

## ICLDC 4 PROGRAM Table of Contents

WELCOME	<b>3</b>
ORGANIZERS	<b>4</b>
SPONSORS	<b>5</b>
INFORMATION	<b>8</b>
ACTIVITIES	<b>9</b>
SCHEDULE GRID	<b>10</b>
PLENARIES	<b>12</b>
MASTER CLASSES (MC)	<b>14</b>
SPECIAL SESSIONS (SS)	<b>20</b>
PAPERS, THURSDAY (1.1–1.5)	<b>21</b>
PAPERS, FRIDAY (2.1–2.7)	<b>26</b>
PAPERS, SATURDAY (3.1–3.8)	<b>33</b>
PAPERS, SUNDAY (4.1–4.4)	<b>41</b>
POSTERS, THURSDAY (P1)	<b>45</b>
POSTERS, FRIDAY (P2)	<b>48</b>
ELECTRONIC POSTERS (EP)	<b>51</b>
LANGUAGE INDEX	<b>53</b>
PRESENTER INDEX	<b>54</b>
ADVERTISEMENTS	<b>63</b>





Welcome to the 4th International Conference on Language Documentation and Conservation (ICLDC 4). We are excited about this conference, and are pleased that you are able to join us. Whether you are a veteran participant or a first-timer to Hawai'i and the ICLDC, we welcome you warmly. E komo mai!

Thanks to your genuine interest in language diversity worldwide, ICLDC continues to flourish. For the current conference, the Program Committee anonymously reviewed 237 abstracts, and we accepted 121 paper presentations. The result is an excellent conference program with diverse presentations on more than 100 languages, representing peoples and cultures from all over the world.

The theme of ICLDC 4, “Enriching Theory, Practice, & Application,” highlights the need to strengthen the links between language documentation (practice), deep understanding of grammatical structure (theory), and methods for teaching endangered languages (application). We are delighted to have two distinguished plenary speakers who will address this theme: Lenore Grenoble (John Matthews Manly Distinguished Service Professor in the Department of Linguistics at the University of Chicago), and Anthony Woodbury (Department of Linguistics, University of Texas at Austin).

Building on the success of our Master Class program at ICLDC 3, we have expanded our Master Class offerings at ICLDC 4. Participants can choose from twelve two-hour classes that span a range of levels from non-specialist, to intermediate, to advanced, and a range of topics from language acquisition, to intonation, to tone, to deixis. Thanks once again to a generous grant from the National Science Foundation, the Master Classes are included in the conference registration fee, and are open to all ICLDC attendees on a first-come, first-served basis. Master Classes will be held on the three afternoons of the conference.

ICLDC 4 also features four Special Sessions on Pedagogy in Language Conservation. Each session contains four talks and is focused on a theme relating to the notion of pedagogy for endangered language teaching. We again thank the National Science Foundation for their support for the Special Sessions.

Like at ICLDC 3, we are featuring our expanded Poster Sessions, which include an Electronic Poster session. The Electronic Poster presentations will enable attendees to try out new software products and tools, and meet directly with their developers. Please be sure to visit the Poster Sessions after lunch.

For the first time we are also pleased to offer special pricing for participants from developing nations, allowing enhanced access to the conference.

We invite you to take some time to review the program for additional information about the conference and the social events available to you. As our guests and colleagues, please do not hesitate to ask for help from any of our conference volunteers, who are easily identified by their purple conference T-shirts. We also hope you will enjoy our new venue at the Ala Moana Hotel. We've outgrown our previous space, and are pleased to be able to hold the ICLDC at a location that will allow you to take advantage of all that Honolulu has to offer.

We are very grateful to the sponsoring agencies and to the dedicated individuals—especially our student volunteers—who have devoted countless hours of support and energy to the success of this conference. We hope you will find ICLDC 4 productive and enjoyable. We look forward to welcoming you again to ICLDC 5 in 2017!

*With warm aloha,*

Andrea L. Berez, Victoria Anderson, & Jim Yoshioka  
*ICLDC Executive Committee*

# ORGANIZERS

## ICLDC Executive Committee

Andrea L. Berez, co-chair (Linguistics, UH Mānoa)  
Victoria Anderson, co-chair (Linguistics, UH Mānoa)  
Jim Yoshioka, coordinator (NFLRC, UH Mānoa)

## ICLDC Advisory Committee

Kenneth L. Rehg (Linguistics, UH Mānoa)  
Julio Rodriguez (NFLRC, UH Mānoa)  
Lyle Campbell (Linguistics, UH Mānoa)  
Larry Kimura (Hawaiian Language, UH Hilo)  
Yuko Otsuka (Linguistics, UH Mānoa)  
Nick Thieberger (Linguistics, University of Melbourne)  
Andrew Garrett (Linguistics, UC Berkeley)

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Anna Belew (Linguistics, UH Mānoa)  
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Amber Camp (Linguistics, UH Mānoa)  
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Kavon Hooshir (Linguistics, UH Mānoa)  
Catherine Lee (Linguistics, UH Mānoa)  
Samantha Rarrick (Linguistics, UH Mānoa)  
Bradley Rentz (Linguistics, UH Mānoa)  
Nicholas Toler (Linguistics, UH Mānoa)  
Sarah Uno (Linguistics, UH Mānoa)  
Bonnie Windham (Linguistics, UH Mānoa)

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Lise Dobrin (University of Virginia)  
Pattie Epps (University of Texas at Austin)  
Colleen Fitzgerald (University of Texas at Arlington)  
Margaret Florey (Resource Network for Linguistic Diversity)  
Pai Linda Ford (Charles Darwin University)  
Jeff Good (SUNY Buffalo)  
Gary Holton (Alaska Native Language Center)  
Gwen Hyslop (Australian National University)  
Carmen Jany (California State University, San Bernardino)  
Ulrike Mosel (University of Kiel)  
Åshild Naess (University of Newcastle)  
Susan Penfield (University of Arizona)  
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Sally Rice (University of Alberta)  
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Tim Thornes (Boise State University)  
Myfany Turpin (University of Queensland)  
Racquel Sapién (University of Oklahoma)  
Laura Welcher (The Long Now Foundation)

## Review Committee for Organized Sessions on Pedagogy in Language Conservation

Candace Galla (University of British Columbia)  
John Hobson (University of Sydney)  
Nancy Hornberger (University of Pennsylvania)  
Judith Maxwell (Tulane University)  
Dick Schmidt (UH Mānoa)

## National Science Foundation (NSF)

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 “to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense...” With an annual budget of about \$7.2 billion (FY 2014), NSF is the funding source for approximately 24 percent of all federally supported basic research conducted by America’s colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing.

NSF fulfills its mission chiefly by issuing limited-term grants—currently about 11,000 new awards per year, with an average duration of three years—to fund specific research proposals that have been judged the most promising by a rigorous and objective merit-review system. Most of these awards go to individuals or small groups of investigators. Others provide funding for research centers, instruments and facilities that allow scientists, engineers and students to work at the outermost frontiers of knowledge.

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

## 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 ninth 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,

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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 16. 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, P229A140014.

## 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 25 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.

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 visit the LLL website at <http://www.lll.hawaii.edu>.

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

### Nāwahīokalani'ōpu'ū Hawaiian Medium School

### 'Aha Pūnana Leo

### 'Imiloa Astronomy Center of Hawai'i

The State of Hawai'i recognizes 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'ū 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 Kuamōo 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 Kuamōo 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

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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.ahapunaleo.org/>.

## Opening Oli (Chant) *Welina Mānoa Ua Ike Ia*

Ka Waihona A Ke Aloha: Tuahine Troupe  
[Kekai Avilez & Kaiulani Kanehailua]  
Lead: Dr. R. Keawe Lopes Jr.

Hawai'iuniākea School  
of Hawaiian Knowledge

## A SPECIAL MAHALO TO:

Robert Bley-Vroman  
UH Mānoa Interim Chancellor

Jeffrey Carroll  
Interim Dean of UH Mānoa College of Languages,  
Linguistics, & Literature

Julio Rodriguez  
Director of the National Foreign Language Resource  
Center

Patricia Donegan  
Chair of the UH Mānoa Department of Linguistics

Ala Moana Hotel  
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East-West Center Housing Office

Hawai'i Visitors & Convention Bureau  
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Kaipuleohone University of Hawai'i Digital  
Ethnographic Archive

UH Mānoa Center for Instructional Support

UH Mānoa Center for Language & Technology

UH Mānoa Library ScholarSpace

UH Mānoa Hawai'iuniākea School  
of Hawaiian Knowledge

Attco, Inc.

Valenti Print Group

Royal Star Hawaii

The Linguistic Society of Hawai'i (LSH)

The Language Documentation Training Center

... and all of our wonderful conference volunteers  
and moderators!

### Our Exhibitors and Advertisers:

Digital Endangered Languages and Music Archive  
Network (DELAMAN)

Great Oak Press

Linguistic Society of America

University of Hawai'i Press

Honolulu Burger Company

# INFORMATION

## REGISTRATION AREA

The conference venue is the Ala Moana Hotel. The registration desk is located in the Hibiscus Ballroom Foyer and is open Thursday (7:30 a.m.–3:30 p.m.), Friday and Saturday (8:00 a.m.–4:00 p.m.), and Sunday (8:00 a.m.–12:00 p.m.).

## 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 operating system, 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 video output plug is not a standard VGA socket.

Please also ensure that your laptop battery is fully charged.

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

## OFFICE HOURS

NSF Documenting Endangered Languages  
Thursday • 1:00–2:00 p.m. • Plumeria Room

Catalogue of Endangered Languages  
Thursday • 1:00–2:00 p.m. • Ilima Room

Language Documentation & Conservation  
Friday • 12:30–1:30 p.m. • Plumeria Room

## 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 ICLDC5 in 2017.

## CONFERENCE SHUTTLE SERVICE

For the convenience of our conference attendees staying on campus, we will be providing shuttle service from the University of Hawai'i at Mānoa campus to the Ala Moana Hotel (AMH) and back during the conference.

Shuttle bus pick-up and drop-off will be in front of the East-West Center Lincoln Hall (LH).

Look for the **Silver Motorcoach** (chartered by Royal Star Hawaii). Please be waiting near the street in front of the building at least five minutes before pick-up time to ensure that you don't miss the bus. These shuttle routes are one-way and fixed. If you desire to go to the Ala Moana Hotel or campus at a time other than indicated above, you will be on your own for transportation.

Hawai'i's public bus system, The Bus (Routes #6 and #18), also travels to both locations. More information on bus routes can be found on [www.thebus.org](http://www.thebus.org) and by searching directions on Google Maps.

### THURSDAY, FEB. 26

8:00 a.m. • Lincoln Hall > Ala Moana Hotel  
9:00 p.m. • Ala Moana Hotel > Lincoln Hall

### FRIDAY, FEB. 27

8:00 a.m. • Lincoln Hall > Ala Moana Hotel  
5:45 p.m. • Ala Moana Hotel > Lincoln Hall

### SATURDAY, FEB. 28

8:00 a.m. • Lincoln Hall > Ala Moana Hotel  
5:45 p.m. • Ala Moana Hotel > Lincoln Hall

### SUNDAY, MARCH 1

8:00 a.m. • Lincoln Hall > Ala Moana Hotel  
1:00 p.m. • Ala Moana Hotel > Lincoln Hall

## **OPENING EVENING RECEPTION**

Thursday, Feb. 26 • 7:00–9:00 p.m.  
Hibiscus Ballroom

Join us for an evening of pupus, drinks, and great conversation with fellow presenters and attendees. Enjoy the live entertainment in the Hibiscus Ballroom and stop by the Carnation Room to learn how to make a traditional ti leaf lei.

## **GRADUATE STUDENT MIXER WITH LSH**

Friday, Feb. 27 • 6:30–8:30 p.m.  
Fresh Café Downtown

Graduate students are invited to join the Linguistic Society of Hawai‘i (LSH) for cocktails and light snacks on the patio at Fresh Café in Chinatown (1111 Nuuanu Ave.). LSH representatives will meet at 6:00 p.m. in the Ala Moana Hotel lobby by the canoes to escort students via The Bus.

## **HE ‘ŌLELO OLA, A LIVING HAWAIIAN LANGUAGE: LOOK TO THE SOURCE**

(pre-registration required)

Monday–Tuesday, March 2-3  
Hilo, Hawai‘i

Looking to the source of a living Hawaiian cultural identity links us to the purposes of traditional knowledge, behavior, spirituality and language, that are the basic principles directing the Hawaiian language revitalization program of the Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language Consortium at the University of Hawai‘i at Hilo. This alliance consists of school programs from infant-toddler, preschool, elementary, intermediate, high school, university and the ‘Imiloa Astronomy Center.

The Hilo Field Study option will provide visits to these sites and present a symposium focusing on the transfer of the Hawaiian language in the classroom by “looking to the source” as foundational to Hawaiian language revitalization.

Site tours on March 2 will be followed by a symposium on March 3 from 9:00 a.m. to 4:00 p.m. in Hilo, Hawai‘i. Please make accommodations for March 1 so that you may participate at the early morning start on March 2.

# SCHEDULE GRID

## THURSDAY, FEB. 26

	HIBISCUS BR1	HIBISCUS BR2	GARDEN LANAI	CARNATION	PLUMERIA	ILIMA
7:30-9:00	Registration Open (Hibiscus Foyer)					
9:00-9:30	Welcome					
9:30-10:45	Grenoble (PL1)					
10:50-11:20	Childs (1.1.1)		Herrick (1.1.3/ SSA1)	O'Connor, Paquette, Ko, Rimdzius & Grillo (1.1.4)	O'Meara & Romero (1.1.5)	Paterson (1.1.6)
11:30-12:00	Huang (1.2.1)		Hirata-Edds (1.2.3/ SSA2)	Chen, Miyashita, Bezirganyan & Dong (1.2.4)	Gawne, Kelly, Berez, & Heston (1.2.5)	O'Hagan (1.2.6)
12:00-1:00	Lunch					
1:00-2:00	Poster Session 1 (Hibiscus Foyer)				<i>NSF DEL Office Hour</i>	<i>ELCat Office Hour</i>
2:00-2:30	Seidel (1.3.1)	K. Kahakalau & I. Kahakalau (1.3.2)	Cox (1.3.3/SSA3)	Galla (1.3.4)	K. Frank (1.3.5)	Rosendal (1.3.6)
2:40-3:10	M. Ignace, R. Ignace, & L. Bell (1.4.1)	Heston (1.4.2)	Sammons (1.4.3/ SSA4)	Morrison, Green, Adams & Crabb (1.4.4)	Mishler (1.4.5)	Heaton & Xoyon (1.4.6)
3:20-3:50	Sapién & Hirata- Edds (1.5.1)	Quinn (1.5.2)	Fitzgerald & Hinson (1.5.3)	Hall & John-Martin (1.5.4)	C. Frank (1.5.5)	Herbert & Boechler (1.5.6)
4:00-6:00			Shaw (MC1)	Cutfield (MC2)	Koontz-Garboden (MC3)	Michael (MC4)
7:00-9:00	Opening Reception					

## FRIDAY, FEB. 27

	HIBISCUS BR1	HIBISCUS BR2	GARDEN LANAI	CARNATION	PLUMERIA	ILIMA
8:00-9:00	Registration Opens (Hibiscus Foyer)					
9:00-9:30	O'Grady, et al. (2.1.1)	Brooks (2.1.2)	Rice & Lachler (2.1.3/SSB1)	Shepard (2.1.4)	Rarrick, Fried, & Wilson (2.1.5)	McMahan & Grenoble (2.1.6)
9:40-10:10		Pérez Báez (2.2.2)	Lachler & Rice (2.2.3/SSB2)	Takubo, et al. (2.2.4)	Cormier & Schembri (2.2.5)	Déchaine, et al. (2.2.6)
10:20-10:50	M. Ross (2.3.1)	Jackson (2.3.2)	Thunder (2.3.3/ SSB3)		MacGregor (2.3.5)	Garrett & Mikkelsen (2.3.6)
11:00-11:30	Mawyer & Manuireva (2.4.1)	Sardinha (2.4.2)	Alexis (2.4.3/SSB4)	Trilsbeek, Broeder, Elbers & Moreira (2.4.4)	Woodward (2.4.5)	Miyashita & Fish (2.4.6)
11:30-12:30	Lunch					
12:30-1:30	Poster Session 2 (Hibiscus Foyer)			E-Poster Session	<i>LD&amp;C Office Hour</i>	
1:30-2:00	Paterson, Teo, & Ouermi (2.5.1)	S. Wells-Jensen, J. Wells-Jensen, & Fullenkamp (2.5.2)	Schneider (2.5.3)	Sellers (2.5.4)	Clark (2.5.5)	Skilton (2.5.6)
2:10-2:40	Sackett (2.6.1)	Kaufman & Borjian (2.6.2)	Franjeh & Johnson (2.6.3)	Hooshiar (2.6.4)		Laakso, Skribnik, & Bakró (2.6.6)
2:50-3:20	Moore, McDonald, Pye, & Donnessey (2.7.1)	Bettinson (2.7.2)	Ohle & Condon (2.7.3)	Thieberger (2.7.4)	Braithwaite (2.7.5)	Bai & Xu (2.7.6)
3:30-5:30	O'Grady & Deen (MC5)	Remijsen (MC6)	Mithun (MC7)	Bohnemeyer (MC8)		

# SCHEDULE GRID

## SATURDAY, FEB. 28

	HIBISCUS BR1	HIBISCUS BR2	GARDEN LANAI	CARNATION	PLUMERIA	ILIMA
8:00-9:00	Registration Open (Hibiscus Foyer)					
9:00-9:30	Patton (3.1.1)	Nakayama & Ono (3.1.2)	De Korne (3.1.3/SSC1)	Steven Bird (3.1.4)		Donnelly & Beltrán Luna (3.1.6)
9:40-10:10	Holmes Henderson (3.2.1)	Hoffmann & Henke (3.2.2)	Chávez Santiago (3.2.3/SSC2)	Dunham, Coon & Bale (3.2.4)	C. Yang, O'Grady & S. Yang (3.2.5)	Giffen (3.2.6)
10:20-10:50	Walsh & Troy (3.3.1)	Sato, et al. (3.3.2)	López Gopar (3.3.3/SSC3)	Arppe, et al. (3.3.4)	Dattamajumdar Saha (3.3.5)	Paterson & Wilkes (3.3.6)
11:00-11:30	Hobson (3.4.1)	Mankov (3.4.2)	Ríos Ríos (3.4.3/SSC4)	Mannix, Lillehaugen & Chávez Santiago (3.4.4)	Teo & Sumi (3.4.5)	Romero-Méndez (3.4.6)
11:30-12:45	Lunch					
12:50-1:20	De Korne & Pérez Báez (3.5.1)	Thompson, A. Dennis, O. Dennis & Alderete (3.5.2)	Kazakov (3.5.3)	Collard (3.5.4)	Battenberg (3.5.5)	Lambert-Bretiere, Drapeau, Mollen & St-Onge (3.5.6)
1:30-2:00	Kimura (3.6.1)	Sandy & Mikkelsen (3.6.2)	Coupe, Kelly, Yu, & L. Tang (3.6.3)	Moeller (3.6.4)	Cucchiara & Liu (3.6.5)	Lai (3.6.6)
2:10-2:40	Di Paolo, et al. (3.7.1)	Sonya Bird & Kell (3.7.2)	Schreyer (3.7.3)	Dueñas & Gómez (3.7.4)	Tatti & Fink (3.7.5)	Jerry, Harrigan, Bontogon & Casavant (3.7.6)
2:50-3:20	J. Bell & Bonner (3.8.1)	Coto-Solano (3.8.2)	Nicholas (3.8.3)	Junker & Mollen (3.8.4)	Laasko (3.8.5)	Rybka (3.8.6)
3:30-5:30	Grüter (MC9)	Jenks (MC10)	Aissen (MC11)	Jun (MC12)		

## SUNDAY, MARCH 1

	HIBISCUS BR1	HIBISCUS BR2	GARDEN LANAI	CARNATION	PLUMERIA
8:00-8:30	Registration Open (Hibiscus Foyer)				
8:30-9:00	Fitzgerald, et al. (4.1.1)	Young (4.1.2)	Kelly & Nordlinger (4.1.3/SSD1)	Umayam & Morgan (4.1.4)	Jany (4.1.5)
9:10-9:40	Harman (4.2.1)	Liu & Cucchiara (4.2.2)	Morales, Gawne, & Wigglesworth (4.2.3/SSD2)		Zeitoun & Huang (4.2.5)
9:50-10:20	Bloyd & Agoes (4.3.1)	Negi (4.3.2)	O'Shannessy (4.3.3/SSD3)	Chew & Keliiaa (4.3.4)	
10:30-11:00	Longenecker, Schreyer, & Wagner (4.4.1)		Kral (4.4.3/SSD4)	Burton, Czaykowska-Higgins, Marinakis, & McIvor (4.4.4)	Tuttle & Lovick (4.4.5)
11:15-12:30	Woodbury (PL2)				
12:30-12:45	Closing ceremony				

# PLENARY (PL1)

## The hitchhiker's guide to documentation: Communicative practices, cultural competence and proficiency guidelines

Lenore Grenoble • University of Chicago

Thursday, Feb. 26 • 9:30 – 10:45 a.m. • HIBISCUS BALLROOM

Over the last few years I have been working intensely with Arctic indigenous leaders—including linguists, educators and policy makers—to promote indigenous language usage (see [arcticlanguages.com](http://arcticlanguages.com)). Here as in other indigenous regions, the rhetoric of language endangerment and shift has changed to focus on language vitality, sustainability, and resilience. The people I work with share a vision of promoting language vitality through combining best practices in linguistics and pedagogy.

