nanbé Tewa Language Revitalization**

Evelyn O. Anaya Hatch, Evan Ashworth, Melissa Axelrod, Susan Buescher,  
Briony Jones, Brittany Kubacki, Brenda G. McKenna, Cora O. McKenna,  
Steven Menefee, Ana A. Medina Murillo, and Logan Sutton  
Agassiz

The panel will discuss their experience of a language revitalization project being undertaken at Nanbé Ówîngeh. The importance of team building among academics and community language experts and the challenges encountered in building community support for the program will be highlighted. Recently developed teaching materials will be shared.

**18. Free On-Line Software for Native Language Curriculum Development**

Stacey Oberly, University of Arizona and Southern Ute Montessori Academy  
Fremont

In this workshop, participants will learn to use free on-line software Audacity, a digital audio software used to record, edit and digitize audio, iTunes and Hot Potato, used to develop language learning computer games. Participants will record phrases that will be incorporated into a language learning computer game.

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**Concurrent Sessions IV: Friday, 3:30 PM - 5:00 PM (Continued)**

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**19. Anchoring Curriculum in Tribal Epistemology: A Proposed Model of Indigenous Curriculum Development Supporting Language and Culture Revitalization**

Amy Juan, Judy Daniel & Danny Lopez, Tohono O'odham Community College  
Duffy Galda, University of Arizona  
Rees

This panel discussion shares American Indian Language Development Institute (AILDI) experiences, reviews aspects of Indigenous language and culture integral to the development and delivery of curriculum, introduces our working model of Indigenous curriculum development and delivery (which participants continue to refine), and conducts a micro-teaching lesson featuring Tohono O'odham language and culture.

**20. "Keeping Kanien'keha—the Mohawk Language—Alive"**

Iehnhotonkwas Bonnie Jane Maracle, Tyendinaga Territory, Mohawk Nation  
Kanerahtahere Michelle Davis, Grand River Territory, Mohawk Nation  
Donna Kahérakwas Goodleaf & Martin Loft, Kanien'kehaka Onkwawén:na Raotitiohkwa  
Language and Cultural Centre  
Ponderosa

This panel of Mohawk language workers will present information on the language revitalization programs and progresses made within the Nation – programs from language nests to post-secondary education, night school, and summer camps – with concentration on immersion programs for children, youth, and adult community members of all ages.

**21. Using Symbols to Instruct in Native Languages**

Jennie DeGroat, Northern Arizona University  
Patea Room, Blome Building

Learn a song in Diné [Navajo]. This presentation focuses on language instruction for creating speakers. The presenter will model immersion instruction using symbols to support understanding of words and phrases. Participants will learn a song to gain further insight of the process of using symbols for supporting Native language instruction.

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**Community Dinner: Friday, 6:00 PM - 9:00 PM, Kinlani Dormitory (Ticket Required)**

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**Community Dinner: Traditional Native Foods of Arizona**  
**Speaker: Philip (Sam) Deloria**

Sam Deloria served as the first secretary general of the World Council of Indigenous Peoples and as the Director of the American Indian Law Center at the University of New Mexico. He will speak on "Language is Life". Deloria is a graduate of Yale University Law School and a member of the Standing Rock Sioux Nation.



**Entertainment: Hopi, Pow Wow, Basket/Ribbon/Bow and Arrow Dances and Kinlani Program Cultural Orientation and Traditional Songs**

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Saturday, May 3, 2008

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Continental Breakfast: 7:30-8:30 AM, Humphreys  
Book & Technology Exhibits, 8:00 AM - 3:45 PM, Doyle

## Keynote

**Dr. Peggy Speas, University of Massachusetts Amherst**

*Someone Else's Language:*

*Linguists and Language Revitalization*

**Introduction by Evangeline Parsons Yazzie**

8:30-9:30 AM, Humphreys

Dr. Peggy Speas is a Professor of Linguistics at the University of Massachusetts Amherst. She is a founding member of the Navajo Language Academy, which promotes scholarship on the Navajo language and supports Navajos in their efforts to keep their language alive and strong. She is the coauthor (with Dr. Evangeline Parsons Yazzie, SILS 15 Symposium Co-Chair) of *Diné Bizaad Bíná'hoo'aah* (Rediscovering the Navajo Language).



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**Concurrent Sessions V: Saturday, 9:45 AM - 10:30 AM**

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### **22. Documenting Endangered Languages:**

#### **Community based with an Eye Towards Revitalization**

Ofelia Zepeda, Carly Tex, Jaci Hall, Keisha Joseph, and Susan Penfield

University of Arizona

Humphreys (To 11:15 AM)

Linguists have given a lot of attention and funding toward language documentation in recent years. This panel presentation shifts the focus to what community members can do to document their own languages and discusses how to move from documentation to revitalization.

