

## **Colleges and Universities Summary**

### **Navajo Community College**

Lorene Legah (Navajo) described programs at Navajo Community College (NCC). NCC offers a full-range of lower- and upper-level courses in Navajo language, including courses for speakers and non-speakers that promote listening, speaking, reading, and writing. Some of the courses include contract assignments that require learners to link up with fluent speakers and utilize the language in community settings. Other assignments deal with language routines on the tribal radio station (KTNN). The program is creating new forms and functions for written Navajo and includes courses in Navajo philosophy.

### **Northern Arizona University**

When Evangeline Parsons-Yazzie (Navajo) started at Northern Arizona University (NAU) five years ago, Navajo classes were often canceled owing to lack of interest and inadequate enrollment. Now, 158 students are taking classes from three instructors. Learners can use the language at a limited number of sites in the Flagstaff area. Students must prepare taped conversations with elders, and they must also do advocacy work in a local nursing home and hospital. NAU also has a translation-interpretation program.

The Navajo program is now the fastest growing program in the Modern Languages Department. Courses will be offered next fall over instructional television (ITV). Many students enter class with poor attitudes and unpleasant experiences in regard to the Navajo language; hence there is a primary need for esteem development.

### **American Indian Language Development Institute (AILDI)**

Lucille Watahomigie (Hualapai) and Teresa L. McCarty described the American Indian Language Development Institute (AILDI), which was started in 1978. The needs it was originally meant to address included baseline linguistic analyses, development of orthographies, and curriculum and materials development. Over the years, the program has been offered at San Diego State University, Arizona State University, Northern Arizona University, and since 1990, the University of Arizona. The current philosophy is that Indian tribes must control the future of their languages. AILDI now works with many different languages from all over North America.

The program utilizes an intensive residential summer instructional model. It provides university credits and state bilingual endorsements. The activities that happen in AILDI classes are meant to take place in reservation K-12 classrooms. Permanent funding has been and remains a real problem.

Positive outcomes of AILDI thus far include: newly written languages, development of indigenous literatures and school curricula, cadres of certified native teachers, forums for international dialogue and exchange, transformations in school culture, the spin-off of other AILDI-like projects, and tribal policy development.

### **Sinte Gleska University**

Duane Hollow Horn Bear and Doris Leader Charge (Lakotas) describe the Lakota language program at Sinte Gleska University (SGU). SGU requires Lakota courses for all its students. The courses utilize tribal elders, videos, tribal archives, and other local resources. The program builds on collaboration between students and community members. It requires students to develop language portfolios. There are problems with Lakota among the Lakota people. There are orthographical differences between dialects. Everyone at the college will be required to learn Lakota in June 1995.

Teachers use props, describing them to the learners. One then repeats for another, and this process is repeated until all students can repeat it. The students are helped three times; the fourth time they must get it right on their own. They learn about things that they use; their relations; the world. A lower elementary curriculum with computers and videos has been developed.

### **University of Hawai'i at Hilo**

William Wilson described university programs in Hawai'i. Only one Hawaiian-speaking community survived in 1982, located on the isolated island of Niihau with about 30 children speaking the language. There are very few native speakers left. Now, there are second language speakers teaching non-speakers, and the task is one of inserting the language into the home. There are also many people who want to raise their children speaking Hawaiian.

Hawaiian universities are playing a big role in Hawaii revitalization. There is a complete undergraduate program and a planned master's program. There is also a curriculum development center. There are Punana Leo pre-schools. In addition, there is a teacher enhancement program: how to teach mathematics in Hawaiian, science in Hawaiian, music in Hawaiian, and how to use computers to teach the language.

The total number of people studying Hawaiian at the university level is around 2,000; at the high school level 2,000; in the Punana Leo, another 1,000. Around 3,000 more people are also learning in community night schools and culture groups.