

guwazi hoba camai
chokma
anin
talofa
takahii
yá'át'ééh
kia ora
sa:pe masma
keshi

haáahe
da'gotee
tashgasha
aaniil
bozho

Revisiting
the State of
**INDIGENOUS
LANGUAGES**
National Conference

JUNE 17-18, 2013
THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

hè
cualli
a,qhest
chíkma
gamyu
hawé

kamaduu
o-si-yo
hinikaragi
kway
pay lolma
maĩ
lios en chania
mi'yaxwen
estonko
iorana



**AMERICAN INDIAN LANGUAGE
DEVELOPMENT INSTITUTE**

m̃ai aang áay welcome .iorana chokma yá'át'ééh keshi hawé

The primary goal of the passage of the Native American Languages Act (NALA) in 1990 and 1992 was to bring about positive change in the face of the rapid loss of U.S. Indigenous languages. The NALA reauthorization in 1992 was the backdrop for Dr. Michael Krauss' (University of Alaska) statistics on language moribundity presented to Congress in support of the NALA. These statistics have often been quoted and still stand as the primary ones for the state of U.S. Indigenous languages.

In addition, federal funding opportunities have also emerged with the amendment to NALA in 1992 that authorized a grant program to directly aid tribal communities with language revitalization and maintenance, the ANA Language Preservation Program. This funding opportunity was the impetus for other federal and private institutions to provide additional funds. In particular is the National Science Foundation/National Endowment for the Humanities Collaborative Documenting Endangered Languages Program (DEL). A result was that tribal language maintenance and revitalization effort activities appeared to be on the rise. Yet, there has been little discussion on how funded efforts have resulted in any specific changes. There is a great need for reassessment of the general state of Indigenous languages at this time.

Using the Krauss' statistics and NALA as a springboard for discussion, the conference will provide a critical examination of the history of Indigenous language vitality including documentation and teaching methods.

Ironically, over the twenty-one year history of the NALA's there have been substantial changes in local and national policy which have impacted the use and teaching of Indigenous languages. With this background the conference will provide a forum for targeted discussion around relevant key questions:

- *What was the effect of the Native American Languages Act on the state of Indigenous languages?*
- *Has it brought about positive change?*
- *Are there more current statistics on the vitality of these languages?*
- *Where and who are the next generation of speakers of Indigenous languages?*
- *Are there established best practices for work with Indigenous languages today?*

Sponsored by the American Indian Language Development Institute with additional support from the National Science Foundation, Documenting Endangered Languages Program Award number BCS 1316698 and the Lannan Foundation



Monday, June 17

7:30-8:30

Continental Breakfast | Ballroom South-Student Union

8:30-9:00

Opening Remarks

Dr. Ofelia Zepeda, AILDI Director and Regents' Professor, Linguistics, University of Arizona

9:00-10:30

Ken Hale Memorial Lecture: Daryl Baldwin

The Ken Hale Memorial Lecture was established to honor the legacy of noted linguist, Ken Hale whose lifework was dedicated to documenting and revitalizing endangered languages. He also served as a mentor to tribal linguists, inspiring many to enter the field of linguistics.

More about Daryl Baldwin on page 5

10:30-11:00

Break | Ballroom South

11:00-12:30

Plenary Panel | The AILDI Legacy: Native Language Institutes

This panel includes representatives from AILDI's "sister" institutes including: Advocates for Indigenous California Language Survival, Northwest Indigenous Language Institute; Oklahoma Native Language Association; Canadian Indigenous Language and Literacy Institute; Indigenous Language Institute. The panel will discuss pedagogical trends, language learning resources and the status of Native language speakers since the passage of NALA and how that has been reflected in their respective institutes. Panelists: Vincent Medina, Janne Underrinner, Virginia Beavert, Mary Linn, Jordan Lachler, Inee Slaughter Moderator: Ofelia Zepeda

12:30-1:30

Lunch on your own

1:30-3:00

Concurrent Sessions (descriptions on page 7)

Breakout A: Creating Linguistic Products | Copper Room

Breakout B: Where Are Your Keys? | Presidio Room

Breakout C: Teaching Indigenous Language Through Traditional Ecological Knowledge (TEK) | Tubac Room

Breakout D: Trends in Language Learning | Ventana Room

3:00-3:30

Refreshment Break | Ballroom South

3:30-5:00

Concurrent Sessions (descriptions on page 8)

