

## Contributors

**Irene Appelbaum** is an Associate Professor in the Linguistics Program at the University of Montana. She is currently engaged in research on the language isolate, Kutenai. At the level of documentary linguistics, her project involves interlinearizing stories from Kutenai Tales (Boas 1918), updating the orthography, and making salient their narrative structure. At the theoretical level, she is studying the interaction between grammatical structure and discourse structure in Kutenai. And at the meta-theoretical level, she is interested in what this interaction in Kutenai can tell us about the respective domains of discourse and grammar in contemporary linguistic theory, more generally.

**Leora Bar-el** is a Professor of Linguistics in the Department of Anthropology at the University of Montana. She earned a PhD in Linguistics from the University of British Columbia. Her interests include Indigenous languages of North America, issues in language endangerment, documentation and revitalization, varieties of English spoken in Montana, cross-linguistic variation in temporal/aspectual systems, East Ruvu Bantu languages of Tanzania, and linguistic fieldwork methodologies.

**Heather Blair** is a Professor in Language and Literacy Education at the University of Alberta. She teaches undergraduate and graduate courses at the University of Alberta in language and literacy theory, Indigenous languages revitalization, pedagogy, and research methodology. Heather is a co-founder of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) and works with the leadership team for the Young Indigenous Women's Circle of Leadership (YIWCL).

**Norine Buffalo** is a member of the Samson Cree Nation. Norine has a passion for revitalizing the Cree language and culture within her community of Samson. She currently works for Nipisihkopahk Elementary School as the Vice Principal and has been in this position for two and a half years. Along with her duties as Vice Principal, Norine has been tasked with implementing a cultural component within the Cree language program at the school. A vital life line that is being incorporated within the school is the Rites of Passage program. Students learn to identify with their important roles and responsibilities within the community.

**Lisa Crowshoe** (B.Ed/M.Ed) is the Superintendent of Education with Peigan Board of Education, Piikani Nation. Lisa has accumulated 33 years of experience as teacher, school administrator, and superintendent. She is involved in traditional Blackfoot ceremonies and considers this to be her strength. Lisa is involved in Indigenous Language Revitalization activities within Piikani Nation for children and adults attending Piikani Nation schools/academy. Lisa is grateful for the support of her family and credits them with helping guide her lifelong journey.

**Belinda C. Daniels** (*Kakiyosew*) is a *Nēhiyaw* from Sturgeon Lake First Nations, SK. Belinda has four children and a new grandson. Belinda resides in *saskatoon-minatohk askiy*. She is the founder of the nehiyawak Summer Language Experience (15 years), a summer camp held annually out on the land. Belinda is a published academic writer, teacher, mentor and an award-winning educator. Belinda currently teaches Indigenous Studies, Cultural Arts and nehiyawewin Core Language classes for the Saskatoon Public School Division and is a seasonal at CILLDI with the University of Alberta. Lastly, she a PhD Candidate with the Interdisciplinary Department at University of Saskatchewan.

**Ricky W. DeFoe** (*Gwiwizens*) graduated from a Federal Boarding School (Flandreau Boarding School, S. Dakota) which he attended from 1973 – 1976.

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DeFoe served in U.S. Army National Guard (1980's). He also received Native American Ironworker's Training in Chicago, IL, and was awarded Journeyman Ironworker status in 1989, working in the field until retirement. He is currently a Language & Curriculum Specialist, Fond du Lac Band of Lake Superior Chippewa, Nagaajiwanaang Genawendangig Anishinaabemowin Language Program in Minnesota. His duties include many aspects of language revitalization: public speaking, translations, language tables, invocations, and spiritual advisor duties. He is also a traditional dancer.

**Janis A. Fairbanks** (*Ozhaawashkogiizhigokwe*) earned a PhD in American Studies from Michigan State University, with studies focused on Ojibwe language, history, literature. She is currently Anishinaabemowin Coordinator for the Fond du Lac Band of Lake Superior Chippewa, Nagaajiwanaang Genawendangig Anishinaabemowin Language Program in Minnesota. She is author of Remembering to Honor the Gifts of Mother Earth, included in Voice on the Water, an Anthology focused on Ojibwe culture. Language projects may be found at [fdlrez.com](http://fdlrez.com) under Culture/Anishinaabemowin tab. Fairbanks also serves on Fond du Lac Tribal and Community College's Dadibaakonigenwin Board of Directors, the cultural oversight board for Indigenous Studies.

