'Speak Correct, Write Correct, Read Correct': Fataluku Perceptions on Language Documentation (Timor-Leste)

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East-Timor: 16 national languages
The Language Documentation Triangle

- researcher
- Nation
- Aone van Engelenhoven
- Language community
- Timor-Leste
- Fataluku
Researcher as stakeholder

- Makasai ± 12,000
- Makalero ± 12,000
- Fataluku ± 35,000
- Makuva ±?
- Nisa ±?
- Rusenu ±0
Researcher as stakeholder

- Proto Trans New Guinea
  - ?
    - Alor-Pantar (10)
      - Makalero
    - ?
    - Bunak (2)
      - Fataluku (5)
        - Oirata
        - Nisa
Researcher as stakeholder

**Outsider**
- Academic researcher
- PhD student, Post-doc
- Research funding
  - Hans Rausing Endangered Languages Programme
  - Volkswagenstiftung
  - NWO Endangered Languages
- Archiving/documentation according to funder’s requirements

**Insider**
- Local researcher
- (native) speaker
- Research funding
  - Timor-Lorosa’e – Nippon Cultural Center
  - Endangered Language Fund
  - Foundation for Endangered Languages
- Protection/revival according to community’s perceptions
Researcher as stakeholder

Outsider

Insider
National stakeholder

Aone van Engelenhoven

Timor-Leste

Fataluku

Instituto National de Linguística

Thomas

Fataluku

Fataluku
National stakeholder

Government decree No 1/2004, 5/14:

• Article 1: Orthographical standard

• 1. The orthographical standard (standard spelling system) for Tetum as developed by the National Institute of Linguistics at the National University of East Timor is hereby adopted.

Standard Spelling

• Article 4: Role of the National Institute of Linguistics (INL)

• 2. The INL must develop the scientific activities necessary to the preservation and protection of the other national languages, devising orthographical standards for each of them.
National stakeholder

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National stakeholder

Introduction of the standard spelling
Language community as stakeholder
## Language community as stakeholder

### 9 features of diglossia

- **Function**: H & L occupy different domains
- **Prestige**: H is valued higher than L
- **Literary heritage**: literature is in H not in L
- **Acquisition**: L learned at home, H in school
- **Standardization**: H is standardized, L not
- **Stability**: H & L pertain to own domains
- **Grammar**: H is more complex than L
- **Lexicon**: H & L have exclusive vocabularies
- **Phonology**: H is a subset of L/ H has exclusive sounds

### In insular Southeast Asia

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Language community as stakeholder

Fataluku diglossia

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Researcher’s task

- Fataluku is the right speech
- Fataluku has an extensive oral tradition
- Fataluku must be introduced in the school system
- Fataluku must be standardized
Language community as stakeholder
Language community as stakeholder
Documentation as preservation
Documentation as preservation

- Archiving of recordings in open space where they can be accessed. (Sydney, London, Nijmegen)
- Books that provide information about language and culture

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Timor-Leste
Fataluku
Documentation as preservation

- Tetum dictionaries and grammars
- Schoolbooks to facilitate the introduction of Tetum and/or Portuguese
Documentation as preservation

- Fataluku dictionaries and grammars
- Recordings and film footage on the Internet
- Fataluku schoolbooks to develop a writing tradition for Fataluku
• Each corner of the documentation triangle has its own agenda
• The researcher needs to find a way that combines as much as possible all interests
• The interest of the language community should be first priority.
Ana i tali lolu’e
(thank you for your attention)

• Netherlands Organisation for Scientific Research;
• Fundação Portuguesa pela Ciência e Tecnologia;
• United Bible Societies
• Lavan tolunanam ina.

• Financial support by:
• Netherlands Organisation for Scientific Research;
• Fundação Portuguesa pela Ciência e Tecnologia;
• United Bible Societies