



West Regional Native American Language Resource Center (NALRC)

Newsletter Issue 2

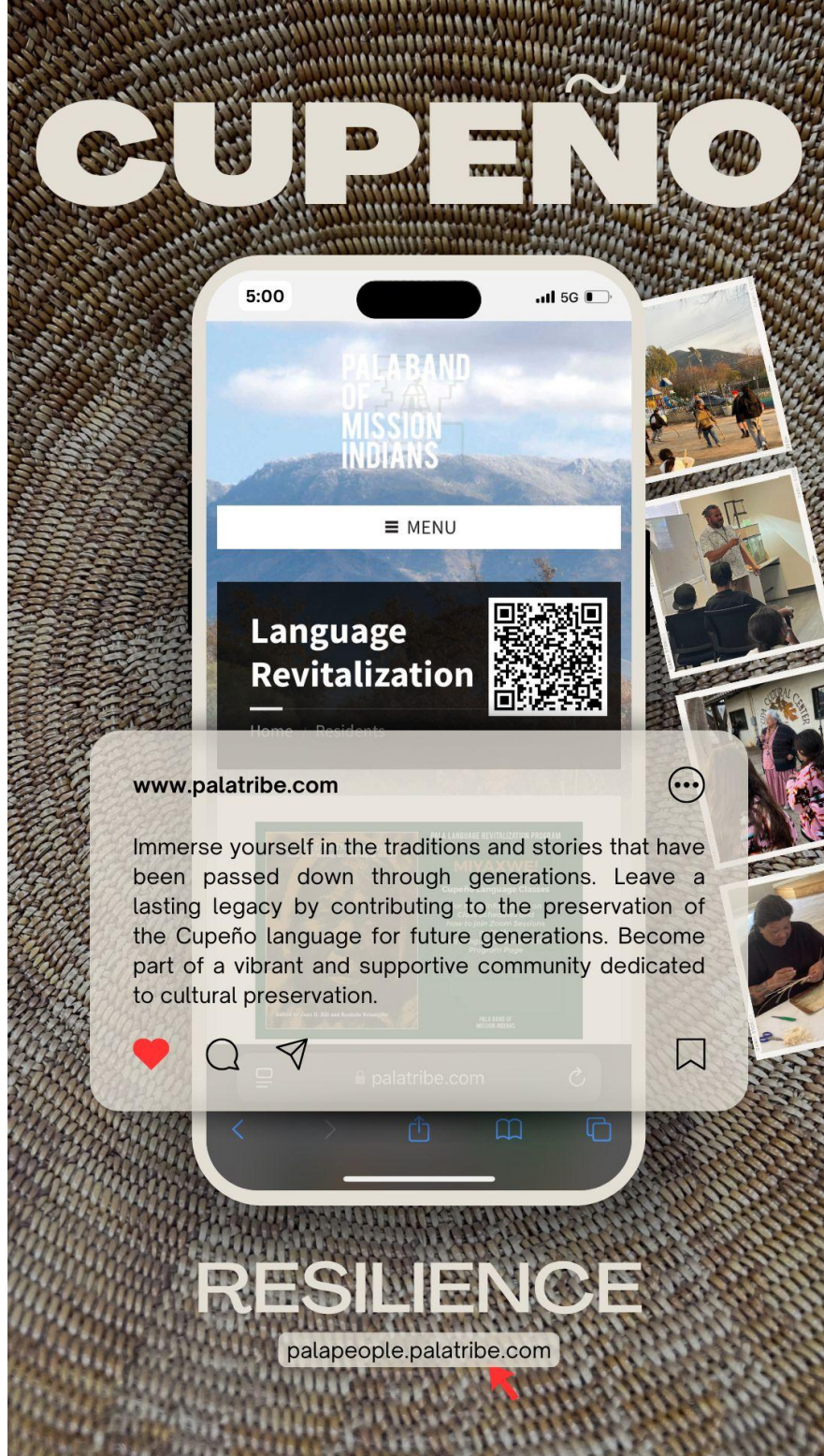
May 2025

Nukwang Talöngva ("It is a good day" in Hopi),

The West Regional NALRC team has had a busy spring! Some of you have taken the time to join us for 'Coffee chats' – short but in-depth conversations about the inspiring Native language work that you and your colleagues are engaged in, challenges you are facing, and long-term visions for your community's language work. If you have not yet participated in a Coffee chat but would like to, please [contact us](#).

This issue of the West Regional NALRC Newsletter contains information regarding upcoming AILDI and NALRC workshops and events, Indigenous language news, upcoming grant opportunities, and more. In our Regional Language Program Spotlight, we highlight a unique Native language program in our region whose speakers are doing incredible work to revitalize their language.

