

Language Documentation & Conservation Calendar Year Report, 2014

Compiled by Bradley Rentz and Catherine Lee

1. STATE OF THE JOURNAL OVERVIEW. *LD&C* was founded in 2006 and published its first issue in 2007. Since then, the readership and prestige of the journal has increased steadily. Our subscribers currently number 1,660 and readers have downloaded 369,256 items from the journal's site in the last eight years. This year's Volume 8 includes 11 articles, 6 technology reviews, 3 book reviews, and 1 "Note from the Field." In addition, 3 themed series of articles, totaling 19 additional articles, greatly expanded the number of manuscripts published this year. Finally, Special Publication 8 includes 8 chapters on grammar writing.

2. STAFFING. The main editorial staff of the journal remained the same this year, with Nick Thieberger as Chief Editor, Yuko Otsuka as Book Review Editor, Andrea Berez as Technology Section Editor, Bradley Rentz as Web Production Editor, and Catherine Lee as Copy Editor. An important addition this year was Gary Holton, of the Alaska Native Language Center, as Collection Review Editor. The creation of this position is designed to encourage publication of articles relating to the utility and accessibility of language collections and archives. Jill Vaughan provided assistance as the Associate Web Production Editor and Bonnie Windham volunteered her time as a Reference Section Editor this year. Also, the following scholars volunteered their time to edit this year's Special Publication and the themed sets of articles: Toshihide Nakayama, Keren Rice, John Henderson, Simon Bird, Bruna Franchetto, and Larry Hyman.

Chief Editor:	Nicholas Thieberger, University of Melbourne, Australia
Book Review Editor:	Yuko Otsuka, University of Hawai'i at Mānoa, USA
Technology Section Editor:	Andrea L. Berez, University of Hawai'i at Mānoa, USA
Collection Review Editor:	Gary Holton, Alaska Native Language Center, University of Alaska Fairbanks, USA
Copy Editors:	Catherine Lee, University of Hawai'i at Mānoa, USA Bonnie Windham, University of Hawai'i at Mānoa, USA
Web Production Editor:	Bradley Rentz, University of Hawai'i at Mānoa, USA
Associate Web Production Editor:	Jill Vaughan, University of Melbourne, Australia

Arienne M. Dwyer and Norvin Richards completed their terms on the Editorial Board in 2013.

Editorial Board in 2014

Lyle Campbell	Michael E. Krauss
Nicholas Evans	John Lynch
Margaret Florey	Luisa Maffi
Bruna Franchetto	Ulrike Mosel
Stefan Georg	Toshihide Nakayama
Spike Gildea	Kenneth L. Rehg
Tom Güldemann	Keren D. Rice
Nikolaus P. Himmelmann	Graham Thurgood
Larry Kimura	Alexander Vovin

Julio Rodriguez began his tenure as the Director of the National Foreign Language Resource Center in January 2014, and he and Jim Yoshioka provided excellent support to the staff of the journal in terms of material needs.

3. SPONSORS. The National Foreign Language Resource Center remains the sole financial sponsor of *LD&C*.

4. WEBSITE UPDATE. The *LD&C* website moved to a new address and format in 2014: <http://nflrc.hawaii.edu/lc/>. This new website is designed with improved aesthetics and functionality in mind.

5. LAYOUT SOFTWARE CHANGE. The journal switched in mid-2014 from using InDesign to the open source program L^AT_EX for the layout of all articles. This change brings the journal more in line with the open source computing values of the field of language documentation and improves the quality of the journal's layout design.

6. SUBMISSIONS AND ACCEPTANCE RATE. In general, we receive high-quality submissions and so have a high acceptance rate. In 2014 a total of 26 manuscripts were submitted, and 20 of these were accepted for review, three had a ‘revise and resubmit’ decision, and several are still with authors for revision and others in the queue, which means that 65% of submitted manuscripts were accepted.

