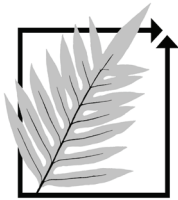


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WELCOME



Welcome to the *2nd International Conference on Language Documentation and Conservation* (ICLDC 2), and thank you for your participation! We are gratified to be able to offer such a rich conference program, with participants representing languages, language programs, peoples and communities, and countries from all over the world. The University of Hawai‘i, sponsor of this conference, has a long history of linguistic fieldwork, language documentation, and involvement in language conservation and revitalization programs. The University actively and enthusiastically supports language documentation and conservation in numerous ways, among them this conference, its graduate programs, the journal *Language Documentation & Conservation*, the digital language archive Kaipuleohone, and, of course, its world-renowned Hawaiian revitalization endeavors.

This second ICLDC’s theme is “Strategies for Moving Forward,” emphasizing advances in language documentation and conservation. This theme is evidenced in the plenary talks by Keren D. Rice (University of Toronto), Wayan Arka (Australian National University/Udayana University), and Larry Kimura (University of Hawai‘i at Hilo), and in the invited colloquia: “Colloquium on Dictionaries and Endangered Languages: Technology, Revitalization, and Collaboration” (organized by Sarah Ogilvie); “The Use of Film in Language Documentation” (organized by Rozenn Milin and Melissa Bisagni); and “Grammaticography” (organized by Sebastian Nordhoff). Optional events such as the pre-conference technical workshops (organized by Nick Thieberger) and the post-conference field study on Hawaiian language revitalization in Hilo (hosted by Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language, University of Hawai‘i at Hilo) offer opportunities to make the conference experience even richer.

The program has up to six parallel sessions; the range and quality of papers justifies such a busy schedule. The response to the call for papers for ICLDC 2 was beyond our expectations. Of some 220 submitted abstracts, the Program Committee anonymously reviewed and accepted 111 for presentation (for a 50% acceptance rate). We deeply regret that available space and time prohibited us from accommodating more presentations. We will audio record all presentations and upon permission from the presenters will make them available for downloading as podcasts.

We are very grateful to the sponsoring agencies and to the dedicated individuals—especially the student volunteers—who have devoted countless hours of support and energy to the success of the conference.

We invite you to take some time to review the program for additional information about the conference and the social events available to you. As our guests and colleagues, please do not hesitate to ask for help from any of our conference volunteers who are easily identified by their lime green conference T-shirts.

We hope you enjoy ICLDC 2 and find it productive, and we look forward to welcoming you again to the 3rd ICLDC in 2013!

With many thanks,

Organizing Committee,
2nd International Conference on Language
Documentation and Conservation (ICLDC)

ICLDC Organizing Committee

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Special 'Mahalo' to:

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 Ryan Bungard

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UH Department of Linguistics

Founded in 1963, the UH Mānoa Department of Linguistics has had a continuous history of fieldwork and publications on endangered and undescribed languages. Faculty and students of the department have made extensive and invaluable contributions to the documentation of languages in the Pacific, Asia, and worldwide. Collectively the department has a strong background of fieldwork in Salishan languages, Micronesia, Polynesia, Melanesia, the Indonesian archipelago, the Philippines, and Taiwan, and is a world-renowned center for research on Austronesian languages. The department sponsors the journal *Oceanic Linguistics*, now in its 50th year, which is the only journal devoted exclusively to the study of the indigenous languages of Oceania. The *Oceanic Linguistics Special Publications* series extends to 35 volumes, describing languages and linguistic situations all cross this region. Many volumes in this series comprise the major or sole source of documentation on a particular language. In addition, in the 1970s and 1980s the Pacific and Asian Linguistics Institute at the University of Hawai'i published 25 volumes on languages of the Pacific that consisted largely of grammars and dictionaries of previously undescribed languages, research which included significant supervision from department faculty.

Today the department continues to be one of the leading centers for research in language documentation and has a unique emphasis on the training of native speakers in the documentation of their own languages. Both MA- and PhD-level graduate students are trained in language documentation and conservation. Recent documentation efforts in the department range from western China to Vanuatu, and from Vietnam to Hawai'i. In the past few years, students and faculty have produced descriptive works on Basay, Oirat, Hawaiian, Tindal Dusun, Mavea, Dupanangan Agta, Fijian, Mongghul, Thao, Kiput, and Pacoh, among many others.

The Department also produces *Language Documentation & Conservation* (<http://www.nflrc.hawaii.edu/ldc/>), a free, online peer-reviewed journal, sponsored by the National Foreign Language Resource Center and published exclusively in electronic form by the University of Hawai'i Press – the first journal

to deal with these matters and now in its fifth year. In addition, the department is home to the Language Documentation Training Center, a project started by graduate students in 2004 to help train native speakers of endangered or understudied languages to document their own languages. For more information, see the Department of Linguistics Language Documentation and Conservation website at <http://www.ling.hawaii.edu/langdoc>.

UH National Foreign Language Resource Center (NFLRC)

Drawing on institutional strengths at the University of Hawai'i in foreign language teaching, applied linguistics, and second language acquisition, the National Foreign Language Resource Center (NFLRC) undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. However, many of its projects have implications for the teaching and learning of all languages. We engage in research and materials development, conduct workshops and conferences for language professionals, and distribute a wide variety of publications on center projects and programs.

In order to improve the nation's capacity for teaching and learning foreign languages, the United States Department of Education awards grants under the Language Resource Centers program for the establishment and operation of centers that serve as national resources. In 1990, the University of Hawai'i at Mānoa was granted funds to develop the National Foreign Language Resource Center, one of three such centers at the time. The number has since grown to fifteen. Find out more about the NFLRC, its projects, products, and personnel at <http://www.nflrc.hawaii.edu>. The University of Hawai'i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A060002

UH National Resource Center – East Asia (NRCEA)

The National Resource Center East Asia (NRCEA) at the University of Hawai'i is one of only 21 Comprehensive National Resource Centers in the country. Under the aegis of the UH School of

Pacific and Asian Studies (SPAS), the Centers for Chinese (CCS), Japanese (CJS), Korean (CKS), and Okinawan (COS) Studies, together, form the East Asia Council (EAC), which administers NRCEA. Its primary mission is to direct the East Asia component of the university's degree programs, coordinate the acquisition and use of East Asia resources, and develop transnational East Asia projects.

The resources that the EAC oversees include 141 faculty and 353 EA courses across 22 academic units and 7 professional programs/schools. Of these, 147 are language courses and enroll about 4,200 students each year. The EAC is also a partner in developing library resources. The Asia Collection is one of the nation's strongest for EA material, particularly in SE China, Taiwan, the Ryukus, Hokkaido, and 20th c. Korea. UH's location in a state with a population of 33% EA ancestry makes outreach a priority. The EAC magnifies its effectiveness by working in cooperation with other organizations and centers. Website: <http://manoa.hawaii.edu/eastasia/>

UH Center for Southeast Asian Studies (CSEAS)

With more than 70 faculty members, the Center represents the largest concentration of Southeast Asia specialists in the United States. The Center is one of only eight National Resource Centers for Southeast Asian Studies in the nation. More than 140 language and area courses are regularly offered, with particular strengths in the humanities and social sciences. The Center's Southeast Asia Working Papers series, established in 1972, now has more than forty titles, while the Center's Southeast Asia Papers series, established in 2000, has two edited volumes. Since 2003, special emphasis has been directed toward the development of new materials for teaching Southeast Asian languages. Instructional efforts have been made in Khmer studies, Thai studies, Philippine studies, and Indonesian studies. Similarly, an ongoing theme has been to explore the concept of identity in Southeast Asia through language, religion, performance, and history. The Center has continued to publish *Explorations*, a graduate student journal committed to Southeast Asian Studies. And in 2009, the Center initiated a new program: Muslim Societies in Asia & the Pacific (MSIAP).

The Center maintains exchange programs with universities in Thailand, Vietnam, the Philippines, East Timor, Cambodia, Malaysia, Singapore, and Indonesia, as well as specialized faculties in Europe. The Center also facilitates individualized study programs, specific to students' needs. These in-country experiences provide students with opportunities to conduct research and/or pursue advanced language study. Website: <http://www.cseashawaii.com/>

UH Center for Pacific Islands Studies

The Center for Pacific Islands Studies in the University of Hawai'i at Mānoa School of Pacific and Asian Studies is both an academic department and a larger home for initiatives that bring together people and resources to promote an understanding of the Pacific Islands and issues of concern to Pacific Islanders. Its innovative instructional program is regional, comparative, and interdisciplinary in nature. The University's Pacific Collection, as one of the most comprehensive collections of Pacific materials in the world, attracts a worldwide audience, as do the center's international conferences, its Web-based resources, its Pacific Islands Monograph Series, and its award-winning journal, *The Contemporary Pacific*. Working with scholars at institutions in the region and elsewhere, faculty at the center are seeking new ways to encompass a deeper understanding of a region whose boundaries are constantly expanding. For more information, visit <http://www.hawaii.edu/cpis/>

Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (UH Hilo campus)

Nāwahīokalani'ōpu'u Hawaiian Medium School

'Aha Pūnana Leo

'Imiloa Astronomy Center of Hawai'i

The State of Hawai'i is unique within the United States in recognizing two official languages: Hawaiian and English. In 1997, the state legislature mandated the establishment of the college at the University of Hawai'i at Hilo to serve as a focal point for efforts to revitalize Hawaiian. Our name honors a strong

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advocate of Hawaiian, Chiefess Luka Keanolani Kanāhoahoa Ke'elikōlani.

Ka Haka 'Ula O Ke'elikōlani is administered through Hawaiian and provides the majority of its instruction through Hawaiian. The core of our programming is a B.A. in Hawaiian Studies from which many students enter our Hawaiian medium teacher certificate program. Also taught through Hawaiian are two small M.A. programs.

The College demonstrates best practices for immersion education in our P-12 laboratory school program. The Nāwahīokalani'ōpu'u school site will be a central component of the ICLDC extension in Hilo. The majority of curriculum and technology support for Hawaiian immersion schools statewide is produced through our Hale Kuamo'o Hawaiian Language Center. Other support is provided in consortium with the Hilo-located head office of the 'Aha Pūnana Leo, which runs the statewide Hawaiian language nests. Aspects of Hawaiian language and culture revitalization are shared with the public through the 'Imiloa museum on campus, the venue for ICLDC meetings in Hilo.

The Hale Kuamo'o is the Hawaiian Language Center within Ka Haka 'Ula O Ke'elikōlani, College of Hawaiian Language of the University of Hawai'i at Hilo. Established by the Hawai'i State Legislature in 1989, the center supports and encourages the expansion of 'ōlelo Hawai'i (the Hawaiian language) as a medium of communication in education, business, government, and other contexts of social life in the public and private sectors of Hawai'i and beyond.

Ka Haka 'Ula O Ke'elikōlani has a small PhD program focusing on Hawaiian and indigenous language revitalization. The program was established through support from the UH-Mānoa Department of Linguistics and includes a relationship with the UH-Hilo BA in Linguistics. Outreach of the College to languages other than Hawaiian focuses on assistance in school-based programming. Ka Haka 'Ula O Ke'elikōlani has had an impact on the strongly Native Hawaiian community of Hilo. Those working in the College, the 'Aha Pūnana Leo, Inc., and schools teaching Hawaiian in Hilo are the core of a growing number of Hawaiian-speaking peer groups and families in Hilo. We applaud the efforts of ICLDC

on the behalf of indigenous language speakers and welcome participants to the field study in Hilo.

Websites: <http://www.olelo.hawaii.edu/khuok> and <http://www.ahapunanaleo.org/>

National Science Foundation

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." With an annual budget of about \$6.9 billion (FY 2010), we are the funding source for approximately 20 percent of all federally supported basic research conducted by America's colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing.

NSF's goals--discovery, learning, research infrastructure and stewardship--provide an integrated strategy to advance the frontiers of knowledge, cultivate a world-class, broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens, build the nation's research capability through investments in advanced instrumentation and facilities, and support excellence in science and engineering research and education through a capable and responsive organization. We like to say that NSF is "where discoveries begin."

Max Planck Institute for Evolutionary Anthropology, Leipzig (MPI-EVA)

The Max Planck Institute for Evolutionary Anthropology was founded in 1997. The institute's aim is to investigate the history of humankind with the help of comparative analyses of different genes, cultures, cognitive abilities, languages and social systems of past and present human populations as well as those of primates closely related to human beings.

The collaboration of the various departments at one institute is designed to lead to new insights into history, variety and abilities of the human species. The institute unites scientists with various research interests who are concerned with human evolution seen also from an interdisciplinary perspective.

(S1) Keren Rice, University of Toronto

“Strategies for moving ahead: Linguistics and community goals”

FRIDAY, FEB. 11 • 9:30-10:45 a.m. • KEONI AUDITORIUM

This conference is called “Strategies for Moving Ahead.” I would like to address the pillars of the title, documentation and conservation, and examine some different models than are usually found in the literature on documentation, conservation, and revitalization that provide strategies, under appropriate circumstances, for moving ahead.

In early discussions of language documentation, the recording of language is generally the primary goal, with work with communities taking a secondary role. There has been increasing emphasis on community more recently, with language and linguistics continuing to be at the centre in discussions of this extended view of documentation. Communities are often interested in language conservation, with revitalization frequently part of a broader goal of community development, sustainability, and growth. Where the linguistic notion of documentation fits the community goals is not always clear. In this talk, I would like to describe two projects that I have been involved with that have such goals, and look at the role that linguistics plays.

One project, Ciimaan (‘canoe’ in Anishinaabemowin), is run out of the University of Toronto, and was designed as an urban learning community for participants to become bi-cultural navigators. Ciimaan provides an opportunity to develop transferable job and leadership skills while teaching, learning, and promoting Anishinaabemowin through culturally-based activities and community projects. What role might a linguist play in such a project that is motivated by goals of creating community? The program, while focused on language, did not engage the skills that a linguist has to offer at the start, but those skills have come to be regarded as critical to the overall conception of the project.

The second project, the Déline Knowledge Project, has been going on in Déline, Northwest Territories, Canada for some time. This project is broadly concerned with traditional knowledge and self government. Language is one important interest, and there has been extensive work done on recording, archiving, transcription of stories, as well as work with youth on valuing cultural knowledge, including language. As this a community-driven project has evolved, participants have become increasingly interested in developing dictionaries, in literacy, in language variation, and in other areas where linguists have a contribution to make, and have sought education in linguistics. This was not the starting point, but, as with Ciimaan, linguistics has come to be a critical piece of the work of rethinking community governance.

In these cases, language plays an essential role in ongoing work on efforts to strengthen the community. In both cases, the starting point has been community rather than language and language documentation. The role of linguistic work has emerged from other priorities, being one piece of a complex, with the linguist part of a team of academic and community researchers working together to move ahead, and contributions to language understanding often arising in rather indirect ways.

