
MARCH 5 • FRIDAY

9:00am – 9:30am

P Paper Q&A Session 1.6

Room 1

Session Chair: Mary Linn

Presenters: Lauren Gawne, Kristine Ann Hildebrandt, Casey Ford, Heather Bliss, Ikino'Motstaan Noreen Breaker, Natoonii Lee Breaker, Leeanne Ireland

This session will have American Sign Language Interpretation and live English captioning available.

Natural Disasters elicit spontaneous multimodal iconicity in onomatopoeia & gesture: Earthquake narratives from Nepal and New Zealand (Lauren Gawne, Kristine A. Hildebrandt, Casey Ford):

•We discuss the iconic properties of speech and gesture in a corpus of seven Tibet-Burman languages describing the 2015 Nepal earthquakes. We compare the onomatopoeia and gestures to that in a corpus from New Zealand to better understand how people who shared a dramatic multisensory event communicate that experience. [[PRESENTATION VIDEO LINK](#)]

Itohtsissitapitsi'pi Ihpapiiyistsiyopi: Sharing our Knowledge to Create a Blackfoot Learning Resource

(Heather Bliss, Ikino'Motstaan Noreen Breaker, Natoonii Lee Breaker, Leeanne Ireland):

•We describe a collaborative project to develop a graphic novel with an augmented reality interface for Blackfoot youth. The novel integrates culturally relevant Blackfoot vocabulary into English phrases. Creating this code-mixed text required combining the knowledge of a proficient Blackfoot speaker, a learner, an Indigenous youth advocate, and a linguist. [[PRESENTATION VIDEO LINK](#)]

9:00am – 9:30am

P Paper Q&A Session 2.6

Room 2

Session Chair: Amina Mettouchi

Presenters: Anne Bertrand, Chrystal Williams, Sonya Morigeau, Martina Wiltschko, Elena E. Benedicto, Martin Kohlberger, 'Aqam Language Authority

This session will have American Sign Language Interpretation and live English captioning available.

Language revitalization and linguistics at the crossroads: a mutual capacity-building Workshop (Anne Bertrand, Chrystal Williams, Sonya Morigeau, Martina Wiltschko, 'Aqam Language Authority):

•This talk introduces a mutual capacity building Workshop organized by the ?aqam community (British Columbia, Canada) and linguists based at the University of British Columbia. The Workshop aims to develop a research model where both Ktunaxa and academic ways of knowing inform research design, goals and outcomes. [[PRESENTATION VIDEO LINK](#)]

Resisting Relationship-building: why we keep avoiding the obvious. (Elena Benedicto):

•This paper argues that failure to build relationships is not coincidental but rather the result of systemic (ideological) forces in professional linguistics that have actively resisted the implementation of new models of interaction (models of relation building); much in the way of systemic structural racism and old colonial systems. [[PRESENTATION VIDEO LINK](#)]

Documenting endangered knowledge and toponymy: insights into the linguistic prehistory of Ecuador (Martin Kohlberger):

•This presentation will convey the initial findings of a long-term study on the toponymy of Ecuador which aims to combine detailed cartographic data with insights from the documentation of endangered knowledge and folklore amongst speakers of Indigenous languages in the region. [[PRESENTATION VIDEO LINK](#)]

Session Chair: Anna Belew

Presenters: Nico Lehmann, Elisabeth Verhoeven, Frederic Blum, Beth Bryson, Charlotte Ross, Joan Greyeyes

This session will have Zoom auto-captioning available.

The collaborative Yucatec Maya corpus Cocoyum: a model corpus architecture for indigenous language corpus collections (Nico Lehmann, Elisabeth Verhoeven, Frederic Blum):

•We argue for the necessity of easily accessible, searchable, re-usable and flexible corpus collections for indigenous languages with combined efforts from speakers and researchers. Cocoyum (CCY), a collaborative, cooperative corpus collection of Yucatec Maya, showcases a way to create a holistic, flexible corpus architecture for all types of indigenous language data. [[PRESENTATION VIDEO LINK](#)]

Working with More Than One Dialect in FLEx (Beth Bryson):

•This presentation demonstrates an approach to multidialect information in FieldWorks Language Explorer (FLEx) using separate Writing Systems (as opposed to the more traditional Variant relationship) and shows how to set up a project for both text glossing and producing a multidialect dictionary. [[PRESENTATION VIDEO LINK](#)]

