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E komo mai! Welcome to the *3rd International Conference on Language Documentation and Conservation* (ICLDC 3), and thank you for your participation!

ICLDC continues to grow. Of some 282 submitted abstracts, the Program Committee anonymously reviewed and accepted 133 for paper presentation (a 47% acceptance rate). The result is a conference program of high-quality and varied presentations on over 100 languages, representing peoples all over the world. By popular demand, this year's conference is a full day longer than the previous two ICLDCs.

We are proud to feature some new programming for the ICLDC 3. First, we are presenting three afternoons of Master Classes in six topical areas outside of linguistics that documenters are likely to encounter in their work. The Master Classes are included in the conference registration fee, and are open to all ICLDC attendees on a first-come, first-served basis, thanks to a generous grant from the National Science Foundation.

Another addition to our program this year is the Electronic Poster session, which will allow attendees to try out new software and online products and tools, as well as interact with developers face to face.

Finally, we have expanded our traditional poster session this year to allow more participation from newer conference presenters, and to allow more space for documentation project descriptions.

The theme of ICLDC 3, "Sharing Worlds of Knowledge," highlights the interdisciplinary

nature of language documentation and the need to share methods for documenting the many aspects of human knowledge that language encodes. We are delighted to have two distinguished plenarists who will address this theme: Nicholas Evans (Head and Professor at the School of Culture, History and Language at the College of Asia and the Pacific, Australian National University), and Kālepa Baybayan (Polynesian Voyaging Society).

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 yellow conference T-shirts.

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 this conference. We hope you will find ICLDC 3 productive and enjoyable. We look forward to welcoming you again to the ICLDC 4 in 2015!

With warm aloha,

Andrea L. Berez, Victoria Anderson,
& Jim Yoshioka

on behalf of the Organizing Committee of the
3rd International Conference on Language
Documentation and Conservation

ORGANIZERS

ICLDC Organizing Committee

Andrea L. Berez, Co-chair (Linguistics, UH Mānoa)
Victoria Anderson, Co-chair (Linguistics, UH Mānoa)
Jim Yoshioka, Coordinator (NFLRC, UH Mānoa)
Kenneth L. Rehg (Linguistics, UH Mānoa)
James Dean Brown (NFLRC, UH Mānoa)
Lyle Campbell (Linguistics, UH Mānoa)
Larry Kimura (Hawaiian Studies, UH Hilo)
Yuko Otsuka (Linguistics, UH Mānoa)
Nick Thieberger (Linguistics, University of Melbourne)

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Katie Butler (Linguistics, UH Mānoa)
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Stephanie Locke (Linguistics, UH Mānoa)
Chris Mann (Linguistics, UH Mānoa)
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Mayumi Oiwa (Linguistics, UH Mānoa)
Eve Okura (Linguistics, UH Mānoa)
Colleen Patton (Linguistics, UH Mānoa)
Melody Ann Ross (Linguistics, UH Mānoa)
Sean Simpson (Linguistics, UH Mānoa)

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UH Mānoa Department of Linguistics

Founded in 1963, the UH Mānoa Department of Linguistics focuses on the study of language as an integral component of two of the most important intellectual initiatives in the world today—bio-cultural sustainability and cognitive science. Faculty and students of the department have made extensive and invaluable contributions to the documentation of languages in the Pacific and Asia, areas where there is an urgent need for sustainable and broadly useful language documentation and description, including appropriate grammars, dictionaries, and annotated text and media corpora. The Department recognizes the desire for participation by members of endangered language communities in the conservation, documentation, and description of their languages, and thus encourages engagement with language communities in planning, education, and research.

In addition, the department contributes to the interdisciplinary effort to understand the workings of the human mind through its experimental work on the language faculty, centered around the College's Language Analysis and Experimentation (LAE) Laboratories. Much of our faculty's research in this area focuses on language acquisition, processing, prosody, and the impact of social factors on language use.

The Department sponsors the journal *Oceanic Linguistics*—the only journal devoted exclusively to the study of the indigenous languages of Oceania. It 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. *Language Documentation & Conservation* is the first journal to deal with matters of documentation and conservation. It is published exclusively in electronic form by the University of Hawai'i Press, and it is now in its seventh year.

The Department is also 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 Training Center website at <http://www.ling.hawaii.edu/ldtc/>.

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. The center engages in research and materials development, conducts workshops and conferences for language professionals, and distributes 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 15. 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, P229A100001.

UH Mānoa College of Languages, Linguistics, & Literature

The University of Hawai'i is unusual among universities in the United States in having an independent College of Languages, Linguistics, & Literature (LLL), one of the four Colleges of Arts and Sciences at the heart of the institution. This organization is a recognition of the centrality of language not only to the University, but also to human life and society. Teaching and research extend from literary studies through composition, rhetoric, and creative writing, linguistics, culture, and language acquisition—in English and over twenty-five other languages. Languages, linguistics, and literature are at the center of a liberal education, and many of the College's students are majoring in other areas, including professional fields, with second majors or certificates in LLL.

SPONSORS

The College's six departments are Linguistics, Second Language Studies, East Asian Languages & Literatures, Indo-Pacific Languages & Literatures, Languages & Literatures of Europe & the Americas, and English. Its ten centers include the Center for Biographical Research, the Center for Interpretation & Translation Studies, the Center for Language & Technology, the Center for Second Language Research, the English Language Institute, the Hawai'i English Language Program, the Korean Language Flagship Center, the Language Analysis & Experimentation Laboratories, the Language Documentation Training Center, and the National Foreign Language Resource Center. For more information about the College of LLL, visit its website at <http://www.lll.hawaii.edu>.

UH Mānoa Office of the Vice Chancellor for Research & Graduate Education

The Office of the Vice Chancellor for Research & Graduate Education oversees graduate and professional education at UH Mānoa and most organized research units on campus. The vice chancellor serves as the campus representative for research with individuals, groups, and agencies working to enhance UH Mānoa's research programs and capabilities.

This office also administers research and training revolving funds, campus-wide research initiatives, internal resource allocations, and university communications with the Research Corporation of UH. Research & Graduate Education is charged with managing strategic initiatives, research program development, research information systems, research and technology transfer, research commercialization and industrial support, and the University's relationship with the Office of Research Services. The office also works to identify opportunities for federal research funding and helps UH Mānoa faculty and researchers identify and obtain federal financial support. For more information, visit the office's website at <http://manoa.hawaii.edu/ovcrge/>.

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. Its name honors a strong 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 its programming is a BA in Hawaiian Studies from which many students enter the Hawaiian medium teacher certificate program. Also taught through Hawaiian are two small MA programs.

The College demonstrates best practices for immersion education in its PreK–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 its 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. It applauds the efforts of ICLDC on the behalf of indigenous language speakers and welcomes participants to the field study in Hilo. For more information, visit its website at <http://www.olelo.hawaii.edu/khuok> and <http://www.ahapunanaleo.org/>.

UH Endowment for the Humanities (University Research Council)

Administered by the University Research Council, the UH Endowment for the Humanities is a special fund that provides support for hosting conferences across the broad disciplines of the Humanities, which include the study of language, both modern and classical; linguistics; literature; history; jurisprudence, philosophy; archaeology; comparative religion; ethics; and the history, criticism, and theory of the arts. In particular, funds are used for bringing plenary speakers of international renown to the University of Hawai'i.

Dai Ho Chun Endowment

The late Dr. Dai Ho Chun, through his estate gift, established the Dai Ho Chun Endowment for Distinguished Lecturers at the UH Mānoa College of Arts and Sciences. Dr. Chun was a distinguished and visionary educator, serving as public school teacher, UH Mānoa College of Education faculty member, and director of the International Cooperative Center, the forerunner of the East-West Center.

SPECIAL 'MAHALO' TO:

Tom Apple, UH Mānoa Chancellor
 Brian Taylor, UH Mānoa Vice Chancellor for Research and Graduate Education
 Kimi Kondo-Brown, Associate Dean of UH Mānoa College of Languages, Linguistics, & Literature
 Jan Fried, American Sign Language Coordinator, Kapi'olani Community College
 Isle Interpret
 Hawai'i Imin International Conference Center
 UH Mānoa Center for Korean Studies
 UH Mānoa Center for Instructional Support
 UH Mānoa Center for Language & Technology
 UH Mānoa Library and Kaipuleohone University of Hawai'i Digital Ethnographic Archive
 East-West Center Housing Office
 Ohana East and Ohana West Hotels
 UH Mānoa Hawai'inuākea School of Hawaiian Knowledge
 Polynesian Voyaging Society and Heidi Kai Guth
 Keauhou
 Kenny Endo Taiko Ensemble
 Memoirs
 Uncle Bo's
 Da Spot
 Kaka'ako Kitchen
 Thirtynine Hotel
 University Catering (Sodexo)
 The Curb
 Katie Butler
 Valenti Print Group
 Royal Star Hawaii
 O'ahu Visitors Bureau
 The Linguistic Society of Hawai'i (LSH)
 The Language Documentation Training Center (LDTTC)
 ...and all of our wonderful conference volunteers and moderators!

ACTIVITIES

PRE-CONFERENCE FILM SCREENINGS

WEDNESDAY, FEB. 27 • 6:30–8:30 p.m. • St. John Auditorium, Room 11

For conference attendees who will be arriving early, please join us for the screening of two films by presenters at the ICLDC. Both directors will be on hand for discussion afterward. The screenings will be held in the St. John Auditorium on Maile Way near the corner of East-West Road on the UH Mānoa campus (across from Moore Hall). The auditorium is located below street level, so please walk down the stairs to find it.

Silvestre Pantaleón, produced and co-directed by Jonathan D. Amith, is a luminescent study of the last man of his village still versed in traditional rope making and other disappearing crafts. The protagonist lives in San Agustín Oapan, a Nahuatl speaking village in central Guerrero, Mexico. Looking for relief from pain and numbness, he visits a card reader and is told that to be cured offerings must be made to the dead, the hearth, the ants, and the river. The film delicately follows Silvestre as he makes rope to raise the money necessary for the ceremony *Levantamiento de sombra* ('lifting of the shadow'). Silvestre Pantaleón provides an intensely personal portrait of a man facing, in a unique setting, the universal process of aging.

M!a m gu tju, 'we build a house' is a short amateur documentary film by the San hunter-gatherers of the Kalahari and a PhD student, Lee Pratchett. It aims to show the facility with which culturally-sensitive visual stimuli for language documentation can arise from cultural documentation, yielding richer and fuller results for the community and the researcher.

EVENING RECEPTIONS

THURSDAY, FEB. 28 • 5:30–7:30 p.m. • JEFFERSON LANAI

Join us for pūpū (Hawaiian for 'hors d'oeuvres'), drinks, welcoming speeches, and entertainment by the Kenny Endo Taiko Ensemble (*taiko* is traditional Japanese ceremonial drumming). Synthesizing traditional Japanese music, western percussion, and influences from various cultures from around the world, taiko master Kenny Endo is a leading force in contemporary taiko performance. The Kenny Endo Taiko Ensemble performs original and neo-traditional compositions for *taiko* (drum), *fue* (bamboo flutes), *koto* (Japanese zither), vibraphones, and many other instruments highlighting the new dimensions Endo is bringing to an old Japanese art.

SATURDAY, MARCH 2 • 5:30–7:30 p.m. • JEFFERSON LANAI

Socialize with fellow presenters and attendees over a delicious array of appetizers and beverages while enjoying a performance by the local music group *Keauhou*. The name *Keauhou*, translated as 'the new generation,' defines this young trio of musicians as they strive not only to bring forth inspirations from Hawaiian music of the eras preceding them in their music but also to contribute to a renewed respect and interest for the incomparable beauty of traditional Hawaiian music as it was played by the many who have come before them.

FUN LUNCH WITH LDTC

FRIDAY, MARCH 1 • 11:30 am–1 p.m. • WAILANA ROOM

Join our participants and mentors for a lively and interactive activity, which will offer you a chance to learn about the Language Documentation Training Center (LDTC), an organization founded and run by the graduate students of the Linguistics Department at the University of Hawai'i at Mānoa.

LDTC will also have a table set up in the Wailana room throughout the conference for those who would like to learn more about the organization.

GRADUATE STUDENT MIXER WITH LSH

FRIDAY, MARCH 1 • 7–10 p.m. • THIRTYNINE HOTEL

The student-run Linguistic Society of Hawai'i (LSH) will host a mixer including complimentary pūpū for students (21 and older) in Chinatown, during Honolulu's First Friday. First Friday is a monthly event that brings art, culture, music and food to the Chinatown neighborhood of Honolulu. Most galleries and shops stay open late, from 5–9 p.m., offering entertainment and free pūpū to guests. After 9 p.m., the fun does not end, as most of the bars and clubs stay open for late night parties. The mixer will be held at Thirtynine Hotel (39 Hotel Street, Honolulu). LSH members will be guiding students downtown from the Imin Center between 6:15 and 6:30 pm, utilizing the city's public bus system.

On Friday, LSH will have a table set up in the Wailana room. Stop by and hear about the Linguistic Society of Hawai'i.

RECOVERING VOICES EXHIBITION DEVELOPMENT: A WORKING SESSION

SUNDAY, MARCH 3 • 2–4 p.m. • CENTER FOR KOREAN STUDIES

The Smithsonian's Recovering Voices program aims to enhance public awareness of the crisis of language and knowledge loss. Through innovative research, documentation and revitalization efforts, partnerships with communities, an exhibition and a strong web presence, the project will leverage the Smithsonian's unique collections and public outreach potential. A major National Museum of Natural History exhibition set for completion in 2015 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 provide an overview of current research directions, outline progress on the exhibition since our meeting at ICLDC in 2011 and solicit feedback for the exhibition. We invite linguists, cultural experts, and community scholars to help us strengthen our exhibition development plans, communicate key messages, and identify opportunities for partnerships. 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. Recovering Voices is a collaboration of the Smithsonian's National Museum of Natural History, National Museum of the American Indian, and the Center for Folklife and Cultural Heritage.

HE 'ŌLELO OLA, A LIVING HAWAIIAN LANGUAGE: OUR LANGUAGE BINDS US TO OUR CULTURE (pre-registration required)

MONDAY-TUESDAY, MARCH 4-5 • HILO, HAWAII

The optional Hawaiian Language Revitalization Field Study in Hilo, Hawai'i, is an engaging two-day program beginning with excursions on the first day to experience first hand the alliance of Hawaiian language revitalization programs of the UH Hilo College of Hawaiian Language, Ka Haka 'Ōla O Ke'elikōlani. This consortium consists of programs from infant-toddler, preschool, elementary, intermediate, high school, university and the 'Imiloa Astronomy Center. On the second day, three approaches highlighting this year's theme, Our Language Binds Us to Our Culture, will be presented:

- A. Hawaiian Culture and Language Connections Taught Through English.
- E. Hawaiian Culture and Language Connections Taught Through Hawaiian.
- I. Hawaiian Culture and Language Applied in Contemporary Times in Hawaiian Medium Situations.

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 Thursday (7:30 a.m.–3:30 p.m.) to accommodate the anticipated large crowds but will move downstairs to the Wailana Room on Friday, Saturday, and Sunday (8 a.m.– 4 p.m., 8 a.m.–12 p.m. on Sunday).

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 laptop with Windows OS, 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. Please ensure that your laptop is fully charged before your presentation.

We are recording all presentations and have assigned moderators to all sessions to keep track of time and assist presenters.

OFFICE HOURS

National Science Foundation (NSF)
Documenting Endangered Languages Program (DEL)
Thursday • 12–1 p.m. • Sarimanok Room
Saturday • 12–1 p.m. • Sarimanok Room

UHM Department of Linguistics
Thursday • 12–1 p.m. • Kaniela Room

Catalogue of Endangered Languages (ELCat)
Endangered Languages Project (ELP)
Friday • 12–1 p.m. • Kaniela Room

School of Oriental and African Studies (SOAS)
Endangered Languages Documentation Programme (ELDP)
Friday • 12–1 p.m. • Sarimanok Room

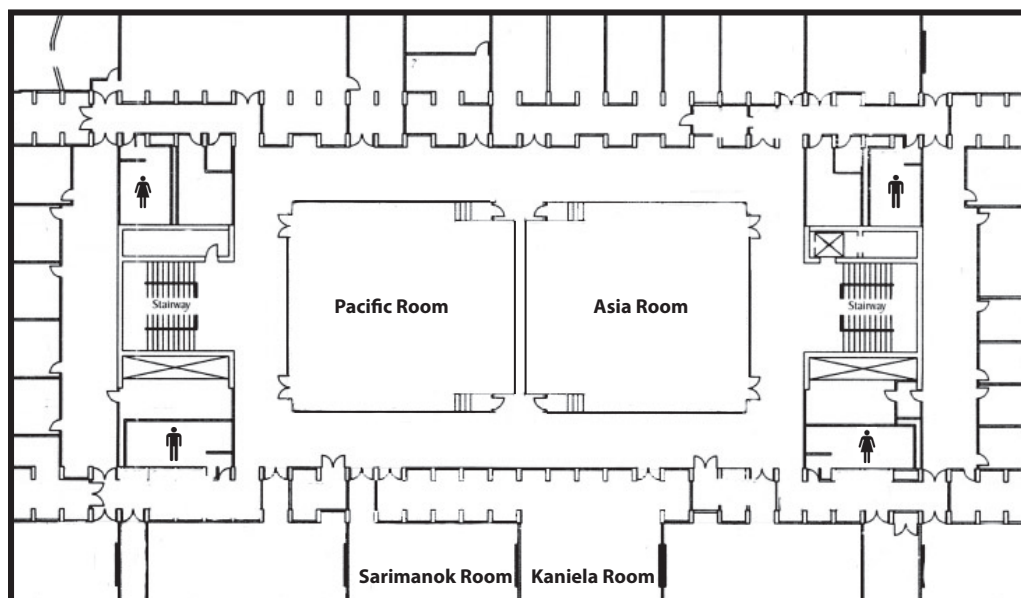
Language Documentation & Conservation Journal (LD&C)
Saturday • 12–1 p.m. • Kaniela Room

COFFEE AND TEA SERVICE

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.

IMIN CENTER SECOND-FLOOR LAYOUT



IMIN CENTER ROOMS

SECOND FLOOR

Asia Room
Pacific Room
Sarimanok Room
Kaniela Room

FIRST FLOOR

Keoni Auditorium
Jefferson Lanai

GARDEN LEVEL

Koi Room
Wailana Room
Makana Room

WIRELESS ACCESS

Access “EWC-Guest1 SSID” Wi-Fi Network*.
Log-in username and password:

Username: icldc228
Password: 228icldc

*please be advised the the Wi-Fi system is not encrypted

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 4th ICLDC in 2015.

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 9 a.m.–5 p.m., and Sunday noon–10 p.m.

CONFERENCE SHUTTLE SERVICE

For the convenience of our conference attendees staying at the Ohana East (OEH) and Ohana West Hotels, we will be providing shuttle service to and from the Imin Center (IC) on the University of Hawai‘i at Mānoa campus during the conference.

Shuttle bus pick-up and drop-off will be in front of the Ohana East Hotel (Kaiulani Avenue side).

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 below, you will be on your own for transportation.