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Keren Rice is University Professor and Canada Research Chair in Linguistics and Aboriginal Studies at the University of Toronto. She studies the Dene (Slavey) language of Canada’s Northwest Territories. She has helped produce a dictionary as well as a grammar of the language. She was a member of a committee that worked to standardize the writing system of the language. She has

worked with people on developing language curriculum materials and has been involved with training language teachers. She has made contributions on Dene and other languages of the Athapaskan family as well as in phonology.

She was awarded the first Bloomfield Book Award from the LSA for A Grammar of Slave. She was recognized in an Honour Ceremony at First Nations House at the University of Toronto in 2005. She is editor of the International Journal of American Linguistics. She was a member of the Social Sciences and Humanities Research Council Board from 2002 until 2008, where she chaired the ethics committee. She served as president of the Canadian Linguistic Association, and has served on LSA committees, including the Executive Committee, the Committee on Endangered Languages and their Preservation, and the Program Committee. She has taught at InField and served on the organizing committee, and she has taught at the Linguistic Institute.

She was founding director of the undergraduate program in Aboriginal Studies at the University of Toronto, and served as director for fifteen years; she was founding director of the Centre for Aboriginal Initiatives, a research centre at the University of Toronto.

Wayan Arka, Australian National University/Udayana University

"Language management and minority language maintenance in Indonesia: Strategy issues"

SATURDAY, FEB. 12 • 4:15-5:30 p.m. • KEONI AUDITORIUM

This paper discusses strategic issues in language 'management' (Spolsky 2009) and its complexity in relation to the maintenance of minority languages in contemporary Indonesia. Within Indonesia it is argued that language can be managed and that it should be managed as part of a national language policy framework (among other means). This is especially pertinent in the case of threatened minority languages. The discussion focuses on how categorizing an issue as either a 'threat' or an 'opportunity' has affected the priorities and the motivations in strategic decisions and implementations of (minority) language policies in Indonesia. These labels have symbolic and instrumental values, and both can be exploited to achieve positive outcomes for language survival. However, the complexity and uncertainty of the problems in dealing with minority languages and their speech communities call for a sophisticated interdisciplinary model of language management.

The problems will be illustrated using Indonesian cases, showing how Categorization (Cognitive) Theory and Organizational Theory (Dutton and Jackson 1981) are useful for conceptualizing strategic issues by decision makers at different levels – individuals, families, traditional organizations (adat), and government institutions.

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Wayan Arka is a Fellow in Linguistics at the School of Culture, History and Language, College of Asia and the Pacific, The Australian National University. He received his PhD from Sydney University in 1999. His interests are in descriptive, theoretical and typological aspects of Austronesian and Papuan languages of Indonesia.

Arka is currently working on a number of projects including research on voice in the Austronesian languages of eastern Indonesia and the development of a large-scale computational grammar and dictionary for Indonesian. He has done extensive fieldwork on the languages of Flores, and organized capacity-building programs for language documentation and maintenance in Indonesia.

Larry Kimura, University of Hawai'i at Hilo

"A journey of beginnings: The Hawaiian language revitalization efforts, 1970s forward"

SUNDAY, FEB. 13 • 11:45 a.m.-1 p.m. • KEONI AUDITORIUM

The journey for the viability of an endangered language starts with very little but indeed it is key to unlocking a people unto themselves and empowers them to reenter a dominion for dynamic reform. But when to begin and how to begin are questions that can easily deter any effort combined with the goal of maintaining such a beginning with the purpose of attaining positive results.

As a co-founder of Hawai'i's first indigenous Hawaiian language immersion program, the 'Aha Pūnana Leo, founded in 1983 and which opened its first preschools in 1984 and 1985, my talk will focus on those early beginnings in an effort to curb the extinction of the Hawaiian language. This was an independent endeavor started by a group of friends who were colleagues as young teachers of the Hawaiian language.

Prior to the actual decision to bring the language back into the ears and mouths of young children, countless hours were spent over several years in gatherings among ourselves as young adults, and in the presence of members of our parent and elder generations, bemoaning the rapid decline of our language. These informal gatherings at friends' homes would inevitably involve some kind of interchange about the value of our language and the importance of bringing it back to life. Among these friends were indigenous graduate students from New Zealand and Rapa Nui, where they shared the same concern for their languages. It was not always necessary to talk directly about the decline of our languages but we felt its import in every song, dance and story that we engaged in.

The name Pūnana Leo or language nest was adopted from the New Zealand Māori, Kōhanga Reo, at a time when we had recently coined a Hawaiian word for native speaker, "mānaleo." The root of this new word is based on the feeding of baby birds in their nest as a mouthful (māna) of food (ʻai) is passed from the parent's mouth (pūʻā) into the mouth of its young. Since it was the language or voice that was of concern in creating the new

word for native speaker, the "ʻai" or food was replaced with "leo" or voice thus producing the word "mānaleo" or mouthful of voice/language, fed into the ear.

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Assistant Professor Larry L. Kimura has been involved with the revitalization of the Hawaiian language for over forty years. Before his teaching career in 1971 at the University of Hawai'i, he taught Hawaiian language to researchers at the Pu'uhonua o Hōnaunau National Historical Park and the Bishop Museum, and he served as a Hawaiian consultant for

young Hawaiian music revivalists of the Hawaiian Culture Renaissance years of 1968-1980. He is a composer of many award winning Hawaiian language songs.

Kimura has recorded over five hundred hours of Hawai'i's last native Hawaiian speakers, rendering this documentation the largest of its kind in Hawai'i. He is the first President and Co-Founder of the 'Aha Pūnana Leo Hawaiian Language Immersion Preschools and served for several years on the Hawai'i Department of Education's Hawaiian Immersion Advisory Council. Kimura is the first Director of the Hawaiian Language Center Hale Kuamo'o to assist in curriculum development and teacher training for the State's Hawaiian Language Immersion Program.

He is the Secretary General for the Polynesian Languages Forum made up of thirteen Polynesian countries that seek ways to assist each other in maintaining their languages. He established the Hawaiian Lexicon Committee in 1987 and continues to serve as the Committee's Chairperson. He served as the Hawaiian Cultural Planner and Interpreter for the Mauna Kea Astronomy Education Center project, now known as the 'Imiloa Astronomy Education Center of Hawai'i, to incorporate the Hawaiian language and culture with modern astronomy.

INFORMATION

REGISTRATION AREA

The conference venue is the Hawai'i Imin International Conference Center located on the University of Hawai'i at Mānoa campus. The registration desk will be out front on Friday (7:30 a.m.-3:30 p.m.) to accommodate the anticipated large crowds but will move downstairs to the Wailana Room on Saturday (8 a.m.-4 p.m.) and Sunday (8 a.m.-noon).

FOR PRESENTERS

We have allowed ten minutes between sessions so that there is ample time to move about and to set up for the next presentation. Each room is equipped with a PC computer, LCD projector, internet connection, and external speakers. If you need to plug in your own laptop, please be sure to allow some time for the setup, and bring your own connector if your output plug is not a standard VGA socket.

We are recording all presentations and ask that you sign the release form allowing us to put the recording, your photo, and files related to your presentation (if you wish to submit them) online after the conference. We have assigned chairpersons to all sessions.

EVALUATION FORMS

Please take the time to fill out the evaluation form and return it to the Registration desk. We will be using your suggestions to improve the 3rd ICLDC in 2013.

COPYING

Copies can be made at the following locations on campus or nearby:

Imin Conference Center (Room 225). Open during conference hours; contact Imin Center staff in Room 225. Self-service, 10¢ a copy.

Hamilton Library (located across East-West Road from the Imin Center). Open Monday-Thursday 8 a.m.-10 p.m., Friday 8 a.m.-6 p.m., Saturday closed, and Sunday noon-10 p.m.

Business Works of Hawai'i, Inc. (located at Campus Center). Open Monday-Thursday 8 a.m.-4 p.m., Friday 8 a.m.-3:30 p.m.

CONFERENCE SHUTTLE SERVICE

For the convenience of our conference attendees staying at the Ocean Resort Waikiki (ORW) and The Lotus at Diamond Head (LDH) Hotels, we will be providing shuttle service to and from the Imin Center (IC) on the University of Hawai'i at Mānoa campus, on the main conference days.

FRIDAY, FEB. 11

Morning:

Bus 1: Pick-up at 7:30 a.m. (ORW>LDH>IC)

Bus 2: Pick-up at 8 a.m. (ORW>LDH>IC)

Evening (after reception):

Bus 1&2: Pick-up at 7:30 p.m. (IC>ORW>LDH)

SATURDAY, FEB. 12

Morning:

Bus 1: Pick-up at 7:30 a.m. (ORW>LDH>IC)

Bus 2: Pick-up at 8 a.m. (ORW>LDH>IC)

Evening (after reception):

Bus 1&2: Pick-up at 7:30 p.m. (IC>ORW>LDH)

SUNDAY, FEB. 13

Morning:

Bus 1: Pick-up at 7:30 a.m. (ORW>LDH>IC)

Bus 2: Pick-up at 8 a.m. (ORW>LDH>IC)

Afternoon:

Bus 1&2: Pick-up at 1:30 p.m. (IC>ORW>LDH)

Look for the Superstar Motorcoach (chartered by Royal Star Hawaii). Please be waiting near the street in front of the building at least 5 minutes before pick-up time to ensure that you don't miss the bus. If you are planning to go to an early morning session or presenting at one, we recommend that you try for the earliest shuttle bus in case there are delays because of traffic. These shuttle routes are one-way and fixed. If you desire to go to the Imin Center or your hotel at a time other than indicated above, you will be on your own for transportation.

SECOND FLOOR

Asia Room
Pacific Room
Sarimanok Room
Kaniela Room

FIRST FLOOR

Keoni Auditorium
Jefferson Lanai

GARDEN / GROUND LEVEL

Koi Room
Wailana Room
Makana Room

WIRELESS ACCESS

Access "EWC-Guest1 SSID" Wifi Network.
 Log-in username and password:

Username: icldc211
 Password: 211icldc

*please be advised the the WiFi system is not encrypted

OFFICE HOURS

National Science Foundation

Friday • 12-1 p.m. • Sarimonok Room

Saturday • 11:30 a.m.-12:30 p.m. • Sarimanok Room

Endangered Languages Archive, SOAS

Friday • 12-1:30 p.m. • Kaniela Room

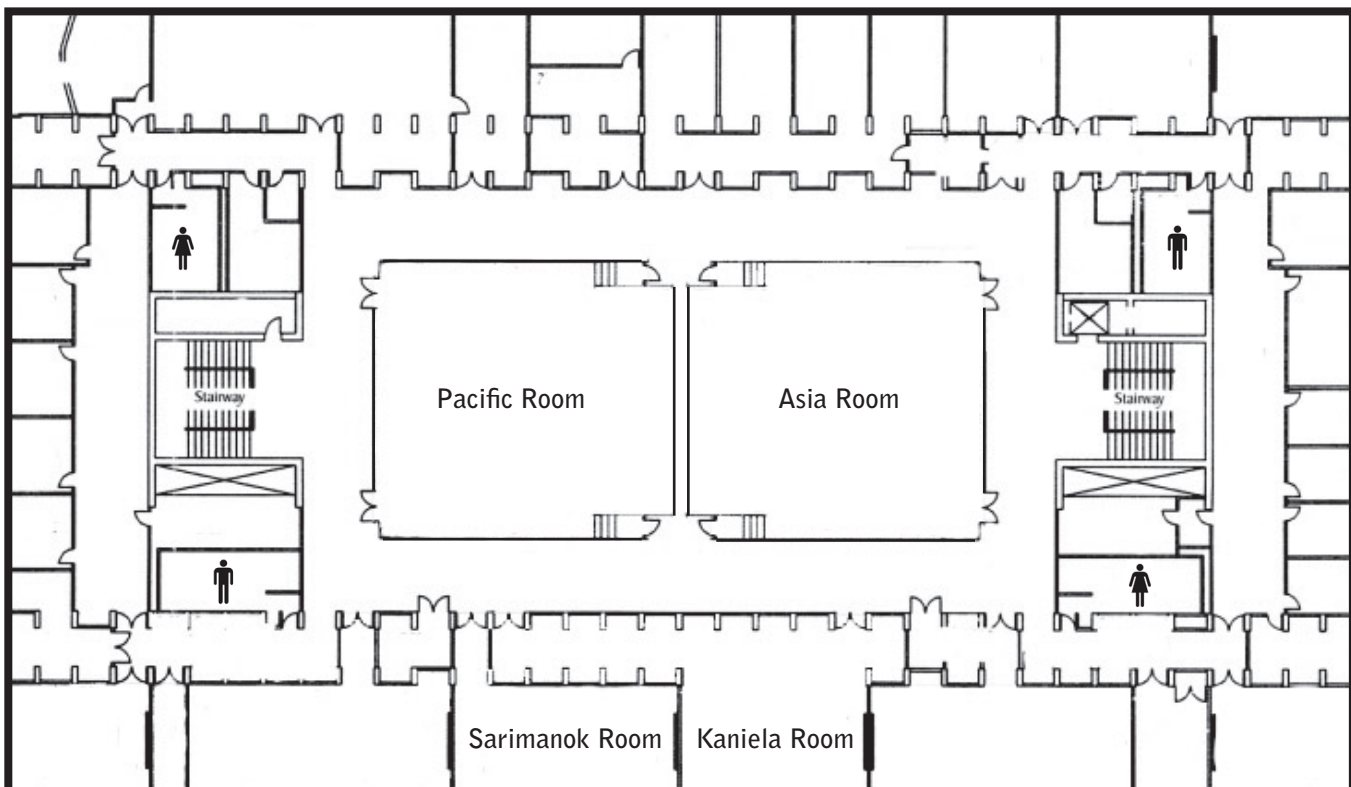
Language Documentation & Conservation Journal

Saturday • 12-1 p.m. • Kaniela Room

Endangered Languages Documentation Programme, SOAS

Saturday • 12-1 p.m. • Koi Room

Imin Center second-floor layout



SCHEDULE GRID

COFFEE & TEA

Coffee and tea will be available throughout the day in the Wailana Room on the garden-level floor.

NO FOOD OR BEVERAGES ARE ALLOWED IN THE IMIN CENTER PRESENTATION ROOMS

PRE-CONFERENCE WORKSHOPS

Sponsored by a grant from the National Science Foundation

Organizer: Nick Thieberger • thien@unimelb.edu.au

(pre-registration required)

WEDNESDAY, FEB. 9 • 9 a.m.-12 p.m., 1-4 p.m.