Circle of Indigenous Languages website: A shared journey (Charlotte Ross, Joan Greyeyes):

•We will share our journey of building a website based on establishing critical relationships of trust and respect with Indigenous community members who had a mutual interest in preserving and sharing historical recordings. Technology provided a way to share the language recordings on a publicly accessible website. [[PRESENTATION VIDEO LINK](#)]

Session Chair: Grant Muāgututi'a

Presenters: Sandra Auderset, Carmen Hernandez Martinez, Albert Ventayol-Boada, Maria Cecilia Schwedhelm, Jan Ullrich

This session will have Zoom auto-captioning available.

Learning together through literacy materials for Tù'un na Ñuu Sá Mátxí Ntxè'è (Mixtec): integrating pedagogical outcomes into research outputs (Sandra Auderset, Carmen Hernández Martínez, Albert Ventayol-Boada):

•Pedagogical materials are often produced separately from research outcomes. A closer integration between the two is necessary to fostering relationships among all the stakeholders involved, because each offers many insights into the other. We examine how developing literacy materials has informed the documentation and description of the language. [[PRESENTATION VIDEO LINK](#)]

(Re)imagining and enacting language reclamation through embodied and arts-based pedagogies (Maria Cecilia Schwedhelm):

•Based on an ethnographic study of a class at the language department of a public university in Oaxaca, Mexico, this study explores the possibilities of embodied, arts-based pedagogies and the co-exploration of language ideologies and regimes through storytelling, performance and art-making to (re)imagine and (re)create equitable multilingual practices. [[PRESENTATION VIDEO LINK](#)]

Pedagogical grammar: development, design and role in language documentation and revitalization. (Jan Ullrich):

•Introducing a comprehensive pedagogical grammar for of an endangered language, we discuss the various areas of pedagogical grammar development, such as the collaboration with the community of speakers, the design and the approach to balancing description and prescription. We report on positive impact it has had since its publication. [[PRESENTATION VIDEO LINK](#)]

Session Chair: Kirsten Helgeson

Presenters: Nicole Penak, Rochelle Allan, Lucy Bell

This session will have Zoom auto-captioning available.

Beyond Language Programs and Towards the Conditions for Language to Thrive: Lessons from the Relationship Between Social Work and Anishinaabemowin in Toronto (Nicole Penak, Rochelle Allan):

•Linguistics and social work may have more in common than meets the eye. With meaning to be made in the meeting of these two disciplines. In an urban Anishnaabemowin Trickster tale of unexpected relationships, challenges, and success, this presentation transports the audience to Toronto, and into this relationship through story.

[PRESENTATION VIDEO LINK]

Ancestral connections (Lucy Bell):

•Successful Haida language revitalization requires a relationship to the ancestors, supernatural beings, family and the natural world. This paper highlights the interconnected relationships the ancestors would suggest to revitalize the language. [PRESENTATION VIDEO LINK]

This session will have live American Sign Language Interpretation, English captioning, and French and Spanish interpreting available.

The 2021 He 'Ōlelo Ola Hilo Field Study will be conducted as a virtual Hawaiian language revitalization experience at two separate times within the schedule of the ICLDC Conference. It will include virtual visits and live panel discussions about the foundations of the Hawaiian language reclamation movement through Hawaiian medium education that currently advances the life of a threatened Hawaiian language.

Opening Video & Remarks

He 'Ōlelo Ola Field Study 2021 begins with an overview of topics for the day as well as webinar housekeeping.

Special Panel 1.1 "Pūnana Leo - Reviving Our Hawaiian Language in the Home"

'Aha Pūnana Leo has always strived to ensure that the Hawaiian Language lives. Rooted in their mission to drive and inspire change to ensure a living Hawaiian language in Hawai'i and beyond, the 'Aha Pūnana Leo spans across 12 different locations throughout the Hawaiian islands serving an average of 330 'ohana, or families per school year.

In this panel discussion, we are joined by three different families that represent a variety of 'ohana that join the aukahi, the Hawawaiian language movement, by investing in their keiki (child's) Hawaiian language early childhood education. Join us for first-hand experiences and lessons learned from Pūnana Leo parents who are newcomers to the language, partners of Hawaiian language speakers, and veteran language advocates who decided to raise their kids in home and at school through the Hawaiian language. Attendees are welcome to submit questions during this live zoom panel discussion.