I have been a hitchhiker in the Arctic indigenous language project: I have been working closely with the parties involved, and yet at the same time I am not, and will never be, a community member. In this talk I present a view of linguistic work conducted by linguists who are not permanent members of communities but rather visitors, hitchhikers along for the ride. Although this is not the case for all documentary linguists, it is for a great many of us, those of us who have primary jobs and homes outside of the communities we work with. In this view, as hitchhikers we need to learn the cultural and linguistic practices of speech communities to participate fully in them in order to document them, and we need to create a guide to do it. This is the foundation of community-defined documentation, the hitchhiker's guide.

How can a hitchhiker linguist help support language vitality? Our work to date in assessing the state of Arctic indigenous languages has indicated a real need for better teacher training and for better pedagogical materials and seek best practices in language teaching. Language documentation can be fruitfully informed and even reoriented by guidelines created to teach communicative competence and proficiency in majority languages. Communicative competence includes cultural knowledge and knowledge of social conventions (such as turn-taking mechanisms, appropriateness of nonverbal behavior, and so on). Documentation of communicative practices aimed at teaching such

competence results in a rich documentation of language as culturally-situated and culturally-mediated, an ethnography of communication. This ethnography is in turn the fundamental guide that the hitchhiker needs in order to be oriented in the community and to be a fully functional partner.

This view of language as a culturally anchored communicative practice is not novel (Halliday 1978 puts forth a similar view), and has done much to shape current pedagogical methods in the teaching of majority languages for second-language learners. But in our quest to document the exotic in endangered languages, we often lose sight of the everyday goals of communicative competence. Although SLA methodology is generally aimed at teaching majority languages to speakers of other majority languages (e.g. Spanish for English speakers, English for French speakers), there is much to be learned in terms of best practices. The eight basic principles of Communicative Language Teaching (or CLT; see Berns 1990; Savignon 2002) assert that language teaching be based on a conceptualization of language as communication and recognize the importance of variation and diversity, recognize culture as instrumental in shaping communicative competence, and view language use as serving different purposes. Proficiency guidelines (such as ACTFL) provide relatively detailed information about the kinds of communicative competence required at each level in terms of speaking, reading, writing and listening skills; such information can fruitfully be adapted to shape both language revitalization and documentation projects alike.

In the present talk I map out the viability of best practices gleaned from such pedagogical practices as CLT and ACTFL proficiency guidelines and illustrate their usage in the creation of materials for guiding communicative competence in several Arctic indigenous languages.



*Dr. Grenoble received a BA from Cornell University and an MA and PhD in Slavic Linguistics from the University of California, Berkeley. She is now the John Matthews Manly Distinguished Service Professor in the Department of Linguistics at the University of Chicago. She is also currently working for the Inuit Circumpolar Council, Canada, as the Project Coordinator for the Arctic Indigenous Language Vitality Initiative, an indigenous-driven pan-Arctic effort of the Permanent Participants of the Arctic Council to assess and promote Arctic languages ([www.arcticlanguages.com](http://www.arcticlanguages.com)).*

*Lenore specializes in Slavic and Arctic Indigenous languages, and conducts fieldwork on Evenki (Tungusic) in Siberia, Kalaallisut (West Greenlandic, Inuit) in Greenland, and Wolof (Niger-Congo) in Senegal. Her research focuses on the study of contact linguistics and language shift, discourse and conversation analysis, deixis, and issues in the study of language endangerment, attrition, and revitalization. She is currently engaged in the documentation and description of ethnobotany, and the intersection of spatial orientation systems, landscape linguistics, and place names in Kalaallisut. This research is part of a larger project with colleagues at Oqaasileriffik (the Greenland Language Secretariat) and Jerrold Sadock (University of Chicago) to create a Kalaallisut-English dictionary, and is sponsored by the National Science Foundation and endorsed by the US-Denmark-Greenland Joint Committee.*

## Verbal artistry: The missing link among language documentation, grammatical theory and linguistic pedagogy

Anthony Woodbury • University of Texas at Austin

Sunday, March 1 • 11:15 a.m. –12:30 p.m. • HIBISCUS BALLROOM

Verbal artistry has so far played only an occasional role in documentary linguistics. In this talk I want to show, by giving examples from the work of language documenters, grammarians, and teacher-activists, the roles that verbal artistry might play in binding together language documentation, grammatical theory, and linguistic pedagogy.

Verbal artistry—and heightened, expressive language use in general (Sherzer 2002)—is a part of what we record, annotate, analyze and interpret when we document language and speaking. It is one of the things that we like and appreciate about language. As Roman Jakobson (1960:356) formulated it, “[t]he set...toward the message as such, focus on the message for its own sake, is the poetic function of language.” In turning attention back to linguistic form and meaning, verbal art propels our ideation—as speakers or as outsiders—of the uniqueness, transcendence, and sacredness of language and languages. And it gives us further strong reason to want to document, reminding us that language documentation is not only a scientific enterprise but a humanistic endeavor.

Documenting verbal artistry, in turn, promotes grammatical and lexical investigation both by necessity—so we can access the material at a basic level—but also encourages deep inquiry to the nature and plasticity of speakers’ knowledge of grammar and lexicon, especially if we assume, with Kiparsky (1973), that verbal art mobilizes the authentic structures, categories, and processes of grammar. It then also

becomes possible to understand the extent to which verbal artistry and related language practices rely on a language’s special features, and use them in special ways: what I have called ‘form-dependent expression’ (Woodbury 1993). These features tie verbal creations to the linguistic structures they depend on, making translation to a language lacking such features problematic, and language loss deeply threatening to the continuity of such creations. As such, they also bring grammar and lexicon—the subject of science—back into the humanistic equation.

In language teaching, an explicit focus on verbal art and linguistic creativity shows students the value and pleasure of curating, studying, and interpreting the speech of others, including one’s own ancestors. It leavens the learning of grammar and lexicon, which is otherwise often based on mundane or constructed content. And it provides a basis for approaching translation and appreciating its complexities. Moreover, it can open up new realms of linguistic creativity for students should they choose to try to shape their language into new cultural forms, from poetic and musical genres to mobile texts and tweets, to new orthographic experiments.

Although these roles for verbal art documentation, grammar, and pedagogy are all individually recognizable, it is important to focus on verbal art in its proper social and linguistic context in order to realize its tremendous potential for better linking together our efforts as documentary linguists.



*Dr. Woodbury earned his BA in Linguistics in 1975 from the University of Chicago and his PhD in Linguistics from the University of California at Berkeley in 1981. He has taught in the UT Linguistics Department since 1980, and served as its chair, 1998-2006. He was elected President of the Society for the Study of the Indigenous Languages of the Americas for 2005, and he will serve as the Ken Hale Professor at the LSA Linguistic Institute in Chicago in July 2015.*

*His research focuses on the indigenous languages of the Americas, and what they reveal about human linguistic diversity. Since 2003, he has been engaged, together with current and former students, in the documentation and description of Chatino, an Otomanguean language group of Oaxaca, Mexico, supported by grants from the Endangered Language Documentation Programme and the National Science Foundation. Earlier, he worked on Yupik-Inuit-Aleut languages of Alaska, especially Cup’ik. Themes in his writing have included tone and prosody, morphology, syntax, historical linguistics, ethnopoetics, language endangerment and preservation, and documentary linguistics. He is also co-director of the digital Archive for Indigenous Languages of Latin America ([www.ailla.utexas.org](http://www.ailla.utexas.org)) at the Lozano Long Institute of Latin American Studies.*

# MASTER CLASSES (MC)

THURSDAY • 4:00-6:00 p.m.

Sponsored by the National Science Foundation

## (MC1) Introduction to Linguistics for Non-Linguists

*Level: Non-specialist*

Patricia Shaw • [REDACTED]  
University of British Columbia



*Patricia A. Shaw is the Founding Chair (1996-2014) of the First Nations Languages Program at University of British Columbia, and a Professor of Anthropological Linguistics with particular interests in sound systems; the interface of phonology with phonetics and morphology; literacy and oral traditions; language contact and change. She has worked in close collaboration with members of several critically endangered language communities to record and analyze extant grammatical and cultural knowledge, to teach research skills and archiving methodologies, to develop pedagogical materials for language revitalization, and to teach First Nations languages at UBC and in various BC communities.*

Linguistics offers a framework of concepts and tools to help understand the way different languages are organized into patterns. What makes every language unique is how its patterns are structured to become a vehicle for the particular world view and cultural identity of the people who speak that language. It's also the case that all human languages share certain components of structure. Consequently if a community wants to educate their children to be bilingual, it's really helpful to know—even though two languages may sound really different—which aspects are in fact essentially similar, and which aren't. Class participants will explore these issues by analyzing “data” from various endangered languages around the world. Participants are particularly encouraged to raise questions from their own language contexts.

GARDEN LANAI ROOM

## (MC 2) Elicitation and Documentation of Deixis

*Level: Intermediate*

Sarah Cutfield • [REDACTED]  
Australian National University



*Sarah Cutfield has conducted documentary fieldwork with Aboriginal language communities for the past 13 years. Her 2012 PhD dissertation was on the semantics and morphosyntax of demonstratives in the Dalabon language, and she recently collaborated with colleagues at the Max Planck Institute for Psycholinguistics on a typology of demonstrative semantics. Sarah's other research interests include ethnobiology, contact languages and language politics.*

Describing the semantics of deictic categories such as demonstratives can be an intimidating task for even experienced field linguists. This class will equip students with valuable insights and skills to begin this task by:

- covering recent developments in demonstrative typology and theory
- surveying attested types of demonstrative semantics and paradigm structure
- reviewing qualitative and psycholinguistic elicitation methods.

CARNATION ROOM

# (MC) MASTER CLASSES

Sponsored by the National Science Foundation

4:00-6:00 p.m. • THURSDAY

## (MC3) Elicitation and Documentation of Verb Alignment and Argument Structure

Level: *Intermediate*

Andrew Koontz-Garboden • [REDACTED]  
University of Manchester



Andrew Koontz-Garboden (PhD, Stanford University) is Senior Lecturer in Linguistics in the Department of Linguistics and English Language at The University of Manchester. His interests are in the morphosyntax/ semantics interface and the implications of crosslinguistic variation for its nature. He is a field linguist with interests in language documentation and description, and he has done extensive work on the Misumalpan language Ulwa.

The class examines how to go about collecting data for the purposes of documenting and describing the morphosyntactic alignment and verbal argument structure in an understudied language. The class begins with a bird's eye view of major issues in alignment and argument structure, with the goal of considering the kinds of data that should be collected for the purposes of documentation, description, and further study. Methods for data collection are discussed, alongside positive and negative properties of the various methods. Case studies throughout the discussion are drawn from Ulwa (Misumalpan; Nicaragua).

PLUMERIA ROOM

## (MC 4) Elicitation and Documentation of Evidentiality

Level: *Advanced*

Lev Michael • [REDACTED]  
University of California, Berkeley



Lev Michael is an Associate Professor of Linguistics at the University of California, Berkeley. With a methodological grounding in language documentation and anthropological linguistics, his research focuses on the socio-cultural dimensions of grammar and language use, typology, language contact in South America, and the historical linguistics of Arawak, Tukanoan, Tupí-Guaraní, and Zaparoan languages. He has carried out fieldwork with speakers of Aʔiwa (isolate), Iquito (Zaparoan), Matsigenka (Arawak), Máihiki (Tukanoan), Muniche (isolate), Nanti (Arawak), Omagua (Tupí-Guaraní), and Sápara (Zaparoan). In his engagement with Amazonian indigenous communities, he is also involved in language revitalization, and in training and collaborating with community linguists.

In recent decades, we have seen an explosion of descriptive, typological, and theoretical work on evidentiality. This course will briefly survey typological and theoretical approaches to this subtle and exciting grammatical category, and examine a number of open empirical and analytical questions regarding the social and interactional functions of evidentiality, and its relationship to grammatical categories such as epistemic modality and mirativity, with which it has often been associated. We then turn to empirical approaches to studying evidentiality, including a variety of elicitation-based and corpus-based methods, discussing the advantages and pitfalls of each.

ILIMA ROOM

# MASTER CLASSES (MC)

FRIDAY • 3:30-5:30 p.m.

Sponsored by the National Science Foundation

## (MC5) Introduction to First Language Acquisition for Language Conservation

Level: *Non-specialist*

William O'Grady • [REDACTED]  
University of Hawai'i at Mānoa

Kamil Deen • [REDACTED]  
University of Hawai'i at Mānoa

This class will focus on facts and research in the field of first language acquisition that are relevant to language revitalization programs, especially those involving full and partial immersion programs targeting child learners.

HIBISCUS BALLROOM 1



*William O'Grady is professor of linguistics at the University of Hawai'i at Mānoa; his areas of specialization include language acquisition and language revitalization.*



*Kamil Ud Deen is a professor of linguistics at the University of Hawai'i at Mānoa; his primary area of specialization is first language acquisition.*

## (MC6) Elicitation and Documentation of Tone

Level: *Intermediate*

Bert Remijsen • [REDACTED]  
University of Edinburgh

Ear-based methods and quantitative analysis are both very useful in the study of tone. In order to combine them, we need to understand how the auditory perception of pitch relates to the fundamental frequency pattern that gives rise to it. Crucial to this relation is the notion of tonal alignment. In this master class, I will explore this notion from phonetic and phonological angles, point out key findings in the experimental and typological literature, and illustrate the issues with many sound examples.

HIBISCUS BALLROOM 2



*Bert Remijsen (PhD, Leiden University) has investigated several languages in which a tone contrast is found alongside one or more other suprasegmental contrasts. Earlier on, he studied languages that combine tone with a stress contrast: Ma`ya (Austronesian, Indonesia) and Papiamentu (Caribbean creole, Dutch Antilles). Since 2005, he has focused on Dinka and Shilluk (Nilo-Saharan, South Sudan), which present independent contrasts of vowel length, tone, and voice quality. He works for the University of Edinburgh.*

# (MC) MASTER CLASSES

Sponsored by the National Science Foundation

3:30-5:30 p.m. • FRIDAY

## (MC7) Elicitation and Documentation of Valency-Changing Constructions & Processes

Level: *Advanced*

Marianne Mithun • [REDACTED]  
University of California, Santa Barbara



*Marianne Mithun is Professor of Linguistics at the University of California, Santa Barbara. She works with a number of communities engaged in documenting and revitalizing their traditional languages, and is interested in all aspects of language, especially morphology, syntax, discourse, prosody, and their interrelations, and the processes which shape languages over time.*

Languages show tremendous variation in the arrays of valency-changing constructions they offer speakers and the circumstances under which each is used. Discovering the functions of alternatives can be a delicate undertaking, because these are often below the consciousness of speakers, they can depend on larger discourse contexts and speaker intentions, and they can be easily distorted by the bilingual context of elicitation. This workshop will explore the kinds of syntactic, semantic, and discourse functions such alternatives can serve and strategies for uncovering them.

GARDEN LANAI ROOM

## (MC8) Elicitation and Documentation of Tense & Aspect

Level: *Intermediate*

Jürgen Bohnemeyer • [REDACTED]  
University of Buffalo



*Jürgen Bohnemeyer (PhD 1998, Tilburg University) is Associate Professor of Linguistics at the State University of New York at Buffalo. He specializes in semantic typology, the crosslinguistic study of semantic categorization. His research focuses on the semantic typology of representations of space, time, and events.*

All languages seem to have provisions for the representation of time in their lexicons and discourse structures. But evidence has been mounting in recent years that the ways in which the representation of time is inscribed into the grammars of different languages varies substantially. The aim of his course is to review this evidence and introduce some empirical and analytical tools that facilitate the study of tense-mood-aspect systems in the field.

CARNATION ROOM

# MASTER CLASSES (MC)

**SATURDAY • 3:30-5:30 p.m.**

**Sponsored by the National Science Foundation**

## **(MC9) Introduction to Second Language Acquisition for Language Conservation**

*Level: Non-specialist*

Theres Grüter • [REDACTED]  
University of Hawai'i at Mānoa



*Theres Grüter is an assistant professor in the department of Second Language Studies at UH Mānoa. Her research investigates how language users of various types, including child and adult bilinguals and second language learners, acquire and process structural aspects of language. She is an Associate Editor of Applied Psycholinguistics, and co-directs the UH eye-tracking laboratory.*

This class will provide an introduction to basic concepts in Second Language Acquisition, including the notion of cross-linguistic influence/transfer from the mother tongue, the role of age and other individual difference variables such as motivation and aptitude, as well as external factors relating to input and the linguistic and social environment.

HIBISCUS BALLROOM 1

## **(MC 10) Elicitation and Documentation of Definiteness & Quantification**

*Level: Advanced*

Peter Jenks • [REDACTED]  
University of California, Berkeley



*Peter's research focuses on the syntax and semantics of nouns and noun phrases in East and Southeast Asian and African languages. A major focus of his work is nominal interpretations in Thai, a language he was exposed to while growing up in Thailand. He has also done extensive research on Moro, a Kordofanian language of the Nuba Mountains of Sudan, working with an immigrant family in the United States, and conducted two summers of in situ fieldwork on Moken, an Austronesian language spoken by sea nomads roaming the islands of Thailand and Burma.*

This class will survey semantic distinctions which have been claimed to exist for well-studied languages, including definiteness, specificity, weak versus strong quantification, and referential versus bound variable readings of pronouns. We will then examine the different ways that these distinctions are encoded in the languages of the world. Finally, we will introduce a number of syntactic and semantic diagnostics that will enable the documentarian to identify these different nominal interpretations both with elicitation and in texts.

HIBISCUS BALLROOM 2

# (MC) MASTER CLASSES

Sponsored by the National Science Foundation

3:30-5:30 p.m. • SATURDAY

## (MC 11) Elicitation and Documentation of Topic & Focus Constructions/Processes

*Level: Advanced*

Judith Aissen • [REDACTED]  
University of California, Santa Cruz



*Judith Aissen is Research Professor of Linguistics at UC Santa Cruz. She has worked on various problems in the syntax of Mayan (especially Tzotzil), including ones related to phrase structure, voice, wh-movement, and information structure. She has taught workshops on a wide range of topics to linguists working on indigenous languages of Mexico and Guatemala.*

We will begin by clarifying what the terms ‘topic’ and ‘focus’ refer to, drawing on examples from spontaneously produced speech. This material will, first, provide a guide to the identification of topic and focus in text material. But second, it will serve as a basis for developing strategies to elicit analogous examples in the fieldwork context.

GARDEN LANAI ROOM

## (MC 12) Elicitation and Documentation of Intonation

*Level: Intermediate*

Sun-Ah Jun • [REDACTED]  
University of California, Los Angeles



*Sun-Ah Jun is Professor in the Department of Linguistics at the University of California, Los Angeles (UCLA). She received her PhD from the Ohio State University in 1993 and has been teaching at UCLA since. Her research focuses on intonational phonology and transcription, prosodic typology, language acquisition, and the interface between prosody and subareas of linguistics.*

This course will show students how to elicit and document intonation of unknown or unfamiliar languages. Students will learn basic principles of analyzing intonation in the framework of the Autosegmental-Metrical (AM) model of intonational phonology, and how to prepare sentences to test various hypotheses before finalizing a model of intonation.

CARNATION ROOM

# SPECIAL SESSIONS (SS)

## Sponsored by the National Science Foundation

All Special Sessions will be held in the Garden Lanai Room; see Schedule Grid for more details.