Flex, Elan, Advanced Toolbox; Psycholinguistic techniques for the assessment of language strength, Flex (repeat offering), Video/film in language documentation

THURSDAY, FEB. 10 • 9 a.m.-12 p.m., 1-4 p.m.

Video/film in language documentation (repeat offering), Elan (repeat offering), LEXUS and VICOS – lexicon and conceptual spaces; Archiving challenges and metadata, Language acquisition for revitalization specialists, Advanced Toolbox (repeat offering)

Friday, Feb. 11

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
9:00 - 9:30	Welcome					
9:30 - 10:45	Plenary: Keren Rice (S1)					
10:50 - 11:20	Dictionaries & Endangered Languages Colloquium (C1)	Mason (1.1.1)	Hirata-Edds & Peter (1.1.2)	McDonough (1.1.3)		
11:30 - 12:00		Arkhipov (1.2.1)	Tahamont, Tallchief, et al. (1.2.2)	Marmion & Obata (1.2.3)		
12:00 - 1:30	Poster Session [P1] in WAILANA and boxed lunches in MAKANA.				12:00 - 1:00 <i>NSF office hours</i>	12:00 - 1:30 <i>ELAR office hours</i>
1:30 - 2:00	Dictionaries & Endangered Languages Colloquium, cont. (C1)	Hinton (1.3.1)	Gully (1.3.2)	Lockwood & Vejdemo (1.3.3)	De Korne (1.3.4)	Kono, Switzler, et al. (1.3.5)
2:10 - 2:40		Musgrave & Hajek (1.4.1)	Keegan & Mato (1.4.2)	Rosés Labrada (1.4.3)	Poetsch & McLaren (1.4.4)	Hansen, Turnbull, et al. (1.4.5)
2:50 - 3:20		Bird, Sai, et al. (1.5.1)	Boyce (1.5.2)	Merrill (1.5.3)	House (1.5.4)	Rosenblum, Cadwallader, et al. (1.5.5)
3:40 - 4:10		Anip (1.6.1)	Barth (1.6.2)	Whitecloud & Grenoble (1.6.3)	Edmonds & Keegan (1.6.4)	Czaykowska- Higgins, Daniels, et al. (1.6.5)
4:20 - 4:50	Film in Language Documentation Colloquium (C2)	Granadillo (1.7.1)	de Garcia, Axelrod, et al. (1.7.2)	Lovick (1.7.3)	Te Aika (1.7.4)	Si (1.7.5)
5:00 - 5:30		Crippen & Robinson (1.8.1)	Aso, Ninaga, et al. (1.8.2)	Pomponio (1.8.3)	J. Grimes (1.8.4)	M. Hill (1.8.5)
5:30 - 7:30	Evening reception and Mānoa Voices performance on JEFFERSON LANAI.					

SCHEDULE GRID

Saturday, Feb. 12

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
9:00 - 9:30	Film in Language Documentation Colloquium, cont. (C2)	Berez, Linnell, et al. (2.1.1)	Henderson (2.1.2)	Valenzuela (2.1.3)	Hobson (2.1.4)	Boerger (2.1.5)
9:40 - 10:10		Haynie, Garrett, et al. (2.2.1)	Williams (2.2.2)	C. Grimes (2.2.3)	Butler & Weigel (2.2.4)	Baez (2.2.5)
10:20 - 10:50		Obata (2.3.1)	Clynes (2.3.2)	Schmidt (2.3.3)	Oakley & Hobson (2.3.4)	Onedera (2.3.5)
11:00 - 11:30		Nathan (2.4.1)	Shaw (2.4.2)	Schneider (2.4.3)	Kabir (2.4.4)	MacMhaoirn (2.4.5)
11:30 - 1:00	Poster Session (P2) in WAILANA and boxed lunches in MAKANA. 12:00-1:00 EDEP office hours in KOI ROOM.				11:30 - 12:30 NSF office hours	12:00 - 1:00 LD&C office hours
1:00 - 1:30	Grammatico-graphy Colloquium (C4)	Consortium on Training in Language Documentation and Conservation (CTLDC) Panel (C3)	Austin (2.5.1)	Stephens & Boyce (2.5.2)	Sammons (2.5.3)	Tomokiyo & Glenn (2.5.4)
1:40 - 2:10			Holton (2.6.1)	Benedicto, et al. (2.6.2)	Lee, Schroeder, et al. (2.6.3)	Rayphand (2.6.4)
2:20 - 2:50			Margetts (2.7.1)	de Schryver (2.7.2)	M. Ignace & R. Ignace (2.7.3)	Cox (2.7.4)
3:00 - 3:30			Hardman, Beck, et al. (2.8.1)	Cowell & Hermes (2.8.2)	Ueki (2.8.3)	Wörner (2.8.4)
3:40 - 4:10			Keegan (2.9.1)	Mitchell, Wilmot, et al. (2.9.2)	Tang (2.9.3)	Quinn (2.9.4)
4:15 - 5:30	Plenary: Wayan Arka (S2)					
6:30 - 9:00	Evening Reception and the University of Hawai'i Gamelan Ensemble performance on JEFFERSON LANAI.					

Sunday, Feb. 13

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
9:00 - 9:30	Grammatico-graphy Colloquium, cont. (C4)		Li (3.1.1)	Caballero (3.1.2)	Cutfield (3.1.3)	Jany (3.1.4)
9:40 - 10:10		Matsumoto-Gray (3.2.1)	Meyer (3.2.2)	Hermes, Nichols, et al. (3.2.3)	D. Hill (3.2.4)	Hyslop & Tshering (3.2.5)
10:20 - 10:50		Morse (3.3.1)	Walsh, Barwick, et al. (3.3.2)	Huang (3.3.3)	Viana (3.3.4)	Tangiku (3.3.5)
11:00 - 11:30		Isaac (3.4.1)	Bell (3.4.2)	Schulman (3.4.3)	Eschenberg, Saunsoci, et al. (3.4.4)	
11:45 - 1:00	Plenary: Larry Kimura (S3)					
1:00 - 1:30	Closing					
2:30 - 5:00	Recovering Voices exhibition development: A working session in CENTER FOR KOREAN STUDIES					

ACTIVITIES

FILM SCREENING: SHORT FILMS IN AND ABOUT ENDANGERED LANGUAGES

THURSDAY, FEB. 10 • 6:30-9:30 p.m. • CENTER FOR KOREAN STUDIES

This free screening in the Korean Studies Center will include short films from Canada, Brazil, Tonga, Australia, Norway, and Wales. Selected by Rozenn Milin (Sorosoro Foundaton) and Melissa Bisagni (Smithsonian Institution), the films represent a small glimpse into the possibilities offered by film to support and represent endangered languages.

EVENING RECEPTIONS

FRIDAY, FEB. 11 • 5:30-7:30 p.m. • JEFFERSON LANAI

Join us for pupus (Hawaiian for hors d'oeuvres), drinks, entertainment by the local musical group Mānoa Voices, and welcoming speeches. Mānoa Voices plays traditional acoustic Hawaiian music. In 2007, they won first place at Ka Himeni Ana, a traditional Hawaiian music competition held annually.

SATURDAY, FEB. 12 • 5:30-7:30 p.m. • JEFFERSON LANAI

Socialize with fellow presenters and attendees over a delicious array of appetizers and beverages while enjoying Balinese gamelan music and dance performances. Segara Madu, the University of Hawai'i Gamelan Ensemble and the Hawai'i Gamelan Society proudly bring you this traditional performance from Indonesia. Gamelan is an indigenous "orchestra" of gongs and struck slabs and this one will be accompanied by traditional dance.

RECOVERING VOICES EXHIBITION DEVELOPMENT: A WORKING SESSION

SUNDAY, FEB. 13 • 2:30-5 p.m. • CENTER FOR KOREAN STUDIES

Recovering Voices, a new initiative of the Smithsonian's National Museum of Natural History, National Museum of the American Indian and the Center for Folklife and Cultural Heritage, aims to enhance public awareness about the crisis of language and knowledge loss. Through innovative research, documentation and revitalization efforts, partnerships with communities, three exhibitions and a strong web presence, the project will leverage the Smithsonian's unique collections and public outreach potential. At NMNH, a major exhibition set for completion in 2014 will galvanize the museum's 7 million annual visitors around the project's central theme: Preventing global language loss is crucial to sustaining systems of Indigenous knowledge and cultural identity in communities around the world. In this working session, members from the Recovering Voices core team will present initial plans and solicit feedback for the exhibition. By involving outside linguists, cultural experts and community scholars in our exhibition development process, we hope to strengthen our plans and identify opportunities for new partnerships to help us communicate key messages. Join us! Come with your compelling stories from the field and creative ideas for powerful visitor experiences to help bring this vital story to life.

A LIVING HAWAIIAN LANGUAGE: TO KNOW THE WORLD THROUGH THE HAWAIIAN LANGUAGE

(pre-registration required)

MONDAY-TUESDAY, FEB. 14-15

This symposium is an optional Hawaiian Language Revitalization Field Study in Hilo, Hawai'i. The revitalization of the Hawaiian language celebrates 27 years of Hawaiian immersion education. Through this movement the language has begun to reestablish itself as a first language in households where parents are raising their children in Hawaiian. These families are supported through a network of culturally relevant Hawaiian medium education programs from the infant-toddler level to university graduate degree programs in the Hawaiian language. Minds, hearts, and hands continue to work toward a brighter future for the revitalization of the Hawaiian language.

(C1) Dictionaries and endangered languages: Technology, revitalization and collaboration

Organizer: Sarah Ogilvie • University of Cambridge • svo21@cam.ac.uk

FRIDAY, FEB. 11 • 10:50 a.m.-12 p.m., 1:30-4:10 p.m. • KEONI AUDITORIUM

This colloquium is dedicated to the topic of endangered languages and dictionaries, and focuses particularly on issues relating to dictionaries and technology, revitalization, and collaboration. Six international experts who specialize in the documentation and description of endangered languages will present papers that advocate the use and development of new technologies in lexicography; methodologies of collaboration and capacity building; and lexicographic techniques for language learning and revitalization.

"Dictionaries and endangered languages: Technology, revitalization, and collaboration"

Sarah Ogilvie • svo21@cam.ac.uk
University of Cambridge

This paper opens the colloquium, and presents the results of a survey of over two hundred dictionary projects conducted by the Endangered Languages and Dictionaries Project at the University of Cambridge. It provides a general overview of how dictionaries can move beyond being mere static records of language towards being more dynamic tools for language maintenance and learning.

"Dealing with variation in a trilingual dictionary"

Peter Austin • pa2@soas.ac.uk
SOAS, University of London

Drawing on the experience of compiling a trilingual dictionary of the Sasak language, spoken on Lombok in eastern Indonesia, this paper proposes innovative lexicographic techniques for dealing with linguistic variation on a host of levels whether it be regional, social, literary, or contact variation.

"Documenting indigenous knowledge in dictionaries: The Marquesas Islands"

Gaby Cablitz • gcablitz@googlemail.com
University of Kiel

This paper looks at the creation of multimedia encyclopedic lexicons which are able to represent folk taxonomies and ethno-ontologies. It is based on the results of a DoBeS project that aims to document, maintain, and preserve the indigenous knowledge of the Marquesan speech community in the southern Pacific.

"Syntax and text in an online lexicon database: Linguist-learner collaborations"

Andrew Garrett • garrett@berkeley.edu
University of California, Berkeley

Based on Garrett's experience of creating online dictionaries of Karuk and Yurok, two indigenous languages of northern California, this paper discusses the lexicographic benefits of lexical tagging and syntactic parsing of text corpora using a dependency-grammar treebank. These methods facilitate optimal functionality of online learners' dictionaries such as the ability to generate automatically collocational information for all lexical items.

"Collaborative dictionary making with WeSay"

John Hatton • john_hatton@sil.org
SIL International

More and more dictionary projects today have multiple authors. This is especially the case for projects which seek to involve community members in the compilation process. But how can teams collaborate if they don't all live in the same location and they don't all have unlimited access to the Internet? This paper presents a new solution: Chorus developed by the creators of WeSay.

"Building a lexical database with multiple outputs: Examples from legacy data and from multimodal fieldwork"

Nick Thieberger • thien@unimelb.edu.au
University of Melbourne / University of Hawai'i at Mānoa

Based on ongoing work on dictionaries of South Efate (Oceanic, Central Vanuatu) and Ngarrindjeri (Pama-Nyungan, Australia), this paper presents two ways of creating structured lexical data suitable for subsequent reuse depending on different contexts. One model focuses on the process of building a contemporary multimedia corpus and dictionary, and the other focuses on an historical paper-based dictionary.

(C2) The Use of Film in Language Documentation

Organizers: Rozenn Milin • Sorosoro Foundation • rozenn.milin@sorosoro.org
Melissa Bisagni • Smithsonian Institution • bisagnim@si.edu

FRIDAY, FEB. 11 • 4:20-5:30 p.m. • KEONI AUDITORIUM

SATURDAY, FEB. 12 • 9-11:30 a.m. • KEONI AUDITORIUM

There are several areas in which language documentation and conservation can benefit from the use of film. Our research practice in documentation can be vastly improved if we can establish a quality corpus of video recordings. Training in this area is critical and will be provided as part of the pre-conference training session. Video can also serve as the medium in which to reintroduce archival records, thus assisting in language revitalization efforts. Furthermore, the use of endangered languages in popular movies has also had an impact both on the local community, and on the broader understanding of the nature and diversity of Indigenous languages. We will bring practitioners of all three of these styles of film-making together to encourage students to consider novel techniques in their own practice.

"Indigenous Language Use in Narrative Filmmaking"

Melissa Bisagni • bisagnim@si.edu
Smithsonian Institution

In October 2007, imagineNATIVE Film and Media arts festival hosted a panel discussion on native language use in film, during which famed Innu filmmaker Zacharius Kunuk made a point in saying he uses Inuktitut in his films because that is the language they use at home – all the time. Since 2007, the number of native language films on the film festival circuit have more than doubled. Why are so many Native filmmakers using their ancestral languages in their films though they are not themselves speakers? What does it mean to use language in a film if it is not used at home? Looking at the youngest generation of indigenous filmmakers using their ancestral languages in contemporary narrative films, we explore these questions.

"The Sorosoro experience in filming documentation of endangered languages: Difficulties and successes"

Rozenn Milin • rozenn.milin@sorosoro.org
Sorosoro Foundation

Rozenn Milin, founder and director of the Paris based Sorosoro program dedicated to audiovisual language documentation, will explain what kind of methodology has been implemented by the technical and linguistic crews on field. She will detail the difficulties encountered and the positive results of the program.