### **23. anishinaabemowin (The anishinaabe Language)**

Howard Webkamigad, Algoma University College, Sault Ste Marie, Ontario, Canada

Agassiz

This is a brief overview on the anishinaabe language courses taught at Algoma University College. As verbs make up 80% of the words in the anishinaabe language, we teach the students the verb forms. As they understand how the language works, they can build words and sentences using verb patterns.

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**Concurrent Sessions V: Saturday, 9:45 AM - 10:30 AM (Continued)**

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**24. Labrador Inuttitut Story Database**

Alana Johns and Ewan Dunbar, Dept. of Linguistics University of Toronto  
Joan Dicker, Jens Haven Memorial School, Labrador  
Fremont

We describe the use of Labrador Inuttitut stories that have been put on-line to aid intermediate Inuttitut language learning. The stories can be read and heard in Inuttitut and have English translations along side. The reader may optionally click on the word to display breakdown and meaning of the morphemes.

**25. Creating Family and Tradition in the Classroom: The Chinuk Wawa Immersion  
Preschool in the Grand Ronde Community**

Crystal Szczepanski, Head Chinuk Wawa Immersion Preschool Teacher, Confederated  
Tribes of Grand Ronde and Judith Fernandes, Teacher Trainer & Curriculum Developer,  
Northwest Indian Language Institute  
Rees

The Chinuk Wawa Immersion Programs started in 2001. Integral to its program is the philosophy of treating all language speakers and learners as family. We discuss how treating each other as family allows for our traditional ways to guide our learning in the classroom.

**26. Diné Clans: How to Learn using Pictures and TPR**

Barbara Morgan, Office of Diné Culture, Language, and Community Services  
Ponderosa

This workshop demonstrates how students can be taught to identify Diné [Navajo] clans using hands on activities, TPR, and a “name that clan game.”

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**Concurrent Sessions VI: Saturday, 10:45 AM - 11:30 AM**

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**27. Language Planning Research for Anishinaabemowin Revitalization**

Stelómethet Ethel B. Gardner (Stó:lo), Aboriginal Education, Lakehead University  
Agassiz

To help reverse Anishinaabemowin decline, the Grand Council Treaty #3 Chiefs directed the Education and Language Technicians to develop a comprehensive and collaborative strategic plan for the revitalization and retention of their language. This paper discusses the University/Community research approach designed to build a 15-year language strategy.

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**Concurrent Sessions VI: Saturday, 10:45 AM - 11:30 AM (Continued)**

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**28. Native Language and Technology: Digital Storytelling Workshop**

Rachael Nez, Indigenous Language Institute Workshop Coordinator / Instructor  
Laura Benavidez, Indigenous Language Institute Executive Assistant / Workshop Assistant  
Fremont

The Indigenous Language Institute (ILI) will introduce the Digital Storytelling training workshop that provides a template and tech tools to create short audiovisual materials in Native languages. This is a powerful medium to capture and share personal stories, language instruction, and songs that can surround the learners with their Native language.

**29. The Tarahumara of Mexico: Tough Times Don't Last—Tough People Do**

Patrick Carr, Retired Bureau of Indian Affairs Educator  
Rees

This presentation shares information on a trip to Mexico to visit the Tarahumara. It surveys the history of the Tarahumara, their resistance to Mexican acculturation, educational programs, and language preservation activities. Audience participation will be encouraged to produce suggestions as to how the Tarahumara and other native peoples around the globe can survive and thrive in our modern technological world.

**30. Storytelling to Instruct in Indigenous Languages**

Jennie DeGroat, Northern Arizona University  
Ponderosa

Storytelling is not only a communicative way of using languages in Indigenous communities, but it is also a teaching method for Native ways of knowing. Becoming consonant of oral traditions and their uses in language revitalization increases the chance of survival for Indigenous languages.

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**Buffet Lunch - Humphreys - 11:45 AM - 12:45 PM**

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**Speaker: Ryan Wilson, President, National Alliance to Save Native Languages**

Ryan Wilson (Oglala Lakota) has been the chief foster home licenser the Montana tribes, expert witness on the Indian Child Welfare Act, the Executive Director of the Northern Arapaho Boys and Girls Club, Executive Director of the American Indian Youth Leadership Institute, Chairman of the Northwest Indian Youth conferences, and founder of the first and only Indian Urban Boys and Girls Club in the United States. He is an advisor to the National Congress of American Indians youth commission. In 2000 he served as a student board member to the National Indian Education Association Board of Directors, treasurer, vice president, and finally in 2003, president of NIEA.

**Traditional Entertainment: Cibecue Apache Crown Dancers  
Introduction by Terry M. Curley**

**31. Q'elme! Hiyeqw: Qwelqwelawt xwel te Halq'eméylemquel  
(Campfire: A Chat Room for Upriver Halq'eméylem)**

Stelómethet Ethel B. Gardner (Stó:lo) Aboriginal Education, Lakehead University  
Strang Burton, Lakehead University  
Agassiz

The Qwelqwelawt (chat room) is part of a research project that explores the use of e-technology in master/apprentice learning. In our presentation, we will discuss challenges and opportunities modern chat room technology offers for language mentoring. We will demonstrate how elders and community language learners interface with this technology.