### SPECIAL SESSION A • THURSDAY

#### From Technical to Teachable: Strengthening the Interface Between Documentation, Revitalization, and Teaching

*Session Organizers:*

Dylan Herrick, University of Oklahoma

Tracy Hirata-Edds, University of Kansas

(1.1.3/SSA1) From technical to teachable: Phonetics and phonology • *Dylan Herrick, University of Oklahoma*

(1.2.3/SSA2) From technical to teachable: Tone and vowel length • *Tracy Hirata-Edds, University of Kansas*

(1.3.3/SSA3) From technical to teachable: Teaching morphology without templates • *Christopher Cox, Yukon Education*

(1.4.3/SSA4) From technical to teachable: The role of texts in documentation and pedagogy • *Olivia Sammons, University of Alberta*

### SPECIAL SESSION B • FRIDAY

#### The Teachable and the Learnable: The Role of Linguistics in Endangered Language Pedagogy

*Session Organizer:*

Jordan Lachler, University of Alberta

(2.1.3/SSB1) New school linguistics for practitioners of oral languages • *Sally Rice & Jordan Lachler, University of Alberta*

(2.2.3/SSB2) Developing metalinguistic competence at CILLDI • *Jordan Lachler & Sally Rice, University of Alberta*

(2.3.3/SSB3) My Plains Cree (nêhiyawêwin) language classes • *Dorothy Thunder, University of Alberta*

(2.4.3/SSB4) My Nakota/Stoney (Isga) language classes • *Eugene Alexis, Alexis Nakota Sioux Nation*

### SPECIAL SESSION C • SATURDAY

#### Learner-Centered Pedagogy: Adapting to Dialect Variation, Multilingualism, and Social Dynamics in Endangered Language Education

*Session Organizer:*

Haley De Korne, University of Pennsylvania

(3.1.3/SSC1) Recognizing contextual resources: Post-method approaches to building on learner's communicative repertoires • *Haley De Korne, University of Pennsylvania*

(3.2.3/SSC2) Building communicative competence and motivation among diverse learners of Zapotec in Teotitlan del Valle • *Janet Chávez Santiago, Research Library Juan de Cordova*

(3.3.3/SSC3) Decolonizing pedagogies for Indigenous children: Valuing multiliteracies in classrooms • *Mario López Gopar, Universidad Autonoma Benito Juarez de Oaxaca*

(3.4.3/SSC4) Flexible pedagogical techniques for working with dominant languages, dialect diversity and prejudices in endangered language classrooms • *Kiara Ríos Ríos, Universidad Autonoma Benito Juarez de Oaxaca*

### SPECIAL SESSION D • SUNDAY

#### Language Pedagogy and Practice in Indigenous Australia: Learning Observations from Infancy to Teenhood

*Session Organizer:*

Barbara Kelly, University of Melbourne

(4.1.3/SSD1) Acquiring a polysynthetic Australian language: From infancy to school • *Barbara Kelly & Rachel Nordlinger, University of Melbourne*

(4.2.3/SSD2) Bilingual education in Australian Aboriginal communities: The forty years of the Yirrkala step model • *Gemma Morales, Lauren Gawne & Gillian Wigglesworth, University of Melbourne*

(4.3.3/SSD3) Informed pedagogy in light of Fishman's five questions • *Carmel O'Shannessy, University of Michigan*

(4.4.3/SSD4) Pedagogy or practice? Indigenous youth and language maintenance in out of school settings • *Inge Kral, Australian National University*

# (1.1) PAPERS

10:50–11:20 a.m • SESSION ONE • THURSDAY

## (1.1.1) Busy intersections: A framework for revitalization

Tucker Childs • [REDACTED]  
Portland State University

This paper reports on the applicability of a pedagogical model for use in West Africa drawn from adult literacy practices in the United States. It bridges the gaps between linguists, teachers, and community by building on the ethnographic skills of language documenters and on emergent literacy practices in the community.

HIBISCUS BALLROOM 1

## (1.1.3/SSA1) From technical to teachable: Phonetics and phonology

Dylan Herrick • [REDACTED]  
University of Oklahoma

Technical jargon allows linguists to describe languages precisely and explicitly, but it keeps non-specialists (e.g. teachers and community members) at arm's length. This presentation illustrates how we can effectively de-jargon some phonetic and phonological information (IPA-like descriptions of sounds, phoneme, allophone...) to make it accessible and usable in language learning.

GARDEN LANAI ROOM

## (1.1.4) Many entryways: Creating resources to support many uses of a dormant language

Catherine O'Connor • [REDACTED]  
Boston University

Elodie Paquette • [REDACTED]  
Independent scholar

Edwin Ko • [REDACTED]  
Georgetown University

Ethan Rimdzius • [REDACTED]  
Boston University

Elizabeth Grillo • [REDACTED]  
Boston University

Language learning resources should reflect the different goals community members may have. Using soundfiles of Northern Pomo, a dormant language of California, we are constructing on-line resources: an introductory language app, and a website introducing Sounds and Letters, Everyday Expressions, Talking Dictionary, Phrasicon, Basic Sentence Structures, and videos of Texts.

CARNATION ROOM

## (1.1.5) Exploring formats and review practices of text material stemming from documentation projects

Carolyn O'Meara • [REDACTED]  
Universidad Nacional Autónoma de México

Rodrigo Romero • [REDACTED]  
Universidad Nacional Autónoma de México

In this paper, we argue for a collaborative approach to the review process of didactic material in order to specifically target the issue of the text's presentation, addressing the benefits and limitations of different text formats, as well as the different relevant factors in each speaker community.

PLUMERIA ROOM

## (1.1.6) Contribution of women to linguistic vitality in northwestern Nigeria

Rebecca Paterson • [REDACTED]  
University of Oregon

Each field situation has its challenges for the researcher; here we share lessons learned and methods for successful interaction with women in societies of northwestern Nigeria based on observations of behavior, interviews with local families and elicitation sessions in both female only and mixed gender settings.

ILIMA ROOM

# PAPERS (1.2)

THURSDAY • SESSION TWO • 11:30 a.m.–12:00 p.m.

## (1.2.1) Revitalization of indigenous languages in Taiwan: 1995-2014

Lillian Huang • lhuang@g2.usc.edu.tw  
Shih Chien University

This paper discusses various top-down and bottom-up strategies utilized in preserving and promoting Taiwan indigenous languages in the past 20 years (1995–2014), including indigenous languages' teaching, textbook development, indigenous language teachers' training, designing and execution of 4-level indigenous language proficiency tests, and compilation and digitalization of indigenous language dictionaries.

HIBISCUS BALLROOM 1

## (1.2.3/SSA2) From technical to teachable: Tone and vowel length

Tracy Hirata-Edds • [REDACTED]  
University of Kansas

The educational needs of a community are often distinct from those of linguists. This presentation discusses the documentation and teaching of tone and vowel length in Cherokee. It illustrates an approach incorporating constant input from teachers and learners to guide the documentation process resulting in accessible and teachable linguistic information.

GARDEN LANAI ROOM

## (1.2.4) Endangered language sound documentation and audio processing in the cloud

Min Chen • [REDACTED]  
University of Washington Bothell

Mizuki Miyashita • [REDACTED]  
University of Montana

Robert Bezirganyan • [REDACTED]  
University of Washington Bothell

Jingjing Dong • [REDACTED]  
University of Washington Bothell

With rapid and significant advancements, cloud computing provides an ideal platform for sound documentation and audio processing. Our project presents an audio search prototype, named PELDA (Platform for Endangered Language Documentation and Analysis), in Azure cloud platform. Using Blackfoot, we will show its potential benefit to language documentation and conservation.

CARNATION ROOM

## (1.2.5) Putting practice into words: Fieldwork methodology in grammatical descriptions

Lauren Gawne • [REDACTED]  
Nanyang Technological University

Barbara F. Kelly • [REDACTED]  
The University of Melbourne

Andrea L. Berez • [REDACTED]  
University of Hawai'i at Mānoa

Tyler Heston • [REDACTED]  
University of Hawai'i at Mānoa

We demonstrate that while descriptive linguists practice good data collection methodology, this needs to be demonstrated more clearly in published writing. We present a survey of published grammars, PhD dissertations and journal articles, and offer a benchmark for the information we believe is vital in methodologies of descriptive research writing.

PLUMERIA ROOM

## (1.2.6) Language attrition or language change? A case study of an Omagua idiolect

Zachary O'Hagan • [REDACTED]  
University of California, Berkeley

This presentation explores notions of attrition, change, and semi-speaker by examining the unique grammar of a speaker of Omagua (Tupí-Guaraní). I show that the production of written texts in socially isolated circumstances was heavily affected by Spanish, and that this resulted in a set of phenomena resembling rapid grammaticalization.

ILIMA ROOM

# (1.3) PAPERS

2:00–2:30 p.m • SESSION THREE • THURSDAY

## (1.3.1) Beyond time, place, comparability, and searchability: Transdisciplinary apparatus in documentary linguistics

Frank Seidel • [REDACTED]  
University of Florida

I conceptualize the production of language archives as a “communicative act” with a transdisciplinary audience. I will try to start answering the following question “What might a ‘philologist 500 years from now’ want to know in order to tract meaningful narratives from the content of an archive’s recordings?”

HIBISCUS BALLROOM 1

## (1.3.2) Pedagogy of aloha enriches intergenerational Hawaiian language learning

Kū Kahakalau • [REDACTED]  
Kū-A-Kanaka Indigenous Research Institute  
‘I’inimaikalani Kahakalau • [REDACTED]  
Kū-A-Kanaka Indigenous Research Institute

This presentation introduces an innovative, learner-directed Hawaiian language and culture program called Basic Hawaiian. This fun, intergenerational approach to Hawaiian language learning focuses on teaching Hawaiian the natural way, by visiting with and interacting with four virtual Hawaiian characters.

HIBISCUS BALLROOM 2

## (1.3.3/SSA3) From technical to teachable: Teaching morphology without templates

Christopher Cox • [REDACTED]  
Yukon Education

Morphological templates are often used as models of word structure in polysynthetic languages, informing both documentary and pedagogical efforts. Using examples from Dene languages, this presentation suggests an alternative, paradigm-based approach, arguing that this presents regularities that are accessible to learners, amenable to classroom use, and relevant to ongoing documentation.

GARDEN LANAI ROOM

## (1.3.4) Multimedia technology enhanced materials development for indigenous language revitalization

Candace Galla • [REDACTED]  
University of British Columbia

Multimedia technology provides Indigenous language speakers, learners, and educators opportunities to develop and disseminate materials, as well as diversify the linguistic domain. This presentation discusses results from a course that enriches theory, practice and application with project-based outcomes (low-, mid-, and high-technology initiatives) based on the adapted technacy framework.

CARNATION ROOM

## (1.3.5) Vadzaih Tth’an Oozhri’ and Gwich’in culture

Kenneth Frank • [REDACTED]  
University of Alaska Fairbanks

I will present a detailed diagram of caribou bone names using our Gwich’in language. I will also show how we use the different parts of the caribou to make traditional tools, clothing, and games, and how we butcher caribou.

PLUMERIA ROOM

## (1.3.6) Assessment scales of language endangerment vs in-depth studies: The case of Ngoni in Tanzania

Tove Rosendal • [REDACTED]  
University of Gothenburg, Sweden

The paper argues that it is necessary to go beyond well-known language endangerment assessment scales to give a solid indication of endangerment. These scales must be complemented by more in-depth studies. The talk provides data from a sociolinguistic study of the Tanzanian language Ngoni in a contact situation with Swahili.

ILIMA ROOM

# PAPERS (1.4)

THURSDAY • SESSION FOUR • 2:40–3:10 p.m.

## (1.4.1) Indigenous language story-work: Examples from Secwepemctsin (Shuswap) and Xaad Kil (Haida)

Marianne Ignace • [REDACTED]  
Simon Fraser University

Ronald Ignace • [REDACTED]  
Simon Fraser University

Lawrence Bell  
Xaad Kihlgaa Hl Suu.u Society

Based on work with elders, storytellers and learners of Secwepemctsin and Xaad Kil, this presentation shows how indigenous language narratives can be re-constituted from English-only versions, how we can contextualize their meaning, and how they can be deployed among learners as mnemonic devices to internalize grammatical, lexical and phonetic competence.

HIBISCUS BALLROOM 1

## (1.4.2) The symbiosis of documentation, description and pedagogy: A case study of East Timor mother tongue education

Tyler Heston • [REDACTED]  
University of Hawai'i at Mānoa

The crucial importance of language documentation and description to pedagogy is pervasive, not only for revitalization, but also for basic literacy education in underdocumented languages. This case study on mother tongue literacy education in East Timor illustrates how linguistic research and pedagogy can collaborate to mutual benefit.

HIBISCUS BALLROOM 2

## (1.4.3/SSA4) From technical to teachable: The role of texts in documentation and pedagogy

Olivia Sammons • [REDACTED]  
University of Alberta

Language documentation and pedagogy share an interest in texts, though often with different applications in mind. Through two case studies, this paper identifies ways of bridging this gap, offering recommendations for developing reciprocal relationships between educators and linguists in which text development enriches both language teaching and the documentary record.

GARDEN LANAI ROOM

## (1.4.4) Integrating descriptive and computational approaches in language documentation and resource development

Michelle Morrison • [REDACTED]  
University of Maryland

Christopher Green • [REDACTED]  
University of Maryland

Nikki Adams • [REDACTED]  
University of Maryland

Erin Smith Crabb • [REDACTED]  
University of Maryland

If computational tools exist for a language, they are usually created separately from (and do not inform) language descriptions. We describe a project involving creation of descriptive and computational resources for Somali and argue that simultaneous creation of both allows each to not only inform, but also enhance the other.

CARNATION ROOM

## (1.4.5) Gwich'in Caribou anatomy and verbal art

Craig Mishler • [REDACTED]  
University of Alaska Fairbanks

The ethnopoetics of Gwich'in caribou anatomy rise out of our detailed compilation of names for caribou bones, muscles, and internal organs. Surprisingly, the names used for caribou body parts are rich in simile, metaphor, metonymy, synecdoche, and personification, illustrating the elegant robust imaginative life of Gwich'in subsistence hunters.

PLUMERIA ROOM

## (1.4.6) An assessment of linguistic development in a Kaqchikel immersion school

Raina Heaton • [REDACTED]  
University of Hawai'i at Mānoa

Igor Xoyon • [REDACTED]  
Universidad de San Carlos de Guatemala / Nimaläj Kaqchikel Amaq'

This paper discusses three assessments which evaluate the progress of students in a Kaqchikel immersion program in Guatemala. Picture-naming production and comprehension tasks were used to test for proficiency in phonology, morphology and lexical acquisition. Results serve to improve the program and inform future methodological and curricular decisions.

ILIMA ROOM

# (1.5) PAPERS

3:20–3:50 p.m • SESSION FIVE • THURSDAY

## (1.5.1) Bridging gaps: Documentation, description, and revitalization as mutually beneficial, integrated counterparts

Racquel-María Sapién • [REDACTED]  
University of Oklahoma

Tracy Hirata-Edds • [REDACTED]  
University of Kansas

Separating documentation, description, and revitalization can create an artificial hierarchy wherein pedagogical materials are secondary to and derivative of documentation. However, approaching them as counterparts of a single enterprise strengthens all. This talk theorizes a methodology for endangered languages research that integrates documentation, description, and revitalization.

HIBISCUS BALLROOM 1

## (1.5.2) Taking down the barriers: Accessibility by detechnicalization and minimalist presentation

Conor Quinn • [REDACTED]  
University of Maine / University of Southern Maine

Towards removing barriers to access and calculated rationales for lack of interest, we examine two approaches to reducing heritage learner entry costs (detechnicalization and minimalist presentation) as applied to three “difficult” Algonquian grammatical points (polysynthesis, obviation, and gender), highlighting how both open fuller access to a wider audience of learners.

HIBISCUS BALLROOM 2

## (1.5.3) Using listening workshops to integrate phonology into language revitalization: Learner training in Chickasaw pronunciation

Colleen Fitzgerald • [REDACTED]  
University of Texas at Arlington

Joshua Hinson • [REDACTED]  
Chickasaw Nation

Finding effective ways to bolster the relationship between linguistic documentation and language revitalization and pedagogy is important for endangered languages. Documentation and analysis feed into revitalization and training, shown by pronunciation training for Chickasaw learners. Multiple uses for documentation is efficient. Importantly, our model is easily extendable to other communities.

GARDEN LANAI ROOM

## (1.5.4) Web-based mapping in multi-variant fieldwork contexts: Perspectives from diasporic Mixtec

Patrick Hall • [REDACTED]  
University of California, Santa Barbara

Emily John-Martin

We use web-based mapping techniques to inform our fieldwork in two diasporic communities of speakers of several variants of Lowland Mixtec in Skagit County, Washington, and the Central Coast of California. This approach encourages the synthesis of existing documentation and improves our ability to interpret the observations of community language workers.

CARNATION ROOM

## (1.5.5) Learning the language of Caribou

Crystal Frank • [REDACTED]  
University of Alaska Fairbanks

Growing up as a girl and young woman, I never realized that the specialized corpus of Gwich'in words about caribou anatomy largely escaped me because my father did all the hunting. As a language learner and transcriber, I've now acquired many new nouns and verbs about hunting and caribou biology.

PLUMERIA ROOM

## (1.5.6) Report on the Status of B.C. First Nations Languages

Tracey Herbert • [REDACTED]  
First Peoples' Cultural Council

Shay Boechler • [REDACTED]  
First Peoples' Cultural Council

The 2014 Report on the Status of B.C. First Nations Languages highlights the diversity of First Nations languages and cultures in B.C., Canada, presents up-to-date statistics of the status of these languages and provides information for First Nations leadership, governments and communities to use in revitalization efforts at all levels.

ILIMA ROOM

# PAPERS (2.1)

FRIDAY • SESSION ONE • 9:00–9:30 a.m.

## (2.1.1) Documenting language-hood

William O'Grady • [REDACTED]  
University of Hawai'i at Mānoa

Changyong Yang • [REDACTED]  
Jeju National University

Sejung Yang • [REDACTED]  
University of Hawai'i at Mānoa

Sang-Gu Kang  
Cheongju University

So-Young Kim  
Tongmyong University

The first step in language documentation and revitalization requires establishing that the community's variety of speech is an independent language that is distinct from the majority language in the region. We outline a technique for achieving this objective, and report on its successful use in an actual community.

HIBISCUS BALLROOM 1

## (2.1.2) Fieldwork as material and intellectual exchange: a Chini interpretation of nascent linguist-community relations

Joseph Brooks • [REDACTED]  
University of California at Santa Barbara

I address the cultural motivations and local historical factors that underlie the expectations the Chini of Papua New Guinea have of research on their language, as well as the culturally-specific ways in which they conveyed them, in order to argue for more contextualized approaches to ethics in language documentation.

HIBISCUS BALLROOM 2

## (2.1.3/SSB1) New school linguistics for practitioners of oral languages

Sally Rice • [REDACTED]  
University of Alberta

Jordan Lachler • [REDACTED]  
University of Alberta

In this position paper, we describe the natural fit between linguistic analysis informed by a cognitive/constructionist approach and the documentary, descriptive, and teacher training work we conduct with speakers of endangered languages, especially the many oral and polysynthetic languages of the Canadian north.

GARDEN LANAI ROOM

## (2.1.4) "The digital archive is useless . . .": Community archiving, dissemination and sovereignty

Michael Shepard • [REDACTED]  
University of British Columbia

My presentation describes research on community archive initiatives in Alaska, Washington and California that investigates the relationship between language ideology and the efficacy of documentation, preservation and dissemination practices. I provide strategies to increase success of preservation efforts and advocate for more direct application of archival resources for educational dissemination.

CARNATION ROOM

## (2.1.5) The Sign Language Documentation Training Center

Samantha Rarrick • [REDACTED]  
University of Hawai'i at Mānoa

Jan Fried • [REDACTED]  
Kapi'olani Community College

Brittany Wilson • [REDACTED]

The Sign Language Documentation Training Center (SLDTC) works with users of underdocumented sign languages to record their languages. Currently in its third iteration, the program has undergone substantial changes in order to make documentation more Deaf-friendly. These changes also have implications for best practices in Sign Language documentation.

PLUMERIA ROOM

## (2.1.6) Documenting linguistic practices for navigating space and place in Greenland

Hilary McMahan • [REDACTED]  
University of Chicago

Lenore A. Grenoble • [REDACTED]  
University of Chicago

Our research uses an ethno-linguistic approach to document and analyze how Kalaallisut speakers make reference to space and place. We show how toponyms and landscape terms exist within a complex domain of spatial language, forming frameworks of knowledge through which Greenlanders have navigated their Arctic environment for hundreds of years.

