AILDI *News & Updates*

News, events, updates, opportunities:
Everything and anything related to AILDI and Indigenous languages*!*

Our Website

INDIGENOUS LANGUAGE PROGRAM DIRECTORY *Highlight*

Quinault Indian Nation Language Department
Kwinał Łǝk
'*This is the way to acquire language*.'

The Quinault Indian Nation language program (Taholah, WA) was founded in 2016. The program has been growing to a current staff of four, including Lead Teacher/Language Developer, Language Media Specialist, and two Language Teachers.

All three instructors are certified by the Quinault Indian Nation and the State of Washington. Uniquely, the department offers family-based language classes, along with departmental workshops, language camps, and other community events throughout the year.

The department's goal is at reawakening and revitalizing the language so that language is heard daily throughout our community, with their most recent addition a Quinault language class at the high school level at Taholah School. During the pandemic, they have transitioned online using multiple modalities including email Zoom, and FaceTime to teach and engage learners. An on-going challenge is continued engagement in classes due to the time commitments involved. Another challenge posed is the distance between villages and off-reservation members.

Despite these challenges and activity described as in 'early stages', the department has already fostered students with exceptional language ability who carry on short conversations. The department is currently working on finishing revising their Quinault

texts and are developing a Quinault language app. They are looking forward to reopen their doors and safely resume language teaching services to our community post-vaccination.

Visit the AILDI Directory here
for links to the Quinault Nation Department and other program pages.

## *Won't you share the work you do for your language?*
Be featured in our directory.

Our intention is to compile a directory map of Indigenous language departments, programs, classes, and efforts across the continent increasing support and awareness. Each entry contains information to serve as a resource for those interested in learning about your language work, learning their language, or collaborative work.
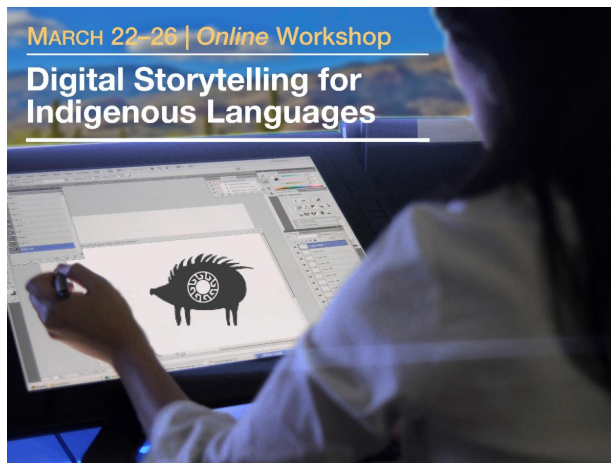
Help us all stay more connected.

SUBMIT your entry to AILDI*'s* Indigenous Language Program Directory *here*.

Indigenous Language Program Directory Map

WORKSHOP *Highlight*

MARCH 22-26 | *Online* Workshop
Digital Storytelling for Indigenous Languages
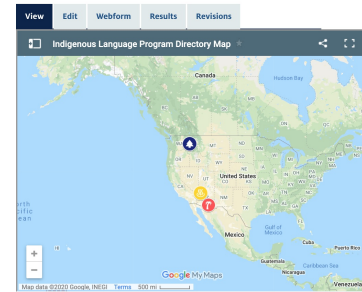
Digital Storytelling for Indigenous Languages Workshop

Held March 22-26, 2021, this incredibly popular workshop was the *first* public virtual workshop offered by AILDI! The workshop was led by Kaylene Bigknife (Cree), Language Consultant and Media Specialist, Stone Child College, and Wilson de Lima Silva, Assistant Professor of Linguistics at the University of Arizona.

The workshop offered hands-on experience with creating digital storytelling material for Indigenous languages.

A whopping 21 different participants from across the North America, including a cohort from Canada, learned how to create storyboards, character designs, layout designs, as well as methods and techniques for using digital drawing programs such Raster (Pixels), Vector Digital Imagery, ELAN, and more.
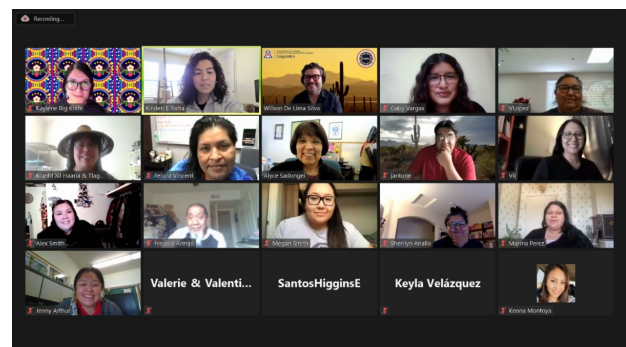
Participants also learned how the development of digital storytelling materials can be incorporated in collaborative community-based projects. Workshop materials can still be accessed at the Workshop Google Sites page *here*.