**Naatosi Fish** (Blackfeet) attended the Cuts Wood Blackfoot Immersion School as a child and there developed a passion for language revitalization. He has been an avid student of Blackfoot since and has worked with his collaborator Mizuki Miyashita to conduct research which has led to two papers being published on Blackfoot phonology. Naatosi graduated in 2018 with his Bachelors in Community Health and a minor in Linguistics. Naatosi is currently working for Native Teaching Aids, a small company that makes pedagogical resources for indigenous languages.

**Inge Genee** (*Piitaakii*) is Professor of Linguistics in the Department of Modern Languages and Linguistics and Chair of Indigenous Studies at the University of Lethbridge. Originally from the Netherlands, she holds degrees in Dutch Language and Linguistics (BA) and General Linguistics (MA, MEd and PhD) from the University of Amsterdam. After moving to Alberta with her family in 1997 she became fascinated by the Blackfoot language and now works with Blackfoot speakers, learners and teachers to document, maintain and revitalize Niitsi'powahsin.

**Velvalee Georges** is Cree-Metis, originally from (Sakitawak) Ile a la Crosse, Sk. She is a sessional instructor and Ph.D student in Language and Literacy Education at the University of Alberta. Her research interests are Indigenous Language, Literacy and Assessment. She been the recipient of several awards and scholarships. She teaches Assessment for Indigenous Language Classrooms for CILLDI during the summer. She is an Indigenous educator with over 30 years of combined leadership, classroom, publication and management experience.

**Suzanne Gessner** is Research & Development Linguist at First Peoples' Cultural Council. As part of the language team, she assists with community-driven language revitalization initiatives across British Columbia. Dr. Gessner also teaches courses in linguistics, anthropology and Indigenous language revitalization at the University of British Columbia and the University of Victoria.

**Wesley Y. Leonard** is an Associate Professor of Ethnic Studies at the University of California, Riverside. He completed his PhD in Linguistics at the University of California, Berkeley, focusing on the sociolinguistic and political factors that guide Native American language reclamation. A citizen of the Miami Tribe of Oklahoma, he has investigated and written about his nation's formerly sleeping language, myaamia, which was brought back into contemporary community use through analysis of historical documentation. This informs his recent

efforts toward creating, interpreting, circulating, and promoting Native American language research in ways that center tribal needs and values.

**Richard Earl Littlebear** an enrolled member of the Northern Cheyenne Nation, is the president of Chief Dull Knife College and also the interim dean of Cultural Affairs. Dr. Littlebear is an advocate of indigenous language revitalization through education and has published articles on these topics. He is a Cheyenne language instructor and language activist who promotes bilingualism and advocates for bilingual education on local, state, national, and global venues. He encourages the continued oral, written, and reading usages of the Cheyenne language in particular and all indigenous languages in general. He has given talks on language activism and revitalization efforts at many institutions, organizations, and programs.

**Anna Logie** *maligalirijuuq makkuktumik Ottawamiutaubluni, Aantiriumi. Marruungnik ukiunik Inuktitut ilinniaqsimaliq&uni. Uqausilirijuuq Tungasuvvingat Inuit-kkunni. Oujalivuuq Inuktitut ilinniaqpalliasimanirminik, Inuktitut tusarnirittiaraniuk.* She is a young lawyer from Ottawa, Ontario and has been learning Inuktitut for two years. She is currently working as Languages Act Advisor for Tungasuvvingat Inuit. She is grateful for being able to engage in the Inuktitut learning process because Inuktitut is a beautiful language.