ILIMA ROOM

# (2.2) PAPERS

9:40–10:10 a.m. • SESSION TWO • FRIDAY

## (2.2.2) 'Slowly, slowly said the jaguar': Giving collaborations time to develop

Gabriela Pérez Báez • [REDACTED]  
Smithsonian Institution

Collaborations are integral to research to the point of being a condition for it. There is, however, insufficient discussion about the conditions needed for establishing collaborations. This Isthmus Zapotec case study illustrates conditions needed for collaboration. These have taken years. I advocate for collaborations as goal rather than condition.

HIBISCUS BALLROOM 2

## (2.2.3/SSB2) Developing metalinguistic competence at CILLDI

Jordan Lachler • [REDACTED]  
University of Alberta

Sally Rice • [REDACTED]  
University of Alberta

The two morphosyntactic courses of the CLC illustrate our constructional and contextualized ethos. We will provide ample illustration of some of the in-class activities that help students build their own lexico-grammatical sketches of their languages, understand linguistic analyses, and translate this knowledge to learners and other speakers.

GARDEN LANAI ROOM

## (2.2.4) Constructing a digital museum with a large-scale archive for endangered languages

Yukinori Takubo • [REDACTED] u.ac.jp

Tamaki Motoki • [REDACTED] u.ac.jp

Syuntaroo Tida • [REDACTED]

Shoji Kajita • [REDACTED] u.ac.jp

Masahiro Yamada • [REDACTED]

Yoshihiko Asao • [REDACTED]

Kyoto University

Keisuke Yagi • [REDACTED]  
Asahi Giken Corporation

We will demonstrate how to construct a digital museum with a large-scale archive for documenting endangered languages. The system enables us to construct a large-scale archive at an individual level and at a manageable price, thereby providing us with a powerful tool for language documentation, conservation and revitalization.

CARNATION ROOM

## (2.2.5) What language documentation via corpora can do for local communities: The case of sign languages

Kearsy Cormier • [REDACTED]  
University College London

Adam Schembri • [REDACTED]  
La Trobe University

Here we describe some of the major sign language corpora that exist and other language documentation efforts with sign languages. We also explore the benefits of corpora for local communities, particularly in language teaching and learning, and the implications of this not just for sign but also for spoken/written languages.

PLUMERIA ROOM

## (2.2.6) Across mountain and sea: Bringing language to linguists

Rose-Marie Déchaine • [REDACTED]  
James Crippen • [REDACTED]  
Bessie Cooley • [REDACTED]  
Erin Guntly • [REDACTED]  
Gunnar Hansson • [REDACTED]  
Carolyn Martin • [REDACTED]  
John Martin • [REDACTED]  
Lisa Matthewson • [REDACTED]  
Patrick Moore • [REDACTED]  
University of British Columbia

Lance Twitchell • [REDACTED]  
University of Alaska Southeast

We report on a project bringing Tlingit language speakers to the University of British Columbia as resident consultants for one academic year. Spearheaded by community members, the project's successful integration of theory, practice, and application contributes to a model of best practices for community-based language research.

ILIMA ROOM

# PAPERS (2.3)

FRIDAY • SESSION THREE • 10:20–10:50 a.m.

## (2.3.1) Planning for assessment in language programs: A practical tool

Melody Ross • [REDACTED]  
University of Hawai'i at Mānoa

Program assessment is an often-overlooked part of language program planning, but is critically important to stakeholder satisfaction and program accountability. This paper introduces a practical, multi-level assessment tool for use in diverse language programs by non-specialists.

HIBISCUS BALLROOM 1

## (2.3.2) Applying linguistics in the conservation of the social and cultural context of underdocumented languages

Jason Jackson • [REDACTED]  
University of Hawai'i at Mānoa

This talk compares the componential grammar model and the socio-culturally informed model of approaching language description, and how the two models pair up with notions of language teaching in an effort to identify specific ways to improve the practices of language documentation and language conservation.

HIBISCUS BALLROOM 2

## (2.3.3/SSB3) My Plains Cree (nêhiyawêwin) Language Classes

Dorothy Thunder • [REDACTED]  
University of Alberta

This is the first of two case studies by indigenous linguists who have graduated from the Community Linguist Certificate program. This presenter comments on how linguistic training has affected her teaching in university-level Cree language classes. She focuses on an innovative technique she uses in an adult immersion course.

GARDEN LANAI ROOM

## (2.3.5) Using sign and gesture to enhance pedagogy in an indigenous Australian language revitalisation setting

Joelander MacGregor • [REDACTED]  
Brisbane Water Local Management Group & Darkinyung LALC

This paper presents the findings of an action-research project based in a primary school classroom setting for a language being revitalised predominantly from historical sources. The project investigated the use of sign and gesture as a mnemonic device for enhancing language learning.

PLUMERIA ROOM

## (2.3.6) Documenting, analyzing, and teaching the grammar of direction in Karuk

Andrew Garrett • [REDACTED]  
University of California, Berkeley

Line Mikkelsen • [REDACTED]  
University of California, Berkeley

We are developing an online resource to support research, teaching, learning, and revitalization of Karuk (Hokan, northern California). To illustrate the value of integrating a morphologically analyzed lexical and text database with a syntactically parsed text corpus, we discuss how research on the morphosyntax of directional suffixes can inform pedagogy.

ILIMA ROOM

## (2.4) PAPERS

11:00–11:30 a.m. • SESSION FOUR • FRIDAY

### (2.4.1) Endangered poetics: Assessing ethnolinguistic vitality in the Francophone Pacific

Alexander Mawyer • [REDACTED]  
University of Hawai'i at Mānoa

Ena Manuireva • [REDACTED]  
Auckland University of Technology/Mangarevan

This paper examines whether documenting language change through traditional poetry genres offers a useful assessment tool for the vitality of Mangarevan, an understudied Polynesian language. We suggest that adequately documenting poetic genres can be (re)evaluated as an effective tool for developing effective strategies to scaffold linguistic endurance and revitalization effort.

HIBISCUS BALLROOM 1

### (2.4.2) Real and fictional referents in linguistic fieldwork

Katie Sardinha • [REDACTED]  
University of California, Berkeley

Making up stories is an important component of both semantic fieldwork and language documentation – but who should stories and discourse contexts be about? In this methodologically-oriented presentation I discuss the pros and cons of talking about real people versus fictional characters, and discuss methods for reducing elicitation task errors.

HIBISCUS BALLROOM 2

### (2.4.3/SSB4) My Nakota/Stoney (Isga) Language Classes

Eugene Alexis • [REDACTED]  
Alexis Nakota Sioux Nation

In this final presentation, the focus is on language revitalization activities at Alexis Nakota Sioux Nation by a graduate of the Community Linguist Certificate program. The presenter shares linguistic insights now being applied in the classroom and in various language programming activities on the reserve.

GARDEN LANAI ROOM

### (2.4.4) A sustainable archiving software solution for The Language Archive

Paul Trilsbeek • [REDACTED]  
Daan Broeder • [REDACTED]  
Willem Elbers • [REDACTED]  
André Moreira • [REDACTED]  
Max Planck Institute for Psycholinguistics

The Language Archive has been developing an in house built archiving solution for more than 15 years. This paper describes the process of choosing an existing open source repository solution to form the basis of a new archiving solution with the goal to reduce maintenance costs in the long run.

CARNATION ROOM

### (2.4.5) Merging documentation and pedagogy in Hawai'i Sign Language research

James Woodward Jr. • [REDACTED]  
University of Hawai'i at Mānoa

This presentation provides examples of how pedagogy has been merged with description in the documentation of Hawai'i Sign Language (HSL), a critically endangered language isolate, providing full access to methods used and materials developed, including an experimental course recently developed to teach merging strategies in the context of HSL documentation.

PLUMERIA ROOM

### (2.4.6) Documenting Blackfoot pitch excursion

Mizuki Miyashita • [REDACTED]  
University of Montana

Naatosi Fish  
University of Montana / Blackfeet

This study documents and describes Blackfoot pitch excursion. The pitch excursion is described and generalized based on 35 words pronounced by a native Blackfoot speaker. The study is significant because it enhances Blackfoot phonetics and phonology, contributes to the sound pedagogy of Blackfoot, and thus bridges theory and application.

ILIMA ROOM

# PAPERS (2.5)

FRIDAY • SESSION FIVE • 1:30–2:00 p.m.

## (2.5.1) Gamification of rapid word collection

Rebecca Paterson • [REDACTED]  
University of Oregon

Amos Teo • [REDACTED]  
University of Oregon

Timbwaoga Aime Judicaël Ouermi • [REDACTED]  
University of Oregon

We present the outcomes of applying gamification to the Dictionary Development Program in an effort to collect and verify words in a narrow set of semantic domains for the Mòdré language and evaluate its effectiveness. Creative interaction engages speakers in language documentation and the development of language materials.

HIBISCUS BALLROOM 1

## (2.5.2) Involving students in meaningful language preservation work as early as possible

Sheri Wells-Jensen • [REDACTED]  
Bowling Green State University

Jason Wells-Jensen

Lucas Fullenkamp

This presentation summarizes our efforts to involve students in meaningful language preservation work as early as possible. We offer guidelines gleaned from both our successes and our occasional missteps, and conclude with reactions from community members.

HIBISCUS BALLROOM 2

## (2.5.3) Extensive writing: A way to foster metalinguistic awareness and literacy development

Cindy Schneider • [REDACTED]  
University of New England (Australia)

Many indigenous communities are challenged both by (a) language shift; (b) orthography standardisation, and underachievement in literacy. I propose teaching a baseline orthography, then encouraging students firstly to write extensively, but also to record and transcribe the language of others. This fosters literacy development and community awareness of cross-linguistic variation.

GARDEN LANAI ROOM

## (2.5.4) Ethnobotanical classification in Lisu: Data collection and management

Holly Sellers • [REDACTED]  
La Trobe University, Australia

This presentation will outline the methodology used in the collection of a large body of plant data from the Lisu people in Northern Thailand for the purposes of ethnotaxonomical description and documentation, as well as the subsequent use and management of the information collected.

CARNATION ROOM

## (2.5.5) Documentation of sign language diversity in Peru

Brenda Clark • [REDACTED]  
University of Hawai'i at Mānoa

This paper discusses challenges in the documentation and study of sign languages in Peru, as well as potential solutions. It also briefly describes the type of documentation, analysis, conservation, and educational work that may be possible and valuable in the near future.

PLUMERIA ROOM

## (2.5.6) Three speakers, four dialects: Documenting variation in an endangered Amazonian language

Amalia Skilton • [REDACTED]  
University of California, Berkeley

While endangered-language speech communities can display extensive inter-speaker variation, language documentation projects rarely involve serious research on variation. This talk addresses obstacles to and strategies for documenting variation in endangered languages, taking the author's recent documentary-sociolinguistic work on Máfhiki, a severely endangered language of northwestern Amazonia, as a case study.

ILIMA ROOM

# (2.6) PAPERS

2:10–2:40 p.m. • SESSION SIX • FRIDAY

## (2.6.1) Workshop design for developing picture dictionaries in the Caucasus

Kathleen Sackett • [REDACTED]  
SIL International

This paper discusses picture dictionary development in nine Caucasian communities. It looks at the motivations, benefits and process related to their production. It explains why picture dictionaries were the appropriate language development product for these communities and how customization of a common template met the individual needs of each community.

HIBISCUS BALLROOM 1

## (2.6.2) Collaborating with language communities in diasporic contexts: Three cases studies from NYC

Daniel Kaufman • [REDACTED]  
Endangered Language Alliance

Habib Borjian • [REDACTED]  
Columbia University and ELA

Migration due to economic, environmental and political factors is increasingly displacing endangered language communities to urban centers. Using three case studies from New York City, we explore the flexibility required of linguists working with immigrant populations and offer different approaches for collaborating with language communities in various circumstances.

HIBISCUS BALLROOM 2

## (2.6.3) Vernacular literacy development in Vanuatu: Comparative case studies

Michael Franjeh • [REDACTED]  
SOAS, University of London

Kay Johnson • [REDACTED]  
University of the South Pacific, Port Vila

This talk compares two small-scale linguist driven vernacular literacy development projects against a large-scale national education project in Vanuatu. We will compare expertise of project leaders and discuss advantages and disadvantages of linguist led vs. educator led vernacular language development projects.

GARDEN LANAI ROOM

## (2.6.4) A quantitative analysis of linguistic metadata

Kavon Hooshir • [REDACTED]  
University of Hawai'i at Mānoa

Given that there are not enough linguist man-hours to document all the world's languages, what factors should we use in choosing languages to document? I look for possible guidance on this matter quantitatively by searching for correlations among linguistic metadata for large numbers of languages.

CARNATION ROOM

## (2.6.6) Endangered Uralic languages in the (Bermuda) triangle of documentation, theory, and application

Johanna Laakso • [REDACTED]  
University of Vienna

Elena Skribnik • [REDACTED]  
Ludvig Maximilian University of Munich, Germany

Marianne Bakró-Nagy • [REDACTED]  
Hungarian Academy of Sciences

We will analyse the interconnections within the triangle of documentation, theory and application, focusing on (i) the role of multilingualism in Uralic field linguistics, (ii) the special issues of teaching heritage languages, and (iii) the effects of language education and language policies on the documentation of language.

ILIMA ROOM

# PAPERS (2.7)

FRIDAY • SESSION SEVEN • 2:50–3:20 p.m.

## (2.7.1) Linking language documentation to community needs: Kaska Language workers and the Kaska On-line Dictionary Project

Patrick Moore • [REDACTED]  
University of British Columbia

Linda McDonald  
Yukon Education

Selena Pye

Mida (Martha) Donnessey

While one goal of language documentation is often meeting the needs of members of the local source community, it is often unclear what those needs are. This paper examines the needs of community language teachers and language workers participating in the development of an online Kaska (Dene) dictionary.

HIBISCUS BALLROOM 1

## (2.7.2) Towards Language Documentation 2.0: Imagining a crowdsourcing revolution

Mat Bettinson • [REDACTED]  
University of Melbourne

Crowdsourcing offers the potential to scale documentary activity beyond the confines of 'expert' linguistic resources. We argue that Web 2.0-like evolution in language documentation is necessary and even inevitable. This has deep ramifications for the design of tools and methods and forces us to re-evaluate a number of key assumptions.

HIBISCUS BALLROOM 2

## (2.7.3) Supporting native languages & encouraging early literacy with children's books

Kathryn Ohle • [REDACTED]  
University of Alaska Anchorage

Mark Condon • [REDACTED]  
Unite for Literacy

Our goal is to share how we are targeting language conservation and early literacy development through a project that provides dozens of children's books to families, children, and teachers in Alaska Native languages through the use of a free digital library with translated texts, as delivered through UniteForLiteracy.com.

GARDEN LANAI ROOM

## (2.7.4) Corpora, collections, data—Reusing outputs of language documentation

Nick Thieberger • [REDACTED]  
University of Melbourne

With the success of language documentation comes the creation of records in small languages. This paper explores the construction of collections and aims to establish guidelines for use in a new Australian project, the Centre of Excellence in the Dynamics of Language, and to inform the development of new tools.

CARNATION ROOM

## (2.7.5) Documenting the signed languages of the Caribbean: Problems and prospects

Ben Braithwaite • [REDACTED]  
University of the West Indies, St Augustine

The Caribbean has a rich heritage of largely undescribed signed languages, all of which face uncertain futures. Work on documenting these languages must balance sometimes conflicting priorities, and will best be achieved through collaborative partnerships between Deaf community groups and researchers, nationally, regionally and internationally.

PLUMERIA ROOM

## (2.7.6) Documentation of endangered Cosao "green codes" in Yunnan, China

Bibo Bai • [REDACTED]  
Yuxi Normal University

Xianming Xu • [REDACTED]  
Yuxi Normal University

This paper highlights the Cosao people using tropic plants to communicate within the tribe. It explores the plant messages, natural and cultural traits, linguistic encoding and decoding, and their domains of usage and documents their traditional knowledge urgently for their language endangerment destined cultural extinction.

ILIMA ROOM

# (3.1) PAPERS

9:00–9:30 a.m. • SESSION ONE • SATURDAY

## (3.1.1) Examining the role of summer short-courses as a tool for Scottish Gaelic language revitalization

Colleen Patton • [REDACTED]  
University of Arizona

While 5-day courses in Scottish Gaelic may modestly increase language proficiency, their success is in providing participants with contextualized exposure to Gaelic and the opportunity to build positive relationships with the Gaelic language and members of the speaker community—aspects which restructure language ecologies and support long-term revitalization endeavors.

HIBISCUS BALLROOM 1

## (3.1.2) Mismatch between theory and practice: Problem of determining base forms for Miyako verbs

Toshihide Nakayama • [REDACTED]  
Tokyo University of Foreign Studies

Tsuyoshi Ono • [REDACTED]  
University of Alberta

We discuss the difficulty in our work with Miyako, an endangered language of Okinawa, where linguists and native speakers do not agree on the ‘base form’ of a word. This is a cautionary note on the common assumption that our theoretical understanding is directly applicable to maintenance and revitalization efforts.

HIBISCUS BALLROOM 2

## (3.1.3/SSC1) Recognizing contextual resources: Post-method approaches to building on learner’s communicative repertoires

Haley De Korne • [REDACTED]  
University of Pennsylvania

This paper argues the need for close consideration of learner and context characteristics in language teaching, and discusses the post-method movement and communicative repertoires as complementary frameworks that support teachers in assessing and building on learners’ linguistic resources, while avoiding the common trap of categorizing learners through deficit perspectives.

GARDEN LANAI ROOM

## (3.1.4) Language Preservation 2.0: Crowdsourcing oral language documentation using mobile devices

Steven Bird • [REDACTED]  
University of Melbourne

We report on the development of a mobile app for language preservation. The app supports recording of primary sources along with metadata, respelling, interpretation, and digital archiving. An efficient workflow leverages the varying linguistic capacities of community members, leading to the archiving of substantial quantities of oral language documentation.

CARNATION ROOM

## (3.1.6) Designing and teaching a practical orthography of Nigromante Zapotec

Erin Donnelly • [REDACTED]  
University of California, Berkeley

Jorge Beltrán Luna • [REDACTED]  
University of California, San Diego

We discuss challenges in developing an orthography of Nigromante Zapotec. Suprasegmental features are contrastive, but a practical orthography should have few diacritics. We worked with speakers to decide how to write minimal pairs for tone. Mutually-intelligible dialects have phonemes absent in Nigromante. We identified and taught sound correspondences to speakers.

ILIMA ROOM

# PAPERS (3.2)

SATURDAY • SESSION TWO • 9:40–10:10 a.m.

## (3.2.1) The revitalization of Scots and Gaelic – ‘national’ language planning in a regional context

Arlene Holmes Henderson • [REDACTED]  
University of Oxford

This paper will document and analyse the tensions created when a centralised national government directs language planning, policy and practice while inadequately recognising regional linguistic variations. The situated perspectives of Gaelic and Scots language groups will be explored and concomitant recent developments in Scottish policy and practice will be shared.

HIBISCUS BALLROOM 1

## (3.2.2) Exploring applications of fieldwork data: A case study of MalakMalak complex predicates in discourse

Dorothea Hoffmann • [REDACTED]  
The University of Chicago

Ryan Henke • [REDACTED]  
University of Hawai‘i at Mānoa

This paper illustrates how efforts of language documentation may be applied in linguistic analysis. We present a case study on complex predicate formation in MalakMalak discourse collected in fieldwork settings. We consider narrative structure, information structure, and word order to examine how complex predicates reflect cross-speaker interaction and narrative flow.

HIBISCUS BALLROOM 2

## (3.2.3/SSC2) Building communicative competence and motivation among diverse learners of Zapotec in Teotitlan del Valle

Janet Chávez Santiago • [REDACTED]  
Research Library Juan de Cordova

This paper presents the experience of a speaker of Valley Zapotec/Dixza in the development and implementation of a successful communicative Dixza program in a context of language discrimination. Discussion includes the curriculum and methods employed, and the effect of the program in countering prejudices outside and inside the community.

GARDEN LANAI ROOM

## (3.2.4) LingSync: web-based software for language documentation

Joel Dunham • [REDACTED]  
The University of British Columbia

Jessica Coon • [REDACTED]  
McGill University

Alan Bale • [REDACTED]  
Concordia University

We present LingSync, a suite of open source web-based applications that facilitate collaborative linguistic fieldwork and language documentation. The features of LingSync were designed by theoretical linguists and people involved in language revitalization. The result is an exciting tool that contributes to language documentation, revitalization, and linguistic analysis.