Breakout A: How to Work With Linguists | Copper Room

Breakout B: Technology Review | Agave Room

Breakout C: Youth and Language | Presidio Room

Breakout D: Documentation Trends: What is Working? | Tubac Room

Breakout E: Local Perspectives on Michael Krauss' Survey | Ventana Room

5:30-7:30

Silent Auction and Dinner | Ballroom South

schedule

Tuesday, June 18

8:00-8:30

Continental Breakfast | College of Education, Room 353

8:30-9:00

Opening Remarks | College of Education, Room 353

Dr. Ofelia Zepeda, AILDI Director and Regents' Professor, Linguistics, University of Arizona

9:00-10:30

Poster Session | College of Education Rooms 353, 351, 331

Descriptions on page 9

10:30-11:00

Refreshment Break | College of Education, Room 353

11:30-1:00

Plenary Speaker: Lillian Sparks

Administration for Native Americans | KIVA Auditorium, Room 211

More about Lillian Sparks on page 5

1:00-2:00

Lunch on your own

2:00-3:30

Plenary Speaker: April G.L. Counciller

Assistant Professor of Alutiiq Language and Culture, Kodiak College, University of

Alaska Anchorage; Alutiiq Language Program Manager, Alutiiq Museum and Archaeological Repository

More about April G.L. Counciller on page 5

3:30-4:00

Refreshment Break | College of Education Kiva Lobby

4:00-5:00

The Next Generation of Native Language Speakers:

Stacey Oberly Assistant Professor, Linguistics, University of Arizona and

Natalie Diaz, Language Program Manager, Ft. Mojave Tribe

More about Stacey Oberly and Natalie Diaz on page 6

5:00

Adjourn



Daryl Baldwin

Daryl Baldwin is a citizen of the Miami Tribe of Oklahoma. He was born and raised around the Great Lakes area residing most of his life in northwest Ohio. He currently lives in Liberty, Indiana with his wife and four children. Over the last 15 years, he has worked with the Myaamia people developing culture and language based educational materials and programs. Daryl is the director of the Myaamia Center at Miami University in Oxford, Ohio. The Myaamia Center is a joint venture between the Miami Tribe of Oklahoma and Miami University. Its mission is to preserve, promote and research Miami Nation history, culture and language.

Lillian Sparks

Lillian Sparks, a Lakota woman of the Rosebud and Oglala Sioux Tribes, is the Commissioner of the Administration for Native Americans. Miss Sparks was confirmed by the U.S. Senate on March 3, 2010, and was sworn in on March 5, 2010. She has devoted her career to supporting the educational pursuits of Native American students, protecting the rights of Indigenous peoples and empowering their communities. Prior to her appointment, Miss Sparks served as the Executive Director of the National Indian Education Association. Previous to her work at NIEA she served as a staff attorney with the National Congress of American Indians where she worked on international Indigenous rights, sacred sites and religious protection and issues related to youth and health care. Miss Sparks received her B.A. in Political Science from Morgan State University, and her Juris Doctorate from Georgetown University Law Center.



April Laktonen Counciller

April Laktonen Counciller (Alutiq/Supiag) also known as Isiik, is an enrolled member of the Native Village of Larsen Bay, and resides in Kodiak, Alaska. She received her B.A. in Anthropology and American Civilization from Brown University in 2002, her M.A. in Rural Development from University of Alaska, Fairbanks, in 2005, and her Ph.D. in fall 2010 from the University of Alaska, Fairbanks Interdisciplinary Program in Language Planning and Indigenous Knowledge Systems. April also serves on the board of the Alaska Anthropological Association and Koniag, Inc. and is Vice-Chair of the Alaska Native Language Preservation and Advisory Council.

speakers

Dr. Stacey Oberly

Dr. Stacey Oberly (Southern Ute) is an assistant professor of Linguistics at the University of Arizona. She specializes in Southern Ute linguistics, language policy, descriptive linguistics, Native American language immersion, language documentation and revitalization, Numic phonetics, Native American higher education and instrumental phonetics. Dr. Oberly's most recent scholarly work focuses on an NEH Documenting Endangered Language Fellowship to document Naturally-Occurring Ute.