"The use of video to raise the 'prestige' of indigenous languages: A filmmaker's perspective"

Lisa Edwards Jackson • lisa@lisajackson.ca

Anishinaabe filmmaker Lisa Jackson will discuss how video can be used to raise the "prestige" of indigenous languages—how it can inspire, motivate and engage potential learners. She'll draw on her experience making films and as a workshop facilitator training youth in language-based media-making in remote Canadian communities.

"Finding our talk: Working with indigenous languages for television"

Paul Rickard • okimah@mac.com
Mushkeg Media, Inc, Canada

Paul Rickard the owner of Mushkeg Media will present finished excerpts from the Finding Our Talk television series and discuss how language is handled at various stages of production from the initial research, shooting, logging and editing to subtitling. He will also talk about the challenges of versioning of the entire documentary series into the Mohawk language.

"Making the most of filming for the community"

Anna Margetts • anna.margetts@arts.monash.edu.au
Monash University

The community had a prime interest in video documentation of events with no linguistic value. We asked speakers for a commentary via radio-microphone. This strategy proved a success and provided a new text type to our database. I discuss the data collected, the limitations of this method, and the equipment needed.

"The role of film in supporting and raising the profile of indigenous languages: 'The Land Has Eyes' as a case study"

Vilsoni Hereniko • vili@hawaii.edu
University of the South Pacific in Fiji

Oral traditions of storytelling are best captured in film because a feature usually tells a story about human beings interacting with one another in specific times and places: we hear their speech, see their faces and body language, and sometimes we totally identify with the story and the characters in a film. When the story is told in the indigenous language of the people and culture being depicted, audiences also become privy to speech patterns, rhythms, intonation, and other characteristics. An analysis of spoken Rotuman in the feature film "The Land Has Eyes" provides insights into the values, sensibilities and worldview of a precious and unique Polynesian culture.

(C3) Consortium on Training in Language Documentation and Conservation Panel

SATURDAY, FEB. 12 • 1-4:10 p.m. • KOI ROOM

"The American Indian Language Development Institute: A special training and education model for indigenous people"

Ofelia Zepeda • ofelia@email.arizona.edu
University of Arizona

For over thirty years AILDI has made significant impacts in language training for indigenous educators and researchers. AILDI is a proven training model for working with indigenous people. It is a model so successful it has been replicated at a number of "sister" institutes around the U.S. and now internationally.

"Finding our way: Language documentation and teacher training through the Oklahoma Native Language Association"

Mary Linn • mslinn@ou.edu
Sam Noble Oklahoma Museum of Natural History and
University of Oklahoma

Candessa Morgan • candessa@ou.edu
University of Oklahoma

Oklahoma's linguistic and cultural diversity provides a unique challenge for developing a single training program to serve the varying needs and approaches to language revitalization in the state. This paper shows how the Oklahoma Native Language Association has provided flexibility and innovation in responding to training needs.

"Delivering linguistic training to speakers of endangered languages: CILLDI (University of Alberta) and the Community Linguist Certificate Program"

Sally Rice • sally.rice@ualberta.ca
University of Alberta

Joe Wilmot • sosep@hotmail.com
Listuguj Mi'gmaq First Nation

The Community Linguist Certificate program delivered through CILLDI at the University of Alberta provides linguistic analysis and language documentation training to speakers of endangered languages interested in working towards the preservation of their languages. This paper describes the coursework associated with the CLC and offers samples of in-class training modules.

"Developing grassroots training for Australia's Indigenous languages: RNLD and the Documenting and Revitalising Indigenous Languages (DRIL) training model"

Margaret Florey • margaret.florey@gmail.com
Resource Network for Linguistic Diversity

Documenting and Revitalising Indigenous Languages (DRIL) is an innovative program that offers grassroots training to Aboriginal people who aspire to develop, implement and manage their own language documentation and revitalisation projects. This paper outlines the motivation behind the model, and discusses the results emerging from the pilot training phase.

"Creating global training networks: The Consortium on Training in Language Documentation and Conservation"

Carol Genetti • cgenetti@linguistics.ucsb.edu
University of California, Santa Barbara

The Consortium on Training in Language Documentation and Conservation is a global network of organizations which train people in LDC practices or support training through allied activities. The CTLDC will maximize the effective sharing of resources such that expertise and materials will have broad impact in communities across the globe.

90-minute open forum on training issues

PANEL DISCUSSANTS:

Leanne Hinton
University of California, Berkeley

Brian Migliazza
SIL

Toshi Nakayama
Tokyo University of Foreign Studies

Patricia Shaw
University of British Columbia

(C4) Grammaticography

Organizer: Sebastian Nordhoff • sebastian_nordhoff@eva.mpg.de
Max Planck Institute for Evolutionary Anthropology

SATURDAY, FEB. 12 • 1-4:10 p.m. • KEONI AUDITORIUM

This colloquium will bring together field linguists, computer scientists, and publishers with the aim of exploring production and dissemination of grammatical descriptions in electronic/hypertextual format. For long a step-child of lexicography, the domain of grammaticography has received growing interest in the recent past, especially in what concerns lesser studied languages. At the same time, advances in information technology mean that a number of techniques become available which can present linguistic information in novel ways, like multimedial content on the one hand, but also so called content-management-systems (CMS) that provide new possibilities to develop, structure and maintain linguistic information. This conference will discuss the theoretical and practical advantages hypertext grammars can offer.

"A system for an online language description"

Christian Lehmann • christian.lehmann@uni-erfurt.de
Universität Erfurt

This presentation will outline a system for a hypertext description of a language. Options for accessing the data include an index of terms, an index of linguistic forms and, for the grammar section, the systems of constructions and of cognitive and communicative functions.

"The 'Digital Grammar' project — integrating the WIKI/CMS approach with Language Archiving Technology and TEI"

Sebastian Drude • sebastian.drude@gmail.com
University Frankfurt

A planned 3-year collaborative project proposes the development of an information infrastructure for authoring linguistic work based on primary data. Such "digital grammars" are TEI/XML hypertext documents in a structured content-management-system, interlinked with other resources such as LAT language corpora, online lexica and terminological databases.

"From corpus to grammar: How DOBES corpora can be exploited for descriptive linguistics"

Johannes Helmbrecht • johannes.helmbrecht@sprachlit.uni-regensburg.de
Universität Regensburg

Peter Bouda • pebouda@gmail.com

The presentation on the methods of the corpus linguistic exploitation of DOBES corpora will consist of three parts. A general introduction will outline the relation between a DOBES corpus, a possible corpus analysis and descriptive linguistics. The second part will present a typology of corpus searches that retrieve the data a descriptive linguist needs. And the third part will present a user friendly database/concordancing software that is especially designed to fulfill the needs of a descriptive linguist.

"Electronic grammars: Taking advantage of the possibilities"

Mike Maxwell • maxwell@umiacs.umd.edu
University of Maryland

This paper shows how a formal grammar can be embedded into a descriptive grammar using Literate Programming. The formal grammar can automatically be extracted and converted into a parser, and the parser can be tested on the examples in the grammar. The result is an archivable, reproducible and verifiable grammatical description.

"Grammars in the cloud: Linking grammatical data into grammatical stories"

Jeff Good • jcgood@buffalo.edu
University of Buffalo

This talk focuses on the question: How can disparate pieces of data and analysis be assembled to create a complete and consistent grammatical description? Two key notions, coverage and coherence, are developed, and parallels are drawn between them and the concepts of data modelling and data validation are well known from work on database design.

(C4) Grammaticography (cont.)

SUNDAY, FEB. 13 • 9-11:30 a.m. • KEONI AUDITORIUM

"Grammar and hypertext: Nunggubuyu as a case study "

Simon Musgrave • simon.musgrave@monash.edu
Monash University

Nick Thieberger • thien@unimelb.edu.au
University of Melbourne / University of Hawai'i

We explore how to create an (XML) encoding for a descriptive grammar with links to texts, media and a lexicon, ultimately allowing any one of these to be the point of entry to any of the others. The published grammar of Nunggubuyu (Heath 1980) is used as an example.

"Time-warping legacy descriptions"

Sebastian Nordhoff • sebastian_nordhoff@eva.mpg.de
Max Planck Institute for Evolutionary Anthropology

The grammar writing platform GALOES is presented. It runs as a web-application on any computer (also offline) and features collaboration tools, multimedia, versioning, templates, full text search, graphical user interface, among other things. The presentation will be practical and show how one can write a grammar in hypertext format.

"From database to treebank: Enhancing a hypertext grammar with grammar engineering "

Emily M. Bender • ebender@u.washington.edu
University of Washington

This paper considers how implemented grammars can enhance descriptive ones. An implemented grammar encodes the analyses in machine readable form, facilitating automatic annotation of morphological, syntactic and semantic structures. A grammar augmented with a collection of such structures would enable, for example, a reader to search for items in which a PP argument fills the third most prominent semantic role.

"In, out and all about: Theorising hypertext in reference grammars"

Nicholas Evans • nicholas.evans@anu.edu.au
Australian National University

Hypertextual connections of various sorts occupy a substantial proportion of good reference grammars. But we lack a developed overall theory of the functions that hypertext can discharge in reference grammars. This paper will first develop an inductive typology of the different roles played by hypertext, based on a sample of reference grammars, and then work in the other direction by showing how the analysis of one specific problem – verb paradigms in the Papuan language Nen – leads out in a complex network of hypertextual connections.

The Grammaticography Colloquium is sponsored by the Max Planck Institute for Evolutionary Anthropology, Leipzig

PAPERS (1.1-1.2)

FRIDAY

(1.1) SESSION ONE • 10:50-11:20 a.m.

(1.1.1) "Recovering voices: Collaborating with communities and engaging millions in the challenge of endangered languages"

Michael Mason • masonm@si.edu
Smithsonian's National Museum of Natural History

The Smithsonian's Recovering Voices initiative is planning an exhibition and outreach program to engage the public in the loss of language diversity and indigenous knowledge. The initiative is built around intense collaborations with communities of speakers of endangered languages and should have unparalleled impact, reaching millions of people each year.

KOI ROOM

(1.1.2) "Endangered language revitalization: Lessons from Cherokee immersion"

Tracy Hirata-Edds • tracy@ku.edu
University of Kansas

Lizette Peter • lpeter@ku.edu
University of Kansas

Cherokee Nation's immersion school provides lessons for revitalization focused on bringing endangered languages to children. We share information about the opportunities, challenges, and characteristics of learners' language development. The result has been an increasingly well-established language revitalization milieu with the potential of protecting the future of the Cherokee language.

ASIA ROOM

(1.1.3) "The speech atlas of the Mackenzie Basin Dene: Language conservation and identity in the Mackenzie Basin"

Joyce McDonough • joyce.mcdonough@rochester.edu
University of Rochester

This talk discusses the development of an online speech atlas of the Dene speaking communities in the Mackenzie Basin, for purposes of documentation, revitalization, education. The map-based website allows the localization Dene language data and resources to specific speech communities, reflecting the way the Dene identify themselves.

PACIFIC ROOM

(1.2) SESSION TWO • 11:30 a.m.-12 p.m.

(1.2.1) "Re-documenting Archi (and others): Evolution of tools, evolution of the workflow"

Alexandre Arkhipov • sarkipo@mail.ru
Moscow State University

The paper highlights some technical challenges raised by an attempt of re-documenting three languages, i.e. re-recording previously published texts with present-day speakers. The constant evolution of computer tools and the frequent need for migrating data between them calls for an intermediate storage and interchange format for interlinear texts.

KOI ROOM

(1.2.2) "Documenting the Seneca language using a recursive bilingual education framework"

Anne Tahamont • aet1981@aol.com
Silver Creek Central School District

Erin Tallchief • etallchief@yahoo.com
IRVS Indigenous ReVitalization School

Kate Mahoney • kate.mahoney@fredonia.edu
State University of New York at Fredonia

This presentation describes Seneca language documentation efforts in Western New York. Seneca (Onöndowa'ga:) is one of the Six Nations of the Iroquois League (Haudenosuantee or People of the Longhouse). Video of native speakers using the language in everyday activities like waking up, making breakfast, brushing teeth, etc. will be shown.

ASIA ROOM

(1.2.3) "The National Indigenous Languages Survey of Australia, 2011"

Doug Marmion • doug.marmion@gmail.com
Australian Institute of Aboriginal & Torres Strait Islander Studies

Kazuko Obata • Kazuko.Obata@aiatsis.gov.au
Australian Institute of Aboriginal & Torres Strait Islander Studies

AIATSIS is currently in the planning stage for the second Australian National Indigenous Languages Survey. The paper describes the first NILS conducted in 2004, its outcomes, and the report published in 2005. It also discusses the implications of the first NILS for the implementation of the second.

PACIFIC ROOM

(1.3) SESSION THREE • 1:30-2 p.m.

(1.3.1) "Presenting LINC—Language Immersion for Native Children—a project of the Consortium of Indigenous Language Organizations"

Leanne Hinton • lhinton@berkeley.edu
University of California, Berkeley

The Institute of Indigenous Languages, Advocates for Indigenous California Language Survival, American Indian Languages Development Institute, Oklahoma Native Languages Association, and Piegan Institute have formed the Consortium of Indigenous Language Organizations, for language revitalization. We will describe our first project: a workshop series on Language Immersion for Native Children (LINC).

KOI ROOM

(1.3.2) "Kia Whita! Burn fervently!: Accelerating Māori language learning"

Nichole Gully • nichole.gully@canterbury.ac.nz
University of Canterbury

This presentation describes the process of developing a new accelerative Māori language learning approach, adapted from a non-indigenous model. It discusses how challenges in the materials development process were navigated to ensure that a Māori voice and Māori worldview predominated.

ASIA ROOM

(1.3.3) "'There's no thermostat in the forest': Bringing linguists and language activists together and bridging the 'two solitudes'"

Hunter Lockwood • hunterlockwood@gmail.com
University of Wisconsin-Madison

Susanne Vejdemo
Eastern Michigan University

Investigations of theoretical questions can serve to further the cause of language revitalization by feeding into ongoing language revitalization efforts. This paper describes the authors' investigation into the lexical semantics of temperature in Eastern Ojibwe (Anishinaabemowin) and how data for this project fed into ongoing language revitalization classes in Michigan.

PACIFIC ROOM

(1.3.4) "Education policy and planning for threatened languages: An international perspective on the growth of Indigenous language teacher certification policies"

Haley De Korne • haleydekorne@gmail.com
University of Pennsylvania

This paper describes and compares different policy approaches to Indigenous language teacher certification in the US and internationally, and examines issues that are significant for the future growth of Indigenous language teaching and minority language education policy in general.

