

## The Contributors

**Melissa Borgia** is a Ph.D. candidate in Composition and TESOL at Indiana University of Pennsylvania, Indiana, Pennsylvania. She is a university-level lecturer in English/ESL and an online course designer/instructor of PA ESL certification-track courses for teachers. She also consults at Ganöhsesge:kha: Hë:nödeyë:stha, a Seneca Indian cultural revival school.

**April Counciller** is an Alutiiq tribal member of the Native Village of Larsen Bay. She is the Alutiiq Language Programs Manager at the Alutiiq Museum and Archaeological Repository in Kodiak, Alaska, and a semi-fluent speaker of Alutiiq, having apprenticed under language masters Nick Alokli and Florence Pestrikoff for five years. She has developed a number of learning materials for Alutiiq, such as the Kodiak Alutiiq Conversational Phrasebook with Audio CD. Counciller is a doctoral student at the University of Alaska Fairbanks, studying Indigenous epistemologies and language planning.

**Shirlee Crow Shoe** is a native speaker of the Blackfoot language. She has spent over 25 years as a teacher and investigator in many aspects of her own culture. For several years, she taught at the Cuts Wood School, the Blackfoot Immersion School and served as a researcher at the Piegan Institute.

**Haley De Korne** is from Michigan, and has participated in Anishinaabemowin language programs since 2004. She has a B.A. from Durham University, UK, and is studying Applied Linguistics at the University of Victoria in British Columbia. She works with the The Burt Lake Band, an Anishinaabe-Ottawa tribe whose homelands are in Northern-lower Michigan ([www.burtlakeband.org](http://www.burtlakeband.org)).

**Joan Dicker** completed a B.Ed. in Native and Northern Education at Memorial University of Newfoundland. She speaks Inuttituk and has been teaching for over 20 years at Jens Haven Memorial School in Nain, Nunatsiavut (Labrador), where she currently teaches Inuttituk at many grade levels.

**Ewan Dunbar** completed his M.A. in Linguistics at the University of Toronto in 2008, where he studied linguistics and computing science. He is currently working on his Ph.D. in Linguistics at the University of Maryland, focusing on computational linguistics and modeling of first-language acquisition.

**Riri Ellis** is currently a project manager at Te Rūnanga o Ngāi Te Rangī, the tribal authority for Ngāi Te Rangī people, in Tauranga, New Zealand. Her background is in management, marketing and Māori resource management. Riri has a passion for community based action research and Kaupapa Māori initiatives in a range of fields, including Māori language re-generation in the home.

**Candace K. Galla** (Hawaiian) completed her M.A. in Native American Linguistics and is a Ph.D. Candidate in the Department of Language, Reading and Culture at the University of Arizona, with a focus on Indigenous language education and technology. She is also the Program Coordinator of the American Indian Language Development Institute (AILDI).

**Lenore A. Grenoble** holds a joint appointment in the Departments of Linguistics and Slavic Languages and Literatures at the University of Chicago. Her fieldwork focuses on Indigenous languages of Siberia and the North. She

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is currently engaged in research on the interrelations between language, culture and environment in the North. Other main areas of interest include issues of language contact, attrition and endangerment.

**Ray Harlow** M.A. (Otago), Ph.D. (Zurich) is a professor of linguistics at the University of Waikato, Hamilton, New Zealand. His research interests include the Māori language of New Zealand, its history, structure, dialects and literature; Polynesian languages more generally, especially their historical relationships; and issues in minority language maintenance. His recent publications include *A Māori Reference Grammar* (Pearson, 2001) and *Māori: A linguistic Introduction* (Cambridge University Press, 2007).

**Alana Johns** is an associate professor in the Department of Linguistics at the University of Toronto. She publishes on theoretical linguistics and language maintenance. She has worked predominantly on Inuktitut, especially the Labrador dialect and has been involved with community language issues there since the early nineties.

**Peter J Keegan** (Waikato-Maniapoto, Ngati Porou) received his Ph.D. in Applied Linguistics from Victoria University of Wellington in 2003. He is a lecturer in Te Puna Wananga, the Faculty of Education, University of Auckland, Auckland, New Zealand. He coordinated the Māori language developments of Project asTTle (assessment tools for teaching and learning), a computer-based assessment tool for assessing literacy and numeracy in English and Māori. Peter's major research projects include examining changes in the pronunciation of Māori, teacher education, students' knowledge and attitudes towards the Māori language, Māori culture and The Treaty of Waitangi.

