

Preface

The 25th annual Stabilizing Indigenous Languages Symposium (SILS2018) took place on June 7-9, 2018, on traditional Blackfoot lands at Iniskim, the University of Lethbridge. It was hosted jointly by the Piikani Board of Education and the University of Lethbridge. SILS2018 was attended by more than 250 delegates from North America and beyond.

Seven invited keynote speakers gave plenary speeches discussing their work and highlighting challenges and opportunities for Indigenous languages in the 21st century. To mark the 25th anniversary, former SILS organizers Larry Kimura, Richard Littlebear, Margaret Ann Noodin and Jon Reyhner were invited to look backwards and forwards during a retrospective panel presentation and celebration on June 7. More than 40 other oral and poster presentations were given.

After the Symposium a call for papers was sent out to all presenters. This volume contains a selection of the papers that were received in response. We are especially pleased at the breadth of experience, wisdom and viewpoints represented in these contributions, which range from standard scholarly articles to personal essays. All provide poignant evidence of the vitality of the work being done in so many places and by so many communities and individuals to maintain, stabilize, preserve, revitalize, support, sustain and reclaim Indigenous languages. This volume represents a unique record of the state of the art in the field.

Keynote Speakers

Thanks to a generous grant from SSHRC's Connection Grant program, we were able to invite seven high profile keynote speakers, representing a broad range of languages, geographical areas, and points of view. The keynote speakers and presentations were (in alphabetical order):

Steven Crowchild (Tsuut'ina): *The role of young people in language revitalization initiatives.*

Belinda Daniels (Plains Cree): *Practical tips for revitalizing Indigenous languages.*

Robert Hall (Aamsskaapipikani Blackfeet): *Memory, brain and language revitalization.*

Wesley Leonard (myaamia): *Fostering Indigenous-centered collaborations in language reclamation.*

Onowa McIvor (Swampy Cree): *"One mind, one people:" A national partnership to understand and enhance Indigenous adults' contributions to reviving Indigenous languages.*

Sheilah Nicholas (Hopi): *"We are feeding them with the nourishment they crave and need:" Professionalization of Indigenous/Heritage language teaching "specialists" for language reclamation projects.*

Eldon Yellowhorn (Piikani Blackfoot): *Blackfoot blogs and boutique languages.*

Oral and Poster Presentations and Panel Discussions

The following oral and poster presentations and panel discussions were delivered at the Symposium (in alphabetical order by last name of first author):

Antti Arppe, Atticus Harrigan, Katherine Schmirler, University of Alberta;
Arok Wolvengrey, First Nations University of Canada: *Itwêwina: A morphologically intelligent on-line dictionary for Plains Cree.*

Sustaining Indigenous Languages

Antti Arppe, Atticus Harrigan, Katherine Schmirler, University of Alberta: *Towards a spoken dictionary of Maskwacis Cree.*

Leora Bar-el, Megan Stark, Samantha Prins, University of Montana: *Resources for and about Indigenous languages: Collection, curation and distribution.*

Heather Blair, University of Alberta, Canadian Indigenous Languages and Literacy Development Institute (CILLDI); **Norrine Buffalo**, Nipisihkopahk Elementary School / CILLDI; **Belinda Daniels**, Mount Royal Collegiate / CILLDI; **Velvalee Georges**, University of Alberta / CILLDI: *At the convergence of theory and practice: Nourishing the learning spirits of Indigenous language teachers in schools.*

Molly Chisaakay, Carla Chisaakay, Dene Tha' First Nation; **Jordan Lachler, Laura Visscher**, University of Alberta; **Ashleigh Smith**, University of Hawai'i at Mānoa; **Matheus Azevedo, Sarah Giesbrecht, Pamela Labonte, Maija Pumphrey, Celeste Soete, Kevin Andrusky**, University of Alberta: *Building our Dene Dháh dictionaries: Blending legacy materials and modern documentation.*

Molly Chisaakay, Carla Chisaakay, Dene Tha' First Nation; **Jordan Lachler, Laura Visscher**, University of Alberta; **Ashleigh Smith**, University of Hawai'i at Mānoa; **Matheus Azevedo, Sarah Giesbrecht, Pamela Labonte, Maija Pumphrey, Celeste Soete, Kevin Andrusky**, University of Alberta: *Collaboration for revitalization: Creating language resources for Dene Dháh.*

Beverly Cox, Margaret Fireman, Chisasibi Heritage and Culture Centre;

Tania Muir, Suzanne Urbanczyk, Janna Wilson, University of Victoria:

ΔΑΔΟ ΔΑΓΓΙΟ ΙΙΥΙΥΙΥ ΑΥΙΜΙΗΤΑΑΥ (LET'S TALK OUR LANGUAGE). **Jo-Ann Crow Shoe Yellow Horn**, Napi's Playground Elementary School; **Pauline Yellow Horn**, Peigan Board of Education: *Piikani Nitsiitsipoyisin Act.*

Carol Dana, Penobscot Nation; **Margo Lukens**, University of Maine; **Conor Quinn**, University of Southern Maine: *"They remember me still:" Language revitalization through traditional Penobscot stories.*

Robin Delaronde, Kahtehrón:ni Iris Stacey, Kahnawà:ke Education Center: *Community control of education: A great responsibility—Curriculum development and mobilization in Kahnawà:ke, Mohawk Territory.*

Stephen M. Echerd, SIL International: *Quickly remembering and preserving thousands of words.*

Stephen M. Echerd, SIL International: *Making dictionaries: 21st century tools for Indigenous communities.*

Stephen M. Echerd, SIL International: *The Sustainable Use Model [SUM].*

Janis A. Fairbanks, Fond du Lac Band of Lake Superior Chippewa, Nagaajiwanaang Genawendangig Anishinaabemowin Language Program, Fond du Lac Reservation, Cloquet, MN; **Ricky W. DeFoe**, Fond du Lac Band of Lake Superior Chippewa, Nagaajiwanaang Genawendangig Anishinaabemowin Language Program, Fond du Lac Reservation, Cloquet, MN; **Margaret Ann Noodin**, Electa Quinney Institute for American Indian Education, University of Wisconsin-Milwaukee, Milwaukee, WI: *"See and Say" Ojibwe immersion videos project.*

Inge Genee, University of Lethbridge: *Working with the Blackfoot Language Resources website.*

Suzanne Gessner, Aliana Parker, First Peoples' Cultural Council: *Planning a future for the language: Community-based language planning.*

Corey Gray, Siksika Nation, Caltech/LIGO, Sharon Yellowfly, Siksika Nation: *Translating new physics discoveries into Blackfoot.*

Adrienne Heavy Head, Jesse Malinsky, University of Lethbridge Library: *Blackfoot Digital Library.*

Samaya Jardey, Simon Fraser University / Snuneymuxw First Nation; **Bernadette Sam**, Simon Fraser University / Quw'utsun' Tribes; **Margaret Seymour**,

Simon Fraser University / Stz'uminus First Nation: *The Hul'q'umi'num' language graduate program: A third space, home to ceremony and research.*

Sʔimlaʔx^w Michele Johnson, Skawilx Sarah Alexis, Syilx Language House Association, Penticton BC: *əlx^wllstim cause it to come back to life – Nsyilxcn adult fluency program.*

Anna Logie: *Inuktitut second language learning in an urban setting: A first-hand account.*

Claudine Louis, Shauna Bruno, Jamie Saddleback, Maskwacis Cultural College: *Maskwacis Cree—Adult learner acquisition.*

Larry Kimura, University of Hawai'i at Hilo; **Alika McNicoll**, 'Aha Pūnana Leo Hawaiian Medium Preschool: *'Aha Pūnana Leo's annual summer institute: Hawaiian language and culture in a new time with young Hawaiian medium preschool educators.*

Janine Metallic, McGill University / Listuguj Mi'gmaq Nation: *Indigenous language learning, pedagogy, and revitalization: Exploring the experiences of young adult Mi'gmaq language learners.*

Alice L. Meyers, Ontario Institute for Studies in Education at the University of Toronto: *Blossoming Indigenous language resurgences on WSÁNEĆ and Quw'utsun Territory: Place-based learning, food sovereignty, Sacred Site (re) naming.*

Mizuki Miyashita, University of Montana; **Naatosi Fish**, University of Montana / Blackfoot Nation: *Language research and application: Blackfoot word melody and second language acquisition.*

Mizuki Miyashita, University of Montana; **Richard Littlebear**, Chief Dull Knife College / Northern Cheyenne; **Susan Penfield**, University of Montana / University of Arizona; **Alyce Sadongei**, University of Arizona / Kiowa / Tohono O'odham; **Irene Appelbaum, Leora Bar-el**, University of Montana: *The Collaborative Language Project in Montana.*

Margaret Noodin, University of Wisconsin Milwaukee: *Teaching Algonquian verbs: Patterns, practice and assessment.*

John Peacock, Spirit Lake Dakota: *How can educators accentuate the positive traditional causes and help heal the negative boarding-school legacy of Indian learners' quiet ways?*

Mahaliah Peddle, University of Lethbridge: *The Blackfoot Language Resources website.*