CARNATION ROOM

## (3.2.5) Toward a linguistically realistic assessment of language vitality

Changyong Yang • [REDACTED]  
Jeju National University

William O’Grady • [REDACTED]  
University of Hawai‘i at Mānoa

Sejung Yang • [REDACTED]  
University of Hawai‘i at Mānoa

We propose a novel technique for assessing language vitality that incorporates a short comprehension task within a survey instrument that includes a self-assessment of language proficiency. The results of a study involving 61 participants provide a strong indication that such an approach is both feasible and necessary.

PLUMERIA ROOM

## (3.2.6) Understanding the “unwritten rules” of an unwritten language

Robyn Giffen • [REDACTED]  
University of British Columbia–Okanagan

During development of the Nabit orthography, I discovered that speakers had very particular ideas about how they wanted the Nabit language represented in a writing system. In this paper, I analyze how speakers’ attitudes about unique symbols and previous spelling conventions influenced the development of the Nabit orthography.

ILIMA ROOM

# (3.3) PAPERS

10:20–10:50 a.m. • SESSION THREE • SATURDAY

## (3.3.1) First steps on the Ngunawal language revitalization journey

Michael Walsh • [REDACTED]  
AIATSIS

Jakelin Troy • [REDACTED]  
AIATSIS

In this paper we present a research project driven by a community of Aboriginal people, the Ngunawal, joining the growing movement in our country to ‘wake up’ sleeping languages. We will describe this language revitalization initiative from the perspective of the researchers as well as that of the Ngunawal community.

HIBISCUS BALLROOM 1

## (3.3.2) Documenting how Truku Seediq speakers and English speakers think and produce their languages

Manami Sato • [REDACTED]  
Okinawa International University

Apay Ai-yu Tang • [REDACTED]  
Dong Hwa National University

Takuya Kubo  
Hiroshima University

Jungho Kim  
Masatoshi Koizumi  
Tohoku University

We examined the word order currently used by elder Truku Seediq speakers and empirically investigated whether English speakers and Truku Seediq speakers, who use different word order (i.e., Subject-Verb-Object in English and Verb-Object-Subject in Truku), not only orally describe the world differently, but also mentally perceive the world differently.

HIBISCUS BALLROOM 2

## (3.3.3/SSC3) Decolonizing pedagogies for Indigenous children: Valuing multiliteracies in classrooms

Mario López Gopar • [REDACTED]  
Universidad Autonoma Benito Juarez de Oaxaca

How do we perceive success in the language classroom? Which capacities are valued, and which are ignored? This paper draws on a critical-ethnographic-action-research (CEAR) project in Mexico to illustrate the benefits of recognizing and legitimizing multiliteracies and translanguaging abilities in Indigenous education contexts, whether in formal schooling or community-based education.

GARDEN LANAI ROOM

## (3.3.4) Turning language documentation into reader’s and writer’s software tools

Antti Arppe • [REDACTED]  
University of Alberta

Lene Antonsen  
Trond Trosterud  
Sjur Moshagen  
University of Tromsø, Norway

Dorothy Thunder  
Conor Snoek  
Timothy Mills  
Juhani Järvikivi  
Jordan Lachler  
University of Alberta

We will demonstrate how the explicit, systematic and detailed coding of the morphological paradigm types of the vocabulary of a language, in some structured electronic format, will facilitate the rapid subsequent development of computational tools, making additional benefits of lexical documentation work available to the entire language community.

CARNATION ROOM

## (3.3.5) Exploring the dimensions of assessing ethno-linguistic vitality with special reference to Tiwa (an endangered language of north-east India)

Satarupa Dattamajumdar Saha • [REDACTED]  
ICSSR, New Delhi and ICSIT, Kolkata

The paper proposes different dimensions to construct a new set of parameters for assessing the ethno-linguistic vitality of the endangered languages with special reference to the Indian context attesting ‘grass-root’ bilingualism. This is substantiated by the case study of Tiwa, an endangered Tibeto-Burman language spoken in North-eastern part of India.

PLUMERIA ROOM

## (3.3.6) Assessing the difficulty of the text input task for minority languages

Hugh Paterson • [REDACTED]  
University of North Dakota

Jon Wilkes • [REDACTED]  
Independent Researcher

How do people in your language type or text? Are the difficulties due to the orthography or are they due to the text input method? We propose and discuss a framework for analyzing the text input experience of minority languages.

ILIMA ROOM

# PAPERS (3.4)

**SATURDAY • SESSION FOUR • 11:00–11:30 a.m.**

## **(3.4.1) Unfinished business: Some issues in need of attention in Australian language revitalisation**

John Hobson • [REDACTED]  
University of Sydney

This paper seeks to shine a spotlight on the larger ‘elephants in the room’ of Australian revitalisation in the hope that doing so will spur people to start discussing them openly, and avoid the risk that continuing to disregard them could limit progress or frustrate the achievement of desired outcomes.

HIBISCUS BALLROOM 1

## **(3.4.2) Variation and structural change in an endangered language: The case of Gammalsvenskby**

Alexander Mankov • [REDACTED]  
St. Tikhon University for the Humanities, Moscow

In my paper I examine verb morphology of semi-speakers of the dialect of Gammalsvenskby and compare it with data from interviews with fluent speakers. The aim of my study is to show the directions of grammatical change in certain segments of morphology and to explain the mechanism of this change.

HIBISCUS BALLROOM 2

## **(3.4.3/SSC4) Flexible pedagogical techniques for working with dominant languages, dialect diversity and prejudices in endangered language classrooms**

Kiara Ríos Ríos • [REDACTED]  
Universidad Autónoma Benito Juárez de Oaxaca

In the context of a class taught by an Isthmus Zapotec speaker in a university, this presentation discusses 1) the adaptation and re-contextualization of educational dynamics from a multilingual university, 2) the influence and negotiation of the dominant language in endangered language instruction, and 3) working with dialect diversity.

GARDEN LANAI ROOM

## **(3.4.4) Technology and collaboration in language documentation and revitalization: The case of a Zapotec Talking Dictionary**

Alex Mannix • [REDACTED]  
Bryn Mawr College

Brook Danielle Lillehaugen • [REDACTED]  
Haverford College

Janet Chávez Santiago • [REDACTED]  
Biblioteca de Investigación Juan de Córdova

We reflect on the challenges and successes of a collaborative language documentation and revitalization project for Teotitlán del Valle Zapotec [zab]: an online Talking Dictionary. Questions of co-authorship, ‘human subjects’, technology and logistics, and the politics of orthography are considered.

CARNATION ROOM

## **(3.4.5) Evaluation of a language documentation project in Nagaland**

Amos Teo • [REDACTED]  
University of Oregon

Abokali Sumi • [REDACTED]  
Sumi Cultural Association

We offer a preliminary evaluation of a project aimed at documenting the traditional agricultural songs and stories of the Sumis of Nagaland in North East India. We focus on the ways this project has affected the identities of both researchers, and how these may have affected the project’s outcomes.

PLUMERIA ROOM

## **(3.4.6) Multidialectal orthography and the writing of vowels in Mixe**

Rodrigo Romero-Méndez • [REDACTED]  
Universidad Nacional Autónoma de México

This paper deals with the challenges of achieving a unified writing system for all Oaxaca Mixe languages, something that many Mixe speakers regard as desirable. Based on a comparative study of the vowel system in 26 Mixe dialects, a possible solution is discussed.

ILIMA ROOM

# (3.5) PAPERS

12:50–1:20 p.m. • SESSION FIVE • SATURDAY

## (3.5.1) Strategies for activating language practices and participation in a multilingual community: Results and challenges

Haley De Korne • [REDACTED]  
University of Pennsylvania

Gabriela Pérez Báez • [REDACTED]  
Smithsonian Institute

We present strategies adopted to encourage active Isthmus Zapotec use both within and around a documentation project. Results of these strategies are analyzed through qualitative and quantitative data, illustrating increased opportunities and motivations to use Zapotec among all program participants. Ongoing challenges and a need for further strategies are discussed.

HIBISCUS BALLROOM 1

## (3.5.2) Bringing it together: Implementing community-based Tahltan language revitalization research

Judith Thompson • [REDACTED]  
Tahltan Central Council

Angela Dennis • [REDACTED]  
Klappan Independent Day School

Odelia Dennis • [REDACTED]  
Tahltan Central Council

John Alderete • [REDACTED]  
Simon Fraser University

This paper discusses research carried out by a member of the Tahltan Nation, which focused on Tahltan community experiences of language revitalization. This research has led to the development of a Tahltan Language Revitalization Framework that is being implemented by community members.

HIBISCUS BALLROOM 2

## (3.5.3) Concerning learning materials for 'small' languages

Grigory Kazakov • [REDACTED]  
Daito Bunka University

This paper will treat the issue of designing optimal language learning materials drawing on self-study textbooks of "small" languages by the French publishing house, Assimil. It will also consider analogies between the pedagogy of 'dead' and 'small' languages. Samples regarding certain minority languages of Russia and Nepal will be presented.

GARDEN LANAI ROOM

## (3.5.4) LSI and DBSCAN: Natural language processing for sociolinguistic analysis

Jacob Collard • [REDACTED]  
Swarthmore College

Natural language processing techniques can be used to quantify and vectorize sociolinguistic and anthropological descriptions of languages, allowing for quantitative comparisons of language contexts and situations.

CARNATION ROOM

## (3.5.5) The Kumzari language community: Evaluating language vitality and endangerment

John Battenburg • [REDACTED]  
California Polytechnic State University

Kumzari is an Iranian language spoken in the Musandam Governorate of Oman. Issues related to constructing a systematic approach for analyzing language minority groups are considered in the context of the Kumzari language and community. In addition, factors and degrees of vitality and endangerment suggested in various classifications are addressed.

PLUMERIA ROOM

## (3.5.6) Non-standard transcription of Innu: An essential ingredient of its documentation

Renee Lambert-Bretiere • [REDACTED]  
Université du Québec à Montréal

Lynn Drapeau  
Université du Québec à Montréal

Yvette Mollen • [REDACTED]  
Institut Tshakapesh

Helene St-Onge • [REDACTED]  
Institut Tshakapesh

The documentation of Innu, an Algonquian language spoken in Canada, is an important step in its long-term sustainability. In this talk, we discuss the impact that the transcription format can have on the linguistic analysis of the data, and on the overall value of the language documentation.

ILIMA ROOM

# PAPERS (3.6)

**SATURDAY • SESSION SIX • 1:30–2:00 p.m.**

## **(3.6.1) Ka Leo Hawai‘i tapes and the regenesis of Hawaiian**

Larry Kimura • [REDACTED]  
University of Hawai‘i at Hilo

This paper covers specific types of native Hawaiian language behavior excerpted from the Ka Leo Hawai‘i tape collection that I recorded over a 16-year period between 1972–1988. These excerpts will contribute in bridging the gap resulting from the passing of the last traditional first language Hawaiian speakers.

HIBISCUS BALLROOM 1

## **(3.6.2) Punctuation is prosody: Making historic transcriptions of Karuk accessible for revitalization and research**

Clare Sandy • [REDACTED]  
University of California, Berkeley

Line Mikkelsen • [REDACTED]  
University of California, Berkeley

Past researchers used punctuation differently to represent various prosody and utterance boundaries in Karuk. We utilize archival recordings and transcriptions to create a key that allows us to translate the historic transcription systems. A better understanding of prosody will aid language revitalization and research on Karuk word order.

HIBISCUS BALLROOM 2

## **(3.6.3) Giving it back: From oral folktales to illustrated bilingual reading books for minority languages**

Alexander Coupe • [REDACTED]  
Joan Kelly • [REDACTED]  
Peh Yang Yu • [REDACTED]  
Lesley Tang • [REDACTED]  
Nanyang Technical University

This paper describes a collaborative project by linguists and artists that developed bilingual illustrated reading books in Mongsen Ao and English. The paper demonstrates how one output of linguistic research can be innovatively applied to language maintenance by targeting a crucial link in the chain of intergenerational transmission: young children.

GARDEN LANAI ROOM

## **(3.6.4) Developments in SayMore: The language documentation tool for citizen scientists**

Sarah Moeller • [REDACTED]  
Graduate Institute of Applied Linguistics

SayMore is a software tool that allows citizen scientists to engage in language documentation. It does this by eliciting metadata through fill-in forms, guiding users through the steps of building a documentary corpus, and automating the deposit of a well-formed corpus to an archive.

CARNATION ROOM

## **(3.6.5) The effects of globalization and poverty upon Philippine endangered languages**

Alfred Cucchiara • [REDACTED]  
University of the Cordilleras

Yue Liu • liuyue0112@163.com  
University of the Cordilleras

Poverty and globalization are working together to produce a detrimental effect on the vanishing languages of the Philippines. This paper describes the depth of that ill-effect, the various programs and organizations that are working to reverse it, and provides additional recommendations that can be done to save the remaining languages.

PLUMERIA ROOM

## **(3.6.6) The effects of language planning in Sardinian**

Rosangela Lai • [REDACTED]  
University of Florence

The standardization of Sardinian has been planned without taking into account the linguistic and sociolinguistic situation of Sardinia. The consequences of this policy will be evaluated with special consideration of the full-blown language shift which is affecting Sardinian.

ILIMA ROOM

### (3.7.1) Language revitalization as rebuilding a speech community

Marianna Di Paolo • [REDACTED]  
University of Utah & the Smithsonian

Lisa Johnson • [REDACTED]  
University of Utah

Bryan Hudson • [REDACTED]  
Kern Valley Community/Southern Shoshone

Jennifer Mitchell • [REDACTED]  
Derron Borders • [REDACTED]  
Sarah Arnoff • [REDACTED]  
Shoshoni Language Project

The Shoshoni Language Project's (SLP) guiding principle is that revitalizing a language is rebuilding a speech community. Since 2003, the SLP has been collaborating on activities that have successfully resulted in increasing social interaction in Shoshoni. The wide-reaching revitalization activities are intertwined with a legacy materials documentation and dissemination project.

HIBISCUS BALLROOM 1

### (3.7.2) Pronunciation in the context of language revitalization

Sonya Bird • [REDACTED]  
University of Victoria

Sarah Kell • [REDACTED]  
University of Victoria

This study documents variation in pronunciation and attitudes towards this variation among four generations of SENĆOŦEN speakers/learners. Results suggest that there are two types of variation: familial/dialect variation and English-influenced variation, and that speakers are not equally aware of both types. Implications for developing pedagogical materials on pronunciation are discussed.

HIBISCUS BALLROOM 2

### (3.7.3) Reading dictionaries in the dark: The significance of evolving language materials

Christine Schreyer • [REDACTED]  
University of British Columbia Okanagan

Using the recently created Kala dictionary (2012) as an example, I argue that continually evolving language materials are necessary to document language change, to assist in the stabilization of new orthographies, and to develop corpus materials from language documentation that might otherwise sit unused on shelves collecting dust.

GARDEN LANAI ROOM

### (3.7.4) A bilingual dictionary with Semantic Mediawiki: The language Saliba's case

George Dueñas • [REDACTED]  
Instituto Caro y Cuervo

Diego Gómez • [REDACTED]  
Instituto Caro y Cuervo

This paper presents an electronic dictionary in order to revitalize Saliba language using MediaWiki. This work consists in creating not only an electronic dictionary, but also a space where linguistic and cultural information is stored about the language: location in Colombia, a grammatical sketch, personal names and toponyms, etc.

CARNATION ROOM

### (3.7.5) Towards a multi-layered understanding of place in Dene: An inter-generational and inter-disciplinary approach to Dene narratives

Fibbie Tatti • [REDACTED]  
University of Victoria

Ingeborg Fink • [REDACTED]  
University of Cologne

This paper highlights the benefits of a community-based approach in the Dene community of Délı̨ne, Canada. It describes the collaborative efforts of a community researcher and an outside linguist to develop joint research interests and ground them with other community members in the specific cultural setting.

PLUMERIA ROOM

### (3.7.6) Variations in goals and methods of linguistic education: A comparison of academic and community-based approaches to linguistics

Maeghan Jerry • [REDACTED]  
Atticus Harrigan • [REDACTED]  
Megan Bontogon • [REDACTED]  
Taylor Casavant • [REDACTED]  
University of Alberta

As undergraduate linguistic students, we examine a university-run program intended to train community members in linguistics and language education. Having taken many of the same courses offered, we give a comparison of teaching methods, educational focus, and student goals, taking into account the influence of academic ranks and designations.

ILIMA ROOM

# PAPERS (3.8)

## SATURDAY • SESSION EIGHT • 2:50–3:20 p.m.

### (3.8.1) Language ecology and Butchulla revitalisation

Jeanie Bell • [REDACTED]  
Batchelor Institute for Indigenous Education

Joy Bonner • [REDACTED]  
Korrawinga Aboriginal Corp., Hervey Bay

Two Aboriginal language activists present how the Butchulla language revival program in a SE Queensland Aboriginal community is considered a successful program using a language ecology theory and a learner driven pedagogy. The topic is approached from the shared perspective of Aboriginal ontology and epistemology.

HIBISCUS BALLROOM 1

### (3.8.2) Quantifying change in morphological complexity as a tool for language revitalization

Rolando Coto-Solano • [REDACTED]  
University of Arizona

Lupyan and Dale's (2010) method to calculate morphological complexity can be used to track changes in the morphological complexity of endangered languages. This method of quantifying change can provide information about language loss, but also serve as a tool for measuring the progress of language teaching and reclamation.

HIBISCUS BALLROOM 2

### (3.8.3) Cook Islands Māori, co-ordinating conjunctions, SLA, and the Pacific Harry Potter

Sally Akevai Te Namu Nicholas • [REDACTED]  
University of Auckland

This paper describes how we used the Harry Potter universe and a lot of toy dinosaurs to encourage a group of (mostly) heritage language learners of an endangered language to produce "Specimens of observable linguistic behaviour" for documentation, and the various linguistic and pedagogical uses this learner corpus has generated.

GARDEN LANAI ROOM

### (3.8.4) Integrated Web tools and Apps for Innu language maintenance

Marie-Odile Junker • [REDACTED]  
Carleton University

Yvette Mollen • [REDACTED]  
Institut Tshakapesh

Showcase and discussion of online language tools for Innu language maintenance developed using collaborative (participatory action) research: language lessons and games, oral stories database (audio and video), online catalogue for educational and cultural resources, blog, grammar pages, dictionaries, and second-language learning apps.

CARNATION ROOM

### (3.8.5) Confronting the Extinction Narrative: Diversity research, media, and folk views on language endangerment

Johanna Laakso • [REDACTED]  
University of Vienna

In this presentation, I will analyse the material of media reactions to the FP-7 research project ELDIA from the point of view of the "extinction narrative". Moreover, I will propose a preliminary list of measures for the media and communication strategies of research projects dealing with endangered languages.

PLUMERIA ROOM

### (3.8.6) Documenting linguistic and epistemological structure of ecotopes for pedagogical purposes

Konrad Rybka • [REDACTED]  
University of Amsterdam

Language documentation theory stresses the relation between language and the knowledge systems linked to it, but are we developing pedagogical materials that reflect both the Indigenous linguistic and epistemological structures? Lokono ecotope terms merge botanical, zoological, edaphic, and utilitarian knowledge. I demonstrate how they can give structure to the curriculum.

ILIMA ROOM

# (4.1) PAPERS

8:30–9:00 a.m. • SESSION ONE • SUNDAY

## (4.1.1) Designing pedagogy from Cherokee language and ecological documentation

Colleen Fitzgerald • [REDACTED]  
University of Texas at Arlington

Roy Boney, Jr. • [REDACTED]  
Cherokee Nation

Vicki Caña  
Samantha Cornelius  
University of Texas at Arlington

David Crawler  
John Ross, Jr.  
Cherokee Language Department

Documenting traditional ecological knowledge is urgently needed. The Cherokee Language Program and UT Arlington collaborated to create videos documenting Cherokee language and ecological knowledge. Training, curriculum, and the actual documentation are all positive outcomes. Our model is useful for other communities to maximize the uses and versatile applications of documentation.

HIBISCUS BALLROOM 1

## (4.1.2) Completing the Triangle: Revitalizing the Rapa Nui language

Forrest Young • [REDACTED]  
University of Hawai'i at Mānoa

Field research on Rapa Nui language revitalization programs reveals a strong pedagogical focus on cultural heritage based teaching materials. Some strengths of the Rapa Nui pedagogy are assessed through analysis of teaching materials on the second person possessive pronoun *tu'u* in terms of aesthetic and psycholinguistic theories of language revitalization.