**32. Wajípha<sup>ni</sup>: Kanza Language Multimedia CD with Video Game**

Linda Cumberland, Kaw Nation  
Fremont

The Kaw Nation's multimedia interactive Kanza language CD Wajípha<sup>ni</sup> (Camp Crier), which includes four units of traditional style language lessons with exercises, an illustrated lexicon, and video game for vocabulary practice will be described along with a brief report on some challenges encountered in bringing the project to completion.

**33. Second Annual Voices of the Earth/Threatened Languages Poetry Reading**

George Ann Gregory, Ho Anumpoli!  
Rees

Excerpts of the 2<sup>nd</sup> annual Voices of the Earth: Threatened Languages Poetry Reading will be shown where speakers of Nahuatl, Choctaw, Irish, Navajo, Okinawan, Sesotho, and Hawaiian share their languages with the public.

**34. Using Powerful Professional Learning Tools to Improve Teaching Performance**

Maggie Benally, Roselyn Johnson, and Sherri Miller  
Window Rock Unified School District #8 – Tséhootsooí Diné Bi'ólta'  
Ponderosa

This session focuses on how staff at Tséhootsooí Diné Bi'ólta' is using professional learning tools to improve their teaching performances to help students increase Diné oral language proficiency in grades K-8. We will also share how these tools can be applied to everyday life experiences outside the classroom.

**35. Language is Life: Revitalizing Indigenous Languages in the NCLB Era**

Florian Tom Johnson, Rough Rock Community School  
Humphreys

Current research on the effectiveness of Culture-based Education (CBE) programs for indigenous students' academic performance will be presented. Partners including indigenous language medium schools, universities, and advisors (NWREL, CREDE, ETS) hypothesize that while maintaining their heritage language, students in CBE programs will do as well or better than their peers in non-CBE programs.

**36A. Deg Xinag Traditional Narratives and Indigenous Education:  
A Learner's Perspective on Translation and Interpretation**

Beth Leonard, University of Alaska Fairbanks  
Agassiz

This paper presents an interdisciplinary analysis of "The Man and Wife," a complex cosmological narrative recorded in the Deg Xinag language by the late Belle Deacon. Explanations of underlying structures and meanings are currently lacking in most published materials for this language, making it difficult to develop culturally-appropriate educational curriculum.

**36B. What Is the "Gold Standard" for Revitalizing Languages**

Satoru Nakagawa, Indigenous People's Education, University of Alberta  
Agassiz

Language revitalization efforts have often been entered into without determining what the "gold standard" for an Indigenous language might look like (and that the efforts are directed at achieving. In this paper, the author will examine, generationally, how the Indigenous Tokunoshima islanders from Japan define the gold standard for language, culture and identity.

**37. A Comprehensive Review of Technology Use in Native Language Revitalization**

Candace K. Galla, University of Arizona  
Fremont

Despite the growth of computer use within Native American communities, few studies address how technology supports language revitalization. This review will reveal current technological development with Native American communities are using in language revitalization efforts.

**38. Revitalization and Preservation of Central Pomo Language Program  
at the Manchester/Point Arena Rancheria in California**

Lori Laiwa, University of California Davis  
Rees

A language demonstration video examines language revitalization efforts by the Central Pomo Language Program at the Manchester/Point Arena Rancheria.

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**Concurrent Sessions VIII: Saturday, 2:00 PM - 2:45 PM (Continued)**

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**39. Navajo Language Revitalization: An Immersion Software Solution**

Lorraine Manavi, San Juan College and Navajo Language Renaissance  
Marion Bittinger, Rosetta Stone Endangered Language Program  
Ponderosa

Although Navajo is the most spoken Native American language north of Mexico, it too is experiencing a dramatic decline among younger speakers. Learn about Navajo Language Renaissance's grant for software development from the Rosetta Stone Endangered Language Program and see examples of what it will look like.

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**Concurrent Sessions IX: Saturday, 3:00 PM - 3:45 PM**

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**40. Teaching the Onyota'a:ka (Oneida) Language at the University of Toronto**

Grafton Antone and Eileen Antone, Aboriginal Studies, University of Toronto  
Humphreys

The book, *The Oneida Creation Story*, by Harvey Antone and Demus Elm is the basis of the Oneida language course at the University of Toronto as well as another narrative language story of 'the one who has no father' "Yahehohnissu" as told by Demas Elm (1878-1974). Singing and story activate the language.

**41A. How do Indigenous Youth Benefit from Indigenous Language Instruction in the School Curriculum? A Case Study**

Jodi Burshia  
Agassiz

This paper examines how Laguna youth perceive the benefit of Indigenous language instruction through interviews with students, teachers and parents.