SARIMANOK ROOM

(1.3.5) "Community-based language documentation/revitalization model: Learning conversations of Kiksht from Grandmother"

Nariyo Kono • nariyo@pdx.edu
Portland State University

Valerie Switzler • val.switzler@wstribes.org
Confederated Tribes of Warm Springs

Radine Johnson • radine.johnson@wstribes.org
Confederated Tribes of Warm Springs

Pam Cardenas • pam.cardenas@wstribes.org
Confederated Tribes of Warm Springs

This is a community-based language revitalization and documentation project and a collaboration between the Confederated Tribes of the Warm Springs Reservation of Oregon and Portland State University. The group members are revitalizing the language while documenting language and experimenting with unique documentation methods to meet the challenge by working with the one master speaker.

KANIELA ROOM

(1.4) SESSION FOUR • 2:10-2:40 p.m.

(1.4.1) "Documentation in a diaspora: The Sudanese community in Melbourne, Australia"

Simon Musgrave • Simon.Musgrave@monash.edu
Monash University

John Hajek • j.hajek@unimelb.edu.au
University of Melbourne

This paper discusses the possibility of conducting language documentation in a diasporic community, taking the Sudanese community in Melbourne, Australia, as an example. Although such documentation is inherently less than ideal, we argue that the advantages of working in such a community outweigh the disadvantages.

KOI ROOM

(1.4.2) "Are computer applications being used in Te Reo Māori?: Some initial findings"

Te Taka Keegan • tetaka1@gmail.com
Waikato University

Paora Mato • pjm20@waikato.ac.nz
Waikato University

Common computer applications such as Microsoft Windows and Office, Moodle, the Google Search Engine and the Google Translator Toolkit have recently become available with a te reo Māori interface. But are these tools being used in and for te reo Māori? This paper will report some initial findings.

ASIA ROOM

(1.4.3) "Monolingual field methods: Applying Everett's (2001) 'Monolingual field research' to field training"

Jorge Emilio Rosés Labrada • jorge.emilio17@gmail.com
University of Western Ontario

I will argue in favor of monolingual field training with more than one language consultant. Discussion will be based on Everett's (2001) "Monolingual field research" and will focus on how Everett's ideas were successfully applied to a field training course at InField 2010. Class elicitation examples, props, and anecdotes will be used.

PACIFIC ROOM

(1.4.4) "Enhancing the effectiveness and sustainability of Gamilaraay teaching programs"

Susan Poetsch • susan.poetsch@sydney.edu.au
University of Sydney

Donna McLaren • Donna.McLaren8@det.nsw.edu.au
Boggabilla Central School

This presentation outlines the current approach being taken for two school-based Gamilaraay programs in north-western New South Wales, Australia. It describes the community planning and skills of the program developers that have enabled the preparation and implementation of well-sequenced teaching plans and resources, and use of appropriate pedagogy. Although the programs have been running for many years, these factors have boosted their progress in a short period of time.

SARIMANOK ROOM

(1.4.5) "From academic salvage linguistics to community-based documentation in only three weeks: Report from a collective and interdisciplinary on Acazulco Otomí"

Magnus Phraao Hansen • magnus_phraao_hansen@brown.edu
Brown University

Rory Turnbull • turnbull@ling.osu.edu
Ohio State University

Ditte Boeg Thomsen • ditteth@m5.stud.ku.dk
Københavns Universitet

This paper discusses methodological and practical issues regarding community based language documentation. We describe how what was originally envisioned as a simple project of salvage linguistics on the endangered Acazulco Otomí language took a turn and became a fruitfully interdisciplinary community based documentation project.

KANIELA ROOM

(1.5) SESSION FIVE • 2:50-3:20 p.m.

(1.5.1) "Equipping university students to document their ancestral languages"

Steven Bird • stevenbird1@gmail.com
University of Melbourne

Anastasia Sai
Divine Word University

Philip Tama
University of Goroka

Sakarape Kamene
University of Papua New Guinea

This paper describes an experiment with "Basic Oral Language Documentation" involving students from three universities in Papua New Guinea. Students recorded, transcribed and translated a sample of oral literature from their ancestral language, using digital voice recorders. We report a variety of challenges and the methods we used to address them.

KOI ROOM

(1.5.2) "Te reo i te papa tākaro: Language in the playground at several Māori immersion schools"

Mary Boyce • mboyce@hawaii.edu
University of Hawai'i at Mānoa

Which language do children in Māori immersion education settings choose to use when in the playground? What do they say to each other in Māori when away from the influence of adults? This paper reports on language recorded in the playground at several Māori immersion schools.

ASIA ROOM

(1.5.3) "The observer's paradox: Some forms of skewing that can occur in language documentation and some possible ways to mitigate them"

Elizabeth Merrill • beth_merrill@sil.org
SIL

Skewing due to the observer's paradox in a language documentation project can create inaccuracies or unnaturalness in the data. This paper offers some possible ways to mitigate those effects during the preparation phase, wordlist elicitation, the recording sessions themselves, and also in respect to the metadata annotation and the archiving.

PACIFIC ROOM

(1.5.4) "A qualitative study of the impact Oneida language learning has on the preservation of Oneida culture"

Toni House • house@uwosh.edu
University of Wisconsin, Oshkosh

This study illustrates the relationship of learning Oneida language and culture simultaneously. It identifies benefits that emerges as a result of indigenous language learning thus highlighting the value of maintaining and preserving indigenous languages. Furthermore, it appears to support the value indigenous languages have on individuals, families, communities, and society.

SARIMANOK ROOM

(1.5.5) "Collaborative approaches to transcription for community-based documentation of spontaneous interactive speech in K^wak^wala"

Daisy Rosenblum • daisy.rosenblum@gmail.com
University of California, Santa Barbara

Elizabeth Cadwallader • lcadwallader@gwanak.bc.ca
Gwa'sala-'Nakwaxda'xw School

Deanna Nicolson • deenicolson@shaw.ca

Mikael Willie • mikewillie4@gmail.com
Gwa'sala-'Nakwaxda'xw School

The value of language documentation to both revitalization and academic inquiry hinges on the expedient transcription and translation of recorded speech. In this presentation, a community-based team of researchers working to document and revitalize K^wak^wala share collaborative approaches to annotation developed to meet project-specific needs as well as universal challenges.

KANIELA ROOM

(1.6) SESSION SIX • 3:40-4:10 p.m.

(1.6.1) "Building up broad-support for heritage language maintenance through the Language Documentation Training Center at the University of Hawai'i at Mānoa"

Erenst Anip • erenst@gmail.com
University of Hawai'i at Mānoa

Established in 2004, the Language Documentation Training Center has been entirely initiated and run by graduate students in the Linguistics department, University of Hawai'i at Mānoa, to contribute to the worldwide effort to document endangered languages. In this presentation, we will describe its history, growth, and potential as model for community based documentation effort.

KOI ROOM

(1.6.2) "Collaborative documentation and revitalization of Panau/Matukar"

Danielle Barth • dmathieu@uoregon.edu
University of Oregon

Panau (aka Matukar) is an Austronesian language spoken in Papua New Guinea with a dwindling population of native speakers. Entries for an online talking dictionary were collected in 2010 through collective elicitation. Creation of teaching materials is ongoing in Matugar village using resources from Living Tongues.

ASIA ROOM

(1.6.3) "An interdisciplinary approach to documenting reconstructed knowledge: Plants and their uses in Greenland"

Simone Whitecloud • simone.s.whitecloud@dartmouth.edu
Dartmouth College

Lenore Grenoble • grenoble@uchicago.edu
University of Chicago

We report on ongoing work in documenting Kalaallisut plant knowledge in Greenland, where traditional uses have been largely forgotten and are being revitalized. Our interdisciplinary team consists of a Western-trained biologist (and also an external indigenous practitioner) and a documentary linguist who together collect botanical, cultural and linguistic information.

PACIFIC ROOM

(1.6.4) "Establishing oral language progressions for the Māori language"

Katarina Edmonds • katarina.edmonds@xtra.co.nz
Hākoni Limited

Peter Keegan • p.keegan@auckland.ac.nz
University of Auckland

National standards for literacy and numeracy is one of the most important issues driving educational policy and practice in New Zealand. Establishing progressions in oral language proficiency for the Māori-medium sector is part of that process. This paper discusses the process and progressions that have been established.

SARIMANOK ROOM

(1.6.5) "Community-based language research in practice: A report on the Coast Salish Language Revitalization CURA Project"

Ewa Czaykowska-Higgins • ecz@uvic.ca
University of Victoria

Deanna Daniels • deanna@fphlcc.ca
First Peoples' Heritage, Language and Culture Council

Tom Hukari • hukari@uvic.ca
University of Victoria

Tim Kulchyski • hemitth@gmail.com
Hul'qum'inum' Treaty Group

Marlo Paige • purpleeagle2002@hotmail.com
Cowichan Tribes

This paper is a case-study in Community-Based Language Research involving a high degree of "true collaboration" and community guidance. We illustrate how the partners respected community goals, and define and exemplify the project's quantifiable, Tangible Outcomes, and its less easily quantifiable Intangible Outcomes which are particularly important in revitalization contexts.

KANIELA ROOM

(1.7) SESSION SEVEN • 4:20-4:50 p.m.

(1.7.1) "Reconciling research ethic board requirements and community concerns"

Tania Granadillo • tgranadi@uwo.ca
University of Western Ontario

I will draw from experiences with two ethic boards to illustrate some of the difficulties in reconciling community and institutional concerns. I will concentrate on the most problematic requirements for the Kurripako community: anonymity of the subjects, destruction of the data and written consent forms, and its negotiation with the boards.

KOI ROOM

(1.7.2) "The Ixhil Maya Community-Based Grammar Project"

Jule Gomez de Garcia • jmgarcia@csusm.edu
California State University San Marcos

Melissa Axelrod • axelrod@unm.edu
University of New Mexico

Maria Luz Garcia • mluzgarcia@yahoo.com
University of Texas, Austin

Michael Hughes • mhughes@csusm.edu
California State University San Marcos

Ajb'ee Jiménez • saqulew@yahoo.com
Universidad Rafael Landívar

This paper describes the process of producing a pedagogical grammar of Ixhil, Maya. Designed by the Ixhil speakers themselves, the grammar combines grammar and history as it consists of a linguistic analysis of Ixhil discourse drawn from the speakers' descriptions of the central aspects of Ixhil culture and praxis.

ASIA ROOM

(1.7.3) "Upper Tanana vowels and language change: Taking a snapshot of a language"

Olga Lovick • Olga@lithophile.com
First Nations University of Canada

Upper Tanana Athabaskan is defined by its unique vowel system, result of language change. Recent fieldwork shows that these developments are not concluded, demonstrating the need for continuing documentation to avoid being left with an obsolescent snapshot. We need to generate a movie of a language, not a still image.

PACIFIC ROOM

(1.7.4) "Engaging with Ngai Tahu Tribal Communities from the South Island of New Zealand in language and cultural documentation initiatives"

Lynne-Harata Te Aika • lynne-harata.teaika@canterbury.ac.nz
University of Canterbury

This presentation looks at a two year project 2010-2011 assisting six Ngai Tahu tribal communities in documenting culturally significant topics relevant to their respective communities and preparing resources in the indigenous language suitable for transmission to tribal members and the wider community.

SARIMANOK ROOM

(1.7.5) "Documenting traditional biological and ecological knowledge: An Indian example"

Aung Si • aung.si@anu.edu.au
Australian National University

Like many non-industrialised communities around the world, the Sholaga of southern India have a profound knowledge of the biological world around them. Documenting the language that encodes such themes helps not only to document the language as a whole, but also to preserve an important aspect of cultural heritage.

KANIELA ROOM

(1.8) SESSION EIGHT • 5-5:30 p.m.

(1.8.1) "In defense of the 'lone wolf': Collaboration in language documentation"

James Crippen • jcrippen@gmail.com
University of British Columbia

Laura Robinson • lrobinson@alaska.edu
University of Alaska, Fairbanks

'Collaboration' is a buzzword in language documentation; 'lone wolf' work is concomitantly scorned (Austin 2007, Dwyer 2006). Community collaboration is however not always necessary or even appropriate. We explore the term and concept, arguing that collaboration is far more complex and nuanced than has been asserted.

KOI ROOM

(1.8.2) "Growing grammars, grammar-writers, and grammar-writing tradition"

Reiko Aso • asoreiko@gmail.com
Tokyo University of Foreign Studies

Yuto Niinaga • tochimanya19kita8route1@ab.auone-net.jp
University of Tokyo

Michinori Shimoji • skippingbird@hotmail.com
Gunma Prefectural Women's University

This talk aims to share with the linguistic community an interesting experience by a group of student linguists in Japan: a two-year research project that sought to develop motivations and techniques for writing grammars of major Ryukyuan dialects (titled 'Toward an easy access to research outcomes of Ryukyuan studies').

ASIA ROOM

(1.8.3) "The Mandok-Mutu Encyclopedic Dictionary and Grammar: A preliminary report"

Ali Pomponio • apomponio@stlawu.edu
St. Lawrence University

This paper reports on a more than 20-year project to document Mutu (SIL #601), and unwritten, endangered Austronesian (AN) from the Siassi Islands of Papua New Guinea (PNG). I discuss advantages of an encyclopedic format to communities' futures and some problems of collaborative research over long distances and through time.

PACIFIC ROOM

(1.8.4) "Teaching small heritage languages"

Joseph Grimes • joe_grimes@sil.org
University of Hawai'i at Mānoa & SIL International

How can students learn heritage languages that are spoken by few people and may be on their way to extinction? A different approach based on whatever recorded materials are available works with some students.

SARIMANOK ROOM

(1.8.5) "The 'Language Kit': A community language effort on the Tuscarora Indian Reservation"

Montgomery Hill • monty.c.hill@gmail.com
Bard College at Simon's Rock

The 'Language Kit' was a month-long effort in the Summer of 2009 to raise awareness of language revitalization efforts by creating and distributing a grammatical primer supplemented by activities and audio recordings of the language. This paper discusses the positive effects on the community members that participated in the project, and the project's methodology.

KANIELA ROOM

(2.1) SESSION ONE • 9-9:30 a.m.

(2.1.1) "International standards on a local scale: Building the Ahtna digital linguistic and ethnographic archive"

Andrea L. Berez • aberez@umail.ucsb.edu
University of California, Santa Barbara

Karen Linnell • ahtnaheritage.klinnell@gmail.com
Ahtna Heritage Foundation

Tana Finnesand • ahtnaheritage.tkfinn@gmail.com
Ahtna Heritage Foundation

Tana Mae Pete • tazlina_tana@yahoo.com
Ahtna Heritage Foundation

We present the incipient C'ek'aedi Hwnax, a tribally-run digital archive of Ahtna (Alaska) linguistic and ethnographic audio and video recordings. We trace the history of the archive, including assessment of need, funding, facilities, equipment, training, workflow, and future plans. We also discuss our local administration in consultation with tribal Elders.

