

ALASKA NATIVE LANGUAGE REVITALIZATION INSTITUTE



**Troth Yeddha' Campus
May 21-24, 2018**

Dear Alaska Native Language Revitalization Institute participant,

We would like to personally welcome each of you to the Alaska Native Language Revitalization Institute (ANLRI). Our Indigenous languages are at the foundation of our cultural practices, well-being, knowledge, and world views as Alaska Native peoples. It is an honor for the UAF College of Rural and Community Development to host this gathering at the Troth Yeddha' campus to help advance the work for our language futures.

This institute comes at a pivotal time for Alaska Native language revitalization efforts. On April 25, 2018, the 30th Alaska Legislature passed a resolution urging Governor Walker to recognize the state of emergency that our languages are in and to work expeditiously with the Alaska Native Language Preservation and Advisory Council (ANLPAC), Alaska Native organizations, the legislature and other agencies to ensure the survival and continued use of all 20 of the state's Alaska Native languages. In addition, the resolution calls for the Governor, in cooperation with the legislature and Alaska Native organizations, to initiate and strengthen legislative and policy measures that prioritize the survival and continued use of the state's Alaska Native languages.

The ANLRI has renowned Indigenous language revitalization experts from Alaska, Hawaii, and Canada offering break out and plenary sessions to help teams identify and develop strategies for their work. Participants have an opportunity to determine, with their teams, how they will spend this time working and learning in order to promote language revitalization efforts. Networking sessions have been scheduled to allow you to engage and collaborate with other experts and learners to help strengthen your work.

On the first day's plenary session, participants will learn where the language preservation work is at across the state and hear from a panel on current developments. On Wednesday, the ANLPAC will facilitate a discussion in response to the legislative resolution and you will be able to provide feedback at this momentous time. On Thursday, after three and a half days of learning, working, and sharing, each team will offer a short plenary presentation on their work.

Thank you for attending the Institute and bringing your experience, knowledge and, passion to help advance the work of revitalizing Alaska Native languages.

Háw'aa, Enaa baasee', Quyanaq, Gunalchéesh, Quyana, Hai', Tsin'aen siigu, Quyanaa, Chiqinik,

Salaktuna Sandra Kowalski, Director of Indigenous Programs
Evon Peter, Vice Chancellor for Rural, Community, and Native Education

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Presenter photos courtesy of Owennatekha Brian Maracle, William H. Wilson, Larry L. Kimura, Tehotakerá:tonh Jeremy D.Green, and Keiki Kawai'ae'a.
UAF photo by JR Ancheta. LL 5/2018.

Monday, May 21	7:30 - 8:30 a.m.	Breakfast (Wood Center Multi Level Lounge)
	8:30 - 10 a.m.	Plenary 1: Opening ceremony, Elders Welcome, Structure of Institute (Wood Center Ballroom)
	10 - 10:30 a.m.	Networking Time 1
	10:30 a.m. - Noon	Plenary 2: Alaskan Panel: “Where Are We At?” (Wood Center Ballroom)
	Noon - 1 p.m.	Lunch
	1 - 2:45 p.m.	Team Collaboration: Introductions, Discuss and Set Outcomes for the Institute, Team Building Time (See team room assignments)
	2:45 - 3 p.m.	Networking Time 2
	3 - 4:45 p.m.	Team Collaboration and Breakout 1
	5 - 7 p.m.	Cultural Foods Gathering

Tuesday, May 22	7:30 - 8:30 a.m.	Breakfast (Wood Center Ballroom)
	8:30 - 10 a.m.	Plenary 3: Setting a Vision for Our Work: Hawaiian Panel (Vision and Story) (Wood Center Ballroom)
	10 - 10:30 a.m.	Networking Time 3
	10:30 a.m. - Noon	Team Collaboration and Breakout 2
	Noon - 1 p.m.	Lunch
	1 - 2:45 p.m.	Team Collaboration and Breakout 3
	2:45 - 3 p.m.	Networking Time 4
	3 - 4:45 p.m.	Team Collaboration and Breakout 4

Wednesday, May 23	7:30 - 8:30 a.m.	Breakfast (Wood Center Ballroom)
	8:30 - 10 a.m.	Plenary Session 4: “Where Are We Going?: Alaska Native Language Preservation and Advisory Council” (Wood Center Ballroom)
	10 - 10:30 a.m.	Networking Time 5
	10:30 a.m. - Noon	Team Collaboration and Breakout 5
	Noon - 1 p.m.	Lunch
	1 - 2:45 p.m.	Team Collaboration and Breakout 6
	2:45 - 3 p.m.	Networking Time 6
	3 - 4:45 p.m.	Team Collaboration and Breakout 7