**41B. Description of Sakizaya**

Melissa Shih-hui Lin  
College of Indigenous Studies, National DongHwa University Taiwan  
Agassiz

Sakizaya, known as a dialect of Amis for years, one of the Austronesian languages, is spoken on the eastern part of Taiwan Island, mainly in northern Hualien. The population of Sakizaya is estimated to be less than 2000 and all speakers are elders. In this paper, I would like to discuss the approximately 60% difference between Sakizaya and Amis phonologically, morphologically and syntactically, and then try to rethink whether Sakizaya is only a dialect of Amis.

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**Concurrent Sessions IX: Saturday, 3:00 PM - 3:45 PM (Continued)**

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**42. Indigenous New Words Creation: Perspectives from Alaska and Hawai'i**

Isiik April G.L. Counciller, University of Alaska Fairbanks & Alutiiq Museum

Larry Kimura, University of Hawai'i Hilo & Hawaiian Lexicon Committee

Fremont

Threatened language groups facing terminological deficiencies are increasingly seeking to develop new words to modernize their lexicon. Panel participants from Hawaii and Alaska discuss their communities' experiences with new words creation, ranging from the decades-old Hawaiian Lexicon committee to the recently formed Alutiiq New Words Council of Elders.

**43A. The Role and Importance of Indigenous Languages Community Linguists?**

Anna-Leah King & Heather Blair, CILLDI, University of Alberta

Jordan Lachler, CILLDI, Sealaska Heritage Institute

Rees

Given the critical state of Canada's Indigenous languages, there is a dire need for assessment of the current uses of language, policy setting and planning for community language revitalization efforts, and the documentation and digitization of language for future generations. Following Richard Ruiz' theoretical framework for language policy and planning, this presentation will look at the work of advocates for Indigenous languages and Indigenous languages community linguists.

**43B. Ideas for Developing Language-Teaching Materials via Technology**

Christopher S. Doty, Northwest Indian Language Institute & University of Oregon

Rees

This presentation focuses on the ways in which technology can aid language teachers and learners. Specific areas of focus include software programs for developing classroom materials, Internet resources for fostering language interaction between teachers and learners, and how to incorporate these resources into your lesson plans.

**44. Navajo Parents as Teachers**

Juanita Lee, Rose M. Nez, Gloria Chee, and Connie Bahe

Ponderosa

This presentation describes teaching Navajo [Diné] language and culture in the home setting using inter-generational teaching and emphasizing the importance of families as advocates for the child's first teachers. Baby Family and Child Education (Baby FACE) programs started in 2003 across the U.S. in Indian communities. Sample teaching materials will be shared.

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**Closing Ceremony, Saturday, 4:00 - 5:00 PM**

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**What Happens Next: Integrating Linguistics and Language Learning Communities?**

**Closing Prayer: Carlos Begay**

# Exhibitors Directory

## Doyle Room

Blue Corn Indian Gallery  
PO Box 1247  
Sebastapol, CA

American Indian Language Development Institute  
The University of Arizona  
Department of Language, Reading and Culture  
College of Education Room 517  
1430 E. Second St.  
Tucson, AZ 85721-0069

Navajo Curriculum Center Press  
Rough Rock Demonstration School  
Star Route 1  
Rough Rock, AZ 86503

Northern Arizona University Bookstore  
Building 35  
1014 S. Beaver St.  
Flagstaff, AZ 86011-0001

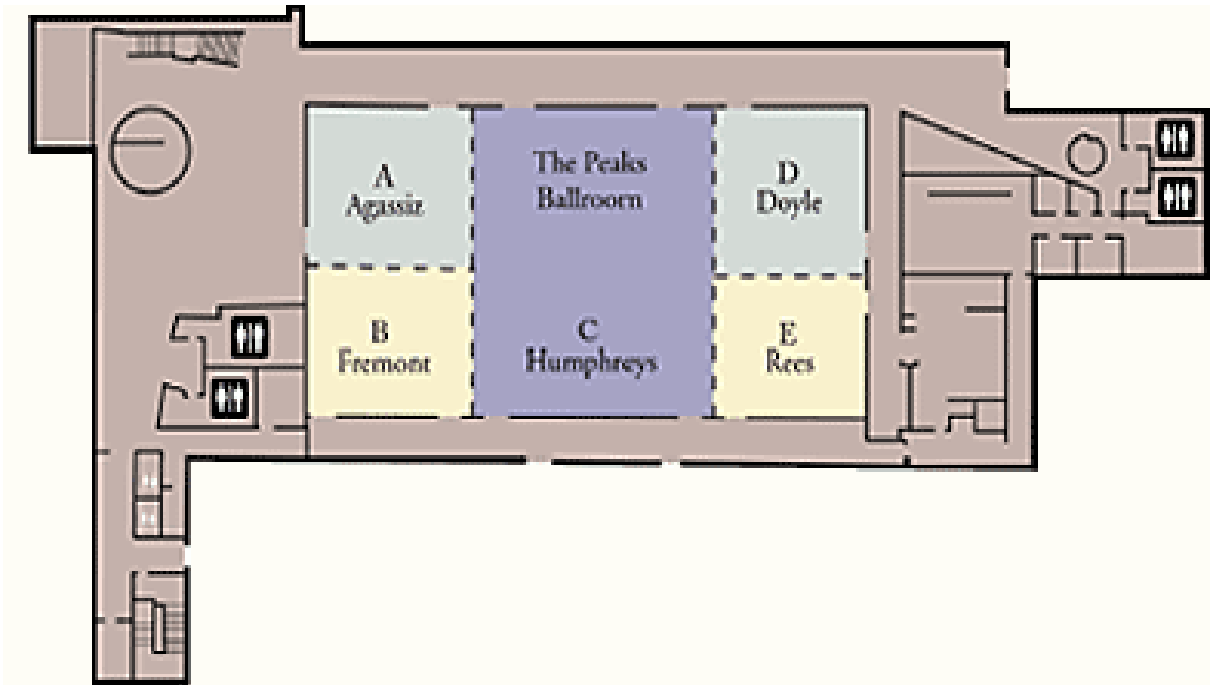
ROSETTA Stone Endangered Languages Program  
135 W. Market St.  
Harrisonburg, VA 22801