KOI ROOM

(2.1.2) "Language documentation in refugee immigrant communities: The case of Chimiini"

Brent Henderson • bhendrsn@ufl.edu
University of Florida

This talk discusses challenges and advantages of documenting Chimiini, a declining Bantu language of Somalia now spoken in refugee immigrant communities. It also suggests that the refugee experience may encourage linguistic revival as tools are developed to let speakers tell their stories to a new generation who know little of Somalia.

ASIA ROOM

(2.1.3) "Writing Shiwilu, a critically endangered language of Peruvian Amazonia"

Pilar Valenzuela • valenzuela@chapman.edu
Chapman University

This talk discusses various issues that arose during the process of casting audio-recorded Shiwilu texts in a practical orthography: need and motivations, target audience(s), agents, linguistic and non-linguistic factors for orthographical decisions. These are complex questions currently faced by those involved in the documentation and revitalization of critically endangered languages.

PACIFIC ROOM

(2.1.4) "How do you teach a language with no teachers?"

John Hobson • john.hobson@sydney.edu.au
University of Sydney

The Master of Indigenous Languages Education is a unique professional development program for Indigenous Australian teachers that allows them to begin or develop teaching in any of a multiplicity of languages - most of which have limited documentation and resources, few speakers and short, if any, histories of school-based programs.

SARIMANOK ROOM

(2.1.5) "To BOLDly go where no one has gone before"

Brenda Boerger • brenda_boerger@sil.org
SIL

This paper reports on the results of BOLD (Basic Oral Language Documentation) efforts in Africa and the Pacific and claims that the use of BOLD could be adopted by more linguist-technicians in order to significantly increase language documentation rates.

KANIELA ROOM

(2.2) SESSION TWO • 9:40-10:10 a.m.

(2.2.1) "Restructuring access: The creation of an online California language archive"

Hannah Haynie • hjh@berkeley.edu
University of California Berkeley

Andrew Garrett • garrett@berkeley.edu
University of California Berkeley

Amy Campbell • amycampbell@berkeley.edu
University of California Berkeley

Justin Spence • justins@berkeley.edu
University of California Berkeley

Ronald Sprouse • ronald@berkeley.edu
University of California Berkeley

This paper describes the creation of an online language archive that unites the collections of an audio fieldwork archive and a physical repository of textual materials. An updated metadata system and the integration of new technologies allow for increased access and ease of use for both academic and non-academic audiences.

KOI ROOM

(2.2.2) "From the classroom to the field: Lessons from Alor (Eastern Indonesia)"

Nicholas Williams • n.jay.williams@gmail.com
University of Colorado at Boulder

Drawing on recent experience conducting fieldwork in Alor, Indonesia, this paper argues for the introduction of more sophisticated training in ethnographic methods for linguistic fieldworkers. Instead of the piecemeal, anecdotal accounts of cultural challenges faced by linguists, students deserve a more comprehensive approach to conducting fieldwork in a different culture.

ASIA ROOM

(2.2.3) "How should we write this language? Early education and a regional approach to designing practical orthographies"

Charles Grimes • chuck_grimes@sil.org
Australian National University & SIL

Multilingual education needs principled and consistent ways to write the languages looking at more than just linguistics. Poor solutions or unnecessary complexity add to the length of training required for both teachers and students to be successful, inhibits materials production, and probably contributes to higher dropout rates.

PACIFIC ROOM

(2.2.4) "Off the shelf: Digitizing Wiyot corpora for language revitalization"

Lynnika Butler • lynnika@wiyot.us
Wiyot Tribe

William F. Weigel
Wiyot Tribe

Efforts to revive the Wiyot language (Northern California) face special challenges because of Wiyot's complex grammar and lack of speakers. The Wiyot Language Program is addressing these challenges with a combination of digital and archival tools and creative teaching methods designed specifically for language communities without fluent speakers.

SARIMANOK ROOM

(2.2.5) "One project, thirty languages: The Project for the Documentation of the Languages of Mesoamerica"

Gabriela Perez Baez • perezbaezg@si.edu
National Museum of Natural History, Smithsonian Institution

Since 1993, researchers and consultants with the Project for the Documentation of the Languages of Mesoamerica have documented 30 Mesoamerican languages and conducted dialectal surveys on five language groups. This work is of unique value given language endangerment trends and highlights the urgency and challenges of language documentation.

KANIELA ROOM

(2.3) SESSION THREE • 10:20-10:50 a.m.

(2.3.1) "Australian Indigenous Languages Resource Database"

Kazuko Obata • Kazuko.Obata@aiatsis.gov.au
Australian Institute of Aboriginal & Torres Strait Islander Studies

This paper describes an online Australian Indigenous languages resource database AIATSIS is currently developing. The database aims to gather information about language resources as much as possible into one database. This would help us to build our knowledge of existing resources and extent of resources available on each Australian language.

KOI ROOM

(2.3.2) "Dominant language 'transfer' in minority language documentation projects"

Adrian Clynes • aclynes@gmail.com
Universiti Brunei Darussalam

In heavy contact situations assumptions associated with a dominant language can influence assumptions about minority languages and so affect basic documentation decisions, such as whether a given variety is worth documenting, which speakers should be recorded, which text types collected, etc. This paper illustrates the phenomenon, and explores some responses.

ASIA ROOM

(2.3.3) "Navigating conflicting native speaker choices about orthography"

Chris Schmidt • cks@rice.edu
Rice University

This paper is a case study of orthography design of Riung, a small Austronesian language spoken in Flores. I will first discuss the several factors usually recognised as relevant for orthography design, and then focus on cases where orthographic preferences of different native speakers are at odds with each other.

PACIFIC ROOM

(2.3.4) "Interactive whiteboard versus paper-based materials in a revitalising language classroom"

Kymberley Oakley • oakley.kym@ceo.wa.edu.au
Department of Education, Western Australia

John Hobson • john.hobson@sydney.edu.au
University of Sydney

While the benefits of emerging technologies for documenting and analysing of endangered languages are clearly evident, their positive outcomes in teaching those languages remains assumed rather than proven. This paper reports on research conducted to assess the effect of the interactive whiteboard in revitalising language classrooms that yielded surprising results.

SARIMANOK ROOM

(2.3.5) "Expanding Chamoru language use through the arts, public events and other mediums"

Peter Robert Onedera • ponedera53@yahoo.com
University of Guam

Seeing the use of the Chamoru language in public events fosters an inherent need among indigenous non-speakers to work harder at preservation efforts before it is too late. Long considered an endangered language, Chamoru use on Guam has recently seen a rise in interest brought on by innovative community-based documentation and conservation initiatives through the work of University of Guam students through the Chamoru language classes in the College of Liberal Arts and Social Sciences.

KANIELA ROOM

(2.4) SESSION FOUR • 11-11:30 a.m.

(2.4.1) "Sustaining dialect diversity across an endangered language diaspora"

Patricia A. Shaw • shawpa@interchange.ubc.ca
University of British Columbia

Revitalization efforts often confront the issue of standardization vs. the preservation of dialect diversity. This paper discusses a community-initiated research and curriculum development project that honors unique "dialect" features linked to place and family lineage, at the same time as clarifying what characterizes the shared "language" as a unifying identity.

ASIA ROOM

(2.4.2) "The Kairak (Qairaq) Writing Workshop: Moving forward with a work-in-progress orthography?"

Cynthia Schneider • cindy.schneider@une.edu.au
University of New England

In 2008, the Qairaq community of PNG improved their language's orthography. However, this raised further questions: Must an orthography conform to computer limitations? How much attention do marginal phonemes deserve? And when is it too late to "tinker" with an orthography? This paper considers the socio/linguistic issues embedded in such questions.

PACIFIC ROOM

(2.4.3) "'Let's go back to go forward': History and practice of language in schooling in the indigenous communities of Chittagong Hill Tracts, Bangladesh"

Mohammed Kabir • mahbub.k@brac.net
BRAC

Report on the history of language in education for indigenous people of Chittagong Hill Tracts (CHT) and in-depth analysis of recent NGO-operated mother-tongue based schooling as an outcome of ethno-political struggle locally and endangered language survival movements nationally and internationally.

SARIMANOK ROOM

(2.4.4) "To sew and to reap: An Ceathramh, a community based initiative in language revitalization and documentation in Sutherland, Scotland"

Alasdair MacMhaoirn • alternatives.clinic@toucansurf.com
Sabhal Mòr Ostaig

This presentation will show how the An Ceathramh centre in Sutherland, Scotland approached language teaching and its influence on local culture such as Gaelic medium education and musical traditions. It contrasts present-day Gaelic development, which is driven by government funding and centralist policies.

KANIELA ROOM

(2.5) SESSION FIVE • 1-1:30 p.m.

(2.5.2) "Documentary and meta-documentary linguistics"

Peter Austin • pa2@soas.ac.uk
SOAS

An essential component of Documentary linguistics is metadata: data about documentation records and analysis ensuring context, meaning and use can be determined for archiving, data management, retrieval, and ethical responsibilities. I propose Meta-documentary linguistics: theorising and creating documentation of documentations and their outcomes, illustrated by Australian legacy materials work.

ASIA ROOM

(2.5.3) "The Legal Māori Dictionary: Expressing Western legal concepts in Māori"

Māmari Stephens • mamari.stephens@vuw.ac.nz
Victoria University of Wellington

Mary Boyce • mboyce@hawaii.edu
University of Hawai'i at Mānoa

This paper will focus on key issues that have arisen in the compilation of a dictionary of terms in Māori for Western legal concepts. Such issues include how we have incorporated the importance of Māori customary law terms in the design of this dictionary.

PACIFIC ROOM

(2.5.4) "Grammar guides to accompany Master-Apprentice Sauk language learning"

Olivia Sammons • sammons@ualberta.ca
University of Alberta

This paper describes the ongoing development of "Grammar Guides" to be used in conjunction with the Sauk Language Master-Apprentice Program in Oklahoma. Their development raises issues related to creating usable materials for a non-linguistic audience, as well as how such materials can further both documentation and revitalization goals.

SARIMANOK ROOM

(2.5.5) "Image-centered, community-based language documentation"

Laura Tomokiyo • laura@cs.cmu.edu
Carnegie Mellon University

Patuk Glenn • Patuk.Glenn@north-slope.org
North Slope Borough

Recent advances in imaging technology have made it possible for community organizations to capture, annotate, and share gigapixel-level images cheaply and easily. We report on efforts to use explorable high-resolution imagery as a tool for documentation of Iñupiaq, giving a visual focus for language elicitation and maximizing community empowerment.

KANIELA ROOM

(2.6) SESSION SIX • 1:40-2:10 p.m.

(2.6.1) “‘Unknown unknowns’ and the retrieval problem in language archiving”

Gary Holton • gmholton@alaska.edu
Alaska Native Language Center

This paper suggests a strategy by which language archives can mitigate against the ‘unknown unknowns’ which arise when a scholarly community comes to falsely believe that a language or aspect of language has been adequately documented, even though in practice that documentation is either non-existent or non-retrievable.

ASIA ROOM

(2.6.2) “Mayangna dictionaries: A tool for linguistic training within a Participatory Action Research approach”

Elena Benedicto • ebenedi@purdue.edu
Purdue University

Mayangna Yulbaranyang Balna
URACCAN

This work reports on a methodological approach by which the creation of a lexical database for creating dictionaries was used as a medium to implement the linguistic training of an indigenous team of linguists (the Mayangna Yulbaranyang Balna), under a participatory action research approach. Three different dictionaries have been created.

PACIFIC ROOM

(2.6.3) “Developing and archiving open-source Blackfoot teaching materials”

Jeremy Lee • jeremy.lee@umontana.edu
University of Montana

Sara Schroeder • sara.schroeder@umontana.edu
University of Montana

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Mizuki Miyashita • Mizuki.Miyashita@mso.umt.edu
University of Montana

Our project is an attempt at filling the void in instructional tools available to Blackfoot language teachers. This initial phase involves an original story, artwork and a native speaker’s recitation synthesized in the following three formats: a picture book, an interactive online book and a digital archive of these materials.

SARIMANOK ROOM

(2.6.4) “‘Osufénúw Kapasen, Nónómwun, me Uruwon Chuuk: Presenting native songs and dances through web technology to share and preserve language, culture, and history of Chuuk, Federated States of Micronesia”

LJ Rayphand • rayphand@hawaii.edu
University of Hawai‘i at Mānoa

This project uses web technology to present native songs and dances in the hope of sharing the language, culture, and the history of the Chuukese people to a broader audience. Six native songs and three traditional dances that have significant connections to the culture and history will be explored.

KANIELA ROOM

(2.7) SESSION SEVEN • 2:20-2:50 p.m.

(2.7.1) "Enhancing a text collection with a document-oriented database model: A Toolbox based example"

Andrew Margetts • andrew.margetts@arts.monash.edu.au
Monash University

A document-oriented database is a good alternative to a relational database in certain circumstances. Arguably this model is a better fit for developing the usefulness of a Toolbox text collection. This paper demonstrates some techniques and benefits of a document-oriented method, and discusses the potential for further development beyond Toolbox.

ASIA ROOM

(2.7.2) "From trade to endangered documentation: How a non-commercial and non-endangered language can help bridge lexicographic divides"

Gilles-Maurice de Schryver • gillesmaurice.deschryver@UGent.be
Ghent University

Between the extremes of commercial and endangered languages lie those that do not attract any funding but still need to be documented properly. Using Zulu as a case study, we show how distributional corpus analysis, novel dictionary software, and modern lemmatization can serve as a beacon for endangered languages.

PACIFIC ROOM

(2.7.3) "Analysing Secwepemctsin (Shuswap) conversation and its implications for indigenous language pedagogy"

Marianne Ignace • ignace@sfu.ca
Simon Fraser University

Ronald Ignace • rignace@sfu.ca
Simon Fraser University

This paper deals with the documentation and analysis of natural conversation among remaining fluent speakers of Secwepemctsin to show how grammatical and stylistic resources are used in social interaction. We also show how such analysis of natural conversation can improve ways in which indigenous language pedagogies and curricular better reflect ways of speaking.

SARIMANOK ROOM

(2.7.4) "The ecology of documentary linguistic software development"

Christopher Cox • christopher.cox@ualberta.ca
University of Alberta

While computational tools for language documentation and revitalization have contributed substantially to current practice in both areas, the development of such software has received comparatively little attention. This paper considers practical challenges facing linguistic software development, adopting as a case study a software package first demonstrated at ICLDC 2009.

KANIELA ROOM

(2.8) SESSION EIGHT • 3-3:30 p.m.