HIBISCUS BALLROOM 2

## (4.1.3/SSD1) Acquiring a polysynthetic Australian language: From infancy to school

Barbara Kelly • [REDACTED]  
The University of Melbourne

Rachel Nordlinger • [REDACTED]  
The University of Melbourne

This paper investigates the acquisition of Murrinh-Patha, a polysynthetic Australian language. Little is known about polysynthetic language acquisition and the pedagogical theory for creating materials to support language use and literacy is typically based on vastly different language foundations. Understanding the acquisition process will guide future pedagogical material development.

GARDEN LANAI ROOM

## (4.1.4) Contexts of learning in the endangered language college classroom

Nicole Umayam • [REDACTED]  
University of Oklahoma

Juliet Morgan • [REDACTED]  
University of Oklahoma

This paper focuses on adult learners of endangered languages in the university classroom. We discuss who 'endangered language learners' are as distinct from second language and other heritage language learners. We examine an endangered language program where all three types of learners are found in the classroom.

CARNATION ROOM

## (4.1.5) Chimariko grammar based solely on archival material

Carmen Jany • [REDACTED]  
California State University, San Bernardino

This paper presents the process of grammar writing for Chimariko based solely on archival materials. Content selection and organization, complementary functions of elicited versus naturally occurring data, and gaps in the analysis are discussed. This work highlights the importance of archival material for languages with no current speakers.

PLUMERIA ROOM

# PAPERS (4.2)

## SUNDAY • SESSION TWO • 9:10–9:40 a.m.

### (4.2.1) The Hālau Hula: Its linguistic richness documented, analyzed, and revived

Kekoa Harman • [REDACTED]  
University of Hawai'i at Hilo / Ka Haka Ula O Keelikolani

The hālau hula, the traditional Hawaiian hula teaching institution, has endured through several periods of language and culture erosion. This presentation will focus on the richness of the hālau hula as a base for broader Hawaiian language and culture revitalization today.

HIBISCUS BALLROOM 1

### (4.2.2) Saving endangered Philippine languages via the K+12 Program

Yue Liu • liuyue0112@163.com  
University of the Cordilleras

Alfred Cucchiara • [REDACTED]  
University of the Cordilleras

There are approximately 175 languages and dialects in the Philippines today, many of which are endangered. This paper will present an educational reform proposal that will specifically address the inclusion of endangered languages in the government's K+12 educational program via the involvement of the local communities.

HIBISCUS BALLROOM 2

### (4.2.3/SSD2) Bilingual education in Australian Aboriginal communities: The forty years of the Yirrkala step model

Gemma Morales • [REDACTED]  
The University of Melbourne

Lauren Gawne • [REDACTED]  
The University of Melbourne

Gillian Wigglesworth • [REDACTED]  
The University of Melbourne

Yirrkala Community School in Australia's Northern Territory offers a strong and effective model of bilingual education. We explore the context of the 40 years of the YCS and provide initial insights from research into pedagogical practice and literacy development in primary-school age children at the school.

GARDEN LANAI ROOM

### (4.2.5) Designing reference grammars for Taiwan indigenous languages: Collaborative work between linguists and native speakers

Elizabeth Zeitoun • [REDACTED]  
Academia Sinica

Lillian Huang • lhuang@g2.usc.edu.tw  
Shih Chien University

This paper illustrates how Formosan linguists form a collaborative team in preserving and promoting endangered languages. How they designed Formosan reference grammars is discussed, including their working pattern, their training indigenous people to understand their language structures, the content of each reference grammar, and the e-platform of displaying research findings.

PLUMERIA ROOM

# (4.3) PAPERS

9:50–10:20 a.m. • SESSION THREE • SUNDAY

## (4.3.1) Modern Jere: Language revitalization and eco-conservation education

Tobias Bloyd • [REDACTED]  
University of Hawai'i at Mānoa

Adita Agoes • [REDACTED]  
Nasijaha (North Maluku marine environment stakeholder)

The Modern Jere project is a collaboration between parties interested in conservation. It recognizes that Maluku's languages, cultures, and ecosystems are inseparable, and it builds on North Maluku's traditional eco-conservation framework, 'jere', as a regionally appropriate model for language conservation education.

HIBISCUS BALLROOM 1

## (4.3.2) Language policy in India and its impact on tribal languages

Harvinder Negi • [REDACTED]  
University of Delhi

Language policy in India has been a debated topic. Considering its diverse linguistic and cultural factors, it is difficult to reach out at a commonly agreed policy. The paper analyzes the language policy and presents a case study to show the condition of tribal languages in schools.

GARDEN LANAI ROOM

## (4.3.3/SSD3) Informed pedagogy in light of Fishman's five questions

Carmel O'Shannessy • [REDACTED]  
University of Michigan

Fishman (2001) posed five questions to consider when setting up programs for language revival, which can also be applied to language maintenance programs. Examples of practices in one program show how thinking about them in terms of Fishman's questions is useful for identifying the strengths and direction of a program.

CARNATION ROOM

## (4.3.4) Indigenous graduate students studying heritage languages at universities: A collaborative autoethnography

Kari Chew • [REDACTED]  
University of Arizona

Katie Keliiaa • [REDACTED]  
University of California, Berkeley

This collaborative autoethnography explores the experiences of three Indigenous graduate students who are working to ensure the continuance of their endangered heritage languages. The co-authors explore the potential of higher education as a tool—albeit one with limitations—that can enable them as effective contributors to community language revitalization efforts.

CARNATION ROOM

# PAPERS (4.4)

SUNDAY • SESSION FOUR • 10:30–11:00 a.m.

## (4.4.1) Conservation<sup>2</sup>: The relationship between Kala language conservation and marine conservation in coastal Papua New Guinea

Ken Longenecker • [REDACTED]  
Bishop Museum

Christine Schreyer • [REDACTED]  
University of British Columbia Okanagan

John Wagner • [REDACTED]  
University of British Columbia Okanagan

This paper describes a collaboration in Papua New Guinea among anthropologists, marine biologists and a village-based language documentation and revitalization committee. We argue that combining language- and marine-conservation efforts leads to a greater awareness in both domains and, therefore, to better conservation of biolinguistic diversity.

HIBISCUS BALLROOM 1

## (4.4.3/SSD4) Pedagogy or practice? Indigenous youth and language maintenance in out of school settings

Inge Kral • [REDACTED]  
Australian National University

Pedagogical approaches to language learning in Indigenous First Language Acquisition contexts focus on instructional methods in bilingual education. This paper addresses L1 literacy acquisition and learning with Indigenous youth in out-of-school settings where motivation to use the Indigenous mother tongue in written self-expression is high but pedagogical support virtually non-existent.

GARDEN LANAI ROOM

## (4.4.4) Integrating linguistic structure, content, and communicative practice into post-secondary Indigenous language curriculum: Now what?

Strang Burton • [REDACTED]  
University of British Columbia

Ewa Czaykowska-Higgins • [REDACTED]  
University of Victoria

Aliki Marinakis • [REDACTED]  
University of Victoria

Onowa McIvor • [REDACTED]  
University of Victoria

This paper outlines factors taken into consideration and responses developed by a language curriculum team in British Columbia for Indigenous Language Revitalization programs offered in community-post-secondary institution partnerships. We consider how Indigenous second-language curriculum can integrate language structures, appropriate cultural and language content, and communicative practice through task-based, focus-on-form techniques.

CARNATION ROOM

## (4.4.5) Key examples: opening the database door to language teachers

Siri Tuttle • [REDACTED]  
University of Alaska Fairbanks

Olga Lovick • [REDACTED]  
First Nations University of Canada

In the Alaskan Athabaskan Grammar Database, we supplement interlinear translation and formal and functional tags of all utterances with key examples for selected constructions. Key examples contain additionally 'construction summaries' and indications of pedagogical level. This allows language teachers to use the database for the construction of lesson plans.

PLUMERIA ROOM

# (P1) POSTERS

Hibiscus Foyer • 1:00–2:00 p.m. • THURSDAY

## (P1.1) Practice, pedagogy and priority: Language endangerment and human rights

Ashli Akins • [REDACTED]  
University of British Columbia

Mark Turin • [REDACTED]  
University of British Columbia

In this presentation, we outline the key international legal instruments that defend linguistic human rights, and address some of the main barriers preventing these instruments from being implemented in practice. Through this poster, we probe complex questions that linguists face when approaching language documentation, conservation, and revitalization through a rights-based framework.

## (P1.2) Samoan language preservation and maintenance program in Hawai'i

Elisapeta Alaimaleata • [REDACTED]  
Le Fetuao Samoan Language Center

John Mayer • [REDACTED]  
Le Fetuao Samoan Language Center

This paper looks at a community-based program in Hawai'i which specifically addresses the linguistic needs of the Samoan heritage community in Hawai'i. Le Fetuao Samoan Language Center is a grass-roots program has enlisted the support of community, business organizations, academic and educational leaders.

## (P1.3) Strengthening a critically endangered language through visual cues

Amanda Bedard • [REDACTED]  
Old Massett, Haida Gwaii

Primrose Adams  
Old Massett, Haida Gwaii

With less than a handful of fluent speakers left in a remote Haida community, a fluent Elder and young apprentice adapt strategies of language revitalization to best suit their community, primarily by using visual cues to create narratives in their indigenous language, for it to survive and to soon thrive.

## (P1.4) Calling all languages: A universal platform for dictionary development

Martin Benjamin • [REDACTED]  
Ecole Polytechnique Federale de Lausanne

Paula Radetzky • [REDACTED]  
Kamusi Project International

The Kamusi Project's goal is to document as much of our human linguistic heritage as possible, in a central lexicographic resource accessible to all. We invite language communities and field linguists to bring their languages into this freely-accessible, user-friendly platform through which comprehensive dictionaries can be produced for any language.

## (P1.5) Language, culture and arts programs in British Columbia, Canada

Shay Boechler • [REDACTED]  
First Peoples' Cultural Council

There is an urgent need to document languages, create new fluent speakers and pass on the artistic and cultural knowledge of our Elders. Learn more about our organization and its programs which provide funding, training and resources to B.C. First Nations communities.

## (P1.7) Bridging the gap between excellent linguistic resources and the capacity of islanders to utilize them for creating meaningful written materials

James Ellis • [REDACTED]  
University of Hawai'i at Mānoa / Isles-of-the-Sea

This presentation addresses the challenge of giving writers in the western Caroline Islands access to their own grammar--both to discover how higher-level grammar and discourse works in their own language and how to utilize that knowledge in creating and translating written material that truly reflects Carolinian ways of communicating.

# (P1) POSTERS

THURSDAY • 1:00–2:00 p.m. • Hibiscus Foyer

## (P1.8) Educating in the mother tongue: The Philippine experience

Maria Rosario Florendo • [REDACTED]  
University of the Philippines Baguio

MTB-MLE in the Philippines is an improvement in the educational system. When enacted into law alongside the K-to-12 system, it was a victory for the educational sector. The success, though, does not lie solely on the Philippine Department of Education; it is a collective effort from all stakeholders.

## (P1.9) Nats'ąhts'ą' Vadzaih Shih Tr'aa'ii: Ways of Eating Caribou

Caroline Tritt-Frank • [REDACTED]  
Yukon Flats School District

In my poster I will illustrate and talk about how the caribou are used for food and how closely they are related to Gwich'in language and culture. In our subsistence economy, nothing is wasted.

## (P1.10) Mapping Alekano place names in Gamiga Village, Eastern Highlands Province, Papua New Guinea

Kirsten Helgeson • [REDACTED]  
University of Hawai'i at Mānoa

Bryan Kayho  
Alekano Language Association

This poster showcases the results of a pilot project documenting place names in the endangered Alekano language of Papua New Guinea. Drawing upon the knowledge of local native speakers, a map was created that includes over fifty key regions and features in the Gamiga village area.

## (P1.11) "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 • [REDACTED]  
University of Hawai'i at Mānoa

This presentation 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.

## (P1.12) A 5-Year look at the preservation and revitalization of French-Lexifier Patois in Grenada

Marguerite Joan Joseph • [REDACTED]  
Grenada

Jill Paterson • [REDACTED]  
Grenada

The Caribbean tri-island state of Grenada has a linguistic mix with an interesting history. The mix includes an endangered French-lexifier Creole. A community-based revitalization that started five years ago is presented with an analysis of its effects on the status of the language and the techniques used.

## (P1.13) Documenting languages not included in ISO 639-3: the role of language documentation specialists in improving a request to code an uncoded language

Melinda Lyons • [REDACTED]  
SIL International

William Rivers • [REDACTED]  
Joint National Committee for Languages-National Council for Language and International Studies

A brief introduction to the ISO 639 standard codes for languages with reference to their use in archives and documentation, followed by two case studies on how linguists involved in documentation have contributed to identifying and coding new languages.

## (P1.14) Video documentation of critically endangered languages

Jonathan Manker • [REDACTED]  
University of California, Berkeley

This presentation will discuss the effectiveness of video documentation for critically endangered languages, where only a handful of speakers remain who are no longer part of an active language community. I will detail both the successes and challenges of such a project which documented the Hän language of eastern Alaska.

### **(P1.15) Bringing a community closer: A report on the Listuguj Mi'gmaq Summer Language Workshops**

Yuliya Manyakina • [REDACTED]  
McGill University

Lola Vicaire  
Listuguj Education Directorate

Carol Rose Little  
Douglas Gordon  
Madelaine Metallic  
Mi'gmaq First Nations

The Mi'gmaq Research Partnership (MRP) presents an example of a collaborative revitalization project between linguists and Mi'gmaq First Nations community members in Listuguj, QC. In this paper we describe some ongoing methods of preservation, focusing on community-oriented language workshops.

### **(P1.16) The Will of the Ancestors: A Cup'ik language revitalization project**

Irasema Ortega • [REDACTED]  
University of Alaska Anchorage / Kashunamiut District

Naqucin Ayuluk • [REDACTED]  
Kashunamiut District–Chevak

Agatha John-Shields

During this presentation we will share the history and details of a four-phase project designed to sustain the culture, language and place of an indigenous village located in a large state in the Northwestern US. This k-20 synergistic project links a university and a community of less than 3,000 people.

### **(P1.17) Beautiful words: Enriching language revitalization through understandings of linguistic structure**

Trish Rosborough • [REDACTED]  
University of Victoria / Kwakwaka'wakw

Suzanne Urbanczyk  
University of Victoria

This paper discusses the teaching and learning of Kwak'wala, a polysynthetic language.

### **(P1.18) Kahua A'o—An earth science professional development program: Using Hawaiian language newspaper article perspectives as examples of citizen science**

Johanna Stone • [REDACTED]  
Pauline Chinn • [REDACTED]  
Iasona Ellinwood • [REDACTED]  
Puakea Nogelmeier • [REDACTED]  
Lindsey Spencer • [REDACTED]  
Scott Rowland • [REDACTED]  
Steven Businger • [REDACTED]  
Floyd McCoy • [REDACTED]  
University of Hawai'i at Mānoa

Kahua A'o, funded by the National Science Foundation, provides professional development that draws on Hawaiian language resources, meteorology and geology to develop earth science curriculum focused on Hawai'i. Hawaiian language newspapers published from 1834–1948 allow us to incorporate Hawaiian perspectives and re-examine how we teach earth science.

### **(P1.19) The progressive efforts to revitalize language in Okinoerabu Island**

Akiko Tokunaga-Yokoyama • [REDACTED]  
Harvard Yenching Institute / Hitotsubashi University

The Okinoerabu language is spoken in Okinoerabu Island which belongs to the Ryukyuan Islands, southwest of Japan. It faces risk of disappearing but there are not enough administrative efforts. I will report that a local citizen group is voluntarily working on language revitalization by analyzing their reports and interview.

### **(P1.20) A threatened language: An assessment of Shiwi'ma (Zuni language) and community response**

Adrienne Tsikewa • [REDACTED]  
Zuni Pueblo

Shiwi'ma (Zuni), a language isolate spoken in western New Mexico, was once viewed as healthy, spoken by all generations. Almost twenty years later, it is now considered vulnerable and threatened. An assessment of the vitality of Shiwi'ma and community based language planning are examined.

# POSTERS (P2)

FRIDAY • 12:30–1:30 p.m. • Hibiscus Foyer

## (P2.1) Revitalization of Buryad: Teaching Buryad to kids as L2

Yanzhina Danzanova • [REDACTED]  
Buryad

Jargal Badagarov • [REDACTED]  
Buryad

Buryad, an endangered language spoken in Russia, Mongolia, and China, continues to lose its speakers very rapidly. As a way to withstand these negative processes, the methodology of L2 teaching to kids has been developed and run on groups of preschool children. The methodology can be adjusted to any language.

## (P2.2) American Indian Sign Language (AISL) Digital Corpus Project

Jeffrey Davis • [REDACTED]  
The University of Tennessee

This presentation is about documenting and describing American Indian Sign Language (AISL), using the highest published standards and modern technologies geared to language preservation and revitalization. The poster highlights the need to document indigenous signed and spoken language varieties, involving members of Native communities where sign language is still learned and used.

## (P2.3) Documenting languages within a community cultural archive

Deborah Hicks • [REDACTED]  
Mobile Kaleidoscope

Heritage language activists and community scholars create a community cultural archive recording life and languages on the central Gulf South. Our project demonstrates how community scholars and language activists may negotiate cultural barriers to document, archive, and share diverse endangered languages and language defined societies as a grassroots collaboration.

## (P2.4) Empowering community-based language archives

Gary Holton • [REDACTED]  
Alaska Native Language Archive

In this poster we present case studies from six different community-based archives which illustrate the range of solutions possible within a collaborative model of language archiving. Through partnerships with academic archives, local archives can better serve their communities and contribute to the continued success of endangered language archiving.

## (P2.5) Developing Naskapi grammatical awareness and its effect on adult literacy

Bill Jancewicz • [REDACTED]  
Naskapi Development Corporation

Exploring how Naskapi grammatical awareness can be developed, and providing insight into the form that pedagogical grammatical instruction should take, to equip Naskapi adults to become adequately literate in their mother tongue. The method incorporates a grammatical description crafted to help speakers attain successful literacy in their own language.

## (P2.6) Tone in the Guro orthography

Olga Kouznetsova • [REDACTED]  
Institute for Linguistic Studies RAS

For some time the number of tones in Guro remained questionable. The orthography based on a four-tone system proved to be complicated for native speakers and unsuitable for coding of some phonetic and tonal combinations attested in the language. A new orthography using five tones was designed to eliminate these shortcomings.

## (P2.7) Accessibility and Digital Language Archives 101

Susan Kung • [REDACTED]  
University of Texas at Austin

In this poster, I examine issues of accessibility as they relate to the field of digital language archives. Accessibility issues to be examined include access restrictions, intellectual property rights, copyright, informed consent, governmental and institutional requirements, speech community requirements, and local versus non-local archives.

## (P2.8) Some problems of Kanakanavu lexicography

Paul Li • [REDACTED]  
Academia Sinica

Kanakanavu is a highly endangered Formosan language. There are many practical problems compiling a dictionary. One serious problem is its orthography, especially how to transcribe the vowels. Another problem is how much grammatical information to put in the dictionary. I shall discuss such problems and a few theoretical issues.

### **(P2.9) Language archives and the history of ethnoscience: The digitization and discovery of early ethnobiological research at the University of Hawai'i**

Ivana Matson • [REDACTED]  
University of Hawai'i at Mānoa

Andrea L. Berez • [REDACTED]  
University of Hawai'i at Mānoa

We describe our work to discover the provenance of 11,300 lexical files forgotten in storage for five decades at the University of Hawai'i. The files contain biota names in Indigenous languages from 15 Pacific islands, and were used to develop field guides for biologists. Cards were digitized with NSF support.

### **(P2.10) A general format for time information to be the first-class data of general linguistics**

Kazushi Ohya • [REDACTED]  
Tsurumi University

A shared data format for time information is needed for linguists to use sound data as the first-class data as well as encoded language data. It is better that the data in this format be plain text in a flat data model and each record be in superset order.

### **(P2.11) Orthography issues in Kōho: A Mon-Khmer language**

Neil Olsen • [REDACTED]  
University of Utah

Kōho [kə'hə] is a Mon-Khmer (Austroasiatic) language, spoken in Lam Dong province, Viet Nam. Kōho is related to Khmer and more distantly to Vietnamese. This paper discusses five orthographies that have been used to record the language. It explores what might be the best practical orthography to use.

### **(P2.12) Lexical dataset archiving: An assessment of practice**

Hugh Paterson • [REDACTED]  
University of North Dakota

Do linguists and language documenters archive their lexical datasets (FLEx and Toolbox databases)? We present on an analysis of a questionnaire responded to by 162 linguists working in a variety of contexts. Results suggest that even among language documenters, erosion of the base is still a threat.