THURSDAY, FEB. 28

Morning

Bus 1: Pick-up at 7:30 a.m. (OEH>IC)
Bus 2: Pick-up at 8 a.m. (OEH>IC)

Evening (after reception)

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

FRIDAY, MARCH 1

Morning

Bus 1: Pick-up at 7:30 a.m. (OEH>IC)
Bus 2: Pick-up at 8 a.m. (OEH>IC)

Evening (after reception)

Bus 1 & 2: Pick-up at 5:45 p.m. (IC>OEH)

SATURDAY, MARCH 2

Morning

Bus 1: Pick-up at 7:30 a.m. (OEH>IC)
Bus 2: Pick-up at 8 a.m. (OEH>IC)

Evening (after reception)

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

SUNDAY, MARCH 3

Morning

Bus 1: Pick-up at 7:30 a.m. (OEH>IC)
Bus 2: Pick-up at 8 a.m. (OEH>IC)

Afternoon

Bus 1 & 2: Pick-up at 1:45 p.m. (IC>OEH)

SCHEDULE GRID

THURSDAY, FEB. 28

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
7:30-9:00	Registration Opens (Front Lanai)					
9:00-9:30	Welcome					
9:30-10:45	Plenary: Nicholas Evans (S1)					
10:50-11:20	Holton (1.1.1)	Locke & Anip (1.1.2)	Morrison (1.1.3)	Vincent, Bischoff, Doak, Fountain, & Ivens (1.1.4)	Silva (1.1.5)	Henderer, Smith, & Siva (1.1.6)
11:30-12:00	Tshering (1.2.1)	Temkin Martinez (1.2.2)	Burenhult (NSF) (1.2.3)	Nakhimovsky & Myers (1.2.4)	Pangilinan (1.2.5)	Miyashita, Yares, Van Buren, Schupbach, Chatsis, & Lunak (1.2.6)
12:00-1:00	Posters (Wailana Room) [P1] Lunch (Makana/Ohana Room)				Office Hours: NSF & DEL	Office Hours: UHM Linguistics Dept
1:00-1:30	Heaton & Okura (1.3.1)	Swanton, Costaouec, & Landa (1.3.2)	McDonnell (1.3.3)	Hatton (1.3.4)	Jany (1.3.5)	
1:40-2:10	Campbell, Lee, Okura, Simpson, & Ueki (1.4.1)	Sagna (1.4.2)	D. Hill (1.4.3)	Sloetjes, Stehouwer, & Drude (1.4.4)	Morton & Zaske (1.4.5)	Edmonds (1.4.6)
2:20-2:50	Simpson (1.5.1)	Bloyd (1.5.2)	Anderson (1.5.3)	Withers (1.5.4)	Nicholas (1.5.5)	M. Hill (1.5.6)
3:00-5:30	Master Class: Oral History. Nishimoto (MC1)	Master Class: Ethnophysiogeography. Mark (MC2)	Master Class: Ethnobotany. Tickin (MC3)	Master Class: Kinship. Golub (MC4)		
5:30-7:30	Opening reception (Jefferson Lanai)					

FRIDAY, MARCH 1

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
9:00-9:30	Grenoble & Whitecloud (2.1.1)	Brown (2.1.2)	Schackow (2.1.3)	McKenny, Genetti, & Chacon (2.1.4)	Woodward & Macarro (2.1.5)	
9:40-10:10	Odango (2.2.1)	Lowe, Baisden, & Paton (2.2.2)	Ullah & Feroz (2.2.3)	Kaplan & Holton (2.2.4)	Junker, Rosen, St-Onge, Wologrey, & Neacappo (2.2.5)	
10:20-10:50	Si (2.3.1)	Gynan (2.3.2)	Puju, Grenoble, Frederiksen, Heins, Sadock, & Wong (2.3.3)	Weinberg, De Korne, & Depaul (2.3.4)	Huffman & Green (2.3.5)	
11:00-11:30	Seyfeddinipur (2.4.1)	Urbanczyk, Nicolson, Nicolson, Harry, & Harry (2.4.2)	Hellwig (NSF) (2.4.3)	Perlin (2.4.4)		
11:30-1:00	Electronic Poster Session - Koi Room [EP] Lunch (Makana/Ohana Room); LSH/LDTC fun lunch (Wailana Room)				Office Hours 12-1: SOAS & ELDP	Office Hours 12-1: ELCat Group
1:00-1:30	Cutfield (2.5.1)	Simons & Lewis (2.5.2)	Priestley (2.5.3)	O'Shannessy (2.5.4)	Proudfit (2.5.5)	Degai, Ono, & Koester (2.5.6)
1:40-2:10	O'Grady & Hattori (2.6.1 / 2.7.1)	Ewing, Florey, & Rassool (2.6.2)	Bartee & Tsering (2.6.3)	Fitzgerald & Linn (2.6.4)	Kelly & Gawne (2.6.5)	Marks & Harp (2.6.6)
2:20-2:50		Perez Baez (2.7.2)	Boyce & Stephens (2.7.3)	Herrick, Feeling, Bernardo, Hirata-Edds, & Peter (2.7.4)	Baetscher (2.7.5)	

SCHEDULE GRID

FRIDAY, MARCH 1 (cont.)

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
3:00-5:30	Master Class: Oral History. Nishimoto (MC5)	Master Class: Kinship. Golub (MC6)	Master Class: Ethnomusicology. Barwick (MC7)	Master Class: Folk Taxonomy. McClatchey (MC8)		
Evening	LSH Student Mixer in Chinatown					

SATURDAY, MARCH 2

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA
9:00-9:30	Lovick, Cherry, & Harman (3.1.1)	Sallabank (3.1.2)	Chacon (3.1.3)	Czaykowska-Higgins & Holmes (3.1.4)	Gasser (3.1.5)	Marmion, Troy, & Bradshaw (3.1.6)
9:40-10:10	Van Way, Bzang po, Roche, & McKinlay (3.2.1)	Bell & Weir (3.2.2)	Williams (3.2.3)	Thieberger (3.2.4)	Rosborough (3.2.5)	Tribble (3.2.6)
10:20-10:50	Sato & Mara (3.3.1)	Sherry-Kirk (3.3.2)	Robinson (3.3.3)	Nathan (3.3.4)	Wilhelm & Chee-cham (3.3.5)	Montgomery-Anderson (3.3.6)
11:00-11:30	Hyslop (3.4.1)	Florey & Olawsky (3.4.2)	Good (NSF) (3.4.3)	Nordmoe (3.4.4)		Mitchell (3.4.5)
11:30-1:00	Posters (Wailana Room) [P2] (11:45-12:45) Lunch (Makana/Ohana Room)				Office Hours 12-1: NSF & DEL	Office Hours 12-1: LD&C Journal
1:00-1:30	Pratchett (3.5.1)	Cameron & Poetsch (3.5.2)	Mason & Benally (3.5.3)	Chauvette (3.5.4)	Maxwell (3.5.5)	
1:40-2:10	McDonough (3.6.1)	Edwards & Hobson (3.6.2)	Tribur (3.6.3)	Cannon (3.6.4)	Heaton (3.6.5)	
2:20-2:50	Garrett (3.7.1)	Childs (3.7.2)	Döhler (3.7.3)	Admiraal (3.7.4)		
3:00-5:30	Master Class: Ethnophysiogeography. Mark (MC9)	Master Class: Folk Taxonomy. McClatchey (MC10)	Master Class: Ethnomusicology. Barwick (MC11)	Master Class: Ethnobotany. Ticktin (MC12)		
5:30-7:30	Evening Reception (Jefferson Lanai)					

SUNDAY, MARCH 3

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK
9:00-9:30	Pratchett & Bieseke (4.1.1)	Shaw, Cranmer Webster, Cranmer, & Mortimer (4.1.2)	Good & Childs (4.1.3)	Bickford, Lewis, & Simons (4.1.4)	Adelaar (4.1.5)
9:40-10:10	Nakayama & Ono (4.2.1)	Shulist (4.2.2)	Valencia Perez & Rodriguez (4.2.3)	Braithwaite & Ferreira (4.2.4)	Huang, Macapili, & Talavan (4.2.5)
10:20-10:50	Brooks (4.3.1)	Isaac (4.3.2)	Peter, Hirata-Edds, Feeling, Mackey, & Kirk (4.3.3)	Earth, Lambrecht, & Woodward (4.3.4)	Ignace & Ignace (4.3.5)
11:00-11:30	Twitchell & Crippen (4.4.1)		Amith (NSF) (4.4.2)	Lutalo-Kiingi & De Clerck (4.4.3)	
11:45-1:15	Plenary: Kālepa Baybayan (S2)				
1:15-1:30	Closing ceremony				

The Web of Words and the Web of Life: Reconnecting Language Documentation with Ethnobiology

Nicholas Evans, Australian National University

THURSDAY, FEB. 28 • 9:30–10:45 p.m. • KEONI AUDITORIUM

There are many reasons to see linguistics and biology as connected sister fields. Both draw their inspiration from the stunning diversity in their respective worlds, developing evolutionary accounts of change and diversification, and the dialogue between historical linguistics and evolutionary biology has been going on since the famous correspondence between Darwin and Schleicher in the 1860s. A substantial part of any language is devoted to the description of biological phenomena, so that we cannot give a complete account of how any language functions without examining how it represents these in its vocabulary, grammar and phraseology. And, in an era when there is increasing appreciation of how much small-scale speech communities know about the natural world that have yet to be ‘discovered’ by mainstream biology, the study of little-documented languages is a natural key to unlocking the full dimensions of Traditional Ecological Knowledge.

Despite the natural affinity between these two fields, the potential for fruitful collaboration has waned in recent decades. Compared to the heyday of interaction from the 1960s to the early 1980s, when studies of ethnobiological terminology flourished under the aegis of Berlin and his colleagues, representative journals like *Ethnobiology*

now contain negligible amounts of linguistic material. A possible explanation for this is that the Berlinian paradigm for the ethnobiology/linguistics connection became so focussed on its own ‘taxonomocentric’ set of questions—about universals of folk taxonomic structure, and about the relations of linguistic categories at various levels to those found in the natural world—that a whole series of other research questions were put aside. In this talk I will resuscitate a number of these, illustrating my argument with examples drawn from fieldwork in northern Australia and southern New Guinea.

These include:

- (a) the use of non-morphological criteria in constructing categories, including similarities of sound (bird calls), behaviour (bird nesting patterns), gait (kangaroos and wallabies) and cosociality (some bird species)
- (b) ecological relations, including habitat, diet, succession
- (c) behaviour, including cache defence, mating, migration and nesting
- (d) utility for humans, including food, medicine, material for manufacture, but also as information signalling (e.g., birds, insects, ‘calendar flowers’), route guides and fire management

The above topics are organised by type of information, but while discussing them I will also investigate the linguistic dimension of how this is encoded, including the use of gait verbs, reduplication, various types of derivational morphology in nouns, and ‘sign metonymies’ signalled by gender alternations. By examining the coevolution of human knowledge about the natural world, and the linguistic means for expressing it, I will show that the two fields of linguistics and ethnobiology are ripe for reengagement across a broad range of questions. As McClatchey (2012: 297) has put it: “The ethnobiologists and other scientists are waiting for the linguists to call.”

nicholas.evans@anu.edu.au



Dr. Evans is Head and Professor at the School of Culture, History and Language at the College of Asia and the Pacific, Australian National University. A preeminent researcher on endangered Australian and Papuan languages, he documents not only their grammars and song traditions, but also the reciprocal effects on each other of language and culture. In 2011 Professor Evans was named a fellow of the British Academy, the UK’s foremost academy recognizing scholarly distinction in the humanities and social sciences. His most recent key publication is *Dying Words: Endangered Languages and What They Have to Tell Us* (Oxford: Blackwell, 2010).

He Lani Ko Luna, A Sky Above “In losing the sight of land, you discover the stars”

Chad Kālepa Baybayan, Pacific Voyaging Society

SUNDAY, MARCH 3 • 11:45 a.m.–1:15 p.m. • KEONI AUDITORIUM

Out of respect for Mr. Baybayan's teachers, there is to be no eating or drinking during this plenary

Captain and navigator of renowned Hawaiian voyaging canoes, Chad Kālepa Baybayan presents on the history of deep-sea voyaging, exploration, and oceanic wayfinding, the indigenous system of orientation and navigation at sea. He also talks about the efforts to use these experiences to revitalize a once dynamic maritime culture by educating through a native world view, beginning with learning using the language of the host culture, as well as steering connections through an experience that explains the symbiotic relationship between land, sea, sky, science, and culture.



Chad Kālepa Baybayan is fluent in the Hawaiian language and is captain and navigator of the Hawaiian deep-sea voyaging canoes Hōkūle'a, Hawai'iloa, and Hōkūalaka'i. He has been an active participant in the Polynesian voyaging renaissance since 1975 and has sailed on all major voyages of the Hōkūle'a and Hawai'iloa throughout the South Pacific and the Pacific Rim. Kālepa was the past Site Director of Honuakai, the Exploration Sciences Division of the 'Aha Pūnana Leo, that teaches the Hawaiian Language to participants that crew aboard the Hōkūalaka'i. He currently serves as the Navigator in Residence at the 'Imiloa Astronomy Center of Hawai'i, managing the center's content, and developing wayfinding activities and curriculum materials. In 2007, Kālepa and four other Hawaiian men were initiated into the order of Pwo—a 2,000-year-old society of traditional deep-sea navigators—by their teacher, Master Navigator Mau Piailug, on the Carolinian island of Satawal.

WHAT IS THE PACIFIC VOYAGING SOCIETY?

The Polynesian Voyaging Society (PVS) was founded in 1973 to carry out an experiment that would help answer some questions: how did the Polynesians settle the far-flung islands of the mid-Pacific – by accident or by design? Did their canoes and their knowledge of navigation enable them to sail purposefully over the vast sea distances between Pacific islands? PVS began with the building of a replica of a Hawaiian voyaging canoe, Hōkūle'a, launched in 1975, to explore the seafaring heritage and the voyaging routes of our ancestors.

OUR MISSION

Founded on a legacy of Pacific Ocean exploration, the Polynesian Voyaging Society seeks to perpetuate the art and science of traditional Polynesian voyaging and the spirit of exploration through experiential educational programs that inspire students and their communities to respect and care for themselves, each other, and their natural and cultural environments.

OUR GUIDING VALUES

Mālama: To care for

Aloha: To love

‘Imi ‘Ike: To seek knowledge

Lokomaika'i: To share with each other

Na'au Pono: To nurture a deep sense of justice

Olakino Maika'i: To live healthy

More information about PVS is available online at hokulea.org

MASTER CLASSES (MC)

HOW TO DOCUMENT ORAL HISTORY

Warren Nishimoto • wnishimo@hawaii.edu
University of Hawai'i at Mānoa

(MC1) THURSDAY, FEB. 28, 3–5:30 p.m. • KEONI AUDITORIUM

(MC5) FRIDAY, MARCH 1, 3–5:30 p.m. • KEONI AUDITORIUM

Oral history involves more than just turning on a tape recorder and asking an interviewee questions. Careful planning, research, listening, and establishing rapport are basic elements to a successful interview. In this class we will examine the method and value of preparing for and conducting life history interviews with people willing to 'talk story' about their experiences, as well as how to preserve, analyze, and disseminate these stories.



Dr. Nishimoto is director of the UH Mānoa Center for Oral History. For 32 years, he has directed oral history projects focusing on Hawai'i's working people, conducted workshops on oral history methodology, and presented lectures and programs on the Center's work.

ETHNOPHYSIOGEOGRAPHY: DOCUMENTING CATEGORIES OF LANDSCAPE FEATURES

David M. Mark • dmark@buffalo.edu
University at Buffalo, State University of New York

(MC2) THURSDAY, FEB. 28, 3–5:30 p.m. • KOI ROOM

(MC9) SATURDAY, MARCH 2, 3–5:30 p.m. • KEONI AUDITORIUM

The landscape is an important domain of human experience and activity. Ethnophysiogeography seeks to document the folk taxonomy and terminology for landscape features and components, as well as other cultural connections to land and landscape, including topophilia and sense of place. By landscape, we mean the larger components of the human environment, composed of very large features and places—features such as mountains, rivers, valleys, and forests. Voegelin and Voegelin (1957) recognized topography as a fundamental domain for language documentation. Ethnophysiogeography also includes landscape-scale water and vegetation features. Documenting linguistic aspects of the landscape domain is especially complicated because the landscape has few bona fide objects; rather, features are extracted from a continuous landscape in ways that themselves may vary across cultures and languages. The use of ontological principles to clarify feature extraction and classification will be discussed.



Dr. Mark is a SUNY Distinguished Professor in the Department of Geography at the University at Buffalo (UB), State University of New York, where he is the director of the Buffalo site of the National Center for Geographic Information and Analysis (NCGIA). Mark completed his PhD in Geography at Simon Fraser University (Burnaby, Canada) in 1977. He is an author of more than 230 publications, and has edited eight books. His research interests include ontology of the geospatial domain, geographic cognition, cultural differences in geographic concepts, geographic information science, and digital elevation models.

(MC) MASTER CLASSES

DOCUMENTING ETHNOBOTANY

Tamara Ticktin • ticktin@hawaii.edu
University of Hawai'i at Mānoa

(MC3) THURSDAY, FEB. 28, 3–5:30 p.m. • ASIA ROOM

(MC12) SATURDAY, MARCH 2, 3–5:30 p.m. • PACIFIC ROOM

How can basic ethnobotanical skills aid linguists in the process of language documentation? Why is this important? In this course we will discuss methods that ethnobotanists use to document plant and animal names and the traditional knowledge associated with them (uses, phenological and ecological information, stories, songs, chants, etc.). Topics include collection of plants in the field, preparation of voucher specimens, metadata, herbaria, recording of traditional ecological knowledge, as well as a discussion of ethical issues that can arise. We will conclude with a discussion of the importance of collaborations between linguists and ethnobotanists, and the opportunities and challenges this can present.



Dr. Ticktin is an ethnoecologist and conservation biologist, and Associate Professor of the Botany Department at UH Mānoa. Her research centers on local and

indigenous forms of natural resource management and their relationships to the conservation of biological and biocultural diversity. She has carried out collaborative research in Hawai'i, Asia, Africa and Latin America and is Senior Associate Editor of the ethnobotany journal, *Economic Botany*.

DOCUMENTING KINSHIP SYSTEMS

Alex Golub • golub@hawaii.edu
University of Hawai'i at Mānoa

(MC4) THURSDAY, FEB. 28, 3–5:30 p.m. • PACIFIC ROOM

(MC6) FRIDAY, MARCH 1, 3–5:30 p.m. • KOI ROOM

Kinship—the relations of nurturance and belonging forged in the course of reproducing human communities—is central to linguistic and cultural conservation. A cultural/linguistic phenomenon to be sustained in its own right, it is also an important context to be aware of when doing linguistic work. This master class will cover basic information necessary to study kinship systems.

First, we will cover 'classic' kinship theory, including classic taxonomies of kinship terminology (especially 'Hawaiian', 'Eskimo' and 'Iroquois' and 'Omaha' systems—the most common systems), how to create well-formed kinship diagrams (the 'circles' and 'triangles' approach) as well as shorthand notation for kinship systems. We will also discuss the standard method for eliciting kinship systems, how best to record genealogical information in the field, and some tips on the practicalities of kinship research. Finally, we will discuss special topics you might encounter in the field—specialized terms for siblings, dealing with taboos on the names of the dead, teknonymy, ethnonyms, specialized terms for residence, avoidance terms, and so forth.

In the second half of the class we will cover current theory in kinship. Advances in anthropological theory have replaced traditional theories of kinship with a more generalized theory of relationality—how human beings create social relationships more broadly. A brief introduction to this work will help familiarize you with forms of relatedness that might not look like 'kinship' in the standard Western sense but which are still an integral part of social relations (joking avoidance partnerships, milk brotherhood, etc.).