Thursday, May 24	7:30 - 8:30 a.m.	Breakfast (Wood Center Ballroom)
	8:30 - 10 a.m.	Team Collaboration and Breakout 8
	10 - 10:30 a.m.	Networking Time 7
	10:30 a.m. - Noon	Team Collaboration and Breakout 9
	Noon - 12:30 p.m.	Lunch (Gather food and settle to eat during team presentations that will begin at 12:30 p.m.)
	12:30 - 2:30 p.m.	Plenary 5: Team Presentations on Work Done and Work Moving Forward (Wood Center Ballroom)
	2:30 - 3 p.m.	Networking Time 8
	3 - 4:30 p.m.	Plenary 6: Reflection and Closing Ceremony (Wood Center Ballroom)



Larry L. Kimura, PhD

Dr. Kimura, Associate Professor of Hawaiian Language at Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at UHH. Chairperson of the Hawaiian Lexicon (new Hawaiian words) Committee for the Hale Kuamo'o Hawaiian Language Center of the College focusing on Hawaiian curriculum development and teacher licensing for Hawai'i's DOE K-12 Hawaiian Immersion / Medium Programs. Dr. Kimura is a Co-Principal Investigator for NSF & NEH grants to digitize and archive spoken native

Hawaiian speech documentation. He has been recording Hawai'i's last native Hawaiian speakers since 1966 and most significantly through hosting the Ka Leo Hawai'i radio program of some 525 hours of first language Hawaiian speakers for 16 years, from 1972 - 1988. Dr. Kimura is the first President and Co-Founder of Hawai'i's first Pūnana Leo Hawaiian language medium preschools.

William H. Wilson (Pila), PhD

Dr. Wilson (Pila) is a linguist and the founding chair of what has grown into the state Hawaiian language college. He has been a key developer of every program of the college from its initial B.A. through to the Ph.D. Pila has also been instrumental in developing the College's P-12 demonstration Hawaiian medium laboratory school Nāwahī. His wife, Dr. Kauanoe Kamanā, is the director of the school and their two children also graduated there. Pila's family was among the first to revitalize Hawaiian as the language of the home. He is a founding board member of the 'Aha Pūnana Leo, Inc. that began the modern movement for Hawaiian medium education and serves on several boards locally and nationally.



Owennatekha (Brian Maracle)

Owennatekha Brian Maracle is an instructor and the program co-ordinator at Onkwawenna Kentyohkwa a community-based adult immersion program he co-founded with his wife Audrey in 1999. Located on the Six Nations Grand River Territory near Toronto, the program enables adults to become proficient ("fluent") speakers of Kanyen'keha (the "Mohawk" language) after two school years. The program uses a unique teaching method that sister language programs in other communities have borrowed and adapted to begin creating adult speakers.



Keiki Kawai'ae'a, Ph.D



Dr. Kawai'ae'a is the Director of Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at the University of Hawai'i Hilo.

Beginning as a parent and educator of Hawaiian speaking children, Dr. Kawai'ae'a has played a primary and proactive role in the development of Hawaiian medium programs/schools, teacher education and curriculum development to reestablish and renormalize

Hawaiian medium education P-25 (cradle-college-work-community).

Over the last decade her work has focused on improving culturally responsive ways for addressing student learning success through the development of the Nā Honua Maui Ola cultural pathways, the Moenahā culture-based curriculum design method and the Ulukau Electronic Library. She has received several honors for her work in Hawaiian education including the National Indian Education Association's Educator of the Year and the College Board's Henrietta Mann Leadership Award.

Tehotakerá:tonh Jeremy D. Green, Ph.D (Candidate)

'Teho' is a sessional lecturer and researcher in the Ongwehón:we Language Degree Program (B.A.) at Six Nations Polytechnic, a sessional lecturer at Brock University and when offered, a 3rd-year instructor in the Onkwawén:na Kentyóhkwa Adult Mohawk Language Immersion Program.



Teho is currently drafting original course outlines for the Ongwehón: We Language Teacher Education Program to be offered at Six Nations Polytechnic (Dip/B.Ed.). Teho is an independent Indigenous language revitalization consultant whose recent work has focused on: strategic language planning for Indigenous communities, institutions and organizations; evaluations of elementary and adult language schools and programs, proficiency development, teaching and assessment; and immersion and second language teacher training and professional development.