[SPECIAL PANEL 1.1. SESSION RECORDING]

Special Panel 1.2 "Pūnana Leo - Creating Language Nests"

In January 1982, a group of Hawaiian language educators met to discuss strategies to perpetuate the language. From speaking with elders, they knew that raising children in an environment where Hawaiian was the ordinary language of interaction was central to survival of 'ōlelo Hawai'i. These trailblazers focused their efforts to nurture a new generation of speakers that would be able to describe the world through the lens of their Hawaiian language and culture. Thus began the Pūnana Leo preschool and an emergence of a Hawaiian philosophy of education, now known as the Kumu Honua Mauli Ola. Pūnana Leo means "nest of voices", and depicts the dominant learning method in these centers as students are "fed" solely their native language and culture much like the way young birds are cared for in their own nests. The first of these preschools was established in Kekaha, Kaua'i in August 1984. The following year, schools were established in Hilo, Hawai'i and Honolulu, O'ahu and continued to spread to other islands thereafter.

Join us as we talk-story with some of the original founders, employees, parents, and previous teachers of Pūnana Leo from across Hawai'i. Listen in as they share strategies, lessons learned and invaluable success stories gathered over the nearly 40 years of this language revitalization movement. Attendees are welcome to submit questions during this live zoom panel discussion.

[SPECIAL PANEL 1.2 SESSION RECORDING]

Special Panel 1.3 "Ke Kula 'o Nāwahīokalani'ōpu'u - Hawaiian Medium Education Experiences"

Ke Kula 'o Nāwahīokalani'ōpu'u (Nāwahī) is a Hawaiian Medium education K-12 school that was founded in 1994 and is located in Kea'au, Puna on Hawai'i island. Nāwahī is where Hawaiian language and culture thrive in a living community of families united in fostering, through their efforts, the continued contribution to the quality of life for the

Hawaiian people and all who choose Hawai'i as their home. Nāwahī is committed to securing a school community built upon culturally rooted principles of the Kumu Honua Maui Ola that reflect the importance of spirituality, family, language, knowledge, community, land, and people. Students of Nāwahīokalani'ōpu'u are educated upon a Hawaiian cultural foundation. This foundation is the basis upon which students are motivated to bring honor to ancestors, seek and attain knowledge to sustain family, contribute to the well-being and flourishing of the Hawaiian language and culture; and contribute to the quality of life in Hawai'i.

In this special panel discussion, we are joined by current High School students of Ke Kula 'o Nāwahīokalani'ōpu'u who will share their own personal experiences of going to school in a Hawaiian medium education setting. Listen in as these students walk us through a normal day in school, share academic and career goals, and any challenges and success stories they've experienced as young Hawaiian language learners and advocates. Attendees are welcome to submit questions during this live zoom panel discussion.

[SPECIAL PANEL 1.3 SESSION RECORDING]

Special Panel 1.4 "Teaching English & Foreign Language Through Hawaiian"

How do you learn a foreign language through Hawaiian? If Hawaiian is the target language of revitalization, why would foreign languages - including English - be taught?

Tune in for an intimate discussion with Ke Kula 'o Nāwahīokalani'ōpu'u's Linguistic Consultant, Pila Wilson, and former graduate - now Japanese language teacher - Kalāmanamana Harman, as we learn about this foreign language initiative at Ke Kula 'o Nāwahīokalani'ōpu'u. Hear about the strategy behind and development of foreign language classes at this Hawaiian medium education school, as well as first-hand experiences and lessons learned. Attendees are welcome to submit questions during this live zoom panel discussion.

[SPECIAL PANEL 1.4 SESSION RECORDING]

Special Panel 1.5 "Creating Change Agents"

In order to create impact, and in this case, the revitalization of the Hawaiian language as a living language in Hawai'i, students of the Pūnana Leo and Nāwahīokalani'ōpu'u are groomed to become change agents. Upon graduation and throughout the various professional spaces that these individuals enter, these language advocates are finding ways to influence and inspire the use of 'ōlelo Hawai'i beyond the new-normal domain of education. Join in on this panel discussion with graduates of Ke Kula 'o Nāwahīokalani'ōpu'u who are creating positive changes and adding value to their work environment with small shifts of 'ōlelo Hawai'i awareness and useage. Attendees are welcome to submit questions during this live zoom panel discussion.