7. TECHNOLOGY REVIEWS. We published the following Technology Reviews in 2014:

- Review of SayMore by: Sarah Ruth Moeller, pp. 66–74
- The Sony NEX-VG30 video camera: A review for use in language documentation by: Joshua Wilbur, pp. 100–112
- Review of Gabmap: Doing Dialect Analysis on the Web by: Conor Snoek, pp. 192–208
- Using the Livescribe Echo Smartpen for Language Documentation by: Michal Temkin Martinez, pp. 241–250

- Review of Arbil: Free Tool for Creating, Editing, and Searching Metadata by: Rebecca Defina, pp. 307–314
- Review of Mukurtu Content Management System by: Michael Shepard, pp. 315–325

8. BOOK REVIEWS. We published the following Book Reviews in 2014:

- Review of *The last speakers: The quest to save the world's most endangered languages* by K. David Harrison. Reviewed by: Tyler Heston, pp. 113–118
- Review of *For the sake of a song: Wangga songmen and their repositories* by Allan Marett, Linda Barwick, and Lysbeth Ford. Reviewed by: Richard Moyle, pp. 778–780
- Review of *Developing Orthographies for Unwritten Languages* by Michael Cahill and Keren Rice (eds.). Reviewed by: David Roberts, pp. 781–787

9. NOTES FROM THE FIELD

- Notes from the Field: *Basket Phonological Sketch and Digital Wordlist* Yvonne Treis and Alexander Werth, pp. 810–832

10. SPECIAL PUBLICATION 8. *The Art and Practice of Grammar Writing*, edited by Toshihide Nakayama and Keren Rice

Chapters:

1. Introduction
Toshihide Nakayama and Keren Rice
2. Grammar writing from a dissertation advisor's perspective
Andrew Pawley
3. The Data and the Examples: Comprehensiveness, Accuracy, and Sensitivity
Marianne Mithun
4. On the Role and Utility of Grammars in Language Documentation and Conservation
Kenneth L. Rehg
5. Sounds in Grammar Writing
Keren Rice
6. Toward a balanced grammatical description
Thomas Payne
7. Endangered Domains, Thematic Documentation and Grammaticography
Jacob Terrell
8. Walking the Line: Balancing Description, Argumentation and Theory in Academic Grammar Writing
Carol Genetti

9. Corpus linguistic and documentary approaches in writing a grammar of a previously undescribed language
Ulrike Mosel

11. ARTICLES

- Using TEI for an Endangered Language Lexical Resource: The Nxaʔamxcín Database-Dictionary Project
Ewa Czaykowska-Higgins, Martin D. Holmes, and Sarah M. Kell, pp. 1–37
- Integrating Language Documentation, Language Preservation, and Linguistic Research: Working with the Kokamas from the Amazon
Rosa Vallejos, pp. 38–65
- More than Words: Towards a Development-Based Approach to Language Revitalization
Brent Henderson, Peter Rohloff, and Robert Henderson, pp. 75–91
- Using Gesture to Teach Seneca in a Language Nest School
Melissa Elayne Borgia, pp. 92–99
- Documenting and Researching Endangered Languages: The Pangloss Collection
Boyd Michailovsky, Martine Mazaudon, Alexis Michaud, Séverine Guillaume, Alexandre François, and Evangelia Adamou, pp. 119–135
- Training in the Community-Collaborative Context: A Case Study
Racquel-María Yamada, pp. 326–344
- Developing a Living Archive of Aboriginal Languages
Catherine Bow, Michael Christie, and Brian Devlin, pp. 345–360
- yaʔtmín cqwəlqwilt nixw, ul nixw, ul nixw, I need to speak more, and more, and more: Okanagan-Colville (Interior Salish) Indigenous second-language learners share our filmed narratives
Michele K. Johnson (Sʔímlaʔxw), pp. 136–167
- Beyond the Ancestral Code: Towards a Model for Sociolinguistic Language Documentation
Tucker Childs, Jeff Good, and Alice Mitchell, pp. 168–191
- Using Mixed Media Tools for Eliciting Discourse in Indigenous Languages
Marion Caldecott and Karsten Koch, pp. 209–240
- Ex-situ Documentation of Ethnobiology
Francesca Lahe-Deklin and Aung Si, pp. 788–809

12. THEMED SETS OF ARTICLES

- Themed Series: Language Documentation in the Americas
Edited by Keren Rice and Bruna Franchetto