### **(P2.13) Considering orthography reform for Tohono O'odham**

Samantha Rarrick • [REDACTED]  
University of Hawai'i at Mānoa

There are several current issues with the orthography for Tohono O'odham. This poster addresses the role of evidence of language change, the use of multiple orthographies, and dialectal variation in writing this language and whether orthography reform might be appropriate for this community.

### **(P2.14) The Mirrored Recliner and its contribution to low-cost, effective, very rich list elicitation**

Will Reiman • [REDACTED]  
Graduate Institute of Applied Linguistics

The Mirrored Recliner was developed by the author to gather visual information on phonetic word-lists efficiently, consistently, at low cost, and with ease of use and training. This presentation demonstrates the recliner's function, its integration with a typical A/V equipment set, and its effectiveness in actual field use.

### **(P2.16) Telling Stories Together: A collaborative technology-based curriculum project for an endangered language community**

Allison Taylor-Adams • [REDACTED]  
University of Massachusetts Boston

This project creates a template for computer-assisted language learning that aims to maximize L2 learning through task-based, constructivist uses of free Web 2.0 tools. At the project's completion, learners will have potentially produced two new texts, one based on a traditional story and one based on in-language creative writing.

# POSTERS (P2)

FRIDAY • 12:30–1:30 p.m. • Hibiscus Foyer

## (P2.17) Language documentation as a tool for post-baccalaureate success

Michal Temkin Martinez • [REDACTED]  
Boise State University

Tim Thorne • [REDACTED]  
Boise State University

This poster describes ways in which language documentation training at the undergraduate level assists students at Boise State University to not only gain important skills for success in graduate programs in linguistics, but also trains them to contribute to the local refugee community.

## (P2.18) From the field to the archive

Nick Thieberger • [REDACTED]  
University of Melbourne

Linda Barwick • [REDACTED]  
University of Sydney

Language archives have been developing over the past decade and so have practices for creating good language records, using novel tools and based on a commitment to creating well-formed records. This poster guides fieldworkers in the creation of good records and seeks input into directions for developing new tools.

## (P2.19) Pedagogy of a Haida story

Candace Weir • [REDACTED]  
University of Victoria and Xaad Kihlgaa Hl Suu.u Society

Lucy Bell • [REDACTED]  
University of Victoria and Xaad Kihlgaa Hl Suu.u Society

This presentation will take you through the story of the volcanic rock, Taaw Tldaawee. The Haida have told this story in many ways, from the written form of 1901 to the use of animation, electronic signage and radio plays of today as a language and cultural tool.

## (P2.20) Strategies for long-term archiving

Laura Welcher • [REDACTED]  
The Long Now Foundation

As language conservationists, we want the resources we create to last and to be available for future generations into the far distant future. For many reasons, this is challenging. This poster presents some things to consider when planning for the long-term future of the precious resources you are creating.

## (P2.21) Strategic issues in documenting Nigerian Sign Language (NSL): The way forward

Emmanuel Asonye • [REDACTED]  
Save the Deaf and Endangered Languages Initiative

Ezinne Emma-Asonye • [REDACTED]  
Save the Deaf and Endangered Languages Initiative

Paulinus Obiwuru Ezinne • [REDACTED]  
Save the Deaf and Endangered languages Initiative

Abiola Olatunji • [REDACTED]  
Save the Deaf and Endangered Languages Initiative

People with Speech-hearing Impairment are the most vulnerable group in Nigeria, with the deaf children and youths highly marginalized, underdeveloped and their language definitely endangered. The status of Nigerian Sign Language has been misrepresented in available literature. This paper discusses an ongoing project on the steps towards documenting NSL.

# (EP) ELECTRONIC POSTERS

Carnation Room • 12:30–1:30 p.m. • FRIDAY

## (EP.1) Visible Grammar: Making complex grammatical patterns visible for learners who are not grammarians

Margaret Anderson • [REDACTED]  
University of Northern British Columbia  
Sm'alg̱yax Authority Ts'msyen

Debbie Leighton-Stephens • DLeightonStephens@sd52.bc.ca  
Ts'msyen Sm'alg̱yax Authority

Colour-coded templates can make the basic grammatical patterns of Sm'alg̱yax visible to learners. Combined with active learning techniques such as “total physical response,” the Visible Grammar sentence templates have proven useful in helping learners push past barriers to their speaking and understanding.

## (EP.2) Creating an online dictionary in your language: A hands-on demonstration

Martin Benjamin • [REDACTED]  
École Polytechnique Fédérale de Lausanne

Paula Radetzky • [REDACTED]  
Kamusi Project International

Kamusi has developed the capacity to document every word in every language. We will demonstrate how to create lexical entries for your own language and how to use our tools to expand the lexicon after you return home. *Please choose your language at <http://kamusi.org/register> and bring your own networked device.*

## (EP.3) The Living Archive of Aboriginal Languages

Cathy Bow • [REDACTED]  
Charles Darwin University

The Living Archive of Aboriginal Languages ([www.cdu.edu.au/laal](http://www.cdu.edu.au/laal)) is an open access, online repository comprising digital versions of materials produced in Australian indigenous languages of the Northern Territory. It contains hundreds of materials in over 25 languages and continues to expand.

## (EP.4) Constructing high quality audio learning materials using Lexique Pro

Hui-Huan Chang • [REDACTED]  
National Chung Cheng University

D. Victoria Rau • [REDACTED]  
National Chung Cheng University

Maa-neu Dong • [REDACTED]  
National Museum of Science

This electronic poster introduces how the Yami research team applied Lexique Pro to construct audiovisual supplementary material, both personal and online versions, for the forthcoming publication *The Teacher's Grammar of Yami*. It describes selecting audio equipment, a digital audio editor, and editing data to construct high quality audio learning materials.

## (EP.5) TEK-centered documentation of endangered language and native endangered language teaching in primary school

Junjun Fan • tfanjunjun@126.com  
Jinan University

*No summary available.*

## (EP.6) Wiki-generated paradigm tools

Chris Harvey • [REDACTED]  
Nicholas Welch • [REDACTED]  
Emma Lloyd • [REDACTED]  
University of Toronto

The learner of verb forms in endangered languages often faces a lack of documentation of verb forms. We have developed a wiki-based paradigm generation tool which automatically generates and displays all forms of a verb algorithmically. It is easily expandable, relatively inexpensive, and accessible to anyone with a cell phone.

## (EP.7) The Algonquian Online Interactive Linguistic Atlas: Recent developments

Marie-Odile Junker • [REDACTED]  
Carleton University

Showcase of recent developments of the Algonquian On-line Interactive Linguistic Atlas ([www.atlas-ling.ca](http://www.atlas-ling.ca)), with a focus on language learning exercises and apps. This collaborative participatory action project gathers partners involved in the documentation and revitalization of Algonquian languages of Canada, and in digital dictionaries creation.

## (EP.8) The Foundation for Siberian Cultures: An early practitioner of language documentation

Erich Kasten • [REDACTED]  
Foundation for Siberian Cultures

Michael Dürr • [REDACTED]berlin.de  
Freie Universität Berlin

Sebastian Drude  
The Language Archive & CLARIN

This talk presents the work of the Foundation for Siberian Cultures. This foundation has originated from activities, starting in the early 1990s, which today would be counted as being at the core of language documentation.

# ELECTRONIC POSTERS (EP)

FRIDAY • 12:30–1:30 p.m. • Carnation Room

## (EP.9) Templates for multi-layered language learning resources

Edwin Ko • [REDACTED]  
Georgetown University

Ethan Rimdzius • [REDACTED]  
Elodie Paquette • [REDACTED]  
Independent scholars

Elizabeth Grillo • [REDACTED]  
Catherine O'Connor • [REDACTED]  
Boston University

We describe an app and mobile-accessible website designed for many kinds of learners of a dormant language. We provide details about an open-source version for potential beta-testers to try on their own language projects. Technical issues include the overall layout, format of the MySQL database, and linkages between elements.

## (EP.10) KinQuest - A new tool for eliciting and comparing kinship terminology

Kate Lindsey • [REDACTED]  
Stanford University

Julia Fine • [REDACTED]  
Stanford University

KinQuest is a new and intuitive electronic questionnaire for collecting and organizing lexical data pertaining to kinship and relationships. My presentation will show how this task can be administered and customized, with examples from my work describing the kinship systems of the Finno-Ugric and Turkic languages of Volga Russia.

## (EP.11) Full-featured language instruction apps for First Nations languages

Thomas Perry • [REDACTED]  
Marianne Ignace • [REDACTED]  
Simon Fraser University

Lucy Bell • [REDACTED]  
Xaad Kihlga Suu.u Society

Kevin Borserio • [REDACTED]  
Skidegate Haida Immersion Program

Ben Young  
Xaad Kil Kuyaas Foundation

Costa Dedegikas • [REDACTED]  
Simon Fraser University

Indigenous language communities have pointed to the need for new digital learning tools for small languages based on solid linguistic and pedagogical ground and at the same time embedded in local knowledge, culture and protocol. This contribution demonstrates a delivery platform for such applications using the example of Haida.

## (EP.12) Indigenous meta-society and language revitalization utilizing the computing cloud

Michael Running Wolf Jr. • [REDACTED]  
Northern Cheyenne and Montana State University

Caroline Coyote • [REDACTED]  
Crow and Montana State University

Alicia Little Wolf • [REDACTED]

Because Native American tribes are no longer confined to their home communities, they are increasingly reliant upon Internet communication technology. This electronic poster will present a new mobile online learning system. This system is an open source initiative built by Native Americans to be freely available for the global indigenous community.

## (EP.13) Language identification in ELAN

Han Sloetjes • [REDACTED]  
Max Planck Institute for Psycholinguistics

Olaf Seibert • [REDACTED]  
Max Planck Institute for Psycholinguistics

Aarthy Somasundaram • [REDACTED]

Sebastian Drude • [REDACTED]

We present the multimedia annotation tool ELAN, focussing on the way it has been extended with support for multilingual content and with language identification on the level of tiers and controlled vocabulary entries. We believe these features, and other enhancements, are of high interest to the practice of language documentation.

## (EP.14) FRPAC Project of making animation short films in Ainu language

Itsuji Tangiku • [REDACTED]  
Hokkaido University

In 2012, FRPAC started a project of making 3 types of animation short films in Ainu language. It was related to the Ainu language revitalization program. Presentation shows the films, the making process and the perspective of the project.

# LANGUAGE INDEX

The language index is compiled from the original abstracts of papers and posters accepted to ICLDC4. When a specific language was not named, the language family or region is listed instead. This index is not comprehensive of the languages represented at this conference.

- Ainu (EP.14)  
Alekanu (P1.10)  
Atikamekw (EP.7)  
(Australian) (3.3.1, 3.4.1, 3.2.2, EP.3)  
(Austronesian) (1.4.2)  
Berber (3.5.5)  
Blackfoot (1.2.4, 1.3.4, 2.4.6, 3.2.4)  
Bukhori (Tajik) (2.6.2)  
Buryad (P2.1)  
Butchulla (3.8.1)  
Carolinian (P1.7)  
Casiguran Dumagat (3.6.5)  
Cherokee (4.1.1)  
Chickasaw (1.5.3)  
Chimariko (4.1.5)  
Chini (2.1.2)  
Choctaw (P2.3)  
Chuj (Mayan) (3.2.4)  
Cook Islands Maori (3.8.3)  
Cosao (Yi) (2.7.6)  
Cree (1.3.4, 3.3.4, EP.7)  
Creek (P2.3)  
Cup'ik (P1.16)  
Darkinyung (2.3.5)  
Dene (1.3.4, 3.7.5)  
Dogon (1.3.4)  
Dyirbal (3.8.2)  
Filipino (3.6.5)  
(Finno-Ugric) (EP.10)  
(Formosan) (4.2.5)  
(Gammalsvenskby) (3.4.2)  
Greek (1.3.4)  
Grenada Creole French (P1.12)  
Guro (P2.6)  
Gwich'in (1.3.5, 1.4.5, 1.5.5, P1.9)  
Haida (1.4.1, 3.3.4, P1.3, P2.19, EP.11)  
Hän (P1.14)  
Hausa (1.1.6)  
Hawaiian (1.3.2, 3.6.1, 4.2.1, P1.18)  
Həñqəmiñəñ (1.3.4)  
Hul'q'umi'num' (1.3.4)  
Ikema (Mikayo) (2.2.4)  
(India) (4.3.2)  
Innu (3.8.4, EP.7)  
Japanese (1.3.4)  
Jejueo (2.1.1, 3.2.5, P1.13)  
Judeo-Kashani (2.6.2)  
Juhuri (2.6.2)  
(Kainji) (1.1.6)  
Kala (3.7.3, 4.4.1)  
Kalaallisut (Greenlandic) (2.1.6)  
Kanakanavu (Formosan) (P2.8)  
Kaqchikel (1.4.6)  
Karuk (2.3.6, 3.6.2)  
Kaska (2.7.1)  
Koho (Mon-Khmer) (P2.11)  
Korean (1.3.4, 2.1.1)  
Koyukon (4.4.5)  
Kumzari (3.5.5)  
Kunama (P2.3)  
Kwak'wala (1.3.4, 2.4.2, P1.17)  
Lakota (1.3.4)  
Liq'wala (1.3.4)  
Lisu (2.5.4)  
Lokono (3.8.6)  
Lusoga (1.3.4)  
Máíhīki (2.5.6)  
Maidu (1.3.4)  
MalakMalak (3.2.2)  
Maliseet (1.3.4)  
Mangarevan (2.4.1)  
Manx Gaelic (3.8.2)  
Mapuche (2.7.2)  
Michif (Algonquian) (EP.7)  
Mi'gmaq (Algonquian) (1.5.2, 3.2.4, P1.15)  
Mingo (2.5.2)  
Mixe (1.1.5, 3.4.6)  
Mixtec (1.5.4)  
Miyako (3.1.2)  
Mohegan (1.3.4)  
(Moluccas) (4.3.1)  
Mongsen (Ao) (3.6.3)  
Musqueam (1.3.4)  
Mòdré (Gur) (2.5.1)  
Nabit (3.2.6)  
Nahuatl (1.3.4)  
Nakota (2.4.3/SSB4)  
Naskapi (P2.5, EP.7)  
(Native American Languages) (4.1.4)  
Ngoni (1.3.6)  
Ngunawal (3.3.1)  
Nisga'a (1.3.4)  
Northern Pomo (1.1.4)  
Ojibwe (EP.7)  
Okinoerabu (P1.19)  
Omagua (1.2.6)  
Oroha (2.5.2)  
(Papuan) (1.4.2)  
Passamaquoddy-Maliseet (1.5.2)  
Penobscot (Algonquian) (1.5.2)  
(Philippines) (4.2.2)  
Plains Cree (2.3.3/SSB3, 3.3.4)  
Portuguese (2.3.1)  
Rapa Nui (4.1.2)  
Saliba (3.7.4)  
Samoan (P1.2)  
Sardinian (3.6.6)  
(Scandinavian) (3.4.2)  
Scots (3.2.1)  
Scottish Gaelic (3.1.1, 3.8.2, P1.11)  
Secwepemctsin (Shuswap) (1.4.1)  
SENĆOFEN (3.7.2)  
Seri (1.1.5)  
She (EP.5)  
Shiw'ima (Zuni) (P1.20)  
Shoshoni (3.7.1)  
*Sign Languages*  
    American Indian (P2.2)  
    American (2.1.5)  
    Australian (2.2.5, 2.3.5)  
    British (2.2.5)  
    (Caribbean) (2.7.5)  
    Hawai'i (2.1.5, 2.4.5)  
    Nigerian (P2.21)  
    Peruvian (2.5.5)  
    Yolngu (P1.13)  
Sliammon (1.3.4)  
Somali (1.4.4)  
Spanish (1.3.4)  
Sumi (3.4.5)  
Tahltan (1.3.4, 3.5.2)  
Tanana (4.4.5)  
Tetun (2.3.1)  
Thai (1.3.4)  
Tiwa (3.3.5)  
Tlingit (2.2.6)  
Tohono O'odham (P2.13)  
Truku Seediq (3.3.2)  
(Turkic) (EP.10)  
Turkmen (2.4.2)  
(Uralic) (2.6.6)  
Vietnamese (1.3.4)  
Xaad Kil (Haida) (1.4.1)  
Yami (EP.4)  
*Zapotec*  
    Cojonos (3.1.6)  
    Isthmus (2.2.2, 3.4.3, 3.5.1)  
    Nigromante (3.1.6)  
    Teotitlán del Valle (3.4.4, 3.2.3/ SSC2)  
    Yojovi (3.1.6)

# PRESENTER INDEX

## ADA-BOR

NAME	E-MAIL	AFFILIATION	REF
Adams, Nikki		University of Maryland	1.4.4
Adams, Primrose		Old Massett, Haida Gwaii	P1.3
Agoes, Adita		Nasijaha	4.3.1
Aissen, Judith		University of California, Santa Cruz	MC11
Akins, Ashli		University of British Columbia	P1.1
Alaimaleata, Elisapeta		Le Fetuao Samoan Language Center	P1.2
Alderete, John		Simon Fraser University	3.5.2
Alexis, Eugene		Alexis Nakota Sioux Nation	2.4.3/SSB4
Anderson, Margaret		University of Northern British Columbia / Ts'msyen Sm'algayax Authority	EP.1
Antonsen, Lene		University of Tromsø, Norway	3.3.4
Arnoff, Sarah		Shoshoni Language Project	3.7.1
Arppe, Antti		University of Alberta	3.3.4
Asao, Yoshihiko		Kyoto University	2.2.4
Asonye, Emmanuel		Save the Deaf and Endangered Languages Initiative	P2.21
Ayuluk, Naqucin		Kashunamiut District- Chevak	P1.16
Badagarov, Jargal		Buryad	P2.1
Bai, Bibo		Yuxi Normal University	2.7.6
Bakró-Nagy, Marianne		Hungarian Academy of Sciences	2.6.6
Bale, Alan		Concordia University	3.2.4
Barwick, Linda		University of Sydney	P2.18
Battenburg, John		California Polytechnic State University	3.5.5
Bedard, Amanda		Old Massett, Haida Gwaii	P1.3
Bell, Jeanie		Batchelor Institute for Indigenous Education	3.8.1
Bell, Lawrence		Xaad Kihlgaa Hl Suu.u Society	1.4.1
Bell, Lucy		University of Victoria & Xaad Kihlgaa Hl Suu.u Society	P2.19, EP11
Beltrán Luna, Jorge		University of California, San Diego	3.1.6
Benjamin, Martin		Ecole Polytechnique Federale de Lausanne	P1.4, EP.2
Berez, Andrea L.		University of Hawai'i at Mānoa	1.2.5, P2.9
Bettinson, Mat		University of Melbourne	2.7.2
Bezirganyan, Robert		University of Washington Bothell	1.2.4
Bird, Sonya		University of Victoria	3.7.2
Bird, Steven		University of Melbourne	3.1.4
Bloyd, Tobias		University of Hawai'i at Mānoa	4.3.1
Boechler, Shay		First Peoples' Cultural Council	1.5.6, P1.5
Bohnemeyer, Jürgen		University of Buffalo	MC8
Boney, Jr, Roy		Cherokee Nation	4.1.1
Bonner, Joy		Korrawinga Aboriginal Corp., Hervey Bay	3.8.1
Bontogon, Megan		University of Alberta	3.7.6
Borders, Derron		Shoshoni Language Project	3.7.1
Borjian, Habib		Columbia University and ELA	2.6.2