Dr. Golub is currently an assistant professor of anthropology at the University of Hawai'i at Mānoa. He holds three degrees in anthropology:

a BA from Reed College (1995), and an MA (1997) and PhD (2006) from the University of Chicago. Although broadly trained, he describes his areas of interest as political, legal, and environmental anthropology. He is an expert on the cultures of Papua New Guinea, and Oceania more broadly. Alex has been at the forefront of anthropologists writing and thinking about the changes digital media have made to anthropology, and the academy more generally. As a graduate student he was on the original creative team of Gapersblock.org, which has since grown to become Chicago's most popular daily website. He is a co-founder of savageminds.org, described by *American Anthropologist* as "the central online site of the North American anthropological community". He also writes occasional opinion pieces for *Inside Higher Ed* and has been quoted in *Rolling Stone*, *Nature*, *The Globe and Mail*, and other sources.

MASTER CLASSES (MC)

DOCUMENTING ETHNOMUSICOLOGY

Linda Barwick • Linda.Barwick@sydney.edu.au
University of Sydney

(MC7) FRIDAY, MARCH 1, 3–5:30 p.m. • ASIA ROOM

(MC11) SATURDAY, MARCH 2, 3–5:30 p.m. • ASIA ROOM

Music in one or another of its myriad and constantly developing forms is found in all known human cultures. This workshop will provide a broad overview of the closely intertwined human capacities for music and language, areas of disciplinary overlap (and disjunction) between (ethno)musicology and linguistics, and a summary of the academic history of (ethno)musicology. We will also discuss methods and tools for musicological documentation, and workflows for creating, documenting, annotating and providing local access to musical recordings created during fieldwork. Prospective participants are invited to contact the presenter beforehand with any particular questions they may wish to discuss with the group, and come prepared to share aspects of their actual or planned research pertaining to music and other performing arts.



Dr. Barwick is Associate Professor in the School of Letters, Art and Media at the University of Sydney, and Director of the Pacific and Regional Archive for Digital Sources in Endangered Cultures (PARADISEC). She has

undertaken ethnomusicological fieldwork in Italy, Australia and the Philippines, and has published widely on Australian Indigenous Music, Italian traditional music, and ethnographic e-humanities. She has a particular interest in working with communities to provide local access to research, and in collaboration with linguist colleagues and song composers has produced richly documented multimedia publications and archival deposits of various Indigenous song traditions. Recent publications include a monograph co-authored with Allan Marett and Lysbeth Ford, *For the Sake of a Song: Wangga Songmen and Their Repertoires* (Sydney: Sydney University Press, in press 2012), and the co-edited volume *Italy in Australia's Musical Landscape*, eds. Linda Barwick & Marcello Sorce Keller (Melbourne: Lyrebird Press, 2012).

FOLK TAXONOMY

Will McClatchey • wmcclatchey@brit.org
Botanical Research Institute of Texas

(MC8) FRIDAY, MARCH 1, 3–5:30 p.m. • PACIFIC ROOM

(MC10) SATURDAY, MARCH 2, 3–5:30 p.m. • KOI ROOM

The Folk Taxonomy workshop will focus on practical collection of biological/environmental terms and determination of effective classification systems. Several field methods will be practiced. Participants are not expected to have any background knowledge in biological or physical sciences in order to develop a reasonable level of confidence and success. Discussions will describe how to develop collaborations with topical experts and how to work effectively with such experts for mutual benefit. Additional topics that will be discussed as time permits are: Intellectual property rights, general/“universal” roles of classification, roles of evidence to support dictionaries, databases for folk taxonomy, likely ethical dilemmas, and classifications for specialized categories.



Dr. McClatchey earned BS degrees in Anthropology and Pharmacy from Oregon State University. He worked as a community and consultant pharmacist while earning an MS in Ethnobotany

from Brigham Young University and a PhD in Botany from the University of Florida. He is Director of Research at the Botanical Research Institute of Texas. His past research has been conducted on ethnobiology in the Southwest Pacific. His current research focuses on hypotheses about: 1) development and distribution of anthropogenic ecosystems, 2) production of traditional alcoholic beverages, and 3) evolution and resilience of artificial ecosystems built to address changing environments. He is active in the Open Science Network developing courses and curriculum in ethnobiology.

(1.1) SESSION ONE • 10:50–11:20 a.m.

(1.1.1) Documenting kinship systems in eastern Indonesia

Gary Holton • gmholton@alaska.edu
University of Alaska Fairbanks

This paper draws on recent field work to present a tentative typology of kinship systems in four endangered languages of the Alor-Pantar archipelago in eastern Indonesia. Some challenges for documentation of kinship systems in endangered languages are discussed, and some recommendations for fieldworkers are suggested.

KEONI AUDITORIUM

(1.1.2) Sharing linguistic tools with native speakers through the Language Documentation Training Center at the University of Hawai'i at Mānoa

Stephanie Locke • salocke@hawaii.edu
University of Hawai'i at Mānoa

Erenst Anip • erenst@hawaii.edu
University of Hawai'i at Mānoa

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

KOI ROOM

(1.1.3) Documenting “middle-sized” languages: Pitfalls and potentials

Michelle Morrison • mmorriso@umd.edu
University of Maryland

Much of the language documentation literature centers on languages with small populations. While important, this can lead to the neglect of little-described languages with larger populations. I argue that documentation of middle-sized languages is also important. I describe the challenges they pose for researchers and give strategies for their documentation.

ASIA ROOM

(1.1.4) The Coeur d'Alene Online Language Resource Center: A grassroots digital resource

Audra Vincent • linkin@u.washington.edu
University of British Columbia/Coeur d'Alene Tribe

Shannon Bischoff • bischofs@ipfw.edu
Indiana-University Purdue University

Ivy Doak, University of N. Texas Denton

Amy Fountain, University of Arizona

John Ivens, University of Arizona

We present the Coeur d'Alene Online Language Resource Center, a comprehensive data resource for the Coeur d'Alene language community and scholars. The COLRC was created and is maintained by the collaborative efforts of community members, linguists, and computer engineers working to make Coeur d'Alene language resources widely available following TAPS.

PACIFIC ROOM

(1.1.5) The development of the Desano orthography: Overcoming challenges

Wilson Silva • wsilva@z.rochester.edu
University of Rochester

The process of developing an orthography for Desano described here employs a methodology that empowers native speakers to participate actively in the decision-making process. This methodology has proven to be successful despite the challenges faced during the orthography development process.

SARIMANOK ROOM

(1.1.6) Learning from Serrano documentation: A century of best and not-so-best practices

Joseph Henderer • jhenderer@sanmanuel-nsn.gov
San Manuel Band of Serrano Mission Indians

Marcus Smith • marcus.anthony.smith@gmail.com
San Manuel Band of Serrano Mission Indians

Ernest Siva, Morongo Band of Mission Indians

This paper assesses work on Serrano over the past century by community members, linguists, other academics, and amateurs. We consider the strengths and weaknesses of these efforts, with an eye towards the practical consequences for language revitalization. We stress the value of working with the community in understanding older resources.

KANIELA ROOM

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

(1.2.1) Kinship and language documentation in Bhutan

Karma Tshering • karma.tshering@anu.edu.au
Australian National University

The first detailed study of Dzongkha (Tibeto-Burman, Bhutan) kinship reveals a fascinating world of social organization. Unlike in Tibetan (Dzongkha's sister language of Tibet), Dzongkha kinship terminology shows a plethora of words used to denote relationships to females, suggesting women have played a larger role in shaping Bhutan's social history.

KEONI AUDITORIUM

(1.2.2) Documenting refugee languages in the diaspora: The Boise Language Project

Michal Temkin Martinez • michaltmartinez@boisestate.edu
Boise State University

This paper describes the Boise Language Project—a multimodal project merging teaching, research, and outreach to the local refugee community. In this talk, I will discuss various issues encountered while recruiting participants, as well as share some success stories from the program.

KOI ROOM

(1.2.3) Domain-driven documentation: The case of landscape • [NSF-sponsored talk]

Niclas Burenhult • Niclas.Burenhult@ling.lu.se
Lund University and Max Planck Institute for Psycholinguistics

I will present compelling linguistic reasons why landscape is a field worthy of in-depth exploration, and why it provides an effective and high-gain approach to language documentation. I will illustrate with examples from several endangered languages and also discuss GIS applications for data collection, analysis, and archiving.

ASIA ROOM

(1.2.4) Software tools for integrated development of the corpus, the lexicon, and community materials

Alexander Nakhimovsky • adnakhimovsky@colgate.edu
Colgate University, USA

Tom Myers • tommyers@dreamscape.com
N-Topus Software

We present an integrated workflow for corpus and lexicon development, based on a software bridge between ELAN and FLEEx, resulting in two-way links between corpus and lexicon. We also present software that uses the same body of data to create materials for local community. Supported by NSF grants 1065619, 0553546.

PACIFIC ROOM

(1.2.5) Documenting the revival of Kulitan, the indigenous Kapampangan script

Michael Raymon Pangilinan • siuala@yahoo.co.uk
Aguman Sulat Kapampangan

Kulitan, the indigenous Kapampangan script, has always been marginalized in favor of the Latin script. It had almost completely disappeared after World War II until it was revived once again in 1989. This paper aims to present a timeline documentation of its vitality from 1989 up to the present.

SARIMANOK ROOM

(1.2.6) Towards the empowerment model: A case study of Blackfoot documentation and revitalization

Mizuki Miyashita • mizuki.miyashita@umontana.edu
Rebecca Yares • beekyyares@gmail.com
Jackelyn Van Buren • jackelyn.vb@gmail.com
Scott Schupbach • scottandwendy@gmail.com
Annabelle Chatsis • annabelle.chatsis@umontana.edu
University of Montana

Megan Lunak • megslunak@yahoo.com
Cuts Wood School, Piegan Institute

Recent documentation trends emphasize the empowerment model highlighting the importance of collaboration. Our project presents an example of a collaborative revitalization project between linguists and the Blackfeet speech community members in Montana. We describe the mutually beneficial creation process of an original short animated story in Blackfoot and its outcomes.

KANIELA ROOM

(1.3) SESSION THREE • 1–1:30 p.m.

(1.3.1) The Catalogue of Endangered Languages in context

Raina Heaton • rainaheaton@gmail.com
The University of Hawai'i at Mānoa

Eve Okura • eveokura@hawaii.edu
The University of Hawai'i at Mānoa

This paper explains how the Catalogue of Endangered Languages was developed, its relationship to the Endangered Languages Project website, what these two offer, a brief report of what has been achieved so far, and goals and procedures for phase 2 of the project.

KEONI AUDITORIUM

(1.3.2) Benefits and lessons from the collaboration between linguists and biologists in a language documentation project (Ixcatec, Mexico)

Michael Swanton • michael.swanton@san-pablo.mx
Universidad Nacional Autónoma de México

Denis Costauuec • denis.costauuec@parisdescartes.fr
Université Paris Descartes

Selene Rangel Landa
UNAM Campus Morelia

For a year and a half, a team of linguists and biologists has collaborated in the documentation of the endangered Ixcatec language. This talk will present how this collaboration has been mutually enriching, how the different metadata sets have been bridged, and the importance of monolingual Spanish speakers in this process.

KOI ROOM

(1.3.3) Why documenting different languages necessitates different data

Bradley McDonnell • bradley.mcdonnell@gmail.com
University of California, Santa Barbara

While Besemah Malay is structurally “underspecified,” it is sociolinguistically complex, making grammatical elicitation not as essential on the one hand and difficult to collect on the other. Drawing on the documentation of Besemah, I illustrate how documentation projects need to calibrate data collection to accommodate the individual differences of languages.

ASIA ROOM

(1.3.4) SayMore: Language documentation productivity

John Hatton • john_hatton@sil.org
SIL International

This paper describes the SayMore software application. SayMore eases the collecting, annotating, and converting of recording session artifacts. The user can monitor progress towards project goals along several axes and prepare materials for digital archiving and sharing with the language community.

PACIFIC ROOM

(1.3.5) Comparing Mixean orthographies: Is there hope for a unified writing system?

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

This paper compares eight existing orthographies for the hundreds of Mixean varieties spoken in Oaxaca, Mexico and discusses the challenges of orthography design in the region. It shows that the implementation of a unified spelling system has largely failed and that established spelling conventions diverge, often highlighting dialectal idiosyncrasies.

SARIMANOK ROOM

(1.4) SESSION FOUR • 1:40–2:10 p.m.

(1.4.1) New knowledge: Findings from the Catalogue of Endangered Languages

Lyle Campbell • lylecamp@hawaii.edu
University of Hawai'i at Mānoa

Nala Huiying Lee • leehn@hawaii.edu
University of Hawai'i at Mānoa

Eve Okura • eveokura@hawaii.edu
University of Hawaii at Mānoa

Sean Simpson • seanss@hawaii.edu
University of Hawaii at Mānoa

Kaori Ueki • kaoruekih@gmail.com

The Catalogue of Endangered Languages, recently launched at endangeredlanguages.com, has already produced valuable new knowledge about the endangered languages of the world, providing hard evidence that supports some—but challenges other—oft-made claims about the state and rate of language decline.

KEONI AUDITORIUM

(1.4.2) Documenting ethnobotanical knowledge among Gújjolaay-Eegimaa speakers

Serge Sagna • s.sagna@surrey.ac.uk
University of Surrey

This paper provides a critical discussion of techniques used to document plant knowledge and noun classification among speakers of Gújjolaay-Eegimaa (Atlantic; Niger-Congo). I examine the assignment of plant-denoting nouns in different noun classes and show that plants are classified based on cognitive categorization principles, rather than taxonomic classification.

KOI ROOM

(1.4.3) Interwoven: Material culture, museums, and lexicography

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

Interdisciplinary research is like a woven product: the threads can become difficult to disentangle. This paper describes a language documentation project in Solomon Islands that has benefitted from the legacy of much earlier anthropological work, and an interdisciplinary project that links the anthropologist's legacy to material culture, museums, and lexicography.

ASIA ROOM

(1.4.4) Novel developments in ELAN

Han Sloetjes • han.sloetjes@mpi.nl
Max Planck Institute for Psycholinguistics

Herman Stehouwer • herman.stehouwer@mpi.nl
Max Planck Institute for Psycholinguistics

Sebastian Drude • Sebastian.Drude@mpi.nl
Max Planck for Psycholinguistics

We give an overview of the major recent enhancements to ELAN, a well-known tool for time-linked annotation of multimedia material, as well as ongoing work: segmentation, transcription and (incipiently) interlinearization (“Lexan”) modes, FLEx interoperability, multiple-file operations, logical tier creation, and recognizer integration. These changes provide a much improved workflow.

PACIFIC ROOM

(1.4.5) The interaction of linguistic and social factors in orthography development: The case of Anii

Deborah Morton • niertari@gmail.com
The Ohio State University

Stefanie Zaske • stefanie_zaske@sil.org
SIL

This talk discusses principles used in the development of the orthography for the West African language Anii to illustrate how linguistic factors (e.g., place assimilation and vowel harmony) interact with social factors (e.g., dialect choice, community interest in literacy, and the language of schooling in the area) in orthography development.

SARIMANOK ROOM

(1.4.6) Establishing oral language progressions for the Māori language

Katarina Edmonds • katarinaedmonds@learningmedia.org.nz
Learning Media Limited

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.

KANIELA ROOM

(1.5) SESSION FIVE • 2:20–2:50 p.m.

(1.5.1) Practical applications of the Endangered Languages Project

Sean Simpson • seanss@hawaii.edu
University of Hawai'i at Mānoa

This paper focuses on the description and assessment of unique tools that the Endangered Languages Project provides to professional linguists and speakers of endangered languages alike. Attention is given to ways in which these tools have already been employed by users and how they may be improved in the future.

KEONI AUDITORIUM

(1.5.2) What's in a name? Keying into traditional linguistic knowledge to help unlock modern scientific mysteries

Tobias Bloyd • bloyd@hawaii.edu
University of Hawai'i at Mānoa

Linguistic methods can extract data from names that (once verified against folklore by cultural experts) can be given to physical scientists, farmers, and agricultural planners. This paper explores Hawaiian place names, but the methods are applicable to any indigenous language as well as a broad range of scientific enquiry.

KOI ROOM

(1.5.3) What does it meme? Lexicography for a new generation of language learners

Patricia Anderson • panders3@tulane.edu
Tulane University

This paper examines the ways in which social media websites can aid revitalization projects in building new kinds of dictionaries that cater to technologically savvy language learners. Internet memes are particularly useful in this effort as they encourage learners to engage with vocabulary in creative ways, expanding words into new domains.

ASIA ROOM

(1.5.4) KinOath Kinship Archiver: A new tool for recording and exploring kinship relations

Peter Withers • peter.withers@mpi.nl
TLA, Max Planck Institute for Psycholinguistics, Nijmegen

KinOath Kinship Archiver is a kinship application that is designed to be flexible and culturally nonspecific. Archived material like video or audio files can be linked to individuals in the kinship data, and searches can be performed based on kinship relations. Kin terms can be defined with kintype strings and displayed on the diagram.

PACIFIC ROOM

(1.5.5) Orthographic reform in Cook Islands Māori: Human considerations and language revitalisation implications

Sally Akevai Te Namu Nicholas • snic002@aucklanduni.ac.nz
University of Auckland

This paper looks at the trials and tribulations of negotiating orthographic reform for Cook Islands Māori, an under-described and endangered East Polynesian language, with respect to both linguistic and social concerns from the point of view of a linguist who is also a member of the language community.

SARIMANOK ROOM

(1.5.6) At the limits of language documentation: The future of language revitalization and the Tuscarora language

Montgomery Hill • monty.c.hill@gmail.com
SUNY Buffalo

This paper discusses strategies the Tuscarora language program is employing to overcome deficiencies in documentation, effective language planning, and furthering understanding of the Tuscarora language. Furthermore, this also provides Tuscarora insight into what it means to have successfully revitalized a language in a highly endangered situation.

KANIELA ROOM

(2.1) SESSION ONE • 9–9:30 a.m.

(2.1.1) Documenting Inuit knowledge: Plants & their uses in Greenland

Lenore Grenoble • grenoble@uchicago.edu
University of Chicago

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

We present the results of collaborative ongoing research into the documentation of the knowledge (linguistic, scientific, and local) about plants and their uses in Greenland and provide an analysis of the Kalaallisut common names for plants, showing that a great majority fall into a relatively small set of morphosemantic categories.

KEONI AUDITORIUM

(2.1.2) Performing ‘deceased’ languages: Solomon Nangamu’s Manangkardi *mirrijpu* (seagull) songs and the living tradition of *kun-borrk* in western Arnhem Land

Reuben Brown • reubenbrown85@gmail.com
The University of Sydney
with video contributions by Solomon Nangamu and Russell Agalara

Kun-borrk is a song and dance tradition of Bininj (Aboriginal people) of western Arnhem Land in Australia, an area of linguistic diversity. This presentation examines Solomon Nangamu’s Manangkardi *mirrijpu* (seagull) songs and how Bininj are singing, dancing, and recording *kun-borrk* to ensure that the next generation keeps their own ancestral languages alive.

KOI ROOM

(2.1.3) Yakkha complex predicates and the grammar/lexicon distinction

Diana Schackow • schackow@eva.mpg.de
Max Planck Institute for Evolutionary Anthropology

By giving an overview of the highly productive and multifunctional system of complex predication in Yakkha (Tibeto-Burman), I will argue that the connections between lexicalized and grammaticalized complex predicates need to be carved out in a grammatical description that aims at understanding the principles behind the whole system.

ASIA ROOM

(2.1.4) How indigenous conceptions shape the work: The case of the Miromaa Aboriginal Language and Technology Centre

Daryn McKenny • daryn@acra.org.au
Miromaa Aboriginal Language and Technology Centre

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

Thiago Chacon • tchacon@linguistics.ucsb.edu
University of California, Santa Barbara

This paper explores how indigenous views of language, culture, and identity profoundly shape the goals, methods, and products of the Miromaa Aboriginal Language and Technology Centre, an independent and indigenous-run organization in Australia. This provides an interesting contrast with LDC work of academic linguists.