[SPECIAL PANEL 1.5 SESSION RECORDING]

Closing Remarks & Video

He 'Ōlelo Ola Hilo Field Study 2021 concludes its first day of events with a recap on discussion, a preview for tomorrow, and a short video with a Pūnana Leo family.

2:00pm – 3:30pm

S Student Mixer

Room 1

This session will have Zoom auto-captioning available.

Students at any level of study are invited to our Student Mixer. For the first hour we will be getting to know each other in small breakout groups, followed by 30 mins of unstructured socializing. This is a casual opportunity to get to know linguistics and language documentation students from around the world, and bond over the joys and struggles of student life.

5:30pm – 6:30pm

S Hula Workshop

Room 1

This session will have live English captioning available.

E 'a'a i ka hula! Come enjoy introductory hula lessons with kumu hula Nālani Keale, who will teach hula kuhi lima (hand gesture hula) over the course of two sessions. No experience or materials necessary; available to all participants. It's not necessary to attend the first session in order to attend the second, but feel free to attend both. As we say, mai hilahila, no be shame!

7:00pm – 8:30pm

T **Talk Story 4**

Room 5

Presenters: Kamuela Yim, Kalehua Krug

Note that this session is limited to 30 participants on a first-come, first-served basis.

This session will have Zoom auto-captioning available.

Ahu Kupanaha ka Lā i Mānā: Facing the Challenge of Online Indigenous Language Immersion Schooling

(Kalehua Krug, Kamuela Yim):

•This Talk Story presentation is designed to critically analyze and discuss the potential relationships necessary, during and following the current pandemic, between indigenous language revitalization institutions and state educational systems to address the integrity and appropriateness of 100% Virtual online learning models for indigenous language revitalization.

7:00pm – 8:30pm

T **Talk Story 5**

Room 4

Presenters: Ake Nicholas, James Uri-Puati, Yvonne Underhill-Sem

Note that this session is limited to 30 participants on a first-come, first-served basis.

This session will have Zoom auto-captioning available.

Approaches to prescriptivism in language revitalization (Sally Akevai Nicholas, James Uri-Puati, Yvonne Underhill-Sem):

•What is the role of prescriptivism in language revitalization contexts? How do we navigate the potentially competing interests or preferences of teachers, learners and linguists while caring for the complex relationships between language revitalization stakeholders and supporters?

7:00pm – 8:30pm

T **Talk Story 7**

Room 2

Presenters: Haoyi Li, Kathrin Kaiser

Note that this session is limited to 30 participants on a first-come, first-served basis.

This session will have live American Sign Language Interpretation and Zoom auto-captioning available.

Reflection and collaboration for culturally responsive visual design in language resources (Haoyi Li, Kathrin Kaiser):

•What should a language tool look like? In this session, we invite participants to reflect on the cultural implications of user-interface design and the impact of visual conventions on language learning. We will work with a toolkit which facilitates collaboration between communities and external stakeholders to co-develop visually enriched resources.

7:00pm – 8:30pm

W **Workshop 4**

Room 3

Presenters: Ben Foley, Nicholas Lambourne, Daan van Esch, Nay San

This session will have Zoom auto-captioning available.

Semi-automated transcription for Language Documentation with Elpis (Ben Foley, Nicholas Lambourne, Daan van Esch, Nay San):

•Transcription is a bottleneck in language documentation and is often done by linguists, rarely by community members. This workshop shows how to use Elpis, a user-friendly tool that provides a best-guess" transcription to edit. Using Elpis can make it easier for community members to transcribe their recordings.
(SESSION RECORDING)

7:00pm – 8:30pm

W **Workshop 7**

Room 1

Presenters: Caroline Running Wolf, Michael Running Wolf, Noelani Arista, Caleb Moses, Joel Davison

This session will have American Sign Language Interpretation and live English captioning available.