Salina Bookshelf  
3120 N. Caden Ct. Suite 4  
Flagstaff, AZ 86004

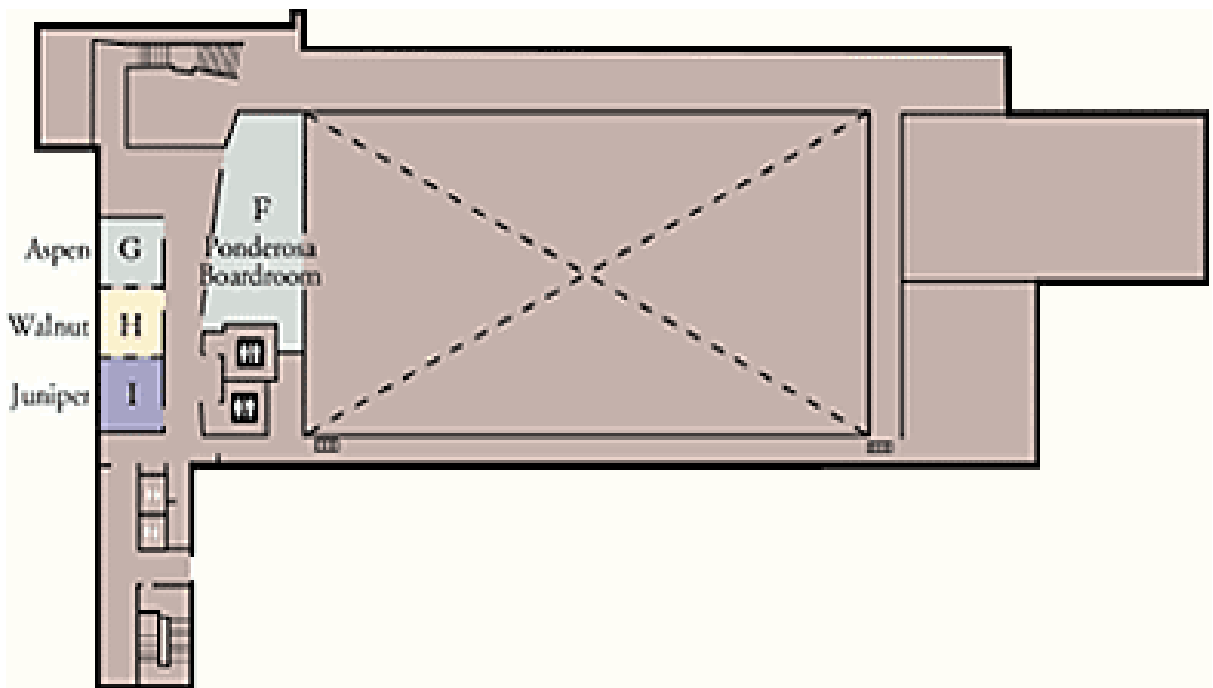
San Juan School District Media Center  
28 West 200 North  
Blanding , UT

Tsehootsooi Diné Be'olta  
Window Rock Unified School District #8  
P.O. Box 559  
Fort Defiance, AZ 86504