Teho is a founding member of Skaronhesehkó:wa Tsyohterakenra'kó:wa Tsi Yontaweya'táhkwa, a Waldorf-inspired Mohawk immersion K-8 school. Teho was a primary/junior Mohawk immersion teacher (grades 1-6); a native second language teacher (grades 4-8) and a language specialist at the Kentyohkwa'ón: We Six Nations Mohawk Language Nest.

Breakout Sessions

Monday, May 21 Breakout 1 3 - 4:45 p.m.

Joel Isaak <i>Gruening 208</i>	Compacting is one possible method that would provide authorization to reclaim our Indigenous ways of knowing through operating and overseeing an education system. Session includes a brief overview of the topic of compacting, the legal process, group discussion, and a culmination in what the next steps are to address the logistical factors that need to be considered.
Larry L. Kimura <i>CEM Design Theater</i> <i>Engineering Building</i>	Transitioning first language speaker knowledge repository for foundational native curriculum development.
Pila William H. Wilson <i>Gruening 306</i>	Clarification of how the “Specific Indigenous Language (e.g., Hawaiian, Gwitch’in, etc.) and its base of culture and history can be the “primary language” of the school.

Tuesday, May 22 Breakout 2 10:30 a.m. - Noon

Keiki Kawai‘ae‘a <i>Gruening 208</i>	Indigenous Medium Teacher Preparation
Larry L. Kimura <i>CEM Design Theater</i> <i>Engineering Building</i>	Generating one’s own Indigenous Philosophy of Education
Pila William H. Wilson <i>Gruening 306</i>	How the “specific Indigenous language” (e.g., Hawaiian, Gwitch’in, etc.) can encompass the contemporary world

Tuesday, May 22 Breakout 3 1 - 2:30 p.m.

Keiki Kawai‘ae‘a <i>Gruening 208</i>	Framing and developing curriculum for Indigenous language medium schools
Larry L. Kimura <i>CEM Design Theater</i> <i>Engineering Building</i>	Composing new traditional and modern style songs to incorporate into Indigenous medium education

Tuesday, May 22 Breakout 3 1 - 2:30 p.m.

**Tehotakerá:tonh
Jeremy D. Green**
Gruening 306

Identify the second language acquisition process of YOUR language. Key questions: What are the specific components of speaking proficiency in YOUR language that improve accuracy and fluency? What do learners need to be able to do in and with your language in order to become speakers? What are the defining components of your language that learners need to master?

Tuesday, May 22 Breakout 4 3 - 4:30 p.m.

**Pila
William H. Wilson**
Gruening 208

Hawaiian experience of implementing and carrying out immersion programs with the context of laws, standards and leadership

**Owennatekha
Brian Maracle**
*CEM Design Theater
Engineering Building*

Session will be focused on use of root-words in second language instruction. Mr. Maracle will outline seven elements involved in creating adult speakers and language preservation. Some of them don't require much explanation -- focus on young adults; plan for the long-term, and; it will be expensive. The other three elements will be the topic of separate sessions.

**Tehotakerá:tonh
Jeremy D. Green**
Gruening 306

Using formative assessment and feedback provides differentiated instruction to target learner needs at different levels of speaking proficiency. Key questions include: Why is it important to elicit conversation, dialogue and interaction on topics of learner interest and choice? What is the feedback cycle? What are the most common errors of speech made by language learners? What are the most efficient forms of feedback? How do I plan lessons to pre-empt the most commonly made errors?

Wednesday, May 23 Breakout 5 10:30 a.m. - Noon

Larry L. Kimura
Gruening 208

Starting immersion with native and second language speakers and keeping our heads above water

Wednesday, May 23 Breakout 5 10:30 a.m. - Noon

Keiki Kawai'ae'a
CEM Design Theater
Engineering Building

Teaching in our own way: Embedding Native pedagogy and praxis in the school environment and instruction

Wednesday, May 23 Breakout 6 1 - 2:30 p.m.

Tehotakerá:tonh
Jeremy D. Green
Gruening 208

This session presents the first 4 stages in the Oral Literacy Approach: 1) Watch-Listen, 2) Move-Do, 3) Interact-Speak 4) Read-Write. Key questions include: How can content-based instruction be used to facilitate second language acquisition in elementary immersion? What second language teaching and learning methods, strategies, drills, games and activities get learners speaking? How can stories & traditional knowledge be used as the foundation mastery and language acquisition?