AILDI looks forward to sharing examples of works-in-progress from participants!

Master-Apprentice Workshop *for*
Indigenous Language Teachers & Learners in Russia
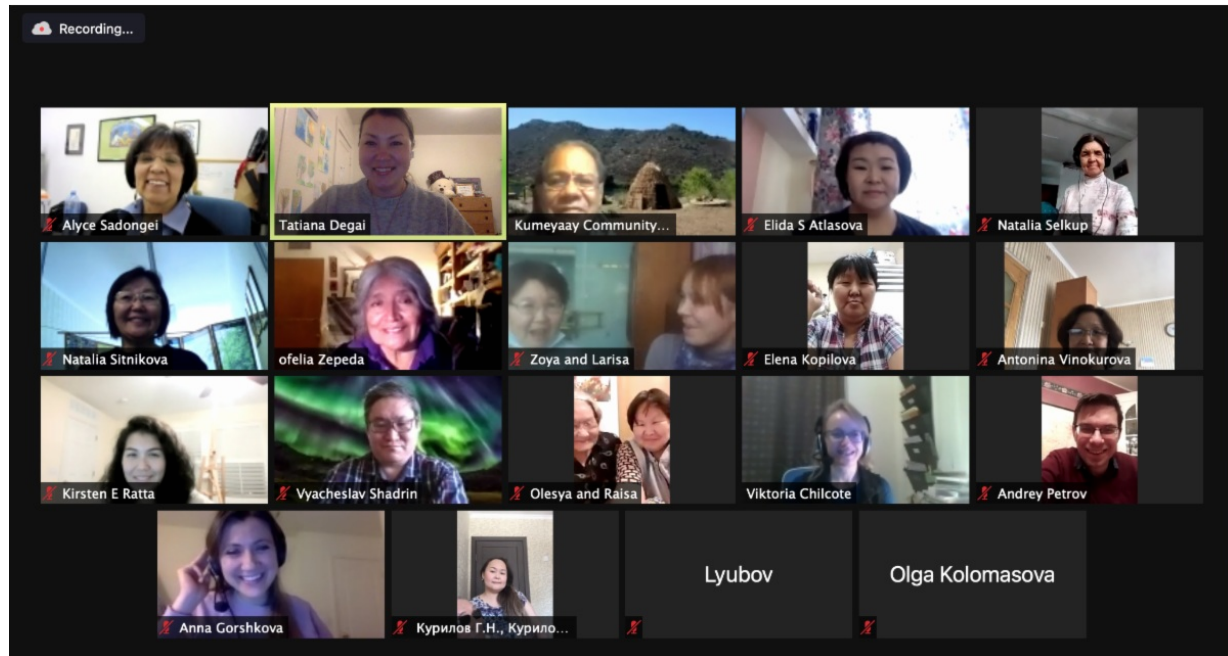
AILDI partnered with the Arctic, Remote, and Cold Territories Interdisciplinary Center at the University of Northern Iowa to provide a virtual workshop on the Master Apprentice method of language immersion. The workshop was held on March 23, 24 & 25, 2021 and was led by Dr. Stan Rodriguez. Stan has delivered the Master Apprentice method to numerous tribal communities throughout the United States. He most recently served as one of AILDI's summer instructors, teaching the method in an online virtual environment.

The idea for the workshop came from one of AILDI's former students, Tatiana Degai. Tatiana, a recent Ph.D. graduate of the University of Arizona's American Indian Studies Department from Russia and whose heritage language is Itelmen. She is currently a Post Doctoral Scholar in the ARCTI Center at the University of Northern Iowa.

Ever since her AILDI experience, Tatiana had been considering how she could get AILDI to offer a workshop or courses in Russia. After an initial meeting, it was decided that we should offer a virtual Zoom workshop that would target the Indigenous language teachers and students in Russia. The Master-Apprentice topic was also identified and when Stan Rodriguez agreed to lead the workshop, planning began in earnest.

Challenges to overcome included the translation of registration and promotional materials as well as content related power points, videos, and textbook. Finding the right time zone to accommodate the participants in Russia as well as the organizers and translators was also a logistical challenge.

The workshop was held from 5:00-8:00 PM (MST) with 29 people registered. The Indigenous language groups represented included: Koryak and Itelmen from Kamchatka (Pacific Coast); Selkup from Tomsk area (Central Siberia); Kumandin from Altai; Udege from Primorski Region (Pacific Coast); and, Even, Evenk, Yukagir, and Sakha from Yakutia.