Sharla Mskokii Peltier, Loon Clan, Chippewas of Rama First Nation / University of Alberta: *Anishinaabewin: An Indigenous scholar's journey.*

Stanley Peltier, University of Alberta / Ojibway: *Speaking with the voice of our Ancestors.*

Jon Reyhner, Northern Arizona University: *Affirming identity: The importance of Indigenous language revitalization.*

T'lat'laḡul Trish Rosborough, University of Victoria: *Beautiful words: Honouring worldview and cultural knowledge transmission in Indigenous language learning and research.*

Margaret Seymour, Simon Fraser University / Stz'uminus First Nation; **Thomas Jones**, Simon Fraser University / Snuneymuxw First Nation; **Bernadette Sam**, Simon Fraser University / Quw'utsun' Tribe; **George Seymour**, Simon Fraser University / Stz'uminus First Nation: *t'ukw'stuhw'ee!: Using Coast Salish canoe puller knowledge to improve language fluency.*

Jimmy Santos Teria, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language: *Creating Indigenous language instructional materials.*

Marina Sherkina-Lieber, Memorial University of Newfoundland / Carleton University: *Creation of language tests for heritage learners of the Labrador dialect of Inuktitut.*

Sustaining Indigenous Languages

Marina Sherkina-Lieber, Memorial University of Newfoundland / Carleton University: *How to help children learn the ancestral language: What parents and grandparents can do.*

Myles Shirakawa, University of Lethbridge: *Creating a catalogue of online Indigenous lyrical song.*

Api'soomaahka William Singer III, Kainai First Nation, Idle No More; **Misa-maaki Lori Braverock**, Kainai First Nation, Idle No More: *Blackfoot language retention: A grassroots perspective.*

Joslin Smith, Lisa Crowshoe, Piikani Board of Education: *Piikani Board of Education Language revitalization program.*

Robby Smoker-Peters, Nicole Davies: *NETOLNEW one mind, one people—Indigenous Language Research Network.*

Conor Snoek, University of Lethbridge: *A minor in language revitalization at the University of Lethbridge.*

Kahtehrón:ni Iris Stacey, Kahsennéhawe Jacobs, Kahnawà:ke Education Center: *Strategic language planning and community empowerment.*

TiuN Hak-khiam, National Taitung University, Taiwan: *Indigenous language learning at home program in Taiwan—Challenges and responses.*

Brittany Wichers, University of Lethbridge: *The Algonquian Linguistic Atlas project.*

Acknowledgements

Big events like SILS2018 do not come together without the help of many people. We are honoured to acknowledge the most important individuals and groups here.

We are grateful to the Piikani Elders who attended the Symposium for their support and encouragement. We also thank the Elders who gave blessings and prayers, and the MCs who made sure we stayed entertained and on schedule.

The Symposium could not have run as smoothly as it did without the help of student research assistants Mahaliah Peddle, Myles Shirakawa and Brittany Wichers, who were involved in the months leading up to June 7, and the volunteers who assisted during the Symposium days: Cherilynn Blood, Jolene Braun, Ooleepeeka Egeesiak, Tamara Firstcharger, Vita Kurylo, Patrick O'Donnell, Trishelle Provost, and Joelle Weaselbear. PBOE staff and volunteers Larry Burns, Leroy Crazy Boy, Wes Crowshoe, Jon-Call David, Amanda Grier, Mariah Grier, Ed Knowlton, Lori Pard, Tanya Potts, Chenoa Smith, and Pauline Yellow Horn ran the registration and information desk and arranged for set-up and take-down of the tipi and other items.

The contributions in this volume were peer reviewed by a panel of internal and external reviewers, who provided very useful and detailed comments. Our authors then worked diligently and carefully to incorporate the reviewers' comments into their revised contributions. The thoughtful feedback of the reviewers has strengthened and improved the quality of the papers, and we are very grateful to them for their work. Most of them reviewed multiple papers. It is good practice for peer reviewers to be anonymous, and we will therefore not name them here, but we do want to acknowledge their important work. It is a thankless but crucial task that too often stays unmentioned. You know who you are! Thank you!

SILS2018 was made possible by generous financial support from the Piikani Board of Education (PBOE), the University of Lethbridge's Strategic Opportunities Fund (SOF), and the Social Sciences and Humanities Research Council of Canada's (SSHRC) Connection Grant program. SOF and SSHRC support also contributed to the publication of this volume.

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We are grateful to Api'soomaahka William Singer III for creating the artwork on the cover.

We thank Professor Jon Reyhner and Northern Arizona University for undertaking the publication of our papers.

Enjoy!

Lisa Crowshoe, Inge Genee, Mahaliah Peddle, Joslin Smith, Conor Snoek
December 2020