Natalie Diaz



Natalie Diaz grew up in the Fort Mojave Indian Village in Needles, California, on the banks of the Colorado River. She is Mojave and an enrolled member of the Gila River Indian Community. After playing professional basketball in Europe and Asia for several years, she completed her MFA in poetry and fiction at Old Dominion University. She was awarded the Bread Loaf 2012 Louis Untermeyer Scholarship in Poetry, the 2012 Native Arts and Cultures Foundation Literature Fellowship, a 2012 Lannan Residency, as well as being awarded a 2012 Lannan Literary Fellowship. Her first book, *When My Brother Was an Aztec*, was published in June 2012, by Copper Canyon Press. She currently lives in Mohave Valley, Arizona, and directs The Fort Mojave Language Recovery Program at Fort Mojave. There she works and teaches with the last Elder speakers of the Mojave language

Concurrent Sessions

Monday, June 17 | 1:30 -3:00

Creating Linguistic Products | Copper Room

How can you use linguistics to create meaningful, learner-oriented products for your language? This panel will demonstrate dictionary making software (FLEx-Fieldworks Language Explorer) that creates online dictionaries with audio and pictures. Pedagogical grammars, story collection, verb guides and linguistic stimuli will also be featured. Examples of products “in process” created by AILDI students will be highlighted. Moderator: Colleen Fitzgerald, Professor, Linguistics and TESOL, University of Texas at Arlington

Where Are Your Keys? | Presidio Room

This panel will introduce the key concepts and techniques behind WAYK, a system that enables participants to quickly learn any language by talking with a fluent speaker without the help of textbooks, dictionaries, or translations. The WYAK system is informal and does not emphasize a standard classroom methodology. WAYK is one of the current AILDI courses and students will demonstrate how to play this new language learning game. Moderator: Evan Gardner, Developer of Where Are Your Keys?

Teaching Indigenous Language Through Traditional Ecological Knowledge(TEK) | Tubac Room

In the twenty years since the passage of NALA, new trends have been surfacing. Traditional Ecological Knowledge has become more valued in the face of concerns about climate change and this knowledge is intricately encoded in indigenous languages. Interdisciplinary work has become critical and plays out in very valuable ways when language and linguistics are overlapped with other disciplines (geography, sociology,). This panel features projects and curriculum that incorporate language and TEK. Panelists: Teresa Newberry, Professor, Tohono O’odham Community College; George Ironstrack,(Miami), Assistant Director, Myaamia Project, Miami University

Trends in Language Learning | Ventana Room

Experienced language educators will discuss the various methodologies that have emerged since the passage of NALA for language learning and teaching. Panelists: Lucille Watahomigie (Hualapai), Director, Hualapai Education, Jennie DeGroat (Navajo), Senior Lecturer, Northern Arizona University, Sheilah Nicholas (Hopi) Assistant Professor, Teaching, Learning and Sociocultural Studies, University of Arizona

Concurrent Sessions

Monday, June 17 | 3:30 -5:00

How to Work with Linguists | Copper Room

Since the passage of NALA there have been increased efforts by tribes to produce their own linguists but many have sought expertise from university trained linguists. This panel will discuss the challenges and benefits of working with linguists on community based language projects. Panelists: Amelia Flores (Mojave) Tribal Council Member, Library and Archive Director, Colorado River Indian Tribes, Susan Penfield, Research Coordinator, Center for Educational Resources in Culture, Language and Literacy; CONFLUENCE, Center for Creative Inquiry, University of Arizona, Colleen Fitzgerald, Professor, Linguistics and TESOL, University of Texas at Arlington

Technology Review | Agave Room

The number and types of computer and web based applications for language learning has increased exponentially over the last twenty years. Language learning applications are becoming more prevalent on hand held devices as well. Has technology helped or hindered language learning? Moderator: Shannon Bischoff, Assistant Professor, English and Linguistics department, Indiana-Purdue Fort Wayne

Youth and Language | Presidio Room

This panel will highlight several regional language programs that emphasize youth participation. Panelists: Mary Linn, Associate Curator, Native American Languages and Associate Professor, Linguistic Anthropology, Sam Noble Oklahoma Museum of Natural History, University of Oklahoma; Leisy Wyman, Associate Professor, Teaching, Learning and Sociocultural Studies, University of Arizona, Inee Slaughter, Indigenous Language Institute.