Dr. Rodriguez shared examples of immersion activities through lecture and videos and

participants were able to practice among themselves using breakout rooms. There was also time for questions, discussion and sharing of language experiences.

Many of the participants expressed their own heartfelt desire to honor their heritage languages by learning, or making a commitment to use their languages more in their communities. AILDI director, Ofelia Zepeda commented that the concerns and challenges that are facing the Indigenous language learners and teachers in Russia are very similar to what Native people in the United States are facing. All of us here at AILDI were honored to have shared time with the Indigenous participants from Russia and we look forward to staying in touch with them.

UPCOMING *Institute*

AILDI Summer
Institute *Online*
JUNE 7TH – JULY 8TH, 2021

Traditional Innovations:
Indigenous Language and Culture *Online*

We are pleased to announce AILDI is now accepting registrations for the 2021 Summer Session. Interested students should first complete our **AILDI pre-registration form** *here*.

Undergraduate students, please also visit:
UA Undergraduate Summer Application 2021

Graduate students, please also visit:
UA Graduate Summer Application 2021

AILDI is also pleased to offer partial tuition scholarships for the upcoming summer session. The application deadline is April 30, 2021. Please visit the **2021 Scholarship Application page** *here*.

For any questions, please contact us at coe-aildi@email.arizona.edu.

We are also excited to share course information, course code, date and times, objectives and other information now available for some of our unique upcoming offerings for AILDI 2021:

Evaluating Technology
Methods & Ethics in Linguistic Research

LING 424/524 (3 units)
DATE & TIME: Mon–Fri, 9:00–10:45 PM
INSTRUCTOR: Amy Fountain

COURSE DESCRIPTION:

We have been becoming more immersed in technology due to the pandemic – whether we choose to or not. But there are many different technologies available, the options are always changing, and the applications and platforms sometimes seem to be more of a burden than a help. Sometimes we're assigned or required to use an application or system, but given little or no support in learning how best to use it.

In this course we'll take some time explore the technology landscape, and provide opportunities to investigate, practice and play with technologies that participants would like to try, or need to become familiar with. We'll investigate different kinds of technology to better understand both the advantages and the limitations of using them with, for, and in language.

We'll learn how to evaluate technology for teaching and learning in different contexts, including how to know about privacy traps, hidden costs, and accessibility dilemmas. Participants will develop a technology guide for their own particular situation, and will share their experiences and learn from peers.

COURSE OBJECTIVES:

- Become comfortable exploring different technologies for using, teaching and learning language

- Articulate some of the factors that make technologies more or less appropriate in your environments and roles

- Identify technologies that might be problematic based on expense, resource requirements, privacy or confidentiality of data, and durability of resources

- Increase comfort level with using some set of technologies you choose, that you think might be useful for your own language teaching and learning

- Provide practice time, space and support for participants to use technologies in language

For other course descriptions and more information, visit the AILDI site. For any remaining questions, contact us at *COE-aildi@email.arizona.com*.

Look out for future newsletters for more information.

AILDI *is committed to continuing to safeguard individual and community health. This session for the Summer Institute will be held only via on-line synchronous and asynchronous flex-modalities.*

INSTRUCTOR *Highlight*

Qötshonmana / Sheilah E. Nicholas, PhD

Professor *in* the Language, Reading, and Culture Program
Department *of* Teaching, Learning and Sociocultural Studies
University *of* Arizona

Qötsahonmana / Sheilah E. Nicholas, Hopi, is faculty in the Language, Reading, and Culture Program, Department of Teaching, Learning and Sociocultural Studies (LRC/TLS) at the University of Arizona. In her own words:

In my home community of Hopi, in northeastern Arizona, I am Qötsahonmana, White Bear Girl, Qalwungwa, Sunforehead Clan, and from the village of Songoopavi, on Second Mesa. In the Western world and academia, I am Sheilah E. Nicholas.

In TLS at UA, I teach graduate and undergraduate courses in Indigenous Culture-Based Education, Language and Culture, Oral Traditions Across Societies, Minority Language Education, and Teacher Preparation.

For AILDI, I have designed and taught co-convened undergraduate and graduate courses with a general focus in: Integrating Language and Culture into the Classroom; Teaching Responsibly; Teaching with Responsibility, and Oral Immersion Language Teaching. I also contribute to AILDI's outreach to tribal communities through professional development workshops as assistance to their language reclamation/revitalization efforts and initiatives.

In a similar capacity, I am an Immersion Instructor-Consultant for the Indigenous Language Institute (ILI), Santa Fe, NM. Many of the educators and practitioners from these tribal communities also attend AILDI.