PACIFIC ROOM

(2.1.5) Šóo’aantum chamnéshkinum yumáykawichum michá’ pomqálqalay: Protecting our ancestor’s places

Lisa Woodward • lwoodward@pechanga-nsn.gov
Pechanga Tribal Government

Paul Macarro • pmacarro@pechanga-nsn.gov
Pechanga Tribal Government

The presenters will discuss how a tribe utilizes ethnographic and linguistic data to create a Tribal Territory map using GIS technology. In an attempt to preserve culturally significant places, this information is used to comment on proposed development projects within the traditional Tribal Territory.

SARIMANOK ROOM

(2.2) SESSION TWO • 9:40–10:10 a.m.

(2.2.1) The role of narrative in the transmission and contextualization of traditional ecological knowledge in Mortlockese

Emerson Lopez Odango • emerson.odango@gmail.com
University of Hawai'i at Mānoa

This paper investigates the role that narrative discourse plays in the transmission and contextualization of traditional ecological knowledge (TEK) in the medium of Mortlockese, a minority language of the Federated States of Micronesia. Documentary linguists and ethnobiologists alike must attune to narrative when recording, analyzing, and contextualizing TEK.

KEONI AUDITORIUM

(2.2.2) Eastern Australian indigenous language centres – Collective action for community needs

Kevin Lowe • kevinlowe01@mac.com
Eastern States Aboriginal Languages Group

Faith Baisden • faith@binabar.com
Eastern States Aboriginal Languages Group

Paul Paton • ppaton@vaclang.org.au
Victorian Aboriginal Corporation for Languages

A presentation on the work of experienced community language advocates to coordinate efforts between language centres over a large geographical area of Australia. Identifying common issues of concern and providing representation to decision makers on behalf of the community.

KOI ROOM

(2.2.3) Digital dictionary development for Torwali, a less-studied language: Process and challenges

Inam Ullah • torwalpk@yahoo.com
Torwali

Gull Feroz • gullferoz6@gmail.com
Torwali

This paper shares experiences and challenges regarding lexicography of an endangered language, Torwali, from data collection by a native language activist to organization and presentation for producing multiple versions of the dictionary. It presents some recommendations for similar projects of non-written languages.

ASIA ROOM

(2.2.4) Re-centering the Alaska Native Language Center: Challenges and opportunities for language centers in a new linguistic era

Lawrence Kaplan • ldkaplan@alaska.edu
University of Alaska Fairbanks

Gary Holton • gmholton@alaska.edu
University of Alaska Fairbanks

This presentation summarizes the history of the Alaska Native Language Center and current efforts to adapt its mission to the current landscape, as a decline in numbers of speakers increases the urgency of language revitalization.

PACIFIC ROOM

(2.2.5) The Algonquian Online Interactive Linguistic Atlas

Marie-Odile Junker • mojunker@connect.carleton.ca
Carleton University

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

Hélène St-Onge • Helene.St-Onge@tshakapesh.ca
Institut Tshakapesh

Arok Wolvengrey • awolvengrey@fnuniv.ca
First Nation University

Mimie Neacappo • neacappo@gmail.com
Carleton University

The Algonquian Online Interactive Linguistic Atlas is a collaborative participatory action project with partners involved in the documentation and revitalization of over fifteen Algonquian languages of Canada. In this multimedia presentation, we show and discuss the tools, technology, and methods used to implement this wide-reaching documentation effort, focusing on its pedagogical applications.

SARIMANOK ROOM

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

(2.3.1) Documenting folk science – Solega honeybee knowledge as a case study

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

Some aspects of the Solega community's knowledge of the biology of honeybees are described. I show that despite not being beekeepers, the Solega have in-depth knowledge of honeybee behaviour and ecology. Such knowledge forms a core part of a community's cultural heritage and should be targeted in language documentation projects.

KEONI AUDITORIUM

(2.3.2) Collaborative development of materials for indigenous language and literacy instruction in Paraguay

Shaw Gynan • Shaw.Gynan@wwu.edu
Western Washington University

In Nivaklé, Ayoreo, Aché, Enxet, Koasvok, Qom and Ishir communities of Paraguay, the de facto educational model has been Spanish language and literacy instruction, excluding traditional languages. Indigenous teachers have invited linguists to collaborate in development of techniques and materials for indigenous language and literacy instruction, exemplifying sharing worlds of knowledge through a community-based empowerment approach.

KOI ROOM

(2.3.3) The Kalaallisut-English Dictionary Project

Carl Christian Olsen Pujó • cco@nanoq.gl
Oqaasileriffik

Lenore Grenoble • grenoble@uchicago.edu
The University of Chicago

Katti Frederiksen • KFRE@nanoq.gl
Oqaasileriffik

T.J. Heins • tjheins@uchicago.edu
Jerrold Sadock • jsadock@uchicago.edu
Perry Wong • patomwong@gmail.com
University of Chicago

We present a collaborative project to create bilingual Kalaallisut (West Greenlandic)–English dictionaries designed for native speakers/language learners of both languages. Details of the collaborative process and underlying principles are provided, along with sample entries, which illustrate the implementation of these principles.

ASIA ROOM

(2.3.4) “It’s so alive right now”: Community-university collaboration for Lenape language education in Pennsylvania

Miranda Weinberg • mirandaw@gse.upenn.edu
University of Pennsylvania

Haley De Korne • hde@gse.upenn.edu
University of Pennsylvania

Shelley Depaul • depaul@ptd.net
Lenape Nation of Pennsylvania

This paper describes Lenape language revitalization efforts in Pennsylvania, which include a language class at Swarthmore College. We present the history of revitalization efforts and benefits of the community-university collaboration for both community language efforts and university students, a new Lenape speech community.

PACIFIC ROOM

(2.3.5) PASAGLOSSA: Mapping the world’s linguistic diversity

Steve Huffman • smh.glbh@gmail.com
Department of Defense

Christopher Green • greencr@umd.edu
University of Maryland

PASAGLOSSA is an interactive map-based language portal, which links geographic polygons to information about the world’s languages. We will demonstrate its basic features, highlighting its search capabilities and technological infrastructure. With this foundation in place, PASAGLOSSA stands ready to be populated with a diverse array of world language data.

SARIMANOK ROOM

(2.4) SESSION FOUR • 11–11:30 a.m.

(2.4.1) The visual mode of language

Mandana Seyfeddinipur • ms123@soas.ac.uk
SOAS

Language documentation practitioners still often focus on audio recording only. This talk will outline and exemplify the fundamental multimodal nature of language focusing on manual gesture. The implications for documentary linguistics and for video recording techniques and particularly for training in video recording techniques will be exemplified.

KEONI AUDITORIUM

(2.4.2) Engaging in collaborative corpora development for language and music

Suzanne Urbanczyk • urbansu@uvic.ca
University of Victoria

Ryan Nicolson
University of Victoria

Deanna Nicolson
Jenn Harry
Marilyn Harry

This paper discusses pilot projects with three communities on Vancouver Island, BC, in which the goal is to engage with communities in compiling corpora of language and music that are meaningful and relevant to community members, while also being useful research tools for academics.

KOI ROOM

(2.4.3) Child language documentation •

[NSF-sponsored talk]

Birgit Hellwig • B.Hellwig@latrobe.edu.au
Centre for Research on Language Diversity, La Trobe University

The central aim of language documentation is to comprehensively document the speech practices of a community, including the contexts in which children learn to speak. This talk looks at the possibilities of child language documentation, drawing on insights from an on-going project among the Qaqet of Papua New Guinea.

ASIA ROOM

(2.4.4) The documentary linguist as facilitator: The view from Trung (Dulong)

Ross Perlin • ross.perlin@gmail.com
University of Bern

The concept of the linguist as facilitator is under-theorized in documentary linguistics and may provide a useful complement to the practice of empowerment research. Facilitation practices may include a focus on process and group dynamics, impartiality or neutrality, the evoking of participation, trust and consensus-building, and resource aggregation.

PACIFIC ROOM

(2.5) SESSION FIVE • 1–1:30 p.m.

(2.5.1) A linguistic analysis of Dalabon ethnobiology

Sarah Cutfield • sarahacutfield@gmail.com
University of California, Berkeley

In this paper, I present a linguistic analysis of the categorization principles in Dalabon folk taxonomy (Northern Australia). I explore the relationship between biological 'taxa' and linguistic 'senses' and highlight the semantic principles underpinning the polysemy, sign metonymy and (partial) reduplication attested in the Dalabon data.

KEONI AUDITORIUM

(2.5.2) A global profile of language development versus language endangerment

Gary Simons • gary_simons@sil.org
SIL International

Paul Lewis • paul_lewis@sil.org
SIL International

Reporting on an effort to assign Expanded GIDS levels to every known language, the authors present a global profile of levels of language development (e.g., 10% have reached the relative safety of institutionalization) versus language endangerment (e.g., 12% are dying).

KOI ROOM

(2.5.3) Documenting grammar through the lens of endangered languages: Examples from a Papuan language

Carol Priestley • c.priestley@griffith.edu.au
Griffith University

This paper suggests an approach to documenting grammatical categories using terms found within the target language. The aim is to show the perspectives expressed in that language and to encourage revitalization by providing speakers greater access to the recorded grammar. Explications use exponents of semantic primes in a Papuan language.

ASIA ROOM

(2.5.4) What younger speakers have to teach us: A case study of Light Warlpiri speakers

Carmel O'Shannessy • carmelos@umich.edu
University of Michigan

A case study of a complex language endangerment situation in a Warlpiri community in Australia shows how documentation of the speech of several generations contributes to linguistic understandings. It identifies the creativity of younger speakers who developed a new code, Light Warlpiri, which shows dramatic innovation in core syntax.

PACIFIC ROOM

(2.5.5) No linguist, no problem: How one tribe uses technology to preserve and promote Luiseño language among all Luiseño people

Joely Proudfit • jproudfit@csusm.edu
CSU San Marcos / California Indian Culture & Sovereignty Center

The Luiseño Language Preservation Project is a collaboration between the Pauma Band of Luiseño Indians Education Committee, CSUSM California Indian Culture and Sovereignty Center, and Palomar College American Indian Studies Department. The purpose of the project was to develop Luiseño language learning tools, product(s), and education workshops that will benefit all Luiseño people.

SARIMANOK ROOM

(2.5.6) "Kŋalozʔaʔn ujeretʔiʔn ɲeteʔkilaʔn 2012" (Keepers of the native hearth 2012)—community efforts to save the endangered Itelmen language in Kamchatka, Russia

Tatiana Degai • tatiana.s.degai@gmail.com
University of Arizona / member of the community

Chikako Ono • chono@faculty.chiba-u.jp
Chiba University

David Koester • dckoester@alaska.edu
University of Alaska Fairbanks

This presentation describes the research activities and social and linguistic benefits of a gathering of the speakers of the Itelmen language in June 2012, in Kamchatka, Russia. The gathering fostered otherwise rare conversation in Itelmen, community involvement in language learning and preservation, and allowed recording and intensive documentation by linguists.

KANIELA ROOM

(2.6) SESSION SIX • 1:40–2:10 p.m.

(2.6.1 / 2.7.1) Practical materials for the study of language proficiency

William O'Grady • ogrady@hawaii.edu
University of Hawai'i at Mānoa

Ryoko Hattori • rhattori@hawaii.edu
University of Hawai'i at Mānoa

This two-part presentation (2.6.1 & 2.7.1) focuses on the assessment of proficiency in a language's most fundamental grammatical mechanisms—case marking, verb agreement, and word order. The materials that we will demonstrate are appropriate for speakers of all ages, require no special expertise to use, and can be adapted for use with any language.

KEONI AUDITORIUM

(2.6.2) Developing a tool to assess language vitality

Michael Ewing • mce@unimelb.edu.au
University of Melbourne

Margaret Florey • mflorey@rnld.org
Resource Network for Linguistic Diversity

Romola Rassool • a.rassool@student.unimelb.edu.au
University of Melbourne

Assessment of language vitality often relies on self-reporting or other indirect estimates of proficiency. We report on a testing protocol developed to obtain more empirical evidence of proficiency and discuss results from its use in Eastern Indonesia and in Sri Lanka which show how proficiency varies within and between communities.

KOI ROOM

(2.6.3) Discussion of the development of a multi-dialectal dictionary in Southeastern Tibet

Ellen Bartee • ellen_bartee@sil.org
SIL/ETTI

Gyesang Tsering

In this discussion we present the background to the development of a multi-dialectal dictionary for Tibetan language varieties spoken in Southeastern Tibet. Areas of discussion will include issues of diglossia and semantic shift as well as issues of 'user-friendliness.'

ASIA ROOM

(2.6.4) Training communities, training graduate students: The 2012 Oklahoma Breath of Life Workshop

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

Mary Linn • mslinn@ou.edu
University of Oklahoma

The 2012 Oklahoma Breath of Life Workshop demonstrated how to train two diverse audiences, indigenous community members and graduate students, simultaneously. This case study can help other training venues effectively build capacity with limited personnel and funding. Three factors were essential: team selection process, mentoring, final day activities, and reflection.

PACIFIC ROOM

(2.6.5) Talking about community

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

Lauren Gawne • lauren.gawne@gmail.com
University of Melbourne

'Community' is a term long problematized by sociolinguists and anthropologists but is rarely critiqued in language documentation. We explore ideas of community in language documentation through our experience in Nepal and Australia. We hope to create discussion on a more nuanced approach of what constitutes working "with the community."

SARIMANOK ROOM

(2.6.6) Language revitalization in Northern California: Awakening the Wappo language

Aaron Marks • qhapaqinka@gmail.com
University of New Mexico

Desirae Harp
Wappo Tribe, Sonoma County, CA

The Wappo language of Northern California was considered extinct. Now, with the aid of extensive 20th-century documentation, community members are planning to bring the language back into use. New language materials are planned, and a language program will be initiated that focuses on youth participants engaged in culturally relevant service projects.

KANIELA ROOM

(2.7) SESSION SEVEN • 2:20–2:50 p.m.

(2.7.2) Assessing language vitality in the context of large-scale migration

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

In San Lucas Quiavini (Oaxaca, Mexico) 98% of the population speaks the local Zapotec language. However, outmigration has reduced the speaker base by half, especially among children. Yet, this is largely invisible. I describe the methods used in vitality assessment (multi-sited participant observation, surveys, and census data) in this context.

KOI ROOM

(2.7.3) Utaina! Documenting the use of Māori in legal contexts since the 1820s

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

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

Since the 1820s, use of Māori in legal contexts has flourished, declined, and revived. The contexts, use, and the nature of legal terms has changed. Customary terms interact with acquired and new terms. Using a corpus we analyzed these terms when compiling entries for the first dictionary of legal Māori.

ASIA ROOM

(2.7.4) Collaborative documentation and revitalization of Cherokee tone and vowel length

Dylan Herrick • dylan.herrick@ou.edu
University of Oklahoma

Durbin Feeling • durbin-feeling@cherokee.org
Cherokee Nation

Marcellino Berardo • mberardo@ku.edu
University of Kansas

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

Lizette Peter • lpeter@ku.edu
University of Kansas

Our project represents a unique contribution to collaborative language documentation and revitalization efforts. We will present a preliminary acoustic analysis of Cherokee tone and vowel length and share lessons we learned from taking a holistic, collaborative approach to the description, documentation, and teaching of tone and vowel length in Cherokee.

PACIFIC ROOM

(2.7.5) *yu'ush'i'shul'tul'* "Paddling together": Culturally-based language immersion

Kevin Baetscher • kevinbaetscher@bluewin.ch
Simon Fraser University

Canoe racing, which enjoys vast popularity among the Coast Salish peoples of the Pacific Northwest, is an optimal setting for language immersion. This project piggybacks Hul'q'umi'num' language learning on existing cultural practices by providing language tools for the coaches to use as part of training and traveling.

SARIMANOK ROOM

(3.1) SESSION ONE • 9–9:30 a.m.

(3.1.1) Waterways: A film about water, language, and a changing way of life

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

Jessica Cherry • jcherry@arthur.iarc.uaf.edu
University of Alaska Fairbanks

Patrick Harman • kandokoro@yahoo.com

We present an interdisciplinary film project documenting how water has shaped the life of the Tetlin people. We present three story segments using Upper Tanana Athabaskan audio, animated text, and an English translation, enriched with maps and photographs. The result is an educational, museum-quality exhibit intended for the general public.

KEONI AUDITORIUM

(3.1.2) Language revitalization: Issues and outcomes

Julia Sallabank • js72@soas.ac.uk
School of Oriental and African Studies, London

This paper looks at language activities in the Channel Islands and relates them to theoretical issues regarding language revitalization, in an attempt to address what is meant by 'saving a language'. The presentation will show examples of language-related activities and discuss their rationales, definitions, aims, domains, challenges, and outcomes.

KOI ROOM

(3.1.3) Kubeo sacred landscapes: A key to culture and language maintenance

Thiago Chacon • thiago_chacon@hotmail.com
University of California at Santa Barbara

This paper reports on an ongoing project among the Kubeo Indians in the Brazilian Northwest Amazon that demonstrates how the documentation of threatened domains of traditional culture can be used as a method and resource for enhancing language, culture, and formal education in a minority ethnic group.

ASIA ROOM

(3.1.4) Technology in documentation: TEI and the Nxa'amxcín Dictionary

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

Martin Holmes • mholmes@uvic.ca
University of Victoria

Expanding use of technology has increased interest in digital standards for endangered language lexica. Few lexica, however, seem to use the Digital Humanities XML standard, TEI. We outline a Nxa'amxcín (Salish) dictionary project that uses TEI, arguing that TEI is a useful tool. We briefly compare TEI, LMF/DCR, and LIFT/GOLD.

PACIFIC ROOM

(3.1.5) Exchanging words and skills: Language documentation in West Papua

Emily Gasser • emily.gasser@yale.edu
Yale University

This paper discusses the author's experiences conducting fieldwork in West Papua under the auspices of a locally-run language center. The community determined that their best interests were served by encouraging open access to outside researchers while requesting training in linguistic best practices, providing another possible model for the community/linguist relationship.

SARIMANOK ROOM

(3.1.6) The National Curriculum Framework for Australian Indigenous languages

Doug Marmion • doug.marmion@aiatsis.gov.au
AIATSIS

Jaky Troy • jaky.troy@aiatsis.gov.au
AIATSIS

Suzanne Bradshaw • suzanne.bradshaw@acara.edu.au
Australian Curriculum Assessment and Reporting Authority

This presentation reports on the process of development of a national curriculum framework to support the teaching of Indigenous Australian languages in schools. It describes the key design features of the framework and implementation strategies that enable it to address a wide variety of language situations and learners.

KANIELA ROOM

(3.2) SESSION TWO • 9:40–10:10 a.m.

(3.2.1) Documentation of culture and language: A mutually enriching collaboration

John Van Way • jvanway@hawaii.edu
University of Hawai'i at Mānoa

Bkra shis Bzang po • nyagrongbkrashis@hotmail.com

Gerald Roche • gerald.roche@ymail.com
Qinghai Normal University

Elena McKinlay • elenamckinlay@gmail.com
Qinghai Normal University

This presentation is about collaboration between cultural documentation and language documentation. We will define what is meant by cultural documentation and describe the mutually beneficial relationship that can occur in collaboration with language documentation. Details about the authors' own projects and practical advice for other contexts will also be discussed.

KEONI AUDITORIUM

(3.2.2) What is missing in language revitalization?