(2.8.1) "Jaqi languages on the internet (Jaqaru, Kawki, Aymara [Andes])"

MJ Hardman • hardman@ufl.edu
University of Florida

Howard Beck • hwb@ufl.edu
University of Illinois

Dimas Bautista Iturrizaga
University of Illinois

Sue Legg
University of Illinois

Elizabeth Lowe • elowe@illinois.edu
University of Illinois

Jaqi database for Aymara, Jaqaru, Kawki with translation to Spanish and English. The data preservation includes the text itself, the voice of the original speaker, accompanying photographs, cultural notes, and, almost uniquely, a complete annotation of the grammatical structure of the texts. Word and morpheme dictionaries with concordances are generated.

ASIA ROOM

(2.8.2) "The question of 'culture' in documentation and materials production"

Andrew Cowell • James.Cowell@colorado.edu
University of Colorado

Mary Hermes • mhermes@d.umn.edu
University of Minnesota, Duluth

Two different video-based conversation documentation projects (Arapaho and Ojibwe) both arise from a view of language as fundamentally a medium for culture, rather than a code, and understand culture itself as emergent in social interaction. This paper focuses on why conversation and the interactional patterns contained in it are an essential component of documentation, especially when documenting for potential language revitalization.

PACIFIC ROOM

(2.8.3) "Using psycholinguistic measures to assess language use: The case of Cambodian Chams"

Kaori Ueki • kueki@hawaii.edu
University of Hawai'i at Mānoa

I present results of a language use assessment of Cambodian Chams that employed a naming task from Hawai'i Assessment of Language Access (HALA) and show how quantitative measures augment and contribute to a fine grained analysis of a community's language use.

SARIMANOK ROOM

(2.8.4) "'EXMARaLDA – Facilitating analysis of spoken language corpora by employing the linkage between recordings, transcriptions and metadata"

Kai Wörner • kai.woerner@uni-hamburg.de
SFB 538 Multilingualism / University of Hamburg

This paper introduces EXMARaLDA, a system for the management of spoken language corpora, which puts a special emphasis on establishing and making productive use of the linkage between recordings, transcriptions and metadata.

KANIELA ROOM

(2.9) SESSION NINE • 3:40-4:10 p.m.

(2.9.1) A simple tool for comprehensive access to digital (Māori) dictionary material"

Peter Keegan • p.keegan@auckland.ac.nz
University of Auckland

Māori lexical resources were compiled into a searchable source that can be searched (offline) by a laptop, tablet or smart phone. A tool was devised for accessing resources which can be used or modified or adapted for Māori or any other language by those with reasonable computer knowledge.

ASIA ROOM

(2.9.2) "About the Mi'gmaq-Mi'kmaq Online Ugsituna'tas'g Glusuaqanei (Talking Dictionary)"

Diane Mitchell • dmmitchell@rogers.com
Mi'gmaq-Mi'kmaq Online

Joe Wilmot • blade2@globetrotter.net
Mi'gmaq-Mi'kmaq Online

Sean Haberlin • shaberlin@rogers.com
Mi'gmaq-Mi'kmaq Online

Eunice Metallic • tiotis@mikmaqonline.org
Mi'gmaq-Mi'kmaq Online

David Ziegler • dz@mudchicken.com
Mi'gmaq-Mi'kmaq Online

The presenters will discuss their experiences as contributors to the Mi'gmaq-Mi'kmaq Online Ugsituna'tas'g Glusuaqanei (Talking Dictionary) (<http://www.mikmaqonline.org>). They will address philosophy, the project's history, how technology is used, accessing resources, and how they arrived at doing this work.

PACIFIC ROOM

(2.9.3) "From diagnosis to remedial plan: A psycholinguistic assessment of language shift, linguistic aspects of attrition, and conservation planning in Truku Seediq"

Apay (Ai-yu) Tang • aiyu98@yahoo.com
University of Hawai'i at Mānoa

Will Truku, an indigenous/endangered dialect of the Seediq language spoken in eastern Taiwan, be commonly spoken again in Truku villages? This project intends to diagnose the relative language strength of Truku (vs. Mandarin), document the linguistic aspects of attrition, and propose a community-based conservation plan for Truku speech communities.

SARIMANOK ROOM

(2.9.4) "Books are too high-tech ... try a DVD instead: Rethinking production priorities for maximal accessibility in documentation and revitalization"

Conor Quinn • conor.mcdonoughquinn@maine.edu
University of Southern Maine

Documentation-revitalization efforts continue to emphasize print literacy, assuming that it is a simple, cheap, and effective technology to implement. While acknowledging the motivations for this norm, we outline material and non-material costs of this prioritization, demonstrating why higher-technology alternatives can often be more accessible than print media.

KANIELA ROOM

(3.1) SESSION ONE • 9-9:30 a.m.

(3.1.1) "Interdisciplinary approach to endangered Formosan languages: A case study of their traditional songs"

Paul Li • paulli@gate.sinica.edu.tw
Academic Sinica

I shall explain how I collaborated with ethnomusicologists recording the traditional songs of a few critically endangered Formosan languages: Pazih, Thao, Kanakanavu and Saaroa. I transcribed and interpreted the words with the help of informants in the field, while my colleagues in music worked out the music notes and melody.

ASIA ROOM

(3.1.2) "The linguistic, social and political context of language documentation in Northern Mexico"

Gabriela Caballero • gcaballero@ucsd.edu
University of California, San Diego

Direct involvement of communities in language research brings a set of questions as to how collaboration is defined and implemented in specific contexts. This paper contributes to the ongoing discussion on what "collaboration" entails by considering the specific linguistic, social and political contexts of documentation in Northern Mexico.

PACIFIC ROOM

(3.1.3) "The AIATSIS Language Unit and indigenous languages infrastructure in Australia"

Sarah Cutfield • sarah.cutfield@aiatsis.gov.au
Australian Institute for Aboriginal and Torres Strait Islander Studies

This paper announces the newly-formed national Language Unit at the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS), and situates its agenda in the context of other infrastructure for Indigenous languages in Australia.

SARIMANOK ROOM

(3.1.4) "Early stages of orthography design: The case of Chuxnabán Mixe"

Carmen Jany • cjany@csusb.edu
California State University, San Bernardino

This paper presents the challenges, solutions, and reasonings behind the decisions made during the early stages of orthography development for Chuxnabán Mixe, a somewhat endangered Mexican indigenous language, and discusses the establishment of a working orthography in collaboration with the community for the purpose of language documentation.

KANIELA ROOM

(3.2) SESSION TWO • 9:40-10:10 a.m.

(3.2.1) "The language apprenticeship program: The role of community outsiders in language revitalization"

Katherine Matsumoto-Gray • k.matsumoto@utah.edu
University of Utah

The Shoshone/Goshute Youth Language Apprenticeship Program brings Native teenagers to the university to apprentice in language materials development and experience the university while learning Shoshone. This language program also emphasizes experiences that will help students succeed in school. This presentation discusses challenges of balancing these two emphases as an outsider.

KOI ROOM

(3.2.2) "Strategies to document the verbal content that is played on talking musical instruments: Methodologies on the edge of the music-language relation"

Julien Meyer • jmeyer@museu-goeldi.br
Museu Paraense Emilio Goeldi

Instrumental speech emulates sung or spoken speech by means of musical sounds. It is a verbal art performed with traditional musical instruments. It is often a highly endangered communicative practice. It requires specific documentation methodologies encompassing both music and language. We present examples from three languages of Asia and Amazonia.

ASIA ROOM

(3.2.3) "Re-imagining Ojibwe domains: Documentation as revitalization"

Mary Hermes • mhermes@d.umn.edu
University of Minnesota Duluth

John Nichols
University of Minnesota

Kevin Roach
Grassroots Indigenous Multimedia

Mike Sullivan

Andrew Cowell • James.Cowell@colorado.edu
University of Colorado

In this documentation and materials project, we bring an indigenous endangered language into everyday domains. By re-imagining Ojibwe as the norm: the language of commerce, raising kids, snagging a date and arguing with relatives, we hope

to not only preserve the cultural context of the language but to invite learners to explore new ways of using Ojibwe. This paper is also an invitation for those engaged in documentation to think about documentation and production as a process of cultural intervention and revitalization. Can a design process done in close consultation with community members generate materials that serve documentation and revitalization goals?

PACIFIC ROOM

(3.2.4) "Language documentation in a time of Truth and Reconciliation"

Deborah Hill • deborah.hill@canberra.edu.au
University of Canberra

The Solomon Islands' time of Truth and Reconciliation provides the context for a discussion about the issues involved in documenting stories relevant to key issues involved in the ethnic violence of the recent past, and about the significance of the political context in lexicographic decision-making.

SARIMANOK ROOM

(3.2.5) "Developing 'Ucen orthographies for the endangered languages of Bhutan"

Gwendolyn Hyslop • glow@uoregon.edu
University of Oregon

Karma Tshering • gasebkarma@gmail.com
Firebird Foundation

The traditional orthography in Bhutan is 'Ucen, derived from written Tibetan. However, the adaptation of 'Ucen to endangered languages of Bhutan—an expected outcome in documentation projects—has been challenging. In this talk we outline the problems encountered and the steps we have taken in resolving them.

KANIELA ROOM

(3.3) SESSION THREE • 10:20-10:50 a.m.

(3.3.1) "Documenting plant names: Challenges and solutions"

Stephanie Morse • stephaniemorse@umail.ucsb.edu
University of California, Santa Barbara

Documentation projects involving plants can be challenging to a linguist with little biological training. This presentation addresses problems with specificity and 'gavagai' issues as well as the need, where possible, for specific descriptions of plant uses. The presentation will conclude with tips for improving the accuracy of plant documentation projects.

KOI ROOM

(3.3.2) "Archiving language and song in Wadeye: Future access to song knowledge"

Michael Walsh • michael.walsh@sydney.edu.au
University of Sydney

Linda Barwick • Linda.Barwick@arts.usyd.edu.au
University of Sydney

Allan Marett • allan.marett@gmail.com
University of Sydney

We present results of a project in Wadeye (Northern Territory, Australia) to document and make accessible public dance-song traditions of Murriny Patha clans. We discuss dissemination and storage of the results locally and within research institutional contexts, including community consultation to ensure that they approved of its direction and results.

ASIA ROOM

(3.3.3) "Creating a voice for a sleeping language: Onini of Siraya"

Chun (Jimmy) Huang • huangc20@gmail.com
Tainan Pepo Siraya Culture Association

Uma Talavan • banakoan@hotmail.com
Tainan Pepo Siraya Culture Association

Edgar Macapili • edgarmus@hotmail.com
Tainan Pepo Siraya Culture Association

When a language is labeled as "extinct," how do its people speak for themselves? We tell the story of Onini, a youth band that performs in Siraya (Taiwan), and examine how it helps the natives regain their voice in the local community as well as in national politics.

PACIFIC ROOM

(3.3.4) "Diversity and bilingual education in Brazil: From policy to practice"

Laura Viana • viana@hawaii.edu
University of Hawai'i at Mānoa

This presentation will provide an overview of the education policies and practices affecting the indigenous communities of Brazil stemming from the 1988 Constitution amendments and UNESCO's Education For All policy, with special emphasis on bilingual education. It will discuss the successes and challenges implementing intercultural and bilingual (Portuguese/indigenous language) education.

SARIMANOK ROOM

(3.3.5) "Problem of orthography on publication in Nivkh language"

Itsuji Tangiku • itsgeetsgee@gmail.com
Wako University

Publication by Nivkh language speakers (Russian Far East, ethnic population 5000 [100-200 speakers]) was increased in 2000's, but most publications were in the Russian language because of a problem of orthography. The orthography was revised in 2005 and now it is easier to publish in Nivkh language.

KANIELA ROOM

(3.4) SESSION FOUR • 11-11:30 a.m.

(3.4.1) "Objects of knowledge: Museums and the transmission of Zuni oral traditions"

Gwyneira Isaac • isaacg@si.edu
Smithsonian Institution

Using a case study from the Pueblo of Zuni, NM, I illustrate how language documentation projects can incorporate material culture into their methodology, thereby contextualizing traditional knowledge. As part of the Recovering Voices initiative of the Smithsonian Institution, I convey a methodological platform bringing together community members, linguists and anthropologists to look at relationships between language and traditional knowledge.

KOI ROOM

(3.4.2) "Looking to hear: Generative capacities of archival materials in language and knowledge documentation in the Purari Delta"

Joshua Bell • bellja@si.edu
National Museum of Natural History, Smithsonian Institution

Examining photographs taken by F.E. Williams of their communities in 1922, elders spontaneously began sharing otherwise disappearing song genres. Discussing the social dynamics of these engagements, I reflect on how photographs, and indeed other museum collections, can and should be essential tools in language and knowledge documentation and revitalization.

ASIA ROOM

(3.4.3) "Un kh'vel gevis nokh lebn zeyer lang (And I will doubtless still live on for quite a while): The transformation of Yiddish in post-Soviet Belarus"

Sebastian Schulman • zschulma@indiana.edu
Indiana University

This paper provides a detailed analysis of community-based efforts in Yiddish language maintenance, learning, preservation and revitalization in contemporary Belarus, despite significant political obstacles. By examining how Yiddish is spoken, learned and presented, I will argue that Yiddish in Belarus is in the midst of a transformation, becoming a "post-vernacular", or a language used for its symbolic content.

PACIFIC ROOM

(3.4.4) "Resource creation for verb-based learning"

Ardis Eschenberg • ardise@hawaii.edu
Windward Community College

Alice Saunsoci • asaunsoci@gmail.com
Nebraska Indian Community College

Logan Saunsoci
Nebraska Indian Community College

Creation of materials to facilitate acquisition of verbs in the classroom, while meeting diverse needs of students, community, and academics, is discussed. Example materials created in a ten year partnership by linguist and Elder are given, with reflections by a student on how materials creation in the classroom affects learning.

SARIMANOK ROOM

(P1) POSTER SESSION 1

FRIDAY • 12-1:30 p.m. • WAILANA ROOM

(P1.1) "Grammar engineering complements language documentation"

Emily M. Bender • ebender@uw.edu
University of Washington

I present the LinGO Grammar Matrix as a potential tool in language documentation efforts. It is designed to speed up the process of creating implemented precision grammars. These grammars are useful in detecting underconstrained analyses and unknown forms and in creating rich annotations over collected data.

(P1.2) "Marshallese intonation: ToBI as a tool for language documentation"

Laura Berbusse • berbusse@hawaii.edu
University of Hawai'i at Mānoa

James Grama • jgrama@hawaii.edu
University of Hawai'i at Mānoa

Compiling the most comprehensive record of a language necessitates the linguistic fieldworker's inclusion of detailed intonational information. This poster represents the first known application of ToBI to Marshallese, filling a gap in prosodic typology and the language's documentation and allowing for successful revitalization efforts for communities in diaspora.