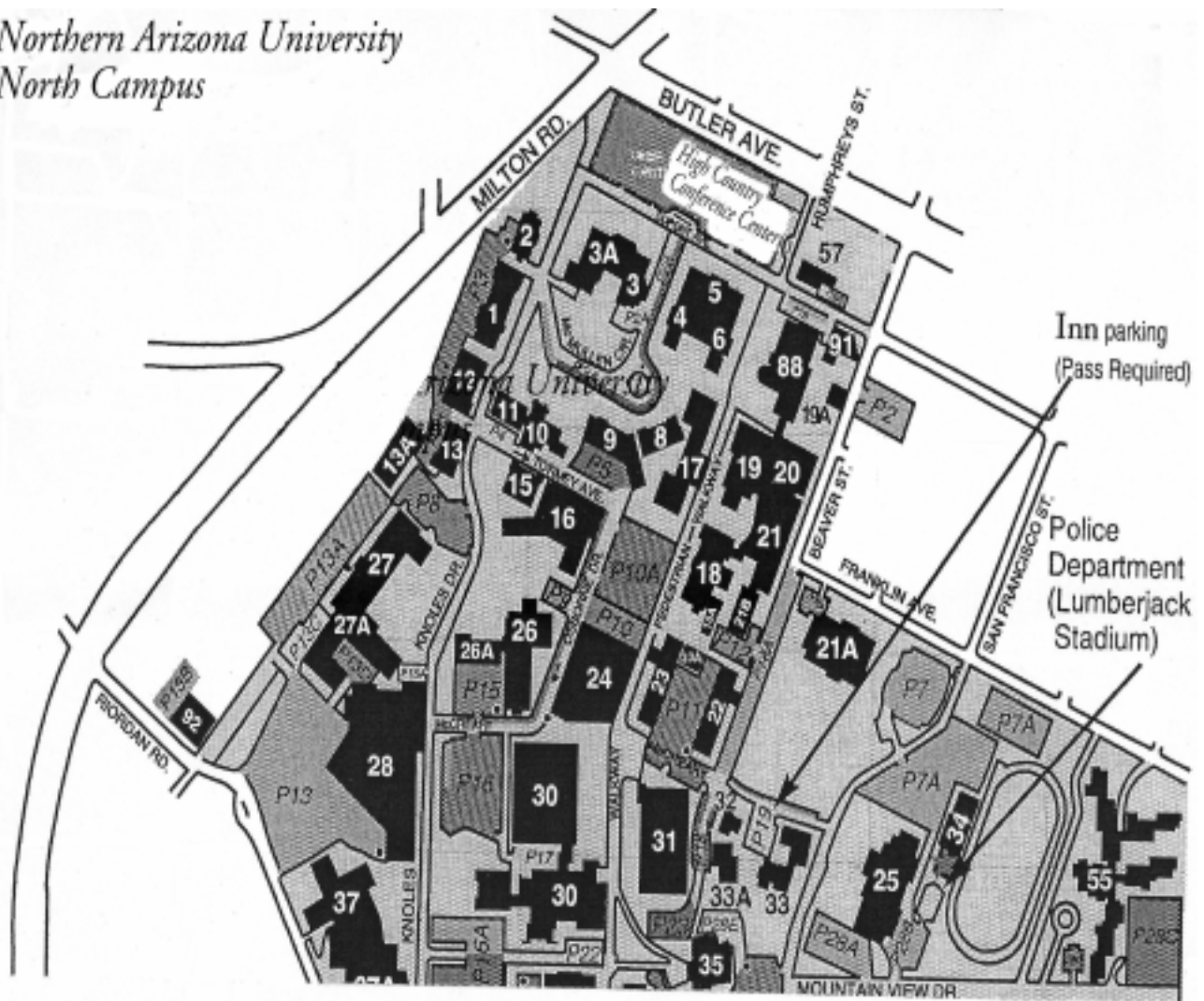
## First Floor High Country Conference Center



## Second Floor High Country Conference Center



*Northern Arizona University  
North Campus*



The Patea Room is in the north-west corner of the Blome Building (Building 2 on the map) on the first floor. The Student Union is building 30 and the Inn at NAU is building 33. Parking for the High Country Conference Center is in the parking garage on its north side and is included in your registration fee.

### **Documentary Film on Endangered Languages**

Dr. Anne Marie Goodfellow of Ace in the Hole Productions of Vancouver, British Columbia will be interviewing anyone interested in telling about their particular language situation in the Aspen Room on the second floor of the conference center.

### **Home Is Where the Heart Is (Synopsis of the Navajo 202 Play)**

It's been 5 years since Kiyana's Kinaalda and since then much has happened in the lives of the young teenagers. Today, they are all out of high school and either working or receiving higher education, but it is now spring break. After being away from home for so long, Arnez, Kiyana's cousin, decides to take a visit back home and introduce his girlfriend to his family and friends. As he is back home, Arnez is reacquainted with family, such as Kiyana and his grandmother. He also runs into some old friends like Shawndeem and Loretta and finds that drama and rumors have only gotten worse. Arnez not only is reacquainted with family back home, but he has a sense of what home really is. He figures out who he really is as a young Navajo man and then tries to learn as much as he can.