Lucy Bell • lucy.bell@uvic.ca
UVIC/Haida Gwaii, BC

Candace Weir • kaanii.candace@gmail.com
UVIC/Haida Gwaii, BC

In the race to revitalize indigenous languages, there is a great need to call upon traditional beliefs including prayer, ritual, and medicines that our ancestors once relied on to be great speakers, singers, and leaders.

KOI ROOM

(3.2.3) Documenting practices for reference to place in Kula

Nicholas Williams • nicholas.j.williams@colorado.edu
University of Colorado, Boulder

This paper presents initial findings of research on place reference in conversational interaction conducted as part of a project documenting Kula, an endangered language of Alor, eastern Indonesia. The project aims to produce a high-quality video documentation of everyday language use and social interaction in the Kula community.

ASIA ROOM

(3.2.4) Reusing manuscript vocabularies, an example from Western Australia

Nick Thieberger • thien@unimelb.edu.au
University of Melbourne

This paper discusses a method for dealing with large manuscript vocabulary sets in order to make them accessible and useable today. It describes the use of the Text Encoding Initiative's XML format with vocabularies of Australian languages from the early 1900s.

PACIFIC ROOM

(3.2.5) I'm not learning a second language, I'm learning my language: Being Kwakwaka'wakw and learning Kwak'wala

Trish Rosborough • trish.rosborough@gov.bc.ca
BC Ministry of Education / Kwakiutl

Through a *K'angextola* framework, an Indigenous methodology based on the metaphor of creating a button blanket, the ceremonial regalia of the Kwakwaka'wakw, the author explores what it means to be Kwakwaka'wakw learning and speaking Kwak'wala. Indigenous language revitalization efforts must take into account the impacts of colonization.

SARIMANOK ROOM

(3.2.6) Assessing indigenous language programs in an American "hot spot": Researching the lived experience of Native American school stakeholders

Taylor Tribble • taylortribble@ou.edu
University of Oklahoma

This article discusses language attitudes while focusing on the lived experience of indigenous school stakeholders within the context of the Cherokee Immersion School in Tahlequah, Oklahoma. It examines the history of language ideology, policy, and language programs and discusses the perceived impact of immersion programs on language revitalization within Oklahoma.

KANIELA ROOM

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

(3.3.1) Traditional knowledge, language, and the men's house: The case of an Oceanic language in Papua New Guinea

Hiroko Sato • hirokosa@hawaii.edu
University of Hawai'i at Mānoa

Luke Mara

We discuss community awareness and engagement in relation to a documentation project going beyond linguistics in an endangered Oceanic language of Papua New Guinea. Particularly, we ask how community-based language documentation can respond to a community's needs in order to raise awareness of language issues.

KEONI AUDITORIUM

(3.3.2) Reclaiming an indigenous epistemology: Indigenous language reclamation – The learners' perspective

Laurie Sherry-Kirk • ls96aa@brocku.ca
Brock University

There is little, if any, studies that give voice to the learners' experiential vantage point as they set out on their own language recovery journey. Through the use of an Indigenous knowledge system (the teachings of the medicine wheel), this research provides insight into how the utilization of Indigenous theory can be put into the practice of language revitalization.

KOI ROOM

(3.3.3) Seeking new paradigms for collaboration: Results from a study of field linguists

Laura Robinson • lrobinson1@gmail.com
University of California, Santa Barbara

Collaboration is becoming the widely accepted best practice, but most work theorizing collaborative research has come from scholars working in Australia and the Americas. This paper presents the results of a study of over 200 fieldworkers to show that collaborative research practices are not evenly distributed.

ASIA ROOM

(3.3.4) Progressive archiving: Theoretical and practical implications for documentary linguistics

David Nathan • djn@soas.ac.uk
SOAS, University of London

There has been little theorisation so far about the interrelationship between archiving and documentary linguistics. Plans at the ELAR archive to support "progressive depositing" of documentary materials have implications for the theory and practice of documentary linguistics itself and offer opportunities to review assumptions and extend participation.

PACIFIC ROOM

(3.3.5) Sharing worlds of knowledge: Research protocols for communities

Andrea Wilhelm • wilhelm@uvic.ca
University of Victoria & University of Alberta

Connie Cheecham
Northern Lights School District

We present the process and results of developing a research protocol for an Indigenous community in Saskatchewan, Canada. The protocol was developed collaboratively by community representatives and a researcher. Topics dealt with are research context and goals, informed consent, representation of research, intellectual property, access, and process.

SARIMANOK ROOM

(3.3.6) Macro-scale features of school-based language revitalization programs

Brad Montgomery-Anderson • montgomb@nsuok.edu
Northeastern State University

This paper contributes to language revitalization theory by describing macro-scale features characteristic of a school-based approach. These factors are: an emphasis on domain creation, school as the initial focus of effort, second-language users, and an emphasis on intragenerational use of the language.

KANIELA ROOM

(3.4) SESSION FOUR • 11–11:30 a.m.

(3.4.1) Worlds of knowledge in Central Bhutan: Documentation of 'Olekha

Gwendolyn Hyslop • gwendolyn.hyslop@anu.edu.au
Australian National University

'Olekha is a highly endangered Tibeto-Burman isolate of central Bhutan. This paper examines three semantic domains of the language: agriculture, kinship, and ethnobotany. A comparison of the data with that found in other Bhutanese languages suggests that different 'worlds of knowledge' may illustrate different periods in the language speakers' social history.

KEONI AUDITORIUM

(3.4.2) Developing a regional Master-Apprentice training network in Australia

Margaret Florey • mflorey@rnld.org
Resource Network for Linguistic Diversity

Knut Olawsky • KJ.Olawsky@westnet.com.au
Mirima Dawang Woorlab-gerring Language and Culture Centre

This paper considers an innovative strategy to develop a national Master-Apprentice network in Australia. In 2012, 36 Indigenous Australians from 31 language communities participated in two Master-Apprentice train-the-trainer workshops. We discuss highlights of the training program and challenges in adapting the MALLP method to the Australian context and present some emerging outcomes.

KOI ROOM

(3.4.3) From documenting languages to documenting language dynamics: Experiences from Lower Fungom, Cameroon • [NSF-sponsored talk]

Jeff Good • jcgood@buffalo.edu
University at Buffalo

The Lower Fungom region of Cameroon is exceptionally diverse linguistically, containing seven small languages and raising the question: What factors have allowed it to maintain this diversity? This talk describes interdisciplinary research seeking to answer this question and provides practical advice to linguists interested in engaging in similar work.

ASIA ROOM

(3.4.4) Endangered resources: A program for collection and preservation

Jeremy Nordmoe • jeremy_nordmoe@sil.org
SIL International

Many archives dedicated to documenting and conserving languages preserve resources produced by contemporary researchers. However, materials produced during past work in linguistics and related fields also require preservation. This paper will explore a program for rescuing these endangered resources.

PACIFIC ROOM

(3.4.5) Dena'ina language learning through audio-video lessons: A potential model for other endangered languages

D. Roy Mitchell IV • droymitchell@gmail.com
University of Alaska Fairbanks

Adult learners of Dena'ina Athabascan want learning resources accessible anytime, anywhere. Fluent elders, learners, and language workers created audio-video recordings, now on the internet. I share how we created our recordings, what we learned, and our hope that other indigenous language communities consider this mode of delivering language learning opportunities.

KANIELA ROOM

(3.5) SESSION FIVE • 1–1:30 p.m.

(3.5.1) The house the ꞤKx'ao-Ꞥ'ae built: An approach to documenting language & sharing knowledge

Lee J. Pratchett • ljpratchett@googlemail.com
Humboldt Universität zu Berlin

By building a grass hut, five women share their traditions with their children, knowledge with a distant community, language with a linguist, and culture with the world. This paper puts sharing cultural knowledge at the heart of language documentation and conservation, developing methodology beneficial to both researchers and communities.

KEONI AUDITORIUM

(3.5.2) What works well for teaching a reawakening language? A Gamilaraay teacher's perspective

Tracey Cameron • tracey.cameron@bigpond.com
Gamilaraay community

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

This paper presents findings of a 10-week, classroom-based, action research project conducted by a Gamilaraay language teacher in New South Wales, Australia. It compares orally-based with literacy-focused teaching methods. It lends insights into effective teaching strategies for languages being revitalised from historical sources.

KOI ROOM

(3.5.3) Our Voices on the Air: Results on a conference exploring the nexus of community radio and language revitalization

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

Suzanne Benally • sbenally@cs.org
Cultural Survival

The Smithsonian and Cultural Survival co-hosted Our Voices on the Air: Reaching New Audiences through Indigenous Radio, a conference convening Indigenous radio producers, linguists, and language and media advocates from eight countries to explore the nexus of community radio and language revitalization efforts.

ASIA ROOM

(3.5.4) Using distributed version control systems to improve project management and collaboration

Benjamin Chauvette • bdc3@rice.edu
Rice University

This presentation examines how the tools software developers use to collaboratively edit and manage source code—even when geographically or technologically separated from each other—can be used in language documentation projects to facilitate better project management and more collaborative workflows.

PACIFIC ROOM

(3.5.5) Lapuhch: Tunica language awakening, a new methodology?

Judith Maxwell • maxwell@tulane.edu
Tulane University

For the past three years, linguists at Tulane have been working with members of the Tunica-Biloxi tribe of Louisiana to awaken their sleeping language. Here I present methods used to stimulate language use for learners of various ages with special attention to interactive classroom techniques with no living native-speaker guide.

SARIMANOK ROOM

(3.6) SESSION SIX • 1:40–2:10 p.m.

(3.6.1) The areal properties of tone in the Mackenzie Basin Dene (Athabaskan) languages

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

As part of a study of the areal properties of the phonetic structures of the Mackenzie Basin Dene (Athabaskan) languages and dialects, this talk examines the realization of tone in several of these language communities which constitute an important group for which, until recently, little phonetic documentation has been available.

KEONI AUDITORIUM

(3.6.2) “Head, shoulders, knees and toes” is not an Aboriginal song

Jo-Anne Edwards • jedw21@bigpond.com
University of Sydney

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

This paper examines the potential cultural and linguistic risks associated with using Western (English) music and songs in Indigenous Australian revitalisation classrooms and reports on teacher-practitioner research conducted to assess the potential and value of using culturally marked Aboriginal song styles instead.

KOI ROOM

(3.6.3) The impact of dialectal variation on documentation and conservation work

Zoe Tribur • ztribur@uoregon.edu
University of Oregon

The work of language documentation and conservation is often complicated by the presence of dialects. How to identify dialectal variation and represent it in descriptions and education programs is an important question for the language worker. I examine the issue through the lens of my field research on Amdo Tibetan.

ASIA ROOM

(3.6.4) Under the snowshoe trail: Documenting Alaska’s indigenous astronomy

Chris Cannon • cmcannon2@alaska.edu
University of Alaska, Fairbanks

I describe an approach to documenting traditional astronomical knowledge, which draws on the existing linguistic archival record in combination with interviews with modern speakers to reconstruct concepts of indigenous astronomy for each of Alaska’s twenty Native languages. This has implications more broadly for documentation of other fields of traditional knowledge.

PACIFIC ROOM

(3.6.5) The Tunica Language Revitalization Project: Methods, challenges, and data conflict in language recreation

Raina Heaton • heatonr@hawaii.edu
University of Hawai’i at Mānoa

This paper discusses the practical and ethical issues that arise from attempting to revive a language with insufficient and conflicting documentary data. Focus is given to verb formation processes and what semantic and pragmatic information can be gleaned from older materials, applied to filling the holes in the Tunica system.

SARIMANOK ROOM

(3.7) SESSION SEVEN • 2:20–2:50 p.m.

(3.7.1) Pedagogy and practice: Grammatical analysis in a revitalization project

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

I describe activities and challenges associated with providing grammatical support for Yurok language teaching; Yurok is an indigenous language of northwest California. I focus on areas where grammatical research has been redirected to areas of pedagogical need and areas where grammatical exposition may contradict the practice of younger speakers today.

KEONI AUDITORIUM

(3.7.2) Language revitalization and literacy on the West African littoral

Tucker Childs • childst@pdx.edu
Portland State University

This paper reports on a revitalization project in Sierra Leone involving a highly endangered language spoken by a non-literate society in a remote area. The challenges are formidable but surmountable with the aid of computers, a connection to the internet, and local leadership, particularly of the traditional kind.

KOI ROOM

(3.7.3) “Don’t talk to him! His family speaks a bit mixed.” Multilingualism from the perspective of the documenter

Christian Döhler • christian.doehler@anu.edu.au
The Australian National University

The paper will describe the practical problems of starting a documentation project in a multilingual community, where several varieties of a dialect chain have been mixed up, due to the post-colonial history of the area. The presenter will offer a historical explanation and offer some ad-hoc solutions to solve the problem.

ASIA ROOM

(3.7.4) From theory to praxis: Lessons learned from the elaboration of Baure teaching materials

Femmy Admiraal • femmyadmiraal@gmail.com
University of Amsterdam

This paper discusses how field linguists can contribute to the preservation of the languages they are documenting, based on the lessons learned from the elaboration of Baure teaching materials. It highlights successes and shortcomings of the project and provides recommendations for producing similar materials that help preserve an endangered language.

PACIFIC ROOM

(4.1) SESSION ONE • 9–9:30 a.m.

(4.1.1) From Elands to ELAN: The Ju|'hoan chase linguists out of the Kalahari

Lee J. Pratchett • ljpratchett@googlemail.com
Humboldt Universität zu Berlin

Megan Bieseke
Kalahari People's Fund

The Ju|'hoan, a former hunter-gatherer people of the Kalahari, are taking language documentation into their own hands. Emphasising the necessity of accommodating culture-specific knowledge systems into language revitalisation projects, this paper will illustrate how the Ju|'hoan Transcription Group may serve as a model for community-based self-documentation.

KEONI AUDITORIUM

(4.1.2) Sharing Kwakwaka'wakw worlds of knowledge through *kota*

Patricia A. Shaw • patricia.a.shaw@ubc.ca
University of British Columbia

Gloria Cranmer Webster

Laura Cranmer
University of British Columbia and Vancouver Island University

Carrie Mortimer
Kwagu'ł, Kwakwaka'wakw

Our research focusses on the language, music, form, and cultural significance of traditional string figures, *kota*, documented among the Kwakwaka'wakw people in 1930-31 but long since forgotten, and the impact of the re-introduction of this oral tradition and performance art on documentation and revitalization of the critically endangered Kwak'wala language.

KOI ROOM

(4.1.3) Beyond the ancestral code: Towards a model for sociolinguistic language documentation

Jeff Good • jcgood@buffalo.edu
University at Buffalo

Tucker Childs • childst@pdx.edu
Portland State University

This paper reports the results of a workshop on sociolinguistic language documentation in Sub-Saharan Africa. Recommendations arising from it include: the value of natural conversation in documenting a language's sociolinguistic setting, the importance of more careful consideration of language ideologies, and the need for more flexible training opportunities.

ASIA ROOM

(4.1.4) Rating the vitality of sign languages

J. Albert Bickford • albert_bickford@sil.org
SIL International

Paul Lewis • paul_lewis@sil.org
SIL International

Gary Simons • gary_simons@sil.org
SIL International

A revision of the Expanded Graded Intergenerational Disruption Scale (based on Fishman's earlier work) is proposed that accommodates signed as well as spoken languages. This requires, among other things, a substantive re-evaluation of the role of literacy in language vitality and raises key questions about vitality of sign languages generally.

PACIFIC ROOM

(4.1.5) Linguistic issues in reviving Siraya

Alexander Adelaar • karlaa@unimelb.edu.au
The University of Melbourne

Some linguistic features of Siraya (a dormant language from Taiwan) were either becoming obsolete, or only surfaced in one of the language's two dialects, at the time these dialects were documented. Should these features become part of today's curriculum? And how to combine Siraya lexicon from two different dialect sources?

SARIMANOK ROOM

(4.2) SESSION TWO • 9:40–10:10 a.m.

(4.2.1) Language documentation when the community is not “in the mood”: Issues in community-centered documentation efforts in Ikema Ryukyuan

Toshihide Nakayama • nakayama@aa.tufs.ac.jp
Tokyo University of Foreign Studies

Tsuyoshi Ono • tonou@ualberta.ca
University of Alberta

We would like to point out, by citing the case of Ikema Ryukyuan (Okinawa, Japan), that a community-centered approach, currently gaining momentum, cannot always be applied easily in language documentation and conservation efforts. We will discuss potential causes for this situation and explore ways to deal with this issue.

KEONI AUDITORIUM

(4.2.2) Revitalizing what? – Towards a holistic model of Indigenous language and cultural revitalization in an urban context

Sarah Shulist • sshulist@uwo.ca
University of Western Ontario

This paper will consider the need to rethink strategies and theories of language revitalization in urban and diasporic settings. Drawing on involvement with language revitalization in the Northwest Brazilian Amazon, I argue that the ideological and social challenges facing urban Indigenous populations necessitate a loosening of the boundaries defining “revitalization.”

KOI ROOM

(4.2.3) Pisamira(tuo) and Yurutí(yui): Split half. A sociocultural view from linguistic research

Elizabeth Valencia Perez • elicita Perez@gmail.com
Universidad del Valle, Colombia

Iveth Rodríguez, ivethp.rodriguez@gmail.com
Universidad del Valle

The documentation/description of endangered languages poses questions related to implications on sociocultural practices that can be tracked down through language use. In this talk, I present the findings our research group has encountered during the documentation and description of Pisamira and Yurutí languages.

ASIA ROOM

(4.2.4) The diversity of endangered languages: Documenting three endangered languages in Trinidad and Tobago

Ben Braithwaite • benjamin.braithwaite@sta.uwi.edu
University of the West Indies

Jo-Anne Ferreira • jo-anne.ferreira@sta.uwi.edu
University of the West Indies

This paper describes three endangered languages of Trinidad and Tobago, and discusses the ways in which differences and similarities between the situations of these languages affect approaches to documentation and revitalization. It considers the ways in which less discussed endangered languages such as creoles and signed languages require different methodologies.

PACIFIC ROOM

(4.2.5) Heritage linguistics and language activism: A conversation with the Siraya

Chun (Jimmy) Huang • chuang@ugam.uog.edu
University of Guam

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

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

A linguist, a community leader, and a musician, all of whom are members of a Siraya community from Taiwan, share their experiences in revitalizing their heritage language while at the same time fighting for official recognition of their people. Heritage reclamation and activism are truly inseparable for the modern Siraya movement.

SARIMANOK ROOM

(4.3) SESSION THREE • 10:20–10:50 a.m.

(4.3.1) When repatriation is not “giving back”: Evidence from a meeting with the Hua of Papua New Guinea

Joseph Brooks • josephdbrooks@umail.ucsb.edu
University of California, Santa Barbara

Recent discussion has advanced the argument that what constitutes ethical fieldwork might be more culturally relative than what was previously believed. Evidence from a meeting in a Hua village about the repatriation of legacy materials demonstrates the complexities inherent in a Melanesian moral interpretation of what “giving back” really means.

KEONI AUDITORIUM

(4.3.2) Transforming language revitalization through museum collections

Gwyneira Isaac • isaacg@si.edu
Smithsonian Institution

In this paper I consider encounters between curators, community members, and collections at the Smithsonian Institution that have resulted in the reconsideration of divisions between cultural, linguistic, artistic, and anthropological knowledges. I argue for methods that enhance comprehension of how cultural and historical objects facilitate a deeper sense of time and continuity within the language and knowledge transmission process.