How to Build-Your-Own Practical A.I. Tools for Language Maintenance (Michael Running Wolf, Noelani Arista, Caroline Running Wolf, Caleb Moses, Joel Davison):

•AI offers useful tools even for low-resourced languages. Using the example of Hua Ki'i, our Hawaiian language image recognition app, we will walk you through the steps to build your own app using open-source AI tools. Participants need an active Google and GitHub account, no machine learning experience required.
(SESSION RECORDING)

Session Chair: Ewa Czaykowska-Higgins

Presenters: Chris Day, Michael Jarrett, Rhonda Radley, jasmine seymour, Denise Angelo, Samantha Rarrick, Marilyn Kay Plumlee, Kang-suk Byun, Susan Poetsch

This session will have American Sign Language and International Sign Language Interpretation and live English captioning available.

Co-constructed, co-signed gestures (CoCos). Engaging language learners in unpacking and internalising lexical and grammatical meanings (Christopher Day, Michael Jarrett, Rhonda Radley, Jasmine Seymour, Denise Angelo, Susan Poetsch):

•This paper will be of interest to teachers looking for another strategy suitable for their second language learning students. It presents co-constructed co-signed gestures (CoCos) for teaching vocabulary and grammar in highly inflected languages. Through presentation, demonstration and practice, four Aboriginal teachers will share how they have implemented CoCos with preschool through to adult learners in their communities in Australia.

[\[PRESENTATION VIDEO LINK\]](#)

Is Sinasina Sign Language an Isolate?: A call for further sign language documentation & description in Papua New Guinea (Samantha Rarrick):

•SSSL is the only reported sign language in Chimbu province. Despite evidence that it is not closely related to any other language, SSSL probably is not an isolate. Further sign language documentation in PNG is necessary, has potential significance for underserved signers, and could help identify languages related to SSSL. [\[PRESENTATION VIDEO LINK\]](#)

From oblivion to hosts to the world in 20 years: Korean Sign Language and its speakers (Marilyn Plumlee, Kang-suk Byun):

•Korean Sign Language was virtually unknown to linguists 20 years ago but recently the Korean Deaf community, energized by and in collaboration with sign language linguists, has emerged on the international stage. All is not rosy, however, and the presentation discusses revitalization and maintenance challenges faced by signing Deaf communities in Korea and around the world. [\[PRESENTATION VIDEO LINK\]](#)

Session Chair: Ruth Singer

Presenters: Lauren B. Collister, Andrea L. Berez-Kroeker, Philipp Conzett, Lauren Gawne, Helene N. Andreassen, Koenraad De Smedt, Christopher Cox, Logan Simpson, Cat Kutay, Dorothea Hoffmann, Megan Wood, Diyini Millie Lantjin, Parlun Rosaria Tipiloura, Mirrkun Miriam Nemarluk, Tharrngka Sheila Tchinburrurr

This session will have live American Sign Language Interpretation and Zoom auto-captioning available.

Using the Tromsø Recommendations to cite data in language work (Lauren Gawne, Andrea L. Berez-Kroeker, Helene N. Andreassen, Philipp Conzett, Koenraad De Smedt, Christopher Cox, Lauren B. Collister):

•We introduce The Tromsø Recommendations For Citation of Research Data in Linguistics, designed to help language researchers properly cite data and give credit to everyone involved in language work. We provide practical ways to improve data citation in your own work and in your language or research community. [\[PRESENTATION VIDEO LINK\]](#)

Collaborative Language Recovery (Logan Simpson, Cat Kutay, Dorothea Hoffmann):

•As a team, we work together on continuing language use as linguists from an Australian language centre and a non-profit organisation and an academic developing language teaching tools. This paper describes our process for improving relationships between language centres as representatives of the community and other organisations.

[\[PRESENTATION VIDEO LINK\]](#)

Murrinh niyith-niyith pumawathangime purru 'We make stories together' _Place-based literacy in the

Murrinhpatha classroom (Megan Wood, Diyini Millie Lantjin, Parlun Rosaria Tipiloura, Mirrkun Miriam Nemarluk, Tharrngka Sheila Tchinburrurr):

•Using a place-based pedagogical frame and participatory research methods, this seminar will share how Murrinhpatha language maintenance teachers use important and connected knowledge and stories from their community and surrounding Country (Wadeye and the Thamarurr Region) to support the acquisition of early writing skills and the creation of shared stories and texts. [\[PRESENTATION VIDEO LINK\]](#)

Session Chair: Victoria Anderson

Presenters: Cathy Bow, Yasunori Hayashi, Gawura Wanambi, Joy Bulkanhawuy, Hannah Harper, Jill Nganjmirra, Seraine Namundja

This session will have Zoom auto-captioning available.