(P1.3) "Building a regional digital language archive for Amazonian languages: Methods for digitalization, organization, archiving and training at the Museu Goeldi/Brazil"

Rosileide Gomes Costa • rose.rgc@gmail.com
Museu Paraense Emílio Goeldi

Ana Vilacy Galúcio • avilacy@museu-goeldi.br
Museu Paraense Emílio Goeldi

This poster reports on the challenges and solutions in creating a large LAT-based digital language archive of the indigenous languages of the Brazilian Amazon region, focusing on standards and workflow concerning data management, on training and the applied tools and technology.

(P1.4) "E-Grammars for Khanty and Mansi"

Gabor Fonyad • gabor.fonyad@univie.ac.at
University of Vienna

Veronika Bauer • pherenica@gmx.de
Ludwig-Maximilian-University of Munich

The poster will exemplify a presentation of Ob-Ugric data as an online resource (interconnected text corpora, electronic grammar and dictionaries) and discuss theoretical and methodological aspects of this new framework adapted to the needs of modern linguistics, aiming to replace the traditional descriptive approach in Finno-Ugric studies.

(P1.5) "WOLF: Framework for creating multi-lingual dictionaries"

Dan Harvey • harveyd@sou.edu
Southern Oregon University

WOLF is a freeware software application that works on all popular computer platforms and provides an easy-to-use interface for linguists to create multi-lingual dictionaries. It includes a well-defined XML format and implements the GOLD ontology. WOLF supports, among other things, multimedia attachments and allows entry of phonetic representations of speech.

(P1.6) "Don't forget the kids!: Recording children's talk in language documentation"

Barbara Kelly • b.kelly@unimelb.edu.au
University of Melbourne

This poster is a call to language workers to consider the language of children in their language documentation. It presents a method for recording speakers from across a community which can provide a useful resource for language learners, both now and in future language revitalization contexts.

(P1.7) "CMDI – The Component Metadata Infrastructure"

Alexander König • Alexander.Koenig@mpi.nl
Max Planck Institute for Psycholinguistics

Paul Trilsbeek • Paul.Trilsbeek@mpi.nl
Max Planck Institute for Psycholinguistics

This poster reports on the Component Metadata Infrastructure that is currently developed by the European CLARIN project. The reasoning behind developing a component-based metadata infrastructure is given and the concepts of CMDI (ISOcat, Component Registry) as well as the actual implementations and related tools are introduced.

(P1.8) "Building a Lusoga corpus"

Minah Nabirye • mnabirye@gmail.com
Ghent University

The progress of documenting Lusoga (JE 16), an eastern interlacustrine Bantu language spoken in Uganda, is given with explanations as to why it is still categorized as an oral language. Special attention goes to the problems encountered in building a corpus of an undocumented language such as Lusoga.

(P1.9) "Documentation of endangered languages of South Siberia: The Chalkan project"

Irina Nevskaya • nevs kaya@em.uni-frankfurt.de
University Frankfurt & Institute of Philology, RAN,
Novosibirsk, Russia

Ajana Ozonova • ajanao@mail.ru
Institute of Philology, RAN, Novosibirsk, Russia

This poster presents a Chalkan case study in documenting endangered languages of South Siberia, Russia, focusing on standards and workflow: data elicitation and processing, the applied tools and technology, project outputs, in particular those meant for the Chalkan language community.

(P1.10) "Dictionary production with the speakers, by the speakers, for the speakers"

Loretta O'Connor • loconnor@let.ru.nl
Radboud University Nijmegen

After years of doing fieldwork toward a theoretically-inclined dissertation, I finally had a grant for documentation projects, including the compilation of a dictionary. This poster discusses the circumstances surrounding my production of printed and online versions of a dictionary with virtually no participation from my intended partners in the community.

(P1.11) "Documenting endangered languages with Linguist's Assistant"

Stephen Beale • sbeale@cs.umbc.edu
University of Maryland, Baltimore County

The Linguist's Assistant (LA) is a practical computational paradigm for describing languages. LA is composed of a semantically-based elicitation corpus that feeds into a visual lexicon and grammatical rule creation interface. We will present examples of each stage of analysis and language description along with multi-lingual examples. And it is an opportunity to play with LA!

(P1.12) "Making endangered languages dictionaries interoperable: The RELISH Project"

Jacqueline Ringersma • jacqueline.ringersma@mpi.nl
Max Planck Institute for Psycholinguistics

Sebastian Drude • Sebastian.Drude@gmail.com
University Frankfurt and Museu Goeldi, Belém, Brazil

Irina Nevskaya • nevs kaya@em.uni-frankfurt.de
University Frankfurt, Germany

Helen Aristar-Dry • hdry@linguistlist.org
Eastern Michigan University

This poster reports on the RELISH project which aims at a unified environment for lexical databases on minority languages. The major challenges are different "syntax" (systems of data categories, such as MDF, LMF or LIFT) and different "semantics" (integrating GOLD categories with the ISOcat registry and creating further lexicographic categories).

(P1.13) "Moving forward in Michif"

Nicole Rosen • nicole.rosen@uleth.ca
University of Lethbridge

Michif is an endangered language spoken by an estimated few hundred Métis people in Canada and the U.S. This report outlines the work process on a project with the twofold goal of researching Michif word-building properties and building an online dictionary, and gives a demo of this dictionary.

(P1.14) "Starting from scratch: A beginner's guide to navigating language documentation"

Mary Walworth • maryewalworth@gmail.com
University of Hawai'i at Mānoa

Through a detailed illustration of the author's own experiences in planning a documentation project of one very under-documented Austronesian language, this poster defines a model for beginning best practices and demonstrates how these beginning steps in project conceptualization promote documentation project design based in standards of longevity, accessibility, and accountability.

(P2) POSTER SESSION 2

SATURDAY • 11:30-1 p.m. • WAILANA ROOM

(P2.1) "The implications of language education policy for language endangerment: A cross-cultural study of Bangladesh and China"

Zahid Akter • Zahid.Akter@Colorado.edu
University of Colorado at Boulder

Against the backdrop of nation state's growing influence on their peoples' lives, I will investigate how their language education policies impact on their small languages. I will specifically consider the cases of Bangladesh and China and will rely on field investigations and the existing literature to interpret the situation.

(P2.2) "Ethno-mathematics in Amarasi: How to count 400 ears of corn in 80 seconds"

Heronimus Bani
Language & Culture Unit, GMIT, Kupang

Charles Grimes • chuck_grimes@sil.org
Australian National University & SIL

Corn has become so important in the Amarasi culture and economy that they have developed several overlapping systems for counting it. One rean can refer to 384 ears of corn, or 400, or 480, depending on which counting system is used. The poster is illustrated with photos and video clips.

(P2.3) "Indigenous youth negotiate language acquisition – An exercise in stewardship, sovereignty, and sustainability"

Jodi Burshia • jburshia@unm.edu
University of New Mexico

Indigenous youth negotiate the ideological constructs of "responsibility" and "accountability" relating to how heritage language and culture instruction takes place in their schools and communities. Interpretations and definitions of these constructs frame the approaches to heritage language revitalization and maintenance in and outside of the classroom.

(P2.4) "Development of practical orthographies: An objective and a tool"

Michael Daniel • misha.daniel@gmail.com
Moscow State University

Anna Khoroshkina • annakhor@gmail.com
Moscow State University

Alexandre Arkhipov • sarkipo@mail.ru
Moscow State University

Alexandr Kibrik
Moscow State University

Sandro Kodzasov
Moscow State University

Nina Dobrushina
State University Higher School of Economics

Developing orthographies for native speakers of unwritten languages is usually associated with linguistic issues, while their value is often considered to be extralinguistic ('giving-back' to the community). Based on our field work with two East Caucasian languages, we will focus on the opposite: extralinguistic factors in orthography building and academic advantages of having a practical orthography for projects involving native speakers.

(P2.5) "Language, music and place: Building a foundation for governance in Déljine, NWT, Canada"

Ingeborg Swanhild Fink • ingeborg.fink@gmx.at
University of Cologne

Edith Mackeinzo • edith_mackeinzo@gov.deline.ca

Walter Bayha • b_walter@airware.ca

Morris Neyelle • neyelle_morris@hotmail.com

Déljine is a small community in the north of Canada moving towards self-government. It is believed that true Dene self-government can only be built in the Dene language and be built on Dene traditional knowledge. The vision is to build self-government policy from the traditional stories, and to ground governance processes in Dene concepts and language.

(P2.6) "Community-based approaches to student training: Service-learning in a language revitalization course"

Colleen Fitzgerald • cmfitz@uta.edu
The University of Texas at Arlington

This talk presents the model of service-learning and how to integrate it into training courses on documentation and revitalization methods. We present a case study drawing from a recent course on language revitalization that used service-learning. We outline benefits of this pedagogy as they pertain to communities, students, and instructors.

(P2.7) "Moving beyond beliefs: The influence of language ideologies on endangered language documentation"

Erin Haynes • EHaynes@2LTI.com
Second Language Testing, Inc.

Wesley Leonard • wesley.leonard@gmail.com
Miami Tribe of Oklahoma Language Committee

A common belief about endangered languages is that they always undergo simplification, an assumption that guides many linguistic descriptions. We will examine the ideologies behind this assumption and discuss two counterexamples in which endangered languages are developing complexity in form and function analogous to what is expected in "healthy" languages.

(P2.8) "An evaluation of the orthographic systems in Paiwan"

Wei-chen Huang • ohbui@gmail.com
National Tsing Hua University, Taiwan

This poster aims at evaluating current orthographic systems in Paiwan, with special focuses on the missionary writing system and the orthography developed by linguists and the central government of Taiwan. This poster also offers various thoughts on the decision of an ideal orthography in areas with high linguistic complexity.

(P2.9) "Language documentation and revitalization on Rapa Nui"

Miki Makihara • miki.makihara@qc.cuny.edu
Queens College & The Graduate Center, City University of New York

Ivonne Calderón Haoa
The Rapa Nui Language Academy

This poster presents an ethnographic and linguistic analysis of the sociolinguistic situation on Rapa Nui (Easter Island) focusing particular attention on recent community supported language documentation and revitalization efforts. We highlight how the observed diversity of bilingual competences and practices and competing language ideologies affect language revitalization efforts.

(P2.10) "Variation in endangered language research: N'kep, Vanuatu"

Miriam Meyerhoff • M.Meyerhoff@auckland.ac.nz
University of Auckland

Social dialectology methods are seldom used in endangered language research. A new project on N'kep (northern Vanuatu) uses sociolinguistic methods to explore variation, fostering an appreciation of variation as a natural reflex of a living, changing language, and providing an alternate narrative to variation as an indicator of language loss.

(P2.11) "Ups and downs: Bringing students and language communities together"

Sarah Moeller • sarah_moeller@gial.edu
Graduate Institute of Applied Linguistics

Students may have skills and a desire to collaborate with communities working to maintain their language. However, obstacles such as lack of contacts and class work may hinder students from engaging communities. A group of students learned to deal with these issues while developing a relationship with a Choctaw community.

(P2.12) "On defining language development"

Gary Simons • gary_simons@sil.org
SIL International

With the call for greater language activism, language development is a term that is entering the vocabulary of the language documentation and conservation movement. However, the term has yet to appear in any dictionary of linguistics. This poster reviews its use in the literature and proposes a three-sense definition.

(P2.13) "'I am proud to speak a language once banned in school' Community-based initiatives to document Dela-Oenale in eastern Indonesia"

Thersia Tamelan • theresiatamelan@yahoo.com
Language & Culture Unit, GMIT, Kupang

Dela-Oenale was once banned from schools as inhibiting the learning of Indonesian. While new policies make space for vernaculars, the government does nothing to promote or develop them. It is up to the D-O community to do so. This poster documents efforts to date and describes plans for moving forward.

(P2.14) "Understanding and conserving a rural Chinese dialect"

Jing Zhang • jzhan2@hawaii.edu
University of Hawai'i at Mānoa

This poster discusses special features of Balingshan dialect in comparison to Mandarin Chinese. The presenter will examine reasons why the young generation avoids speaking this rural dialect and propose ways to conserve Balingshan dialect.

PRESENTER INDEX

AKTER - COSTA

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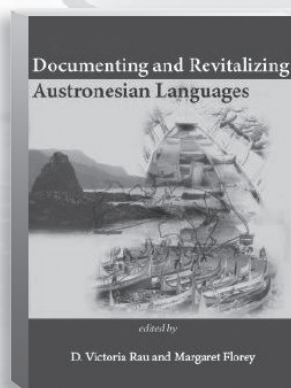
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Kairak	2.4.3	Otomí			
Kalaallisut	1.6.3	(Acazolco)	1.4.5		
Kanakanavu	3.1.1	Otuho	1.4.1		
Karuk	C1				

NOTE: The languages listed are taken from the presenters' submitted abstracts

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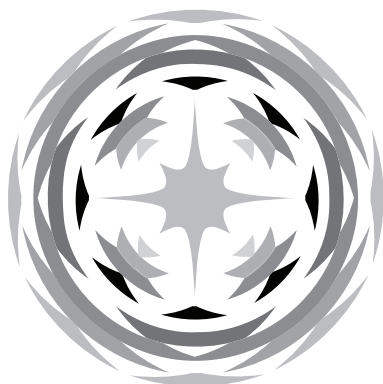


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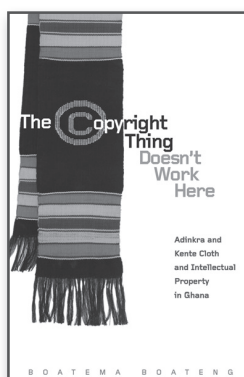
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By Boatema Boateng

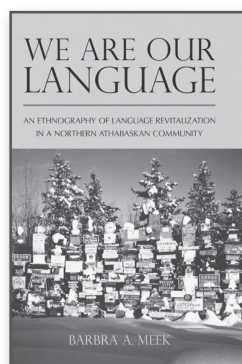
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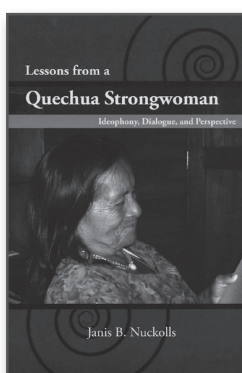
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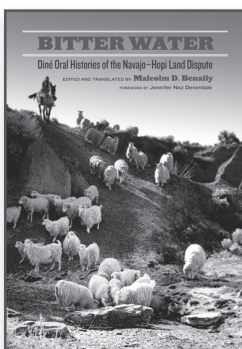
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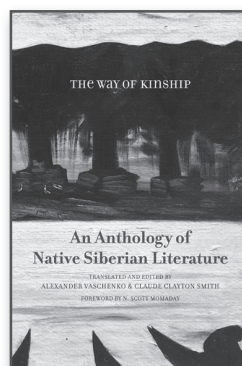
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