## CONFERENCE AT A GLANCE FOR THURSDAY, MAY 1<sup>ST</sup>

School Visits: 8:30 AM - 4:30 PM

Reception: Cline Library, Room 200, 6:00 - 6:50 PM

**Welcoming Address, Dr. Christine Sims, Cline Library Assembly Hall, 7:00 - 8:00 PM**  
*Maintaining Tribal Languages in a Changing World: Current Issues and Challenges*

## CONFERENCE AT A GLANCE FOR FRIDAY, MAY 2<sup>ND</sup>

Continental Breakfast: 7:30-8:30 AM, High Country Conference Center, Humphreys

Registration: 8:00 AM - 4:15 PM, High Country Conference Center Lobby; Book & Technology Exhibit in Doyle

8:30-9:30 AM Opening Ceremonies, Humphreys

**Keynote: Darrell Robes Kipp - 9:45 - 10:30 AM, Humphreys**

### *Encouragement, Guidance and Lessons Learned: 21 Years in the Trenches of Indigenous Language Revitalization Programming*

Time	Humphreys	Agassiz	Fremont	Rees	Ponderosa	Patea (Blome Build.)
10:45-11:30 AM		1. Daniels-Fiss: Learning to Speak My Mother Tongue (Cree)	2. Jeanette King: Language is Life: Different Perspectives (Maori)	3. B. Duwahoyeoma: Power of Classroom Routines & Procedures (Hopi)	4A. Miller: Assessing Native Lang. Prof. in Immersion School & 4B. Melissa Borgia Seneca Assess. Tools	

### **Buffet Lunch – Humphreys - 11:45 AM - 12:30 PM**

12:45-1:30 PM		5A. P.V. Kroskrity: Lang. Renewal Efforts & Ideological Struggle & 5B. Myra Johnson - Effects of Non-Full Immersion	6. Jeanette King: Changing Pronunciation of Maori - Implications for Revitalization	7. S. Sunskewa: "Engaging" the Learner - Storytelling Through Drama (Hopi)	8A. M. Steward-Hawira: Looking for "Being" & 8B. Haley De Korne: Dictionaries	9. Arvis Myron: The "Culture Triangle" - A Visual Conceptual Model (Hopi)
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### **Keynote: Christine Sims – Humphreys - 1:30 - 2:15 PM**

#### *Envisioning the Future of Our Languages: Creating a Road Map for Language Maintenance and Revitalization*

2:30-3:15 PM	10. Lee: Keeping Apache Alive Through Singing	11. Panel: Revitalizing Language Through Community	12. Riri Ellis: Language Revitalization Project (Maori)	13. Marilyn Parra: Effective Language Teaching & Learning - The Lesson Plan (Hopi)	14. Mizuki Miyashita & Shirlee Crow Shoc: Blackfoot Lullabies & Language Revitalization	15. Antone & Thomas: Through Teaching Clanship, Our Diné Bizaad Will Survive
3:30-5:00 PM	16. Panel: Navajo Language Revitalization in an English Only State	17. Panel: Collaboration Among Linguists & Language Activists	18. Stacey Oberly: Free On-line Software for Native Language Curr. Development	19. Panel: Anchoring Curriculum in Tribal Epistemology - A Proposed Model	20. Panel: Keeping the Mohawk Language Alive	21. Jenny DeGroat: Using Symbols to Instruct in Native Languages (Navajo)

**Community Dinner: 6:00 - 9:00 PM – Kinlani Dormitory**

## CONFERENCE AT A GLANCE FOR SATURDAY, MAY 3<sup>RD</sup>

Continental Breakfast, Humphreys, 7:30 - 8:30 AM

Registration: 8:00 AM – 4:15 PM, High Country Conference Center Lobby; Book & Technology Exhibit in Doyle

**Keynote: Dr. Peggy Spears, Humphreys, 8:30 - 9:30 AM**

### Someone Else's Language: Linguists and Language Revitalization

Time	Humphreys	Agassiz	Fremont	Rees	Ponderosa	Patea (Blome Build.)
9:45-10:30 AM	Panel: Community Based Documenting of Endangered Languages	23. Howard Webkamigad: The anishinaabemowin Language	24. Alana Johns: Labrador Inuitut Story Database	25. Szczepanski: Creating Family & Tradition in the Classroom (Chinuk Wawa)	26. Barbara Morgan: Diné Clans: How to Learn Using Pictures & TPR	
10:45-11:30 AM	Community Based Documenting Panel Cont. to 11:15	27. Ethyl Gardiner: Language Planning for Anishinaabemowin Revitalization	28. Rachael Nez: Native Language & Technology – Digital Storytelling	29. Patrick Carr: The Tarahumara of Mexico	30. Jennie DeGroat: Storytelling in Indigenous Languages (Navajo)	

### Buffet Lunch – Humphreys - 11:45 AM - 12:45 PM

**Speaker: Ryan Wilson, President, National Alliance to Save Native Languages**  
**Traditional Entertainment: Cibecue Apache Crown Dancers**