KOI ROOM

(4.3.3) Characteristics of Cherokee immersion students’ learner language: Linguistic and sociolinguistic perspectives

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

Durbin Feeling • Durbin-Feeling@cherokee.org
Ryan Mackey • Ryan-Mackey@cherokee.org
Cherokee Nation

Wyman Kirk • kirkwo@nsuok.edu
Northeastern State University

This presentation reports on a seven-year study of children learning Cherokee-as-a-second-language through immersion. Language assessment data, classroom observations, and conversations with immersion teachers and parents have revealed both patterned and idiosyncratic features of children’s developing language proficiency, which we discuss within the sociolinguistic context of Cherokee language shift and revitalization.

ASIA ROOM

(4.3.4) History and documentation of old Hawai’i sign language and deaf lives in the past

Barbara Earth • Barbara.earth@gmail.com
Gallaudet University

Linda Lambrecht • aslteal@gmail.com
Kapi’olani Community College

James Woodward • woodyvn@yahoo.com
The Chinese University of Hong Kong

This is a sociolinguistic study of a dying sign language that was used by Deaf people in Hawai’i until American Sign Language (ASL) suppressed it. We use life story interviews with old Deaf people to record natural usage of what remains of the old language.

PACIFIC ROOM

(4.3.5) Yiri7 re skwestúl’ecwems-kucw: Secwepemc sense of place as language documentation and cultural revitalization

Marianne Ignace • ignace@sfu.ca
Simon Fraser University

Ronald Ignace • rignace@sfu.ca
Simon Fraser University

We discuss Secwepemc sense of place as it comprises naming, landscape, and wayfinding. We engage not only linguistic methods, but approaches from indigenous epistemology and ethnography, and reflect on the use of digital technologies and an integrated theory of language documentation and revitalization through the study of sense of place.

SARIMANOK ROOM

(4.4) SESSION FOUR • 11–11:30 a.m.

(4.4.1) Developing consistency by consensus: Avoiding fiat in language revitalization

Lance Twitchell • latwitchell@uas.alaska.edu
University of Alaska Southeast

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

Linguist James Crippen and Assistant Professor of Alaska Native Languages Lance Twitchell discuss the collaborative efforts currently occurring within Tlingit language revitalization, and how a small informal committee comes to a consensus and changes the way the language is documented, taught, and understood.

KEONI AUDITORIUM

(4.4.2) Language documentation and natural history: A synergistic and interdisciplinary approach to ethnobiology

Jonathan Amith • jamith@gettysburg.edu
Gettysburg College

The nomenclature, classification, and use of biotaxa should be a significant component of language documentation. It involves complex lexical semantics and classificatory schemes, creates a thematic stimulus for corpus development, and can facilitate community collaboration to preserve endangered language and traditional ecological knowledge. This presentation proposes a synergistic partnership among biologists, linguists, indigenous communities, and ethnographers to explore these issues.

ASIA ROOM

(4.4.3) Interdisciplinary perspectives on sign language and deaf/sign community documentation and vitalization in Uganda and Cameroon

Sam Lutalo-Kiingi • uslman@hotmail.co.uk, slutalo-kiingi@uclan.ac.uk
Kyambogo University

Goedele De Clerck • Goedele.DeClerck@UGent.be
Ghent University

Although deaf/sign communities in sub-Saharan Africa may benefit from transnational exposure, it has also been a source of language endangerment. The question of knowledge transfer and interdisciplinary anthropological/linguistic research is explored in south-south cooperation which aims to document and vitalize a rural sign language in the Extreme North of Cameroon.

PACIFIC ROOM

(P1) POSTER SESSION 1

THURSDAY • 12–1 p.m. • WAILANA

(P1.1) FLI: A strategy for revitalizing endangered languages and cultures

Fakhruddin Akhonzada • fakhruddin@fli-online.org
Forum for Language Initiatives

The Forum for Language Initiatives was established to build capacity of people representing one of more than 25 language communities in northern Pakistan to develop and direct their own language-based development programmes. FLI trainees have formed community-based organizations, established multilingual education programmes, and published numerous books in their mother tongues.

(P1.2) Dying knowledge: Documenting language and culture in Bure (Nigeria)

Gian Claudio Batic • gcbatic@unior.it
University of Naples “L’Orientale”

Bubbure is an Afro-Asiatic language belonging to the West branch of the Chadic family in the village of Bure (Northern Nigeria). This poster aims at focusing on the role and challenges of documentation in recollecting the cultural dimension of a moribund language and is based on field data collected within the frame of an ongoing description and documentation project on Bubbure (2011–present).

(P1.3) Resurrecting the dead (languages): Documenting, archiving, and teaching at the Linguistics Research Center of the University of Texas

Hans Boas • boashc@gmail.com
The University of Texas at Austin

Todd Krause • bobtoddd@math.utexas.edu
The University of Texas at Austin

This poster presents a unified ecosystem for the documentation and teaching of dead languages at the Linguistics Research Center at UT Austin. It discusses how the lexicon, lesson plans, and texts from a variety of Indo-European languages are connected and used for research and teaching.

(P1.4) An evaluation of the influences of Tok Pisin and its effects on the Mufian language of the Maprik district in the East Sepik Province of Papua New Guinea

Bernadette Hurokoli Boiefin • bhurokoli@yahoo.com
University of Goroka, Papua New Guinea

My poster presentation is on the study I am currently doing on the Mufian language, a language within the Arapesh language group in the East Sepik Province of PNG, and the changes that it is going through now as a result of word borrowing from Tok Pisin.

(P1.5) Peetyawan Weeyn: A language planning framework for reviving languages

Christina Eira • ceira@vaclang.org.au
Victorian Aboriginal Corporation for Languages

Paul Paton • ppaton@vaclang.org.au
Victorian Aboriginal Corporation for Languages

Peetyawan Weeyn is a holistic, community-oriented planning guide for Aboriginal language reclamation work, based on many years’ experience of and research into revival languages at the Victorian Aboriginal Corporation for Languages. This poster will explore the model, its use in our context, and discussion of implications for communities and linguists.

(P1.6) E ola ana ka ‘Ōlelo Hawai‘i ma o ka hula, mele, a oli: Living the Hawaiian language through Hawaiian dance, songs, and chants

Candace Galla • candace.galla@ubc.ca
University of British Columbia

Hula, *mele*, and *oli* are a tribute to what has been carried forward from generations past that withstood the factions of colonization, reminding us of the many facets of language and culture that are deeply embedded and often overlooked and under-utilized as a form of education.

(P1.7) “What teenager is going to want to study Gaelic?” An ethnographic perspective of one teacher’s successes in Scottish Gaelic revitalization among high school students

Jennifer Holdway • jholdway@hawaii.edu
University of Hawai‘i at Mānoa

This poster describes how one teacher single-handedly created and sustained Scottish Gaelic classes in a public high school in Canada. It presents the context in which the classes were first proposed through to curriculum development and chosen methodologies and how it is encouraging youth in language revitalization through public education.

(P1.8) The role of linguistics in community-based language documentation: Bottleneck or bootstrap?

Jordan Lachler • lachler@ualberta.ca
University of Alberta

Sally Rice • srice@ualberta.ca
University of Alberta

The Canadian Indigenous Languages and Literacy Development Institute is developing a Community Linguist Handbook. The Handbook and its accompanying website allow students to build a portfolio of their language through a graded series of exercises, beginning with individual sounds and moving through words and phrases, then on to full texts.

(P1.9) A critically endangered language: A case study of Kanakanavu

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

I shall describe a highly endangered Formosan language, Kanakanavu, and discuss some issues relating to language endangerment and revitalization. There are only a few publications on Kanakanavu to date. Yet we are now left with only four competent older Kanakanavu speakers. Is Kanakanavu still viable, and how can it be revitalized? I shall discuss such issues in this poster.

(P1.10) How HALA and the BLP can be used for an earlier detection of language attrition in the Chuvash community

Kate Lindsey • klindsey@stanford.edu
Stanford University

This poster describes an analysis of two novel tools that measure relative language strengths of bilingual speakers to detect language attrition. The Hawai'i Assessment of Language Access (UH Mānoa) and the Bilingual Language Profile (UT Austin) were administered concurrently to Chuvash/Russian bilinguals as part of a nine-month assessment of the ethnolinguistic vitality of Chuvash.

(P1.11) Student perspectives on Mi'gmaq language learning through multi-modal teaching: A community-linguistics partnership

Elise McClay • elise.mcclay@gmail.com
Carol Little • carolrlittle@gmail.com
McGill University

Mary-Beth Wysote • mali-beth@hotmail.com
Sarah Vicaire • hdbqf@stu.ca
Travis Wysote • z4r4a@unb.ca
Madelaine Metallic • mmmetallic@mta.ca
Janine Metallic
Jessica Coon

This presentation shares the experiences of heritage Mi'gmaq learners in a partnership with linguists, as they all participated in and contributed to a multi-modal language class. It describes the successful aspects of the teaching method and atmosphere, the linguistic contributions made, and advises on implementation of such a method.

(P1.12) A usage-based definition of language documentation

Bradley McDonnell • bradley.mcdonnell@gmail.com
University of California, Santa Barbara

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

While definitions of language documentation are hotly debated, it remains unclear how the linguistics community uses the term. Based on an analysis of the 'Language Documentation' subject tag on The LINGUIST List, this poster reveals that a usage-based definition is settling on a more nuanced understanding of the term.

(P1.13) Evaluating community-based language development activities with the Sustainable Use Model: A Tsakhur case study

Kathleen D. Sackett • kathleen_sackett@sil.org
SIL International

Linda A. Humnick • linda_humnick@sil.org
SIL International

Using a case study of the Tsakhur in Azerbaijan, this poster demonstrates the effectiveness of the Sustainable Use Model in evaluating language development activity. By correlating societal conditions with specific levels of language vitality, the model projects which activities and products are most likely to contribute to language revitalization.

(P1.14) Toward development of a language diversity curricular thread in K–12 education

Laura Tomokiyo • tomokiyo@pitt.edu
University of Pittsburgh

Ashley Hellmann • alh96@pitt.edu
University of Pittsburgh

Lack of awareness of the value of language diversity among the general public impacts language conservation efforts through policy, media, and technological advancement. We present an approach to building public awareness through incorporation of lessons valuing language diversity in existing K–12 foreign language education, reaching tomorrow's leaders.

(P1.15) Assessing levels of endangerment in the Catalogue of Endangered Languages

John Van Way • jvanway@hawaii.edu
University of Hawai'i at Mānoa

Nala Huiying Lee • leehn@hawaii.edu
University of Hawai'i at Mānoa

The scale of endangerment devised for the Catalogue of Endangered Languages is based on four factors—intergenerational transmission, speaker numbers, speaker number trends over time, domains of use—and is used alongside a measure of degree of certainty. This presentation explains the rationale followed in creating this scale.

POSTERS (P2)

SATURDAY

(P2) POSTER SESSION 2

SATURDAY • 11:45 a.m.–12:45 p.m. • WAILANA

(P2.1) Learning to design pedagogical grammars: The documentation experience of Wapichana teachers in Brazil

Luiz Amaral • amaral@spanport.umass.edu
University of Massachusetts Amherst

Elder Lanes • elder@ufrr.br
Universidade Federal de Roraima

This project combines the interests of Wapichana teachers in designing pedagogical materials for language classes with the urgent need to document an endangered native Brazilian language. In structured workshops, the teachers are learning how to describe the properties of Wapichana, while producing chapters for a pedagogical grammar.

(P2.2) Documenting Thong Boi language: An LDTC participant experience (a.k.a. How a non- linguist became LDTC Co-director)

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

As a heritage speaker of Thong Boi (Bangka, Indonesia), the presenter knew that he could learn a lot with LDTC when he first started attending workshops in fall 2006. Little did the author know that he would become very much involved in not only documenting Thong Boi but also in promoting and sharing LDTC and the issue of language endangerment, while developing and rediscovering his cultural identity and knowledge as a Chinese Indonesian.

(P2.3) Data made accessible: The multifaceted nature of linguistic research data

Hajnalka Berényi-Kiss • hajnalka.berenyi-kiss@univie.ac.at
University of Vienna

The documentation of linguistic research data is a complex and multifaceted activity. This poster aims at describing the various forms of archiving written and spoken material of a statistical and qualitative nature gathered within the framework of a multidisciplinary European project.

(P2.4) Kaipuleohone: The University of Hawai'i Digital Ethnographic Archive

Andrea Berez • andrea.berez@hawaii.edu
University of Hawai'i at Mānoa

This poster presents the history, collection, and mission of the Kaipuleohone digital archive at the University of Hawai'i.

(P2.5) Ka tō, ka whāngai, ka puawai: Retention + engagement = revitalisation

Te Hurinui Clarke • tehurinui.clarke@canterbury.ac.nz
University of Canterbury

The objective of this research was to discover factors that encouraged senior student retention in te reo Māori (Māori language) programmes in English medium schools in Waitaha (Canterbury) New Zealand.

(P2.6) Grammatical analysis and language pedagogy: Challenges and opportunities in Navajo linguistics

Theodore Fernald • tfernald1@swarthmore.edu
Swarthmore College & Navajo Language Academy /
Diné Bizaad Naalkaah

This talk is about interactions between cultures in linguistics research and its applications for language pedagogy. We report on intercultural challenges that arise with the analysis of the language and with attempts to make linguistics helpful to language teachers through projects of the Navajo Language Academy / Diné Bizaad Naalkaah.

(P2.7) The Alaska Native Language Archive

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

Stacey Baldridge
Alaska Native Language Archive

This poster describes recent efforts to make Alaska Native Language Archive resources more widely available to user communities in Alaska.

(P2.8) Tribal community experiences in language documentation for the digital age

Nicole Lim • nikkimyers@aol.com
The California Indian Museum and Cultural Center (Pomo
Tribal Community)

This poster will examine a tribal community non-profit effort to increase local tribes' knowledge of the status of their tribal languages and the development of digital resources that are being used to spur language growth.

(P2.9) Challenges of implementing a tool to extract metadata from linguists: The use case of RAMP

Hugh Paterson III • hugh.paterson@sil.org
SIL International

Jeremy Nordmoe • jeremy_nordmoe@sil.org
SIL International

We report on some of the communicative challenges faced by archives as they implement tools targeted at linguists and enable linguists to remotely submit digital objects to an archive.

(P2.10) Ninde jelline - "Our tongue": Supporting the revival of languages in Victoria

Paul Paton • ppaton@vaclang.org.au
Victorian Aboriginal Corporation for Languages

Christina Eira • ceira@vaclang.org.au
Victorian Aboriginal Corporation for Languages

The Victorian Aboriginal Corporation for Languages is an Aboriginal Language Centre based in Melbourne, Australia. The centre was established in 1994. Communities throughout Victoria, supported by VACL, are reviving their languages through language camps, workshops, school programs and educational material for children, music, and dictionaries.

(P2.11) Recovering Voices and the National Anthropological Archives: Connecting collections, communities, and research

Ruth Rouvier • rouvierr@si.edu
Smithsonian Institution

Gina Rappaport • rappaportg@si.edu
Smithsonian Institution

The National Anthropological Archives' (NAA) significant indigenous language holdings figure largely in the Recovering Voices Program (RV), a multidisciplinary initiative to address language endangerment. We present the resources of the NAA and RV and highlight past collaborative activities and opportunities for future collaboration and research by communities, linguists, and others.

(P2.12) Story-builder: A language tool for documentation and teaching

Katie Sardinha • katie.sardinha@berkeley.edu
University of California, Berkeley

This presentation will introduce Story-builder, a set of picture cards designed to facilitate creative storytelling in any language. We will look at ways of adapting the cards to be relevant for both language documenters and teachers, who alike must find ways of motivating speakers to produce natural, connected speech.

(P2.13) Beyond speech balloons: Realizing the full potential of comics for endangered language publications

Hannah Sarvasy • hannah.sarvasy@my.jcu.edu.au
Cairns Institute, James Cook University

Today's comics artists have moved beyond the panels and speech balloons of yesteryear, integrating text and image in exciting ways. The comics renaissance offers linguists new models for written materials that can both appeal to a wide cross-section of community members and inspire creative self-expression in the vernacular.

(P2.14) STÁ,SEN TFE SENĆOŦEN: Building language capacity for language sustainability

Tye Swallow • tye@saec.ca
WSÁNEĆ School Board

Renee Sampson • rsampson@uvic.ca
WSÁNEĆ School Board

Pena Elliott
WSÁNEĆ School Board

David Underwood
WSÁNEĆ School Board

This poster presentation will showcase language revitalization capacity development through language apprenticeship education and employment. Utilizing display, iPad demonstration, and interaction, we will highlight our three primary areas of community driven work: language nest initiation, immersion curriculum and materials development, and how we manage and mobilize our growing electronic archive.

(P2.15) Documentation of Mushungulu linguistic and musical folklore: A collaboration of faculty and undergraduate students in linguistics and music

Michal Temkin Martinez • michaltemkin@boisestate.edu
Boise State University

Nicole Molumby
Boise State University

This poster describes an interdisciplinary collaboration incorporating language documentation as well as the preservation of musical folklore for Mushungulu (Bantu, G30). The project involves faculty and undergraduate students from linguistics and music programs working with members of the Somali-Bantu refugee community in a resettlement city in the western United States.

POSTERS (P2)

SATURDAY

(P2.16) A decade of the Pacific and Regional Archive for Digital Sources in Endangered Cultures (PARADISEC)

Nick Thieberger • thien@unimelb.edu.au
University of Melbourne

Linda Barwick • Linda.Barwick@sydney.edu.au
University of Sydney

PARADISEC is a digital archive for language and music records that has been operating for a decade. We have recently rebuilt our catalog and access to the records. We will illustrate the way our collection works and the associated activity of training users to create good records.

(P2.17) Reviving Northern Paiute legacy materials using ELAN

Tim Thornes • timthornes@boisestate.edu
Boise State University

Catherine Fletcher • cfletcher3@uca.edu
University of Central Arkansas

This poster reports on using ELAN to revive legacy materials by linking disparate materials in an archive. The audio and available annotations involve a body of traditional and historical narratives in the Northern Paiute (PAO) language of Oregon and Nevada.

(P2.18) The Language Archive

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

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

Sebastian Drude • Sebastian.Drude@mpi.nl
Max Planck Institute for Psycholinguistics

The Language Archive (TLA) at the Max Planck Institute for Psycholinguistics is one of the largest archives of language resources. TLA is also very active in the area of software development for linguistic use (e.g., ELAN, LEXUS, and Arbil) as well as for archiving and research infrastructures in international projects.

(P2.19) Harvesting endangered languages' documentation from the archive: The Rio Tinto/ Mitchell Library Project

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

The first phase of the Mitchell Library project aims to locate and identify any resources relevant to Australian Languages. This presentation will report on progress to date and ponder the challenges encountered when attempting to meet the needs of the scholarly community but also the Aboriginal communities involved.

(EP) ELECTRONIC POSTERS

FRIDAY • 11:45 a.m.–12:45 p.m. • KOI ROOM

(EP1) Bonfire to firewire: Ifallig orature digitized

Pia Arboleda • pca62@hawaii.edu
University of Hawai'i at Mānoa

Barlig is a remote village in Mountain Province, Philippines. The written word did not reach the Ifallig people until the early 20th century. This poster discusses the significance of Ifallig orature, the methods used in its retrieval, and the process of reviving these tales through different media from storybooks to DVDs.

(EP2) Towards a more general model of interlinear text

Alexander Arkhipov • sarkipo@yandex.ru
Moscow State University

With a reference to Bow, Hughes, & Bird (2003), who proposed a data model for the interlinear glossed text, this poster presents an outlook to a more general (and more complex) model, accounting for such issues as transcript/source normalization, alternative analyses, multi-language and multi-speaker settings, multiple timelines, collaboration, and more.