# PRESENTER INDEX

**BOR-DI**

NAME	E-MAIL	AFFILIATION	REF
Borsoerio, Kevin		Skidegate Haida Immersion Program	EP.11
Bow, Cathy		Charles Darwin University	EP.3
Braithwaite, Ben		University of the West Indies, St Augustine	2.7.5
Broeder, Daan		Max Planck Institute for Psycholinguistics	2.4.4
Brooks, Joseph		University of California at Santa Barbara	2.1.2
Burton, Strang		University of British Columbia	4.4.4
Businger, Steven			P1.18
Caña, Vicki		UT Arlington	4.1.1
Casavant, Taylor		University of Alberta	3.7.6
Chang, Hui-Huan		National Chung Cheng University	EP.4
Chávez Santiago, Janet		Biblioteca de Investigación Juan de Córdova	3.2.3/SSC2, 3.4.4
Chen, Min		University of Washington Bothell	1.2.4
Chew, Kari		University of Arizona	4.3.4
Childs, Tucker		Portland State University	1.1.1
Chinn, Pauline		University of Hawai'i at Mānoa	P1.18
Clark, Brenda		University of Hawai'i at Mānoa	2.5.5
Collard, Jacob		Swarthmore College	3.5.4
Condon, Mark		Unite for Literacy	2.7.3
Cooley, Bessie			2.2.6
Coon, Jessica		McGill University	3.2.4
Cormier, Kearsy		University College London	2.2.5
Cornelius, Samantha		UT Arlington	4.1.1
Coto-Solano, Rolando		University of Arizona	3.8.2
Coupe, Alexander		Nanyang Technological University	3.6.3
Cox, Christopher		Yukon Education	1.3.3/SSA3
Coyote, Caroline		Crow / Montana State University	EP.12
Crawler, David		Cherokee Language Department	4.1.1
Crippen, James		University of British Columbia	2.2.6
Cucchiara, Alfred		University of the Cordilleras	3.6.5, 4.2.2
Cutfield, Sarah		Australian National University	MC2
Czaykowska-Higgins, Ewa		University of Victoria	4.4.4
Danzanova, Yanzhina		Buryad	P2.1
Dattamajumdar Saha, Satarupa		ICSSR, New Delhi/ ICSIT, Kolkata	3.3.5
Davis, Jeffrey		The University of Tennessee	P2.2
De Korne, Haley		University of Pennsylvania	3.1.3/SSC1, 3.5.1
Déchaine, Rose-Marie		University of British Columbia	2.2.6
Dedegikas, Costa		Simon Fraser University	EP.11
Deen, Kamil		University of Hawai'i at Mānoa	MC5
Dennis, Angela		Klappan Independent Day School	3.5.2
Dennis, Odelia		Tahltan Central Council	3.5.2
Di Paolo, Marianna		University of Utah & the Smithsonian	3.7.1

# PRESENTER INDEX

## DON-HAR

NAME	E-MAIL	AFFILIATION	REF
Dong, Jingjing		University of Washington Bothell	1.2.4
Dong, Maa-neu		National Museum of Science	EP.4
Donnelly, Erin		University of California, Berkeley	3.1.6
Donnessey, Mida (Martha)			2.7.1
Drapeau, Lynn		Université du Québec à Montréal	3.5.6
Drude, Sebastian		CLARIN	EP.8, EP.13
Dueñas, George		Instituto Caro y Cuervo	3.7.4
Dunham, Joel		The University of British Columbia	3.2.4
Dürr, Michael	berlin.de	Freie Universität Berlin	EP.8
Elbers, Willem		Max Planck Institute for Psycholinguistics	2.4.4
Ellinwood, Iasona		University of Hawai'i at Mānoa	P1.18
Ellis, James		University of Hawaii / Isles-of-the-Sea	P1.7
Ezinne, Emma-Asonye		Save the Deaf and Endangered Languages Initiative	P2.21
Ezinne, Paulinus Obiwuru		Save the Deaf and Endangered Languages Initiative	P2.21
Fan, Junjun	tfanjunjun@126.com	Jinan University	EP.5
Fine, Julia		Stanford University	EP.10
Fink, Ingeborg		University of Cologne	3.7.5
Fish, Naatosi		University of Montana; Blackfeet	2.4.6
Fitzgerald, Colleen		University of Texas at Arlington	1.5.3, 4.1.1
Florendo, Maria Rosario		University of the Philippines Baguio	P1.8
Franjeh, Michael		SOAS, University of London	2.6.3
Frank, Crystal		University of Alaska Fairbanks	1.5.5
Frank, Kenneth		University of Alaska Fairbanks	1.3.5
Fried, Jan		Kapi'olani Community College	2.1.5
Fullenkamp, Lucas			2.5.2
Galla, Candace		University of British Columbia	1.3.4
Garrett, Andrew		University of California, Berkeley	2.3.6
Gawne, Lauren		Nanyang Technological University	1.2.5, 4.2.3/SSD2
Giffen, Robyn		University of British Columbia-Okanagan	3.2.6
Gómez, Diego		Instituto Caro y Cuervo	3.7.4
Gordon, Douglas			P1.15
Green, Christopher		University of Maryland	1.4.4
Grenoble, Lenore A.		University of Chicago	PL1, 2.1.6
Grillo, Elizabeth		Boston University	1.1.4, EP.9
Grüter, Theres		University of Hawai'i at Mānoa	MC9
Guntly, Erin		University of British Columbia	2.2.6
Hall, Patrick		University of California, Santa Barbara	1.5.4
Hansson, Gunnar		University of British Columbia	2.2.6
Harman, Kekoa		University of Hawai'i at Hilo; Ka Haka Ula O Keelikolani	4.2.1
Harrigan, Atticus		University of Alberta	3.7.6

# PRESENTER INDEX

HAR-KAY

NAME	E-MAIL	AFFILIATION	REF
Harvey, Chris		University of Toronto	EP.6
Heaton, Raina		University of Hawai'i at Mānoa	1.4.6
Helgeson, Kirsten		University of Hawai'i at Mānoa	P1.10
Henke, Ryan		University of Hawai'i at Mānoa	3.2.2
Herbert, Tracey		First Peoples' Cultural Council	1.5.6
Herrick, Dylan		University of Oklahoma	1.1.3/SSA1
Heston, Tyler		University of Hawai'i at Mānoa	1.2.5, 1.4.2
Hicks, Deborah		Mobile Kaleidoscope	P2.3
Hinson, Joshua		Chickasaw Nation	1.5.3
Hirata-Edds, Tracy		University of Kansas	1.5.1, 1.2.3/SSA2
Hobson, John		University of Sydney	3.4.1
Hoffmann, Dorothea		The University of Chicago	3.2.2
Holdway, Jennifer		University of Hawai'i at Mānoa	P1.11
Holmes Henderson, Arlene	arlene.holmes-henderson@classics.ox.ac.uk	University of Oxford	3.2.1
Holton, Gary		Alaska Native Language Archive	P2.4
Hooshiar, Kavon		University of Hawai'i at Mānoa	2.6.4
Huang, Lillian	lhuang@g2.usc.edu.tw	Shih Chien University	1.2.1, 4.2.5
Hudson, Bryan		Kern Valley Community/Southern Shoshone	3.7.1
Ignace, Marianne		Simon Fraser University	1.4.1, EP.11
Ignace, Ronald		Simon Fraser University	1.4.1
Jackson, Jason	jajacks@hawaii.edu	University of Hawai'i at Mānoa	2.3.2
Jancewicz, Bill		Naskapi Development Corporation	P2.5
Jany, Carmen		California State University, San Bernardino	4.1.5
Järvikivi, Juhani		University of Alberta	3.3.4
Jenks, Peter		University of California, Berkeley	MC10
Jerry, Maeghan		University of Alberta	3.7.6
John-Martin, Emily			1.5.4
John-Shields, Agatha			P1.16
Johnson, Kay		USP, Port Vila	2.6.3
Johnson, Lisa		University of Utah	3.7.1
Joseph, Marguerite Joan		Grenada	P1.12
Jun, Sun-Ah		University of California, Los Angeles	MC12
Junker, Marie-Odile		Carleton University	3.8.4, EP.7
Kahakalau, Kū		Kū-A-Kanaka Indigenous Research Institute	1.3.2
Kahakalau, T'inimaikalani		Kū-A-Kanaka Indigenous Research Institute	1.3.2
Kajita, Shoji		Kyoto University	2.2.4
Kang, Sang-Gu		Cheongju University	2.1.1
Kasten, Erich		Foundation for Siberian Cultures	EP.8
Kaufman, Daniel		Endangered Language Alliance	2.6.2
Kayho, Bryan		Alekano Language Association	P1.10

# PRESENTER INDEX

## KAZ-MAT

NAME	E-MAIL	AFFILIATION	REF
Kazakov, Grigory		Daito Bunka University	3.5.3
Keliiaa, Katie		University of California at Berkeley	4.3.4
Kell, Sarah		University of Victoria	3.7.2
Kelly, Barbara F.		The University of Melbourne	1.2.5, 4.1.3/SSD1
Kelly, Joan		Nanyang Technological University	3.6.3
Kim, Junggho		Tohoku University	3.3.2
Kim, So-Young		Tongmyong University	2.1.1
Kimura, Larry		University of Hawai'i at Hilo	3.6.1
Ko, Edwin		Georgetown University	1.1.4, EP9
Koizumi, Masatoshi		Tohoku University	3.3.2
Koontz-Garboden, Andrew		University of Manchester	MC3
Kouznetsova, Olga		Institute for Linguistic Studies RAS	P2.6
Kral, Inge		Australian National University	4.4.3/SSD4
Kubo, Takuya		Hiroshima University	3.3.2
Kung, Susan		University of Texas at Austin	P2.7
Laakso, Johanna		University of Vienna	2.6.6, 3.8.5
Lachler, Jordan		University of Alberta	3.3.4, 2.2.3/SSB2
Lai, Rosangela		University of Florence	3.6.6
Lambert-Bretiere, Renee		Université du Québec à Montréal	3.5.6
Leighton-Stephens, Debbie	DLeightonStephens@sd52.bc.ca	Ts'msyen Sm'algyaꞤx Authority	EP1
Li, Paul		Academia Sinica	P2.8
Lillehaugen, Brook Danielle		Haverford College	3.4.4
Lindsey, Kate		Stanford University	EP.10
Little, Carol Rose			P1.15
Little Wolf, Alicia			EP.12
Liu, Yue	liuyue0112@163.com	University of the Cordilleras	3.6.5, 4.2.2
Lloyd, Emma		University of Toronto	EP6
Longenecker, Ken		Bishop Museum	4.4.1
López Gopar, Mario		Universidad Autonoma Benito Juarez de Oaxaca	3.3.3/SSC3
Lovick, Olga		First Nations University of Canada	4.4.5
Lyons, Melinda		SIL International	P1.13
MacGregor, Joelander		Brisbane Water Local Management Group; Darkinyung LALC	2.3.5
Manker, Jonathan		University of California, Berkeley	P1.14
Mankov, Alexander		St. Tikhon University for the Humanities, Moscow	3.4.2
Mannix, Alex		Bryn Mawr College	3.4.4
Manuireva, Ena		Auckland University of Technology; Mangarevan	2.4.1
Manyakina, Yuliya		McGill University	P1.15
Marinakis, Alik		University of Victoria	4.4.4
Martin, Carolyn			2.2.6
Martin, John			2.2.6
Matson, Ivana		University of Hawai'i at Mānoa	P2.9

# PRESENTER INDEX

**MAT-ONO**

NAME	E-MAIL	AFFILIATION	REF
Matthewson, Lisa		University of British Columbia	2.2.6
Mawyer, Alexander		University of Hawai'i at Mānoa	2.4.1
Mayer, John		Le Fetuao Samoan Language Center	P1.2
McCoy, Floyd			P1.18
McDonald, Linda		Yukon Education	2.7.1
McIvor, Onowa		University of Victoria	4.4.4
McMahan, Hilary		University of Chicago	2.1.6
Metallic, Madelaine			P1.15
Michael, Lev		University of California, Berkeley	MC4
Mikkelsen, Line		University of California, Berkeley	2.3.6, 3.6.2
Mills, Timothy		University of Alberta	3.3.4
Mishler, Craig		University of Alaska Fairbanks	1.4.5
Mitchell, Jennifer		Shoshoni Language Project	3.7.1
Mithun, Marriane		University of California, Santa Barbara	MC7
Miyashita, Mizuki		University of Montana	1.2.4, 2.4.6
Moeller, Sarah		Graduate Institute of Applied Linguistics	3.6.4
Mollen, Yvette		Institut Tshakapesh	3.5.6, 3.8.4
Moore, Patrick		University of British Columbia	2.2.6, 2.7.1
Morales, Gemma		The University of Melbourne	4.2.3/SSD2
Moreira, André		Max Planck Institute for Psycholinguistics	2.4.4
Morgan, Juliet		University of Oklahoma	4.1.4
Morrison, Michelle		University of Maryland	1.4.4
Moshagen, Sjur		University of Tromsø, Norway	3.3.4
Motoki, Tamaki	u.ac.jp	Institute for Information Management and Communication, Kyoto University	2.2.4
Nakayama, Toshihide		Tokyo University of Foreign Studies	3.1.2
Negi, Harvinder		University of Delhi	4.3.2
Nicholas, Sally Akevai Te Namu		University of Auckland	3.8.3
Nogelmeier, Puakea		University of Hawai'i at Mānoa	P1.18
Nordlinger, Rachel		The University of Melbourne	4.1.3/SSD1
O'Connor, Catherine		Boston University	1.1.4, EP.9
O'Grady, William		University of Hawai'i at Mānoa	MC5, 2.1.1, 3.2.5
O'Hagan, Zachary		University of California, Berkeley	1.2.6
O'Meara, Carolyn		Universidad Nacional Autónoma de México	1.1.5
O'Shannessy, Carmel		University of Michigan	4.3.3/SSD3
Ohle, Kathryn		University of Alaska Anchorage	2.7.3
Ohya, Kazushi		Tsurumi University	P2.10
Olatunji, Abiola		Save the Deaf and Endangered Languages Initiative	P2.21
Olsen, Neil		University of Utah	P2.11
Ono, Tsuyoshi		University of Alberta	3.1.2

# PRESENTER INDEX

## ORT-SEI

NAME	E-MAIL	AFFILIATION	REF
Ortega, Irasema		University of Alaska Anchorage; Kashunamiut District	P1.16
Ouermi, Timbwaoga Aime Judicaël		University of Oregon	2.5.1
Paquette, Elodie			1.1.4, EP.9
Paterson, Hugh		University of North Dakota	3.3.6, P2.12
Paterson, Jill		Grenada	P1.12
Paterson, Rebecca		University of Oregon	1.1.6, 2.5.1
Patton, Colleen		University of Arizona	3.1.1
Pérez Báez, Gabriela		Smithsonian Institution	2.2.2, 3.5.1
Perry, Thomas		Simon Fraser University	EP.11
Pye, Selena			2.7.1
Quinn, Conor		University of Maine; University of Southern Maine	1.5.2
Radetzky, Paula		Kamusi Project International	P1.4, EP.2
Rarrick, Samantha		University of Hawai'i at Mānoa	2.1.5, P2.13
Rau, D. Victoria		National Chung Cheng University	EP.4
Reiman, Will		Graduate Institute of Applied Linguistics	P2.14
Remijsen, Bert		University of Edinburgh	MC6
Rice, Sally		University of Alberta	2.1.3/SSB1, 2.2.3/SSB2
Rimdzius, Ethan			1.1.4, EP.9
Ríos Ríos, Kiara		Universidad Autonoma Benito Juarez de Oaxaca	3.4.3/SSC4
Rivers, William		Joint National Committee for Languages-National Council for Language and International Studies	P1.13
Romero-Méndez, Rodrigo		Universidad Nacional Autónoma de México	1.1.5, 3.4.6
Rosborough, Trish		University of Victoria; Kwakwaka'wakw	P1.17
Rosendal, Tove		University of Gothenburg, Sweden	1.3.6
Ross, Melody		University of Hawai'i at Mānoa	2.3.1
Ross, Jr., John		Cherokee Language Department	4.1.1
Rowland, Scott		University of Hawai'i at Mānoa	P1.18
Running Wolf jr, Michael		Northern Cheyenne; Montana State University	EP.12
Rybka, Konrad		University of Amsterdam	3.8.6
Sackett, Kathleen		SIL, International	2.6.1
Sammons, Olivia		University of Alberta	1.4.3/SSA4
Sandy, Clare		UC Berkeley	3.6.2
Sapién, Racquel-María		University of Oklahoma	1.5.1
Sardinha, Katie		University of California, Berkeley	2.4.2
Sato, Manami		Okinawa International University	3.3.2
Schembri, Adam		La Trobe University	2.2.5
Schneider, Cindy		University of New England (Australia)	2.5.3
Schreyer, Christine		University of British Columbia–Okanagan	3.7.3, 4.4.1
Seibert, Olaf		Max Planck Institute for Psycholinguistics	EP.13

# PRESENTER INDEX

SEI-WAL

NAME	E-MAIL	AFFILIATION	REF
Seidel, Frank		University of Florida	1.3.1
Sellers, Holly		La Trobe University, Melbourne, Australia	2.5.4
Shaw, Patricia		University of British Columbia	MC1
Shepard, Michael		University of British Columbia	2.1.4
Skilton, Amalia		University of California, Berkeley	2.5.6
Skribnik, Elena		Ludvig Maximilian University of Munich, Germany	2.6.6
Sloetjes, Han		Max Planck Institute for Psycholinguistics	EP.13
Smith Crabb, Erin		University of Maryland	1.4.4
Snoek, Conor		University of Alberta	3.3.4
Somasundaram, Aarthy		Max Planck Institute for Psycholinguistics	EP.13
Spencer, Lindsey		University of Hawai'i at Mānoa	P1.18
St-Onge, Helene		Institut Tshakapesh	3.5.6
Stone, Johanna		University of Hawai'i at Mānoa	P1.18
Sumi, Abokali		Sumi Cultural Association	3.4.5
Takubo, Yukinori		Graduate School of Letters, Kyoto University	2.2.4
Tang, Apay Ai-yu		Dong Hwa National University	3.3.2
Tang, Lesley		Nanyang Technical University	3.6.3
Tangiku, Itsuji		Hokkaido University	EP.14
Tatti, Fibbie		University of Victoria	3.7.5
Taylor-Adams, Allison		University of Massachusetts Boston	P2.16
Temkin Martinez, Michal		Boise State University	P2.17
Teo, Amos		University of Oregon	2.5.1, 3.4.5
Thieberger, Nick		University of Melbourne	2.7.4, P2.18
Thompson, Judith		Tahltan Central Council	3.5.2
Thornes, Tim		Boise State University	P2.17
Thunder, Dorothy		University of Alberta	3.3.4, 2.3.3/SSB3
Tida, Syuntaroo		Kyoto University	2.2.4
Tokunaga-Yokoyama, Akiko		Harvard Yenching Institute; Hitotsubashi University	P1.19
Trilsbeek, Paul		Max Planck Institute for Psycholinguistics	2.4.4
Tritt-Frank, Caroline		Yukon Flats School District	P1.9
Trosterud, Trond		University of Tromsø, Norway	3.3.4
Troy, Jakelin		AIATSI	3.3.1
Tsikewa, Adrienne		Zuni Pueblo	P1.20
Turin, Mark		University of British Columbia	P1.1
Tuttle, Siri		University of Alaska Fairbanks	4.4.5
Twitchell, Lance		University of Alaska Southeast	2.2.6
Umayam, Nicole		University of Oklahoma	4.1.4
Urbanczyk, Suzanne		University of Victoria	P1.17
Vicaire, Lola		Listuguj Education Directorate	P1.15
Wagner, John		University of British Columbia Okanagan	4.4.1
Walsh, Michael		AIATSI	3.3.1

# PRESENTER INDEX

## WEI-ZEI

NAME	E-MAIL	AFFILIATION	REF
Weir, Candace	[REDACTED]	University of Victoria	P2.19
Welch, Nicholas	[REDACTED]	University of Toronto	EP.6
Welcher, Laura	[REDACTED]	The Long Now Foundation	P2.20
Wells-Jensen, Jason	[REDACTED]		2.5.2
Wells-Jensen, Sheri	[REDACTED]	Bowling Green State University	2.5.2
Wigglesworth, Gillian	[REDACTED]	The University of Melbourne	4.2.3/SSD2
Wilkes, Jon	[REDACTED]	Independent Researcher	3.3.6
Wilson, Brittany	[REDACTED]		2.1.5
Woodbury, Anthony	[REDACTED]	University of Texas at Austin	PL2
Woodward Jr., James	[REDACTED]	University of Hawai'i at Mānoa	2.4.5
Xoyon, Igor	[REDACTED]	Universidad de San Carlos de Guatemala; Nimalaj Kaqchikel Amaq'	1.4.6
Xu, Xianming	[REDACTED]	Yuxi Normal University	2.7.6
Yagi, Keisuke	[REDACTED]	Asahi Giken Corporation	2.2.4
Yamada, Masahiro	[REDACTED]	Kyoto University	2.2.4
Yang, Changyong	[REDACTED]	Jeju National University	2.1.1, 3.2.5
Yang, Sejung	[REDACTED]	University of Hawai'i at Mānoa	2.1.1, 3.2.5
Young, Ben	[REDACTED]	Xaad Kil kuyaas Foundation	EP.11
Young, Forrest	[REDACTED]	University of Hawai'i at Mānoa	4.1.2
Yu, Peh Yang	[REDACTED]	Nanyang Technical University	3.6.3
Zeitoun, Elizabeth	[REDACTED]	Academia Sinica	4.2.5

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