Trends: What is Working? | Tubac Room

Documentation for the purposes of language revitalization has become more extensive, more appropriate, and accurate since the passage of NALA. This panel will discuss how these trends have evolved and have been viewed as having a critical role in language revitalization efforts. Stacey Oberly (Southern Ute), Assistant Professor, Linguistics, University of Arizona, Mizuki Miyashita, University of Montana, Jesse Johnson (Cheyenne River Sioux) University of Arizona. Moderator, Phil Cash Cash (Cayuse/NezPerce), University of Arizona.

Local Perspectives on Michael Krauss' Survey | Ventana Room

Michael Krauss' (University of Alaska) statistics presented to Congress in support of the NALA, have often been quoted and still stand as the primary statistics for the state of Indigenous languages. This panel will discuss the status of language speakers among the Four Southern Tribes of Arizona and the Pascua Yaqui Tribe. Panelists: Tohono O'odham Nation, Ronald Geronimo; Salt-River Pima-Maricopa Indian Community, Kelly Washington, Ak-Chin Indian Community, Velacita Lopez; Gila River Indian Community, Joyce Hughes, Pascua Yaqui Tribe, Daniel Vega, Moderator, Ofelia Zepeda.

Poster Session

Tuesday June 18 | 9:00 -10:30

Phillip L. Miguel and Anjelic Y. Oritz,
Tohono O'odham Community College,
Angea Haha'a

Mizuki Miyashita, Deborah Cole and Annabelle
Chatsis, University of Montana, University of
Texas-Pan-American, Kainai Tribe of the Blackfoot
Confederacy, **Considering variation in the design
and delivery of teaching materials for a Blackfoot
language course**

Audra Vincent, Shannon Bischoff, Amy Fountain,
Ivy Doak, John Ivens. University of British
Columbia/Coer d'Alene Tribe, Indiana
University-Purdue University Fort Wayne,
University of Arizona, University of North Texas,
**The Coeur d'Alene Online Language Resource
Center (COLRC)**

Joanna Karet, University of Alaska, Anchorage,
Yup'ik for ipad: **Measuring the influence on
student language learning**

Walkie Charles, University of Alaska Fairbanks,
**Dialogue Journals and Second Language Learn-
ing: Student Learning from a Yup'ik Context**

Malcolm Benally and David Begay, Community
Environmental Health Programs, University of
New Mexico, **Navajo Birth Cohort Study:
Iina Nizhoni, A Beautiful Life**

Project SEED- Scholarships for Education and
Economic Development:

Eliú Martínez Cruz, Title: **"El uso escolar de las
tradiciones orales: Experiencias desde la zona
zoque de Chiapas" (The use of oral traditions at
school: Experiences from the Zoque region of
Chiapas)**

Isabel Tiburcio Estrada, Title: **"Enseñando y
aprendiendo la lectura y la escritura del chinan-
teco en primer grado de la escuela primaria"
(Teaching and learning the reading and writing of
Chinanteco in first grade elementary school)**

Martha Griselda Valencia Sánchez, Title:
**"La integración de alumnos de retorno a la
comunidad escolar indígena náhuatl"
(The integration of returning students to the
Nahuatl indigenous school community)**

Oracio Valdez Serna, Title: **"Tarjetas de
autoaprendizaje en las lenguas purépecha y
español" (Self-learning cards in the Purépecha
and Spanish languages)**

Linda and Bertney Langley, Coughatta Tribe,
Kowassaaton Ilhaalos: Let us hear Koasati
NSF Fellows (Documentation) 2006

Mary Cloud, Southern Ute, NSF Fellow
(Documentation) 2006

Roger Jacob and Virginia Beavert
**Yakama Language Documentation
and Revitalization** Tribe NSF Fellows
(Documentation) 2006

Susan Paskvan, Yukon-Koyukuk School District,
Reviving Traditional Songs using Technology
NSF Fellow (Documentation) 2006

Kah^tanukwas (She Gathers the Fields) Laura
Cornelius, Oneida Nation, **Yuwatsistay^ Our fire,
our spirit within each of us. Does reconciling
your personal history empower you to learn your
language?** NSF Fellow (Documentation) 2006

Topics in Native American Linguistics, AILDI class:

Gabriel Martinez, Akimel O'odham and Eugenia
Apkaw, Akimel O'odham

Dolores Joaquin, Akimel O'odham
and Joyce Huhges, Akimel O'odham

Denise Hunter and Cecilia Chavez, Tule River Tribe

Jasmine House, Oneida

thank you

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Linguistics Department, University of Arizona

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