

Itam Itàa Hopilavayiy Kyàakyawnaya?

Owi, pi put akw itàa Hopiqatsi pasiwta. Itam it qa matupyani; pu' peetum it lavayit aw pas unangtupye aw tumala'yungni; nen itaatimuy ngasew pay hingsat tutqaynayani.

Itam Itaatimuy aw tuptsiwni'yyungqe oovi pumuy qa öö'önakyangw pumuy matö'angwisni. Hin itaatim yuumoqwat itàa Hopiqatsiy qa sùutoqyaniqat pu' piw lavayit akw naa'oyi'yyungniqat itam wuuwantota. (Hopilavayit Öqalantotaqam, 2009).

Hopilavayi is the sole foundation of the Hopi people and our culture and dates back centuries prior to the arrival of the Europeans in the Americas. Since our encounter with the Europeans, Hopilavayi has endured many challenges. The shifting decline of the Hopi language has been of great concern for the Hopi for quite some time. The demographics of today's learner are to recognized as many children have difficulty speaking because of the fear of being laughed at or criticized, many children come from single parent homes, and it is obvious there are strong influences from television and radio. These and other factors are all parts of understanding and developing effective methods to work towards creating Hopi language speakers.

The Hopilavayi Summer Institute for Hopi Teacher Training has been an ideal training program for the Hopi language since 2004. This program has trained many teachers and paraprofessionals, as well as educated the Hopi public in various language teaching methodologies, and increase awareness in Hopilavayi revitalization. The Hopilavayi Program has continued its partnership with the Hopi Education Endowment Fund, the University of Arizona, and the Hopi Day School to host a series of university and professional development courses; specifically designed for the Hopi language.

The mission of the training program is to be Hopi specific, maintained within the Hopi reservation, and allow past Institutes to strengthen and develop new strategies to address the Hopi language shift. The intentions of the 2009 Institute has been to increase the cohort of trained Hopilavayi teachers in an effective language teaching method, known as the Oral Immersion Approach. Secondly, the past Institutes have seasoned a number of language teachers and paraprofessionals to assume the next role of becoming teacher-trainers. Thirdly, provide curriculum and instructional material while increasing availability for Hopi language teachers. Fourthly, instill Hopi literacy development as a constant practice for these teachers. Finally, the introduction and utilization of the Hopi Children's Word Book, a project of the University of Arizona's Bureau of Applied Research and Anthropology (BARA).

The 2009 Institute consisted of the following returning participants and a newly inspired cohort of teachers and paraprofessionals:

Susie	Poleahla	Si'tsomovi	First Mesa Elementary School
Sarah	Mooya	Paaqavi	Hopi Day School
Annie	Harding	Kiqötsmovi	Hopi Day School

Fermina	Nutumya	Orayvi	Hopi Day School
Valerie	Thomas	Orayvi	Hopi Day School
Darlene	Ahownewa	Hotvela	Hotevilla Bacavi Community School
Rethema	Honyouti	Hotvela	Hotevilla Bacavi Community School
Elnora	Monongye	Hotvela	Hotevilla Bacavi Community School
Melvina	Ovah	Hotvela	Hotevilla Bacavi Community School
Natalie	Selestewa-Brady	Hotvela	Hotevilla Bacavi Community School
Gladys	Onsae	Kiqötsmovi	Hotevilla Bacavi Community School
Jolene	Lomayaktewa	Hotvela	Moenkopi Day School
Doris	Honanie	Munqapi	Moenkopi Day School
Victoria	Polelonema	Munqapi	Moenkopi Day School
Cheryl	Tenakhongva	Hotvela	Second Mesa Day School
Peggy	Honahni	Munqapi	Tuba City High School
Loretta	Jenkins	Songoopavi	Indian Oasis Intermediate School
Wilma	Laban	Orayvi	Hopi Community
Melanie	Dawahongnewa	Songoopavi	Hopi Community
Evangeline	Nuvayestewa	Tewa	Hopi Community

With the ongoing efforts of revitalization through the Hopilavayi Summer Institute, there have been a cohort of seasoned participants that have been committed to this movement over the past five years. Through their years of training, practice, and experiences, five individuals devoted their time to delve into sharing their training to other Hopi language teachers. They are:

Name		Village	School
Ada	Curtis	Songoopavi	First Mesa Elementary School
Bernita	Duwahoyeoma	Musangnovi	First Mesa Elementary School
Arvis	Myron	Munqapi	Tuba City Junior High School
Gladys	Onsae	Kiqötsmovi	Hotevilla Bacavi Community School
Marilyn	Parra	Orayvi	Hotevilla Bacavi Community School

The enthusiasm of the participants and instructors was outstanding. They endured intense coursework this summer and will continue with additional monthly training. The primary goal of the Institute was to increase the number of trained teachers and paraprofessionals by including more certified teachers. The cohesion of this new cohort and discussion of Hopi language shift has empowered them to advocate, present, and express their ideas surrounding the preservation of the Hopilavayi.

An accomplishment was the utilization of university credits earned by two teachers who had attended the Hopilavayi Summer Institute in the last 5 years. They have made a commitment to continue a Masters program in Education through the University of Arizona's College of Education, Department of Language, Reading, and Culture. The two individuals are Ada Joseph-Curtis of Songoopavi and Bernita Duwahoyeoma of Musangnovi, both teachers at the First Mesa Elementary School.

The 2009 Hopilavayi Summer Institute for Hopi Teacher Training has been successful in providing Hopilavayi training to teachers and paraprofessionals that currently teach our Hopi children. Although the teaching of Hopi language and culture has been in Hopi schools minimally, the enthusiasm and commitment of Hopi language professionals will make a difference in preservation. The consistent utilization of the Hopi orthography, language teaching methodologies, and maintaining sessions for forums will greatly affect the reverse in Hopi language shift. Since the language professionals are becoming trained, there is now the call for schools, Tribal organizations, and communities to commit to the Hopilavayi Revitalization Initiative. The Hopilavayi Program and participants deeply share their gratitude to the Hopi Education Endowment Fund and for their partnership and support in the Hopilavayi Revitalization Initiative.

- Dawa Taylor, The Hopilavayi Program