My scholarship and research focus includes: Indigenous/Hopi language maintenance and reclamation; Indigenous language epistemologies and ideologies; the intersection of language, culture, and identity; and Indigenous language teacher education. My publications draw from my dissertation, "Becoming Fully Hopi: The Role of the Hopi Language in the Contemporary Lives of Hopi Youth—A Hopi Case Study of Language Shift and Vitality," and my work with the Hopi Tribe's Hopilavayi Summer Institute for Hopi Language Teachers (2004-2010).

Currently, Along with colleagues, Dr. Teresa McCarty and Dr. Michael Seltzer at UCLA, and Dr. Tiffany Lee at UNM, I am the UA Co-PI for a national study, "Indigenous-Language Immersion and Native American Student Achievement," funded by the Spencer Foundation.

We are excited to share her course information for AILDI 2021:

Virtual Immersion: Teaching & Learning
Linguistics for Teachers

LING 402/502 (3 units)
DATE & TIME: Mon–Fri, 3:00–4:45 PM
INSTRUCTORS: Qötsahonmana / Sheilah E. Nicholas & James McKenzie

COURSE DESCRIPTION:

Hearing, listening to, speaking, and learning to speak our ancestral languages is healing and engages us in the process of (re)membering ourselves to our ancestors, places, and ways of knowing, being and doing. The current Pandemic forefronts this need for tribal peoples. We embrace the calling and responsibility to envision, enact, and expand support for oral traditions in virtual spaces.

COURSE OBJECTIVES:

- Engage in Ideological clarification about the various roles of language teaching and learning initiatives in language development and community language revitalization.

- Explore opportunities for language teaching that will meet a variety of community language needs, goals, and situations broadly, yet remains immersion focused.

- Learn about, practice and build personal and collective resources of techniques for teaching language remotely to maximize acquisition in synchronous (in class or "live") learning spaces and supported by asynchronous (out of class, independent use, and practice) tools.

- Create a dynamic and holistic virtual immersion language teaching/learning experience for the language learner that highlights the "innovative" ability of Indigenous oral traditions.

- Share and lead learners through a virtual immersion language experience.

For other course descriptions and
more information, please visit the AILDI site.
For any remaining questions, contact us at
COE-aildi@email.arizona.com

Look out for future newsletters for more information.

NAMA-AILDI Tutorial Videos
Creating a language course in Memrise

University of Arizona's Native American Languages and Linguistics Master of Arts (NAMA) students in collaboration with AILDI have produced a series of video tutorials. We hope that these will serve as valuable resources for learners, teachers, and communities as reference and a source of inspiration.

In this month's featured tutorial, Rebecca Whitney (*Quapaw, Kiowa, & Otoe*) and Lisa Casarez (*Hidatsa*) explain how to create a language course online using Memrise.

Click to to watch!

Creating Language Learning Apps with Memrise
Lisa Casarez & Rebecca Whitney / NAMA Graduate Seminar

**For more AILDI videos like this, visit
the AILDI YouTube channel *here*!**

ONGOING *Projects*

Support Indigenous Language Stewards at AILDI
with a donation towards student scholarships

Support from our friends makes AILDI possible for future generations of students, teachers, community members, and activists.

All donations go towards AILDI scholarships and any amount—however big or small—is welcome.

If you have ever attended AILDI, you know its value. Honor your experience by giving back today!

Click here to donate

RESOURCES *for Teaching Online*

Every newsletter we try to identify at least one new resources you may not know about to help you, your loved ones, and your community continue to use, learn, teach and grow language!

Memrise – A gamified platform that allows teachers to create and students to learn language and vocabulary using Spaced Repetition methods (SRS) to increase the rate of learning via flashcards.

If you or someone you know has used any of the resources highlighted in AILDI newsletters, please send us any of your feedback, ideas, thoughts, or comments to *aildi2011@gmail.com*.

Share with us

Are you, your loved ones, or your community using any online immersion methods or digital resources we may not know about?

Help us to help share them so we all continue to use, learn, teach and grow language!

Take our brief survey to share any immersion techniques you use or any online resources you know!

The American Indian Language Development Institute's (AILDI) mission is to provide critical training to strengthen efforts to revitalize and promote the use of Indigenous languages across generations. This is accomplished by engaging educators, schools, Indigenous communities and policy makers nationally and internationally through outreach, transformative teaching, purposeful research and collaborative partnerships. As a result of our work, we envision that the larger society will know that language revitalization is critical to sustain and reinforce Indigenous linguistic, cultural, physical, and spiritual health and identity.