Regional Language Program Spotlight



By JOHN 'BUD' MACHADO, Cupeño Language Instructor

After the 1903 forced removal from Cupa, now Warner's Hot Springs, to the Pala Indian Reservation, the Cupeño people and language faced adversity. Boarding schools threatened cultural identity, and the loss of the last native speaking teachers in 1982 and 1987 marked a profound cultural loss. Yet, the Pala community remains steadfast in igniting ongoing efforts to revive our precious linguistic heritage.

The Pala Band of Mission Indians, under the visionary leadership of Tribal Chairman Robert Smith, has been at the forefront of revitalizing the Cupeño language for several decades. Thanks to native language grant funds, dedicated

instructors led by Cupeño Language Grant Program Director John 'Bud' Machado who is also a Cupeño language instructor, have initiated online language classes utilizing modern communication platforms. Over the past four years, these educators have crafted comprehensive lessons, learning materials, games, and resources which are available online and at the Pala Cupa Cultural Center. The tribe has also developed an online portal, providing public access to live classes and a digital archive featuring precious audio recordings of native speakers, traditional stories, and an online Cupeño dictionary (to access the Pala Band of Mission Indians Language Revitalization webpage, scan the QR code in the image above).

Recognizing the importance of in-person learning, the creation of the Pala Elder/Senior Cupeño Language group has fostered traditional language and song sharing. Additionally, the Pala preschool offers a Cupeño music program, and Youth Cultural Clubs hosted by the Cupa Cultural Center integrate the language into cultural and modern activities, ensuring immersive learning experiences. By harmonizing modern innovations with traditional practices, the Pala Band of Mission Indians is steadfast in its mission to preserve and teach the Cupeño language for future generations.

For more information on the Cupeño language program, contact John 'Bud' Machado at jmachado@palatribe.com.

Upcoming NALRC Workshops

Community Mentor Apprentice Program (MAP) Design

Facilitator: Aresta Tsosie-Paddock, PhD (Diné)

@ AILDI summer session (University of Arizona, June 17-18, 9:00 - 4:00)

This practical workshop will provide an overview of the Mentor-Apprentice Program (MAP), an increasingly popular Native language learning paradigm. It will include discussing community language goals, designing a curriculum tailored to your community, various forms of language transmission, logistical requirements, and how MAP benefits the community and learners. The workshop is designed to provide a roadmap for implementing a Mentor-Apprentice Program. This event will be hybrid (i.e., in-person and online).

Register for the Community MAP Design workshop

Indigenous Early Childhood & Language Revitalization

Facilitator: TBA

@ AILDI summer session (University of Arizona, June 27, 8:00 - 5:00)

Early childhood is a crucial period for children to be nurtured with their own language and culture. As such, early Indigenous childhood educators play a critical role in nurturing a child's language and cultural identity. This workshop

will address how these educators can create the conditions and environments to grow and cultivate their ancestral language(s) for multiple generations. Highlighted topics are specific to Indigenous language learning in children, language acquisition, and using vs. teaching the language. Indigenous early education practitioners will be able to apply these understandings to inform and strengthen their capabilities and competencies.

Register for the Early Childhood & Language
Revitalization workshop

Travel support for NALRC Workshops may be available for participants from AZ, CA, NV & UT.

Join us for AILDI's 2025 Summer Session!

The **American Indian Language Development Institute (AILDI)**'s **summer session** will take place at the University of Arizona in Tucson, Arizona from June 9 - July 10. AILDI's 2025 summer session will include the following course offerings:



SUMMER 2025

JUNE 9 - JULY 10

**BRIDGING ANCESTRAL & CONTEMPORARY
LINGUISTIC LANDSCAPES**

**LING 421/521: THE LANGUAGE LEARNERS'
JOURNEY: RE-EMBODYING LAND, LANGUAGE,
AND ANCESTRAL ORAL TRADITIONS**
JENNIE DEGROAT & SHEILAH NICHOLAS

**LING 424/524: LANGUAGE TECHNOLOGY
FOR DATA SOVEREIGNTY**
AMY FOUNTAIN, ARESTA TSOSIE-PADDOCK, & ALICE KWAK

**LING 427: LINGUISTICS FOR NATIVE
AMERICAN COMMUNITIES**
BRADEN THUE

**LING 445A/545A: INTRODUCTION TO
DOCUMENTING NORTH AMERICAN INDIAN
SIGN LANGUAGE**
MELANIE MCKAY CODY

**LING 392A/599: WRITING ABOUT YOUR
LANGUAGE (ONLINE | ASYNCHRONOUS)**
LAUREN SCHNEIDER



For more information and to enroll in AILDI, [click here](#).

Native Language News

Study shows positive impacts of Indigenous Language Immersion (ILI) schooling

Indigenous Language Immersion (ILI) schooling is an innovative approach in which most or all of the instruction occurs in the Indigenous language, with a strong culture-based curriculum. With the goals of promoting language revitalization, academic/holistic wellbeing, and cultural identity and continuance, ILI is a form of sustainable self-determination that helps children and families thrive.