1:00-1:45 PM	31. Ethyl Gardner: Campfire Chat Room for Upriver Halq'eméylemquel	32. L. Cumberland: Kanza Language Multimedia CD and Video Game	33. George Ann Gregory: Annual Voices of the Earth Poetry Reading	34. Maggie Benally: Using Powerful Professional Learning Tools		
2:00-2:45 PM	35. Florian Johnson: Language is Life: Revitalizing Languages in the NCLB Era	36A. Beth Leonard: Alaska Deg Xinag (Alaska) & 36B. Satoru Nakagawa: "Gold Standard" for Revitalizing Langs.	37. Candace Galla: Review of Technology Use in Lang. Revitalization	38. Lori Laiwa: Revitalization & Preservation of Central Pomo (Calif.)	39. Marion Bitinger Navajo Language Revitalization (Rosetta Stone)	
3:00-3:45 PM	40. Antone: Teaching the Onyot'a:ka (Oncida) Language at the University of Toronto	41A. Jodi Burchia: How do Indigenous Youth Benefit from Lang. Instruction & 41B. Shih-hui Lin: Desc. of Sakizaya (Taiwan)	42. Panel: Indigenous New Words Creation – Perspectives from Alaska & Hawai'i	43A. Anna Leah King: Indigenous Languages Com. Linguists & 43B. V. Beavert – Dev. Language Teaching Materials	44. Juanita Lee, Marlene Tallboy, Gloria Chee, & Connie Bahe: Navajo Parents as Teachers	

**What Happens Next: Integrating Linguistics and Language Learning Communities?**

**Closing Prayer: Carlos Begay, Humphreys, 4:00 - 5:00 PM**

## Some Arizona Attractions In & Around Flagstaff

**Riordan Mansion State Historic Park** abuts the west edge of the Northern Arizona University campus. Built in 1904 as the home of prominent pioneer Flagstaff businessmen. Open 10:30 AM to 5:00 PM at 409 Riordan Road. 928 779 4395. Entrance fee required.

**Arizona Historical Society's Pioneer Museum**, 2340 N. Fort Valley Road (On highway 180 to the Grand Canyon), 928 774 6272. Open 9 AM to 5 PM Monday through Saturday.

**Museum of Northern Arizona**, 3101 N. Fort Valley Rd. (Highway 180). Displays of the geologic and American Indian history of Northern Arizona. Entrance fee required.

**Grand Canyon National Park**. Take Highway 180 NW out of Flagstaff 73 miles to this natural wonder of the world. Entrance fee required.

**Walnut Canyon National Monument**. Six miles east of Flagstaff just off Interstate 40 has Anasazi Indian ruins. Entrance fee required.

**Sunset Crater and Wupatki National Monuments**. Take Highway 89 North out of Flagstaff for about 10 miles and take loop road to right. Sunset Crater is a cinder cone and Wupatki contains Pueblo Indian ruins. Entrance fee required.

**Lowell Observatory**, One mile west of downtown Flagstaff. Open 9 AM to 5 PM plus evening activities. Observatory from which the planet Pluto was discovered, includes an interactive exhibit hall. Adults \$6.00, 1400 W. Mars Hill Road, 928 774 2096

**Meteor Crater**. Located 35 miles east of Flagstaff just off Interstate 40. Advertised as the "best-preserved meteorite impact site on Planet Earth" it is 570 feet deep and nearly a mile across. Open 6 AM to 6 PM. Fee charged. The Northwest Indian Language Institute is proud to announce the

## Future Conferences

The 16<sup>th</sup> Annual Stabilizing Indigenous Languages Conference is tentatively scheduled for April 30 to May 2, 2009 at Arizona State University's Memorial Union. The Western Symposium on Language Issues (WeSLI): Linking Theory and Practice, to be held in Eugene, Oregon, on June 17-20, 2010. WeSLI will combine the 17<sup>th</sup> Stabilizing Indigenous Languages Symposium, the 45<sup>th</sup> International Conference on Salish and Neighboring Languages, the Athabaskan/Dene Languages Conference, and the (revived) Hokan-Penutian Languages Conference. It is hoped the co-occurrence of these conferences will allow community members and linguists to come together to share ideas, successes, and problems, leading to a more constructive dialog among everyone involved in language issues. In conjunction with WeSLI, we also plan on offerings several other avenues of learning and sharing besides the conference itself, including a series of poster sessions with presentations from language programs on Thursday, June 17<sup>th</sup>, as well as several short courses through the University of Oregon on June 14-16 focusing on issues of language policy, documentation, and best practices. For more information contact Christopher Doty at wesli2010@gmail.com. Also, a webpage for the conference has been established at <http://www.uoregon.edu/~nwili/wesli2010>, and will be updated as more information becomes available.

More information on future conferences will be posted on the Teaching Indigenous Languages website at <http://nau.edu/TIL.html> as soon as it is finalized. Anyone interested in submitting a paper for publication in this year's conference proceedings should contact Jon Reyhner at [Jon.Reyhner@nau.edu](mailto:Jon.Reyhner@nau.edu) or phone 928 523 0580. Papers need to be submitted by May 31, 2008 and should conform to the APA style manual. The proceedings from several previous conferences are available on-line. Purchasing information is available on the Teaching Indigenous Languages web site.