(EP3) Sourcing the crowd in language documentation

Bruce Birch • bruce.birch@anu.edu.au
Australian National University

The community-based language team on Croker Island in Northwestern Arnhem Land, Australia, is developing easy-to-operate smartphone apps which allow large numbers of people with little or no prior experience to spontaneously record, annotate, and upload language data and metadata in the form of audio, video, images, and text.

(EP4) The TAPS Checklist as a tool for grassroots development of digital language resources

Shannon Bischoff • bischofs@ipfw.edu
Indiana University-Purdue University

Ivy Doak
University of N. Texas Denton

Amy Fountain
University of Arizona

John Ivens
University of Arizona

Audra Vincent
University of British Columbia/Coeur d'Alene Tribe

This presentation highlights advantages of using the TAPS Checklist as a guide for the development of community-based digital language projects. We argue using the best practices outlined in Chang (2010) can ensure longevity and accessibility of important digital language resources including those not necessarily appropriate for archives (e.g., online dictionaries).

(EP5) Putting Micha on the map: The geolinguistic dimension to documenting an endangered language

Katie Butler • kbutler3@hawaii.edu
University of Hawai'i at Mānoa

Li Jing • cunlijing@foxmail.com
Minzu University of China

Despite easy online access to interactive maps of endangered languages, individual languages are no more than a single dot on a world map. The authors outline their approach to creating a map for Micha—an endangerend, undocumented Tibeto-Burman language of Yunnan, China—focusing on the importance and potential of more detailed mapping in documentation.

(EP6) Design platform for a transmedia documentary/web language revitalization and participation experience

Anita Chang • awschang@gmail.com
University of California Santa Cruz

Amy P. Lee • aplee@mail.ndhu.edu.tw
National Dong Hwa University

How might documentary cinematic gestures coupled with Internet connectivity contribute to language revitalization and documentation? This poster presents the theoretical, ethical, and practical underpinnings of the proposed website design for the documentary *Tongues of Heaven* and digital assets including creative audio-visual expression and storytelling, dialogic opportunities and language learning tools.

(EP7) Language Development Toolkit: Joining natural language processing and web crowdsourcing for effective lexicon compilation

Dmitri Dmitriev • dimadmitriev@yahoo.com
Institute of Linguistic Studies, Russian Academy of Sciences

Language Development Toolkit (LDT) is an open source set of software tools and methodologies for building a collaborative network, making the process of lexicon and grammar construction much simpler and accessible to non-tech people. Results of linguistic descriptions are well suited for digital applications, including crosscultural search systems, machine translation, etc.

(EP8) FLEx-TeX and TeXgrid: New tools for field-based dictionary and text creation

Gregory Finley • finley@berkeley.edu
University of California, Berkeley

Stephanie Farmer • sfarmer@berkeley.edu
University of California, Berkeley

FLEx-TeX and TeXgrid are two original programs that perform quick and highly configurable conversion of Praat textgrids and FLEx/Toolbox databases into LaTeX documents. We demonstrate how to tailor these programs to any language, with the goal of facilitating the production of documents for publication and distribution to language communities.

(EP9) Towards automated annotation of linguistic recordings

Przemyslaw Lenkiewicz • przemek.lenkiewicz@mpi.nl
Max Planck Institute for Psycholinguistics

Anna Lenkiewicz • anna.lenkiewicz@mpi.nl
Max Planck Institute for Psycholinguistics

Eric Auer

The work presented in this poster aims at significantly speeding up the process of creating annotations of audio-visual data for research in the humanities. To reach this goal we have developed state-of-the-art audio and video pattern recognition technology for automatic feature extraction (Lenkiewicz et al. 2012).

(EP10) A Media Query Language and its application for automatic annotation in ELAN

Anna Lenkiewicz • anna.lenkiewicz@mpi.nl
Max Planck Institute for Psycholinguistics

Aarthy Somasundaram • aarthy.somasundaram@mpi.nl
Max Planck Institute for Psycholinguistics

Przemek Lenkiewicz • przemek.lenkiewicz@mpi.nl
Max Planck Institute for Psycholinguistics

The Media Query Language for automatic annotation of multimedia, integrated with ELAN, is presented. The MQL introduces patterns, actions, queries, and libraries. With use of MQL it is possible to retrieve specific features of human multimodal communication, save them as patterns, and query on recordings, saving the time of annotation.

(EP11) Lexus 3 – Uniform presentation methodology for lexica

André Moreira • andre.moreira@mpi.nl
Max Planck Institute for Psycholinguistics

Menzo Windhouwer • menzo.windhouwer@mpi.nl
Max Planck Institute for Psycholinguistics

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

Shakila Shayan • shakila.shayan@mpi.nl
Max Planck Institute for Psycholinguistics

Lexus 3 unifies the methodology used for lexica presentation by introducing a single layout design environment where users are able to describe how their lexica are presented. It employs the same layout logic and design elements to create different kinds of output formats, such as PDF or HTML pages.

(EP12) Resourcing African languages: Region-specific enhancements to PASAGLOSSA

Michelle Morrison • mmorriso@umd.edu
University of Maryland

Christopher Green • greencr@umd.edu
University of Maryland

Due to its complex linguistic landscape, Africa was chosen as a pilot area for the development of enhancements to PASAGLOSSA, a map-based language portal. Enhancements include the world's largest sound inventory database for African languages, standardized word/phrase lists, a search-by-sound interface, and access to other language-specific resources, including bibliographic databases.

(EP13) Extending ELAN into quantitative sociolinguistics

Naomi Nagy • naomi.nagy@utoronto.ca
University of Toronto

Miriam Meyerhoff • m.meyerhoff@auckland.ac.nz
University of Auckland

ELAN is a valuable tool for documentation and is used for transcription and mark-up of linguistic structure, translations, and glosses. We justify and illustrate an extension to its utility: finding and coding tokens of linguistic variables (examples from Faetar and N'kep, two endangered languages) for quantitative analysis of synchronic variation.

(EP14) A video and text documentation of Igbo traditional children's games

Linda Chinelo Nkamigbo • linkamigbo@yahoo.com
Nnamdi Azikiwe University

Genres of a given language may be fast disappearing without the language owners being aware of the disappearance. This is the case of Igbo traditional children's games. This project therefore seeks to create a video and text documentation of oral performances by Igbo children using the BOLD method of documentation.

(EP15) DJing language: “Elastic” audio for clip-based language documentation

Timothy Pasch • timothy.pasch@email.und.edu
University of North Dakota

Through the repurposing of software originally designed for electronic musicians and DJs, this poster investigates the potential of clip-based elastic audio software for language documentation and conservation using the example of the newly digitized Mitchif archives of John C. Crawford.

(EP16) Online with a heart: Accessibility and humanity in web-based endangered language course development

Conor Quinn • conor.mcdonoughquinn@maine.edu
Listuguj Educational Directorate / McGill University /
University of Southern Maine

In translating a successful classroom course for Listuguj Miꞵmaq (Eastern Algonquian, Canada/USA) into an online form, we identify and implement three key priorities: (a) maintaining emotional and intellectual responsiveness and learner empowerment, (b) maintaining accessibility for a diverse audience, and (c) maintaining long-term accessibility and flexibility of the content itself.

(EP17) Using digital storytelling to document and share the history and culture of Chuuk, Federated States of Micronesia

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

This presentation will share the importance of integrating digital storytelling in language documentation projects. It will discuss how digital storytelling could be utilized to document a language and the history and culture that surround it. Four digital stories will be shared followed by a discussion of findings and learning lessons.

(EP18) Serialising Chimane: An experiment in online mapping and dissemination of documentary materials

Sandy Ritchie • tr7@soas.ac.uk
SOAS, University of London
Presented on Ritchie’s behalf by Colleen Patton
University of Hawai‘i at Mānoa

Documentary data can remain hidden for years before publication. An open platform like languagelandscape.org will help documenters to disseminate materials during, rather than after, their project. The Serialising Chimane project will demonstrate the value of this cumulative approach and expose the pros and cons of visualising a documentation using GIS tools.

(EP19) An interdisciplinary documentation of Chinantec whistled speech for HD television and online archiving

Mark Sicoli • mas498@georgetown.edu
Georgetown University

This talk reports on an interdisciplinary project designed to both raise awareness of language endangerment through public television and to permanently archive a corpus of material on Chinantec whistled speech. The presentation will include examples from the television documentary and the online archive and describe how Chinantec whistled speech works.

(EP20) Making the lexicon speak for itself: Lessons from two methods of Saaroa speech documentation

Jozsef Szakos • ctszaki@polyu.edu.hk
The Hong Kong Polytechnic University

Results of a documentation project, even on the same language, can look very different. This poster takes the Saaroa language documentation process as an example to investigate the different paths a language description/recording goes through, depending on the goal and methods of the research project. We try to raise awareness towards factors determining the outcome, such as the nature of documentation (lexicon, text/speech, or grammar) and the interferences of language proficiencies of investigators. We also offer a model to converge these influencing factors into an optimal lexical (speech) documentation.

(EP21) New developments in Arbil

Peter Withers • peter.withers@mpi.nl
Max Planck Institute for Psycholinguistics, Nijmegen

Twan Goosen • Twan.Goosen@mpi.nl
Max Planck Institute for Psycholinguistics, Nijmegen

Sebastian Drude • Sebastian.Drude@mpi.nl
TLA, Max Planck Institute for Psycholinguistics, Nijmegen

Arbil is a metadata editor/organiser developed at TLA/MPI-PL. It has recently been extended with many new features increasing its flexibility. Some Arbil concepts and components are being or can be used in related web applications and in other applications. New search features will soon be available as plugins.

(EP22) The Washo Digital Archive: A case study on sharing fieldwork via mobile apps

Alan Yu • alyu@uchicago.edu
University of Chicago

Peter Snyder • snyderp@gmail.com
University of Illinois, Chicago

This poster discusses the development of a digital documentation project, highlighting the importance of using open source software in creating tools, particularly mobile apps, that allow community members to access the digital database while the database is under development for linguistic research purposes.

PRESENTER INDEX

ADE-CHA

NAME	E-MAIL	AFFILIATION	REF
Adelaar, Alexander	karlaa@unimelb.edu.au	The University of Melbourne	(4.1.5)
Admiraal, Femmy	femmyadmiraal@gmail.com	University of Amsterdam	(3.7.4)
Akhunzada, Fakhruddin	fakhruddin@fli-online.org	Forum for Language Initiatives	(P1.1)
Amaral, Luiz	amaral@spanport.umass.edu	University of Massachusetts Amherst	(P2.1)
Amith, Jonathan	jamith@gettysburg.edu	Gettysburg College	(4.4.2)
Anderson, Patricia	panders3@tulane.edu	Tulane University	(1.5.3)
Anip, Erenst	erenst@gmail.com	University of Hawai'i at Mānoa	(1.1.2, P2.2)
Arboleda, Pia	pca62@hawaii.edu	University of Hawai'i at Mānoa	(EP1)
Arkipov, Alexander	sarkipo@yandex.ru	Moscow State University	(EP2)
Auer, Eric			(EP9)
Baetscher, Kevin	kevinbaetscher@bluewin.ch	Simon Fraser University	(2.7.5)
Baisden, Faith	faith@binabar.com	Eastern States Aboriginal Languages Group	(2.2.2)
Baldrige, Stacey		Alaska Native Language Archive	(P2.7)
Bartee, Ellen	ellen_bartee@sil.org	SIL/ETTI	(2.6.3)
Barwick, Linda	Linda.Barwick@sydney.edu.au	University of Sydney	(P2.16)
Batic, Gian Claudio	gcbatic@unior.it	University of Naples "L'Orientale"	(P1.2)
Bell, Lucy	lucy.bell@uvic.ca	UVIC/Haida Gwaii, BC	(3.2.2)
Benally, Suzanne	sbenally@cs.org	Cultural Survival	(3.5.3)
Berardo, Marcellino	mberardo@ku.edu	University of Kansas	(2.7.4)
Berényi-Kiss, Hajnalka	hajnalka.berenyi-kiss@univie.ac.at	University of Vienna	(P2.3)
Berez, Andrea	andrea.berez@hawaii.edu	University of Hawai'i at Mānoa	(P2.4)
Bickford, J. Albert	albert_bickford@sil.org	SIL International	(4.1.4)
Birch, Bruce	bruce.birch@anu.edu.au	Australian National University	(EP3)
Bischoff, Shannon	bischofs@ipfw.edu	Indiana University-Purdue University	(1.1.4, EP4)
Bloyd, Tobias	bloyd@hawaii.edu	University of Hawai'i at Mānoa	(1.5.2)
Boas, Hans	boashc@gmail.com	The University of Texas at Austin	(P1.3)
Boiefin, Bernadette Hurokoli	bhurokoli@yahoo.com	University of Goroka, Papua New Guinea	(P1.4)
Boyce, Mary	mboyce@hawaii.edu	University of Hawai'i at Mānoa	(2.7.3)
Bradshaw, Suzanne	suzanne.bradshaw@acara.edu.au	ACARA	(3.1.6)
Braithwaite, Ben	benjamin.braithwaite@sta.uwi.edu	University of the West Indies	(4.2.4)
Brooks, Joseph	josephdbrooks@umail.ucsb.edu	University of California, Santa Barbara	(4.3.1)
Brown, Reuben	reubenbrown85@gmail.com	The University of Sydney	(2.1.2)
Burenhult, Niclas	Niclas.Burenhult@ling.lu.se	Lund University and Max Planck Institute for Psycholinguistics	(1.2.3)
Butler, Katie L.	kbutler3@hawaii.edu	University of Hawai'i at Mānoa	(EP5)
Bzang po, Bkra shis	nyagrongbkrashis@hotmail.com		(3.2.1)
Cameron, Tracey	tracey.cameron@bigpond.com	Gamilaraay community	(3.5.2)
Campbell, Lyle	lylecamp@hawaii.edu	University of Hawai'i at Mānoa	(1.4.1)
Cannon, Chris	cmcannon2@alaska.edu	University of Alaska, Fairbanks	(3.6.4)
Chacon, Thiago	tchacon@linguistics.ucsb.edu	University of California, Santa Barbara	(2.1.4, 3.1.3)
Chang, Anita	awschang@gmail.com	University of California, Santa Cruz	(EP6)
Chatsis, Annabelle	annabelle.chatsis@umontana.edu	University of Montana	(1.2.6)
Chauvette, Benjamin	bdc3@rice.edu	Rice University	(3.5.4)

PRESENTER INDEX

CHE-GAM

NAME	E-MAIL	AFFILIATION	REF
Cheecham, Connie		Northern Lights School District	(3.3.5)
Cherry, Jessica	jcherry@arthur.iarc.uaf.edu	University of Alaska Fairbanks	(3.1.1)
Childs, Tucker	childst@pdx.edu	Portland State University	(3.7.2, 4.1.3)
Clarke, Te Hurinui	tehurinui.clarke@canterbury.ac.nz	University of Canterbury	(P2.5)
Coon, Jessica			(P1.11)
Costaouec, Denis	denis.costaouec@parisdescartes.fr	Université Paris Descartes	(1.3.2)
Cranmer, Laura		University of British Columbia and Vancouver Island University	(4.1.2)
Cranmer Webster, Gloria			(4.1.2)
Crippen, James	jcrippen@gmail.com	University of British Columbia	(4.4.1)
Cutfield, Sarah	sarahacutfield@gmail.com	University of California, Berkeley	(2.5.1)
Czaykowska-Higgins, Ewa	ecz@uvic.ca	University of Victoria	(3.1.4)
De Clerck, Goedele	Goedele.DeClerck@UGent.be	Ghent University	(4.4.3)
De Korne, Haley	hde@gse.upenn.edu	University of Pennsylvania	(2.3.4)
Degai, Tatiana	tatiana.s.degai@gmail.com	University of Arizona/member of the community	(2.5.6)
Depaul, Shelley	depaul@ptd.net	Lenape Nation of Pennsylvania	(2.3.4)
Dmitriev, Dmitri	dimadmitriev@yahoo.com	Institute of Linguistic Studies, Russian Academy of Sciences	(EP7)
Doak, Ivy		University of N. Texas Denton	(1.1.4, EP4)
Döhler, Christian	christian.doehler@anu.edu.au	The Australian National University	(3.7.3)
Drude, Sebastian	Sebastian.Drude@mpi.nl	TLA, Max Planck Institute for Psycholinguistics, Nijmegen	(1.4.4, P2.18, EP21)
Earth, Barbara	Barbara.earth@gmail.com	Gallaudet University	(4.3.4)
Edmonds, Katarina	katarinaedmonds@learningmedia.org.nz	Learning Media Limited	(1.4.6)
Edwards, Jo-Anne	jedw21@bigpond.com	University of Sydney	(3.6.2)
Eira, Christina	ceira@vaclang.org.au	Victorian Aboriginal Corporation for Languages	(P1.5, P2.10)
Elliott, Pena		WSÁNEĆ School Board	(P2.14)
Ewing, Michael	mce@unimelb.edu.au	University of Melbourne	(2.6.2)
Farmer, Stephanie	sfarmer@berkeley.edu	University of California, Berkeley	(EP8)
Feeling, Durbin	durbin-feeling@cherokee.org	Cherokee Nation	(2.7.4, 4.3.3)
Fernald, Theodore	tfernal1@swarthmore.edu	Swarthmore College & Navajo Language Academy / Diné Bizaad Naalkaah	(P2.6)
Feroz, Gull	gullferoz6@gmail.com		(2.2.3)
Ferreira, Jo-Anne	jo-anne.ferreira@sta.uwi.edu	University of the West Indies	(4.2.4)
Finley, Gregory	finley@berkeley.edu	University of California, Berkeley	(EP8)
Fitzgerald, Colleen	cmfitz@uta.edu	University of Texas at Arlington	(2.6.4)
Fletcher, Catherine	cletcher3@uca.edu	University of Central Arkansas	(P2.17)
Florey, Margaret	mflorey@rnld.org	Resource Network for Linguistic Diversity	(2.6.2, 3.4.2)
Fountain, Amy		University of Arizona	(1.1.4, EP4)
Frederiksen, Katti	KFRE@nanoq.gl	Oqaasileriffik	(2.3.3)
Galla, Candace	candace.galla@ubc.ca	University of British Columbia	(P1.6)
Gamble Morse Stephanie	stephaniemorse@umail.ucsb.edu	University of California, Santa Barbara	(P1.12)