From 2016-2023, the Spencer Foundation funded The Indigenous Language Immersion and Native American Student Achievement Study, which examines ILI schooling, its distinctive features and effects on Native students. The authors of this study aim to contribute to research, policy and practice to improve educational opportunities and outcomes for Native American students and, in doing so, illuminate promising practices for educational equity for students from diverse linguistic and cultural communities.

Preliminary results of this study show a number of key findings, including:

- Hundreds of ILI programs exist, using diverse approaches. Foundation grants (19%), state grants (15%) and federal grants (11%) are the primary sources of funding for ILI programs, while nonprofits (22%) and public schools (18%) are the most common ILI hosts.
- ILI students perform as well or better academically than their peers in English-medium programs. They have high attendance, graduation, and college-going rates, and score as high or higher on standardized English assessments when compared to Indigenous peers in English-medium schooling.
- Relational, language, and culture-rich pedagogies foster holistic academic wellbeing. In-depth case studies at eight different ILI schools reveal a common innovative practice of relational pedagogy that connects learners and academic content to people and place, emphasizes responsibility to self, others, and the natural world, and builds a familial school culture.

[Click here](#) to access "A Viable Path for Education" - Indigenous Language Immersion and Sustainable Self-Determination by McCarty et al. (2021).



Niigaane Ojibwe language immersion program; Photo courtesy of MPR News

Native languages should be spoken and preserved, Tribes say, after Trump's 'English' order

As Native language programs flourish in classrooms, cultural centers, Tribal meeting rooms and online, President Donald Trump issued an [executive order](#) (EO) in March declaring that English would be the official language of the

U.S. Trump also rescinded a 25 year-old EO that increased services to people with limited English proficiency and enforced Title VI of the Civil Rights Act of 1964, which among other provisions forbids discrimination against people whose English skills aren't "proficient". What's unclear is if Trump can enforce his order in Indian Country, where federally recognized tribes have a government-to-government relationship and federal law protects Native language use and instruction. What is guaranteed is that Native peoples will not back down on this issue which is at the core of their identity, cultural heritage and wellbeing.

Read an AZ Central article on the Executive Order [here](#).

In Memoriam

As Indigenous language workers, we are always thinking about the future. Yet, it is important to remember the past by honoring fallen language workers and reflecting on their legacy and impact on our languages and communities.

Dorothy Lazore was a dedicated Mohawk language teacher who had a massive impact in Haudenosaunee communities and beyond. Lazore was an L1 Mohawk speaker who worked for many years with the Ahkwesahne Mohawk Board of Education and the Mohawk Language and Culture Program. Her critical work with Mohawk language immersion education initiated a valuable partnership and friendship that helped Hawaiian immersion get over some important hurdles, and Lazore is said to have given the Hawaiian effort confidence and support at a lonely time. Lazore was also a cherished friend and alum of AILDI.

Read a CBC Canada story about Dorothy's life and legacy [here](#).



Dorothy Lazore (Facebook)

Upcoming Grant Opportunities

Sharing Language Diversity Fellowship

The Endangered Language Fund (ELF) is pleased to offer the Sharing Language Diversity Fellowship, which supports the research of PhD students who have completed two years of study in a graduate program in Linguistics and related disciplines and who are engaged in the documentation of Indigenous languages and the archiving of linguistic data as part of their graduate studies.

Deadline May 23rd, 2025

Emerging Native Language Leaders Fellowship

The National Indian Education Association (NIEA), with support from The Henry Luce Foundation, presents the Emerging Native Language Leaders (ENLL) Fellowship. The ENLL Fellowship is designed to create connections between emerging and veteran Native Language leaders as well as provide prescriptive professional development to address common challenges in doing Native Language revitalization work.

Deadline May 30th, 2025

Documenting Endangered Languages Fellowship

The Documenting Endangered Languages (DEL) Fellowship from the National Endowment for the Humanities supports individual scholars pursuing research on documentation and analysis of one or more endangered languages. DEL Fellowships provide recipients with time for fieldwork to record languages, digital archiving, transcription and annotation, linguistic and ethnographic analysis of findings, and preparation of print or digital research publications.

Deadline September 10th, 2025

Upcoming Events

American Indian Language Development Institute (AILDI) summer session | Tucson, AZ | June 9 - July 10

Stabilizing Indigenous Languages Symposium (SILS) and American Indian / Indigenous Teacher Education Conference (AIITEC) | Flagstaff, AZ | June 19-21

Indigenous Language Institute (ILI) Regional Language Workshops | Albuquerque, NM | June 23-25 / August 6-8

Global Indigenous Languages Summit | Ottawa, Canada | August 11-14



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