**Larry Kimura** has served as the chairperson of the Hawaiian Lexicon Committee since its official establishment in 1987. He is a cofounder of the 'Aha Pūnana Leo, Hawai'i's first Hawaiian language medium schools, which served as the impetus for the current Hawaiian Language Immersion Program, Kula Kaiapuni Hawai'i, through the Hawai'i Department of Education. He is an assistant professor at Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo.

**Jeanette King** teaches Māori language at the University of Canterbury in Christchurch, New Zealand. She is a member of the MAONZE (Māori and New Zealand English) research team researching changes in the pronunciation of the Māori language. Her recent doctoral thesis examined the motivations of second language adult speakers of Māori, and she has also published articles on Māori immersion schooling and Māori English.

**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.

**Paul V. Kroskrity** is a professor of anthropology at the University of California at Los Angeles, where he has taught since 1978. He earned his B.A. from Columbia College in 1971 and his Ph. D. in Anthropology from Indiana University in 1977. His books and articles include studies of language ideologies, multilingualism, verbal art and language revitalization.

**Margaret Maclagan** is an associate professor in Communication Disorders at the University of Canterbury where she teaches phonetics and linguistics to speech pathology students. Her research interests include sound change over time in New Zealand English and Māori and language change in time over the course of Alzheimer's disease. She is a coauthor of two books on New Zealand English: *New Zealand English: Its Origins and Evolution* (Cambridge University Press, 2004) and *New Zealand English* (Edinburgh University Press, 2008).

**Mizuki Miyashita** obtained Ph. D. in Linguistics at the University of Arizona in 2002. Her graduate research focused on Tohono O'odham phonology. She is currently an assistant professor of linguistics at the University of Montana, and teaches various linguistics courses including introductory linguistics, phonology and graduate seminars in various topics.

**Margaret Noori** received her Ph.D. in English and Linguistics from the University of Minnesota. Her work primarily focuses on the recovery and maintenance of Anishinaabe language and literature. She also holds an MFA in Creative Writing and a B.S. in Education. Current research interests include language proficiency and assessment, and the study of indigenous literary aesthetics and rhetoric. For more information visit <http://www.umich.edu/~ojibwe/>. She served as Chair of the 14<sup>th</sup> Annual Stabilizing Indigenous Languages Symposium. Most importantly, she is a part of a bilingual household in Ann Arbor, Michigan, which includes her husband Asmat and daughters Shannon and Fionna.

**Teraania Ormsby-Teki** is the current Māori language advisor and community facilitator for Te Rūnanga o Ngāi Te Rangī, the tribal authority for Ngāi Te Rangī people, in Tauranga, New Zealand. Her background is in education from early childhood through middle school in both full immersion Māori language and mainstream. She has a passion for Māori language and cultural performing arts (kapa haka) and is currently completing a Masters thesis in gifted and talented education from a Kura Kaupapa Māori perspective.

**Keren Rice** is a professor of linguistics at the University of Toronto. She was the first director of the undergraduate Aboriginal Studies program and is director of the Centre for Aboriginal Initiatives. She has worked with the Dene in northern Canada, working on grammars and dictionaries and providing training in language work. She served on the board of the Social Science and Humanities Research Council, where she helped develop the Aboriginal Research program.

**Margaret (Peggy) Speas** is a professor of linguistics at the University of Massachusetts, Amherst. She has an M.A. in Linguistics from the University of Arizona and a Ph.D. in Linguistics from Massachusetts Institute of Technology (MIT). She is the author of *Phrase Structure in Natural Language* (1990), coau-

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thor of *Diné Bizaad Bináhoo'aah* (2008) and a founding member of the Navajo Language Academy.

**Ngareta Timutimu** is a senior lecturer in a Māori medium teacher training programme at Te Whare Wananga o Awanuiarangi (a Māori university). She has a background in teaching Māori at several levels, including primary, secondary and tertiary level training. Her research interests relate to the revitalization of reo (Māori language), traditional knowledge, and any aspect of learning in informal or formal contexts. “Ko Mauao te maunga, ko Tauranga te moana, ko Aotearoa te whenua!” Mauao is my mountain, Tauranga is my sea, New Zealand is my land!

**Catherine Watson** is a senior lecturer in the Department of Electrical and Computer Engineering at the University of Auckland and has been working in acoustic phonetics for over 15 years and has over 20 years experience in speech technology. Her research interests include accent change, speech synthesis and modelling aging in speech production.