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GAR-KEL

NAME	E-MAIL	AFFILIATION	REF
Garrett, Andrew	garrett@berkeley.edu	University of California, Berkeley	(3.7.1)
Gasser, Emily	emily.gasser@yale.edu	Yale University	(3.1.5)
Gawne, Lauren	lauren.gawne@gmail.com	University of Melbourne	(2.6.5)
Genetti, Carol	cgenetti@linguistics.ucsb.edu	University of California, Santa Barbara	(2.1.4)
Good, Jeff	jcgood@buffalo.edu	University at Buffalo	(3.4.3, 4.1.3)
Goosen, Twan	Twan.Goosen@mpi.nl	Max Planck Institute for Psycholinguistics, Nijmegen	(EP21)
Green, Christopher	greencr@umd.edu	University of Maryland	(2.3.5, EP12)
Grenoble, Lenore	grenoble@uchicago.edu	University of Chicago	(2.1.1, 2.3.3)
Gynan, Shaw	Shaw.Gynan@wwu.edu	Western Washington University	(2.3.2)
Harman, Patrick	kandokoro@yahoo.com		(3.1.1)
Harp, Desirae		Wappo Tribe, Sonoma County, CA	(2.6.6)
Harry, Jenn			(2.4.2)
Harry, Marilyn			(2.4.2)
Hatton, John	john_hatton@sil.org	SIL International	(1.3.4)
Hattori, Ryoko	rhattori@hawaii.edu	University of Hawai'i at Mānoa	(2.6.1)
Heaton, Raina	heatonr@hawaii.edu	University of Hawai'i at Mānoa	(1.3.1, 3.6.5)
Heins, T.J.	tjheins@uchicago.edu	University of Chicago	(2.3.3)
Hellmann, Ashley	alh96@pitt.edu	University of Pittsburgh	(p1.14)
Hellwig, Birgit	B.Hellwig@latrobe.edu.au	Centre for Research on Language Diversity, La Trobe University	(2.4.3)
Henderer, Joseph	jhenderer@sanmanuel-nsn.gov	San Manuel Band of Serrano Mission Indians	(1.1.6)
Herrick, Dylan	dylan.herrick@ou.edu	University of Oklahoma	(2.7.4)
Hill, Deborah	deborah.hill@canberra.edu.au	University of Canberra	(1.4.3)
Hill, Montgomery	monty.c.hill@gmail.com	SUNY Buffalo	(1.5.6)
Hirata-Edds, Tracy	tracy@ku.edu	University of Kansas	(2.7.4, 4.3.3)
Hobson, John	john.hobson@sydney.edu.au	University of Sydney	(3.6.2)
Holdway, Jennifer	jholdway@hawaii.edu	University of Hawai'i at Mānoa	(P1.7)
Holmes, Martin	mholmes@uvic.ca	University of Victoria	(3.1.4)
Holton, Gary	gmholton@alaska.edu	University of Alaska Fairbanks, Alaska Native Language Archive	(1.1.1, 2.2.4, P2.7)
Huang, Chun (Jimmy)	chuang@uguam.uog.edu	University of Guam	(4.2.5)
Huffman, Steve	smh.glbh@gmail.com	Department of Defense	(2.3.5)
Humnick, Linda A.	linda_humnick@sil.org	SIL International	(P1.13)
Hyslop, Gwendolyn	gwendolyn.hyslop@anu.edu.au	Australian National University	(3.4.1)
Ignace, Marianne	ignace@sfu.ca	Simon Fraser University	(4.3.5)
Ignace, Ronald	rignace@sfu.ca	Simon Fraser University	(4.3.5)
Isaac, Gwyneira	isaacg@si.edu	Smithsonian Institution	(4.3.2)
Ivens, John		University of Arizona	(1.1.4, EP4)
Jany, Carmen	cjany@csusb.edu	California State University, San Bernardino	(1.3.5)
Jing, Li	cunlijing@foxmail.com	Minzu University of China	(EP5)
Junker, Marie-Odile	mojunker@connect.carleton.ca	Carleton University	(2.2.5)
Kaplan, Lawrence	ldkaplan@alaska.edu	University of Alaska Fairbanks	(2.2.4)
Kelly, Barbara	b.kelly@unimelb.edu.au	University of Melbourne	(2.6.5)

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KIR-MIY

NAME	E-MAIL	AFFILIATION	REF
Kirk, Wyman	kirkwo@nsuok.edu	Northeastern State University	(4.3.3)
Koenig, Alexander	Alexander.Koenig@mpi.nl	Max Planck Institute for Psycholinguistics	(P2.18)
Koester, David	dckoester@alaska.edu	University of Alaska Fairbanks	(2.5.6)
König, Alexander	alexander.koenig@mpi.nl	Max Planck Institute for Psycholinguistics	(EP11)
Krause, Todd	bobtodd@math.utexas.edu	The University of Texas at Austin	(P1.3)
Lachler, Jordan	lachler@ualberta.ca	University of Alberta	(P1.8)
Lambrecht, Linda	aslteal@gmail.com	Kapi'olani Community College	(4.3.4)
Lanes, Elder	elder@ufr.br	Universidade Federal de Roraima	(P2.1)
Lee, Amy P.	aplee@mail.ndhu.edu.tw	National Dong Hwa University	(EP6)
Lee, Nala Huiying	leehn@hawaii.edu	University of Hawai'i at Mānoa	(1.4.1, p1.15)
Lenkiewicz, Anna	anna.lenkiewicz@mpi.nl	Max Planck Institute for Psycholinguistics	(EP9, EP10)
Lenkiewicz, Przemek	przemek.lenkiewicz@mpi.nl	Max Planck Institute for Psycholinguistics	(EP9, EP10)
Lewis, Paul	paul_lewis@sil.org	SIL International	(2.5.2, 4.1.4)
Li, Paul	paulli@gate.sinica.edu.tw	Academia Sinica	(P1.9)
Lim, Nicole	nikkimyers@aol.com	The California Indian Museum and Cultural Center (Pomo Tribal Community)	(P2.8)
Lindsey, Kate	klindsey@stanford.edu	Stanford University	(P1.10)
Linn, Mary	mslinn@ou.edu	University of Oklahoma	(2.6.4)
Little, Carol	carollittle@gmail.com	McGill University	(P1.11)
Locke, Stephanie	salocke@hawaii.edu	University of Hawai'i at Mānoa	(1.1.2)
Lovick, Olga	Olga@lithophile.com	First Nations University of Canada	(3.1.1)
Lowe, Kevin	kevinlowe01@mac.com	Eastern States Aboriginal Languages Group	(2.2.2)
Lunak, Megan	megslunak@yahoo.com	Cuts Wood School, Piegan Institute	(1.2.6)
Lutalo-Kiingi, Sam	slutalo-kiingi@uclan.ac.uk	Kyambogo University	(4.4.3)
Macapili, Edgar	edgarmus@hotmail.com	Tainan Pepo Siraya Culture Association	(4.2.5)
Macarro, Paul	pmacarro@pechanga-nsn.gov	Pechanga Tribal Government	(2.1.5)
Mackey, Ryan	Ryan-Mackey@cherokee.org	Cherokee Nation	(4.3.3)
Mara, Luke			(3.3.1)
Marks, Aaron	qhapaqinka@gmail.com	University of New Mexico	(2.6.6)
Marmion, Doug	doug.marmion@aiatsis.gov.au	AIATSIS	(3.1.6)
Mason, Michael	masonm@si.edu	Smithsonian's National Museum of Natural History	(3.5.3)
Maxwell, Judith	maxwell@tulane.edu	Tulane University	(3.5.5)
McClay, Elise	elise.mcclay@gmail.com	McGill University	(P1.11)
McDonnell, Bradley	bradley.mcdonnell@gmail.com	University of California, Santa Barbara	(1.3.3, P1.12)
McDonough, Joyce	joyce.mcdonough@rochester.edu	University of Rochester	(3.6.1)
McKenny, Daryn	daryn@acra.org.au	Miromaa Aboriginal Language and Technology Centre	(2.1.4)
McKinlay, Elena	elenamckinlay@gmail.com	Qinghai Normal University	(3.2.1)
Metallic, Janine			(P1.11)
Metallic, Madelaine	mmmmetallic@mta.ca		(P1.11)
Meyerhoff, Miriam	m.meyerhoff@auckland.ac.nz	University of Auckland	(EP13)
Mitchell IV, D. Roy	droytmitchell@gmail.com	University of Alaska, Fairbanks	(3.4.5)
Miyashita, Mizuki	mizuki.miyashita@umontana.edu	University of Montana	(1.2.6)

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MOL-QUI

NAME	E-MAIL	AFFILIATION	REF
Molumby, Nicole		Boise State University	(P2.15)
Montgomery-Anderson, Brad	montgomb@nsuok.edu	Northeastern State University	(3.3.6)
Moreira, André	andre.moreira@mpi.nl	Max Planck Institute for Psycholinguistics	(EP11)
Morrison, Michelle	mmorriso@umd.edu	University of Maryland	(1.1.3, EP12)
Mortimer, Carrie		Kwagu'ŋ, Kwakwaka'wakw	(4.1.2)
Morton, Deborah	nieritari@gmail.com	The Ohio State University	(1.4.5)
Myers, Tom	tommyers@dreamscape.com	N-Topus Software	(1.2.4)
Nagy, Naomi	naomi.nagy@utoronto.ca	University of Toronto	(EP13)
Nakayama, Toshihide	nakayama@aa.tufs.ac.jp	Tokyo University of Foreign Studies	(4.2.1)
Nakhimovsky, Alexander	adnakhimovsky@colgate.edu	Colgate University, USA	(1.2.4)
Nathan, David	djn@soas.ac.uk	SOAS, University of London	(3.3.4)
Neacappo, Mimie	neacappo@gmail.com	Carleton University	(2.2.5)
Nicholas, Sally Akevai Te Namu	snic002@aucklanduni.ac.nz	University of Auckland	(1.5.5)
Nicolson, Deanna			(2.4.2)
Nicolson, Ryan		University of Victoria	(2.4.2)
Nkamigbo, Linda Chinelo	linkamigbo@yahoo.com	Nnamdi Azikiwe University	(EP14)
Nordmoe, Jeremy	jeremy_nordmoe@sil.org	SIL International	(3.4.4, P2.9)
O'Grady, William	ogrady@hawaii.edu	University of Hawai'i at Mānoa	(2.6.1)
O'Shannessy, Carmel	carmelos@umich.edu	University of Michigan	(2.5.4)
Odango, Emerson Lopez	emerson.odango@gmail.com	University of Hawai'i at Mānoa	(2.2.1)
Okura, Eve	eveokura@gmail.com	University of Hawai'i at Mānoa	(1.3.1, 1.4.1)
Olawsky, Knut	KJ.Olawsky@westnet.com.au	Mirimaa Dawang Woorlab-gerring Language and Culture Centre	(3.4.2)
Ono, Chikako	chono@faculty.chiba-u.jp	Chiba University	(2.5.6)
Ono, Tsuyoshi	tono@ualberta.ca	University of Alberta	(4.2.1)
Pangilinan, Michael Raymon	siala@yahoo.co.uk	Aguman Sulat Kapampangan	(1.2.5)
Pasch, Timothy	timothy.pasch@email.und.edu	University of North Dakota	(EP15)
Paterson III, Hugh	hugh.paterson@sil.org	SIL International	(P2.9)
Paton, Paul	ppaton@vaclang.org.au	Victorian Aboriginal Corporation for Languages	(2.2.2, P1.5, P2.10)
Perez-Baez, Gabriela	perezbaezg@si.edu	National Museum of Natural History, Smithsonian	(2.7.2)
Perlin, Ross	ross.perlin@gmail.com	University of Bern	(2.4.4)
Peter, Lizette	lpeter@ku.edu	University of Kansas	(2.7.4, 4.3.3)
Poetsch, Susan	susan.poetsch@sydney.edu.au	University of Sydney	(3.5.2)
Pratchett, Lee J.	ljpratchett@googlemail.com	Humboldt Universität zu Berlin	(3.5.1, 4.1.1)
Priestley, Carol	c.priestley@griffith.edu.au	Griffith University	(2.5.3)
Proudfit, Joely	jproudfi@csusm.edu	CSU San Marcos / California Indian Culture & Sovereignty Center	(2.5.5)
Puju, Carl Christian Olsen	cco@nanoq.gl	Oqaasileriffik	(2.3.3)
Quinn, Conor	conor.mcdonoughquinn@maine.edu	Listuguj Educational Directorate / McGill University / University of Southern Maine	(EP16)

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RAN-STE

NAME	E-MAIL	AFFILIATION	REF
Rangel Landa, Selene		UNAM Campus Morelia	(1.3.2)
Rappaport, Gina	rappaportg@si.edu	Smithsonian Institution	(P2.11)
Rassool, Romola	a.rassool@student.unimelb.edu.au	University of Melbourne	(2.6.2)
Rayphand, LJ	rayphand@hawaii.edu	University of Hawai'i at Mānoa	(EP17)
Rice, Sally	srice@ualberta.ca	University of Alberta	(P1.8)
Ritchie, Sandy	tr7@soas.ac.uk	SOAS, University of London	(EP18)
Robinson, Laura	lcrobinson1@gmail.com	University of California, Santa Barbara	(3.3.3)
Roche, Gerald	gerald.roche@ymail.com	Qinghai Normal University	(3.2.1)
Rodríguez, Iveth	ivethp.rodriguez@gmail.com	Universidad del Valle, Colombia	(4.2.3)
Rosborough, Trish	trish.rosborough@gov.bc.ca	BC Ministry of Education / Kwakiutl	(3.2.5)
Rosen, Nicole	nicole.rosen@uleth.ca	University of Lethbridge	(2.2.5)
Rouvier, Ruth	rouvierr@si.edu	Smithsonian Institution	(P2.11)
Sackett, Kathleen D.	kathleen_sackett@sil.org	SIL International	(P1.13)
Sadock, Jerrold	jsadock@uchicago.edu	University of Chicago	(2.3.3)
Sagna, Serge	s.sagna@surrey.ac.uk	University of Surrey	(1.4.2)
Sallabank, Julia	js72@soas.ac.uk	School of Oriental and African Studies, London	(3.1.2)
Sampson, Renee	rsampson@uvic.ca	W̱SÁNEĆ School Board	(P2.14)
Sardinha, Katie	katie.sardinha@berkeley.edu	University of California, Berkeley	(P2.12)
Sarvasy, Hannah	hannah.sarvasy@my.jcu.edu.au	Cairns Institute, James Cook University	(P2.13)
Sato, Hiroko	hirokosa@hawaii.edu	University of Hawaii at Mānoa	(3.3.1)
Schackow, Diana	schackow@eva.mpg.de	Max Planck Institute for Evolutionary Anthropology	(2.1.3)
Schupbach, Scott	scottandwendy@gmail.com	University of Montana	(1.2.6)
Seyfeddinipur, Mandana	ms123@soas.ac.uk	SOAS	(2.4.1)
Shaw, Patricia A.	patricia.a.shaw@ubc.ca	University of British Columbia	(4.1.2)
Shayan, Shakila	shakila.shayan@mpi.nl	Max Planck Institute for Psycholinguistics	(EP11)
Sherry-Kirk, Laurie	ls96aa@brocku.ca	Brock University	(3.3.2)
Shulist, Sarah	sshulist@uwyo.edu	University of Western Ontario	(4.2.2)
Si, Aung	aung.si@anu.edu.au	Australian National University	(2.3.1)
Sicoli, Mark	mas498@georgetown.edu	Georgetown University	(EP19)
Silva, Wilson	wsilva@z.rochester.edu	University of Rochester	(1.1.5)
Simons, Gary	gary_simons@sil.org	SIL International	(2.5.2, 4.1.4)
Simpson, Sean	seanss@hawaii.edu	University of Hawaii at Mānoa	(1.4.1, 1.5.1)
Siva, Ernest		Morongo Band of Mission Indians	(1.1.6)
Sloetjes, Han	han.sloetjes@mpi.nl	Max Planck Institute for Psycholinguistics	(1.4.4)
Smith, Marcus	marcus.anthony.smith@gmail.com	San Manuel Band of Serrano Mission Indians	(1.1.6)
Snyder, Peter	snyderp@gmail.com	University of Illinois, Chicago	(EP22)
Somasundaram, Aarth	aarth.somasundaram@mpi.nl	Max Planck Institute for Psycholinguistics	(EP10)
St-Onge, Hélène	Helene.St-Onge@tshakapesh.ca	Institut Tshakapesh	(2.2.5)
Stehouwer, Herman	herman.stehouwer@mpi.nl	Max Planck Institute for Psycholinguistics	(1.4.4)
Stephens, Māmari	mamari.stephens@vuw.ac.nz	Victoria University of Wellington	(2.7.3)

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SWA-ZAS

NAME	E-MAIL	AFFILIATION	REF
Swallow, Tye	tye@saec.ca	WSÁNEĆ School Board	(P2.14)
Swanton, Michael	michael.swanton@san-pablo.mx	Universidad Nacional Autónoma de México	(1.3.2)
Szakos, Jozsef	ctszaki@polyu.edu.hk	The Hong Kong Polytechnic University	(EP20)
Talavan, Uma	banakoan@hotmail.com	Chair of Tainan Pepo Siraya Culture Association	(4.2.5)
Temkin Martinez, Michal	michaltemkin@boisestate.edu	Boise State University	(1.2.2, P2.15)
Thieberger, Nick	thien@unimelb.edu.au	University of Melbourne	(3.2.4, P2.16)
Thornes, Tim	timthornes@boisestate.edu	Boise State University	(P2.17)
Tomokiyo, Laura	tomokiyo@pitt.edu	University of Pittsburgh	(p1.14)
Tribble, Taylor	taylortribble@ou.edu	University of Oklahoma	(3.2.6)
Tribur, Zoe	ztribur@uoregon.edu	University of Oregon	(3.6.3)
Trilsbeek, Paul	Paul.Trilsbeek@mpi.nl	Max Planck Institute for Psycholinguistics	(P2.18)
Troy, Jaky	jaky.troy@aiatsis.gov.au	AIATSIS	(3.1.6)
Tsering, Gyesang			(2.6.3)
Tshering, Karma	karma.tshering@anu.edu.au	Australian National University	(1.2.1)
Twitchell, Lance	latwitchell@uas.alaska.edu	University of Alaska Southeast	(4.4.1)
Ueki, Kaori	kaoruekih@gmail.com		(1.4.1)
Ullah, Inam	torwalpk@yahoo.com		(2.2.3)
Underwood, David		WSÁNEĆ School Board	(P2.14)
Urbanczyk, Suzanne	urbansu@uvic.ca	University of Victoria	(2.4.2)
Valencia Perez, Elizabeth	elicitaperz@gmail.com	Universidad del Valle, Colombia	(4.2.3)
Van Buren, Jackelyn	jackelyn.vb@gmail.com		(1.2.6)
Van Way, John	jvanway@hawaii.edu	University of Hawai'i at Mānoa	(3.2.1, p1.15)
Vicaire, Sarah	hdbqf@stu.ca		(P1.11)
Vincent, Audra	linkinp@u.washington.edu	University of British Columbia/Coeur d'Alene Tribe	(1.1.4, EP4)
Walsh, Michael	michael.walsh@sydney.edu.au	University of Sydney	(P2.19)
Weinberg, Miranda	mirandaw@gse.upenn.edu	University of Pennsylvania	(2.3.4)
Weir, Candace	kaanii.candace@gmail.com	UVIC/Haida Gwaii, BC	(3.2.2)
Whitecloud, Simone	simone.s.whitecloud@dartmouth.edu	Dartmouth College	(2.1.1)
Wilhelm, Andrea	wilhelm@uvic.ca	University of Victoria & University of Alberta	(3.3.5)
Williams, Nicholas	nicholas.j.williams@colorado.edu	University of Colorado, Boulder	(3.2.3)
Windhouwer, Menzo	menzo.windhouwer@mpi.nl	Max Planck Institute for Psycholinguistics	(EP11)
Withers, Peter	peter.withers@mpi.nl	TLA, Max Planck Institute for Psycholinguistics, Nijmegen	(1.5.4, EP21)
Wolvengrey, Arok	awolvengrey@fnuniv.ca	First Nation University	(2.2.5)
Wong, Perry	patomwong@gmail.com	University of Chicago	(2.3.3)
Woodward, James	woodyvn@yahoo.com	The Chinese University of Hong Kong	(4.3.4)
Woodward, Lisa	lwoodward@pechanga-nsn.gov	Pechanga Tribal Government	(2.1.5)
Wysote, Mary-Beth	mali-beth@hotmail.com		(P1.11)
Wysote, Travis	z4r4a@unb.ca		(P1.11)
Yares, Rebecca	beekyyares@gmail.com	University of Montana	(1.2.6)
Yu, Alan	aclyu@uchicago.edu	University of Chicago	(EP22)
Zaske, Stefanie	stefanie_zaske@sil.org	SIL International	(1.4.5)

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