**Mizuki Miyashita** is a professor of Linguistics at the University of Montana. She has earned a Ph.D. in Linguistics at the University of Arizona; her dissertation was on phonology in Tohono O’odham (Uto-Aztecan). The current focus of her research is documentary linguistics in Blackfoot (Algonquian). She has recorded lullabies and other songs, narratives, conversations, and isolated words in Blackfoot. She is also engaging in Community-Based Research as well as training Native American students in Linguistics

**Sheilah E. Nicholas** (Hopisino) is a SunForehead Clan member from the Second Mesa Hopi village of Songoopavi. A Professor at the University of Arizona in Tucson, AZ, she teaches graduate and undergraduate classes in Indigenous oral traditions, language and culture in education, teacher research, and an international course on Indigenous culture-based education. She is also a faculty instructor for the American Indian Language Development Institute (AILDI). Nicholas’ scholarly work focuses on Indigenous/Hopi language maintenance and reclamation, Hopi language literacy, Indigenous language ideologies and epistemologies, and cultural and linguistic issues in American Indian education. Along with colleagues from UCLA and UNM, she is currently engaged in the national study, “Indigenous Language Immersion (ILI) and Native American Student Achievement” to understand how and why ILI is beneficial. She is also an instructor consultant for the Indigenous Language Institute, Santa Fe, NM.

**Margaret Noodin** (*Giivedinoodin*) received an MFA in Creative Writing and a PhD in Linguistics from the University of Minnesota. She is currently an Associate Professor at the University of Wisconsin-Milwaukee where she is also Director of the Electa Quinney Institute for American Indian Education. She is author of *Bawaajimo: A Dialect of Dreams in Anishinaabe Language and Literature* and *Weweni*, a collection of bilingual poems in Ojibwe and English. To see and hear current projects visit [www.ojibwe.net](http://www.ojibwe.net) where she and other students and speakers of Ojibwe have created a space for language to be shared by academics and the native community.

**Aliana Parker** is the Language Programs Manager at First Peoples’ Cultural Council. She works closely with the language team at FPCC to support communities in British Columbia with their language revitalization efforts. Ms. Parker oversees the delivery of FPCC’s language revitalization funding for community-based projects and contributes to training workshops and the development of resources. She holds a Master’s degree in Applied Linguistics.

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Ms. Parker is a grateful settler in Coast Salish territory and is a non-Indigenous ally in the work of language revitalization.

**John Peacock**, an enrolled member of the Spirit Lake Dakota Nation in Fort Totten, North Dakota, is Professor of Native American Studies at the Maryland Institute College of Art in Baltimore. He was translation editor and wrote the forward and afterword for *The Dakota Prisoner of War Letters* (Minnesota History Society, 2013), winner of a 2014 American Association for State and Local History Award. His own writing in the Dakota language has been published in *American Indian Quarterly* and *Studies in American Indian Literature*. His essays, fiction, and poetry in English have appeared in over forty journals, periodicals, and anthologies.

**Mahaliah Peddle** graduated from the University of Lethbridge in 2019 with her Bachelor of Arts Degree with Great Distinction in French/Spanish and a minor in Linguistics. She worked with Dr. Inge Genee on the Blackfoot Language Resources project in summer 2017 and 2018, supported by SSHRC Research Scholarships. She was part of the organizing committee for SILS 2018 (Lethbridge). Her academic interests include language variation and change, phonetics, and language teaching and learning. She worked as a teaching assistant in Québec in 2019-2020, and plans to pursue graduate studies in languages or linguistics.

**Sharla Mskokii Peltier**, a speech language professional for 25 years in public schools and First Nations education and health contexts, is an assistant professor in the faculty of education at the University of Alberta. Sharla received an Interdisciplinary PhD in Human Studies at Laurentian University, Sudbury, Ontario in 2016. She is from the Chippewas of Rama First Nation, Ontario, and is a member of the Loon Clan. Sharla is an educator who shares Anishinaabe Teachings and educational approaches to honor diversity, the learner's special gifts, and to build knowledge of self-identity and self-in-relation to *Aki* (the Land) and each other. She facilitates the honoring of the child's voice and language through the oral tradition and story and explores Indigenous traditions of educational and cultural thought and experiences. Sharla is passionate about negotiating space for Indigenous ways of knowing, being, and doing in research and all levels of schooling. She makes important connections between Indigenous Knowledge and Anishinaabewin and sees the broader human and Indigenous traditions through the lens of Anishinaabe culture.

**Susan Penfield** received a Ph.D. in Linguistic Anthropology from the University of Arizona in 1980 where she was later an instructor in the Second Language Acquisition and Teaching Ph.D. Program (SLAT) and for the American Indian Language Development Institute (AILDI). From 2008-2011, Dr. Penfield directed the Documenting Endangered Languages Program at the National Science Foundation (NSF). She was awarded a Smithsonian Fellowship for Native American Programs in 2012. She is currently teaching for the University of Montana Linguistics Program and for the University of Arizona Certificate Program in TESL. Dr. Penfield specializes in language documentation, language reclamation and community-based language/linguistic training.