Maintaining and strengthening Yolŋu language knowledge and practices (Gawura Wanambi, Hannah Harper, Cathy Bow, Joy Bulkanhawuy, Yasunori Hayashi):

•The Yolŋu people of Australia's Northern Territory speak a range of closely-related languages, many of which are under threat. In this presentation, a Yolŋu elder shares of his efforts to strengthen his clan language and the connections it maintains, and encourage other Yolŋu clan groups to do the same. [[PRESENTATION VIDEO LINK](#)]

Recognising and building relationships through teaching and learning an Indigenous Australian language

(Cathy Bow, Jill Nganjmirra, Seraine Namundja):

•Bininj Kunwok languages of northern Australia recognise and support the relationships between people and land in a region of national significance. Developing an online language course connects learners to Bininj people, land and language, increasing the visibility and value of languages and also supporting local language vitality. [[VIDEO PRESENTATION LINK](#)]

Session Chair: Shelece Easterday

Presenters: Ben Foley, David Ruskin, Robert Underwood, Marciana Aguon, Jeremy Cepeda, Loretta Cruz, Roseann Pajarillo, Daniel Pangelinan, Janice B. P. Toves, Nolan Flores, Jeniece Hernandez, James Bednall, Jacqui Cook, Roderick Mackay, Godfrey Simpson, Rosie Sitorus, Kathrin Kaiser, Janet Wiles

This session will have Zoom auto-captioning available.

Adapting Hunspell Dictionaries for CHamoru for Web-based Morphological Analysis (David Ruskin, Robert Underwood, Marciana Aguon, Jeremy Cepeda, Loretta Cruz, Roseann Pajarillo, Daniel Pangelinan, Janice Toves, Nolan Flores, Jeniece Hernandez):

•We report on an effort to build off of Hunspell to provide a web-based morphological analysis system that works with a wider variety affixation (beyond prefixing and suffixation). We discuss some challenges, but also some benefits of this type of endeavor for fieldworkers of minority languages and for the community. [[PRESENTATION VIDEO LINK](#)]

Ngalimi bidagu yan.guwa furnace-di 'From the quiet, into the furnace': Translating a sleeping language for a feature film (James Bednall, Jacqui Cook, Roderick Mackay, Godfrey Simpson, Rosie Sitorus):

•This presentation focuses on the role of language centres as 'enablers' for community-guided collaboration. As a case study, we examine a project between the Badimaya community, the BIW Language Centre and the filmmakers of The Furnace, which involved translation and language coaching in Badimaya, a sleeping language of Western Australia. [[PRESENTATION VIDEO LINK](#)]

What's your role? Using Role-playing Games to Reflect upon Language Documentation Research (Ben Foley, Kathrin Kaiser, Janet Wiles):

•Role-playing games (RPG) can provide a structure for linguists to reflect upon the relationships and agendas of language documentation and research. This paper describes an RPG Workshop in which participants role-played various language documentation scenarios, enriched by their personal experiences. Post-game discussions explored how the RPG prompted participants to consider their own actions in real life. [[PRESENTATION VIDEO LINK](#)]

Session Chair: Michal Temkin Martinez

Presenters: P Sreekumar, Seunghun Lee, Daehan Won, Stephen Morey, Banwang Losu, Wanglung Mossang

This session will have Zoom auto-captioning available.

Information sharing with minority Dravidian languages: a case of COVID-19 Myth Busters (P Sreekumar, Seunghun Lee, Daehan Won):

•This paper reports how COVID-19 related misinformation was shared in 15 Dravidian languages by providing translations with texts and visual images, as well as optional audio recordings. Lack of information was one of the largest challenges in these communities, and the project filled this gap in a user-friendly way. [[PRESENTATION VIDEO LINK](#)]

Developing new scripts in Northeast India - a collaborative approach (Stephen Morey, Banwang Losu, Wanglung Mossang):

•This paper will briefly overview the development of two new scripts - for the Tangsa and Wancho languages of Northeast India (both Northern Naga). The paper will discuss the collaboration with community members leading to the inclusion of the scripts in Unicode, and the development of community literacy materials. [[PRESENTATION VIDEO LINK](#)]