Owennatekha
Brian Maracle
CEM Design Theater
Engineering Building

This particular session will be focused on the experience developing a grammatically simple-to-complex curriculum. Mr. Maracle will outline seven elements involved in creating adult speakers and language preservation. Some of them don't require much explanation -- focus on young adults; plan for the long-term, and; it will be expensive. The other four elements will be the topic of separate sessions.

Wednesday, May 23 Breakout 7 3 - 4:30 p.m.

Tehotakerá:tonh
Jeremy D. Green
Gruening 208

This session presents the final 3 stages of the Oral Literacy Approach: 5) apply, 6) transfer, 7) extend. Key questions include: How do I use task-based language teaching (TBLT) to help learners apply language and skills in familiar contexts? How do I use TBLT to help learners transfer learned language and skills to new contexts? How do I plan for community language learning where learners extend their use of the language into family, community and real-life (subsistence) contexts outside of the school setting?

Wednesday, May 23 Breakout 7 3 - 4:30 p.m.

**Owennatekha
Brian Maracle**
*CEM Design Theater
Engineering Building*

Session will be focused on effective teaching methods for second language learners. Mr. Maracle will outline seven elements involved in creating adult speakers and language preservation. Some of them don't require much explanation -- focus on young adults; plan for the long-term, and; it will be expensive. The other three elements will be the topic of separate sessions.

Thursday, May 24 Breakout 8 8:30 - 10 a.m.

Larry L. Kimura
Gruening 208

Creating new lexicon

**Pila
William H. Wilson**
CEM Design Theater

The difference between Indigenous immersion and Indigenous medium education and the difference between Indigenous immersion and foreign language and heritage immersion.

**Owennatekha
Brian Maracle**
Gruening 306

This particular session will be focused on setting goals and creating assessments. Mr. Maracle will outline seven elements involved in creating adult speakers and language preservation. Some of them don't require much explanation -- focus on young adults; plan for the long-term, and; it will be expensive. The other three elements will be the topic of separate sessions.

Thursday, May 24 Breakout 9 10:30 a.m. - Noon

Keiki Kawai'ae'a
Gruening 208

School is not enough: The role, importance and development of families in revitalizing a language

**Pila
William H. Wilson**
*CEM Design Theater
Engineering Building*

How to build even stronger "world/international academic" outcomes with English as a secondary language

**Tehotakerá:tonh
Jeremy D. Green**
Gruening 306

Session will discuss the benefits of using oral proficiency interviews (OPIs) to assess speaking proficiency of adults and children in immersion and second language learning environments to guide instruction. Key questions are: When, why & how to conduct, record and report OPI's. How are OPI's different for children and adult learners? What does culturally appropriate summative assessment of speaking proficiency look like?

ALASKA NATIVE LANGUAGE TEAM FACILITATORS



Iñupiaq Team Facilitator: Cordelia Kellie
Room: Gruening 202



Xaad Kíl Team Facilitator: Lisa Lang
Room: Gruening 205



Gwich'in Team Facilitators:
Hishinlai' Peter and Sam Alexander
Room: Gruening 206



Denaakk'e/Benhti Kokht'ana Kenaga'
Team Facilitator: Susan Paskvan
Room: Gruening 204



Lingit Team Facilitator: X'unei Lance Twitchell
Room: Gruening 203



Yugtun Team Facilitator: Sally Samson
Room: Gruening 304



Dena'ina/Ahtna/Deg Xinag Team Facilitators:
Sondra Shaginof-Stuart and Joel Isaak
Room: Gruening 301



Sugpiaq/Alutiiq Team Facilitator:
April Counciller
Room: Constitution Hall Alumni Lounge

(Please, do not leave valuables in the rooms.)

Team Room Assignments



**Iñupiaq
Gruening 202**



**Xaad Kíl
Gruening 205**



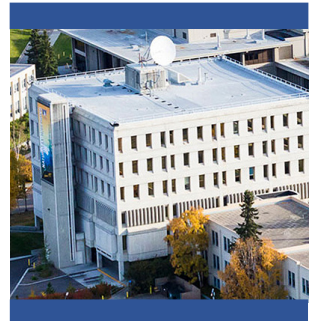
**Gwich'in
Gruening 206**



**Denaakk'e/Benhti
Kokht'ana Kenaga'
Gruening 204**



**Lingit
Gruening 203**



**Yugtun
Gruening 304**



**Dena'ina/Ahtna/
Deg Xinag
Gruening 301**



**Sugpiaq/Alutiiq
Alumni Lounge
Constitution Hall**



**Plenary Sessions
Wood Center Ballroom**



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