**Samantha Prins** is a PhD student and Graduate Assistant in Linguistics at the University of Arizona. She holds an MA in Linguistics from the University of Montana and a BA in Linguistics and Spanish from Western Washington University. Her research interests include language documentation and revitalization, Indigenous languages of North America, morphosyntax, discourse phonology, and the intersections of language and identity.

**Jon Reyhner** is a Professor Education at Northern Arizona University where he has taught since 1995. He taught junior high school for four years in the Navajo Nation and was a school administrator for ten years in Indian schools

in Arizona, Montana, and New Mexico. He served as a commissioned author for the U.S. Government's Indian Nations at Risk Task Force and has written extensively on American Indian education and Indigenous language revitalization, including co-authoring *Language and Literacy Teaching for Indigenous Education* and *American Indian education: A History*. He co-chaired the Fourth and Eighth Annual Stabilizing Indigenous Languages Symposia at Northern Arizona University in 1997 and 2001 and currently coordinates the Symposia Steering Committee. He has also edited a column on issues in Indigenous education for the magazine of the National Association for Bilingual Education since 1990. He currently maintains a Teaching Indigenous Languages website at <http://nau.edu/til> with links to full text on-line copies of his co-edited books, including his *Honoring Our Teachers* and *Honoring Our Elders*. He also edited *Teaching Indigenous Students: Honoring, Place, Community and Culture* published in 2015 by the University of Oklahoma Press.

**Alyce Sadongei**, a member of Kiowa and Tohono O'odham, is the project coordinator for American Indian Language Development Institute. She has a history of successful grant management from federal, state, local and foundation agencies/entities. She was an assistant curator for Native American relations of the Arizona State Museum at the University of Arizona and as training coordinator at the Smithsonian Institution's National Museum of the American Indian in Washington, D.C.

**Marina Sherkina-Lieber** is an Assistant Research Professor at School of Linguistics and Language Studies, Carleton University, Canada. She specializes in bilingualism, heritage languages, indigenous language revitalization, Inuktitut and Russian. Sherkina-Lieber's doctoral dissertation was the first study of receptive bilinguals who claimed understanding but not speaking the Labrador dialect of Inuktitut. In 2013-2015, Sherkina-Lieber held a SSHRC (Social Sciences and Humanities Research Council of Canada) postdoctoral fellowship, during which she tested non-fluent speakers of Nunavut dialects of Inuktitut on their knowledge of noun incorporation. In 2017-18, she worked as a consultant for Labrador Inuktitut Master-Apprentice program.

**Joslin Smith** is the Director of Postsecondary Education for the Peigan Board of Education. She is currently completing a Master's degree in Sociology at the University of Lethbridge.

**Conor Snoek** is Assistant Professor in the Department of Indigenous Studies at the University of Lethbridge. He specializes in historical linguistics, lexical semantics, and language revitalization. Working primarily on Dene (Athapaskan) languages, Conor has also carried out fieldwork on Cerro Xinolatépetl, a Totonacan language of Puebla State, Mexico. His language revitalization efforts have focused on Indigenous languages spoken in Alberta through which he has had sustained contact with speakers of Plains Cree and Blackfoot. Conor is an instructor with the Canadian Language and Literacy Development Institute providing training in linguistics both in-community and during the annual summer school.

**Megan Stark** is an Associate Professor and Librarian at the University of Montana. She has a particular research interest in the ways in which community and local information influence academic discourse.

**Eldon Yellowhorn** (*Otahkotskina*) is Piikani. He grew up on the Peigan Indian Reserve. Dr. Yellowhorn completed his studies in geography (BS '83) and archaeology (BA '86) at The University of Calgary and then completed graduate degrees at Simon Fraser University (MA '93) and McGill University (PhD '02). His career in archaeology focused on examining antiquity on the northern plains. Dr. Yellowhorn is a Professor in the Department of Indigenous Studies at Simon Fraser University. His interests include Blackfoot mythology, folklore

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studies and revitalizing his native language. He continues to conduct field studies in historical archaeology on the Piikani Nation.