- Language Documentation in the Americas
Bruna Franchetto and Keren Rice, pp. 251–261
- Collaboration in the Context of Teaching, Scholarship, and Language Revitalization: Experience from the Chatino Language Documentation Project
Emiliana Cruz and Anthony C. Woodbury, pp. 262–286
- The Pleasures and Pitfalls of a ‘Participatory’ Documentation Project: An Experience in Northwestern Amazonia
Kristine Stenzel, pp. 287–306
- Themed Series: The Role of Linguists in Indigenous Community Language Programs in Australia
Edited by John Henderson
 - When is a linguist not a linguist: the multifarious activities and expectations for a linguist in an Australian language centre
Adriano Truscott, pp. 384–408
 - Reclaiming the Kurna language: a long and lasting collaboration in an urban setting
Rob Amery, pp. 409–429
 - Linguists and language rebuilding: recent experience in two New South Wales languages
Giacon, John, pp. 430–451
 - Between duty statement and reality—The “Linguist/Coordinator” at an Australian Indigenous language centre
Knut J. Olawsky, pp. 361–383
- Themed Series: How to Study a Tone Language
Edited by Steven Bird and Larry Hyman
 - Computational support for early elicitation and classification of tone
Steven Bird and Haejoong Lee, pp. 453–461
 - Strategies for analyzing tone languages
Alexander R. Coupe, pp. 462–489
 - Finding a way into a family of tone languages: The story and methods of the Chatino Language Documentation Project
Emiliana Cruz and Anthony C Woodbury, pp. 490–524
 - How To Study a Tone Language
Larry Hyman, pp. 525–562
 - Studying Tonal Complexity, with a special reference to Mande languages
Maria Konoshenko, pp. 563–586
 - Studying emergent tone-systems in Nepal: Pitch, phonation and word-tone in Tamang
Martine Mazaudon, pp. 587–612
 - The Study of tone and related phenomena in an Amazonian tone language: Gav-ião of Rondônia
Denny Moore and Julien Meyer, pp. 613–636

- Studying tones in North East India: Tai, Singpho and Tangsa
Stephen Morey, pp. 637–671
- The study of tone in languages with a quantity contrast
Bert Remijsen, pp. 672–689
- On beginning the study of the tone system of a Dene (Athabaskan) language:
Looking back
Keren Rice, pp. 690–706
- On Establishing Underlying Tonal Contrast
Keith Snider, pp. 707–737
- The experimental state of mind in elicitation: illustrations from tonal fieldwork
Kristine M. Yu, pp. 738–777

13. SUBSCRIBERS. Although our journal is Open-Access, readers can subscribe to it at: <http://www.nflrc.hawaii.edu/ldc/subscribe.html>. On this page, subscribers are asked to provide information of use to the journal. They may also sign up for e-mail updates.

Number of subscribers 2007–2014:

	2007	2008	2009	2010	2011	2012	2013	2014
Total	876	1508	1241	1443	1607	1459	1575	1660
New	-	182	189	202	164	-148	116	85

In addition to email subscription, *LD&C* maintains a Facebook page¹ that has 1,584 likes as of December 31, 2014.

Since 2012-04-19 subscribers have come from the following countries:

Afghanistan, Argentina, Australia, Azerbaijan, Bangladesh, Belgium, Belize, Brazil, Burkina Faso, Cameroon, Canada, Chile, Colombia, Congo, Cote d'Ivoire, Country, Croatia, Czech Republic, Ethiopia, France, French Polynesia, Georgia, Germany, Ghana, Hong Kong, Iceland, India, Indonesia, Iran, Ireland, Israel, Italy, Japan, Kenya, Malaysia, Mexico, Micronesia, Morocco, Namibia, Nepal, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Palestine, Papua New Guinea, People's Republic of China, Peru, Philippines, Poland, Portugal, Russia, Saint Lucia, Singapore, Solomon Islands, South Africa, Spain, Sudan, Sweden, Switzerland, Taiwan, Thailand, Tunisia, Turkey, Uganda, United Kingdom, United States, Venezuela.

Institutions represented by subscribers over the same time period are as follows:

Abia State University Uturu., Adam Mickiewicz University in Poznań, Addis Ababa University, AIATSIS, Al Azhar University-Gaza Strip, Palestine, Australian Institute of Aboriginal and Torres Strait Islander Studies, Australian National University, Batchelor institute, Benemérita Universidad Autónoma de Puebla, Boise State University, Brandon University, Brigham Young University, Canada Institute of Linguistics, Centro Social Ayuuk, A.C., Chapman University, CISCA, Citizen, CNRS, Colorado State University, Consiglio Nazionale delle Ricerche - Istituto di Linguistica Computazionale "A. Zampolli", CREDO,

¹<http://www.facebook.com/ldcjournal>

Delta State University, Abraka, Nigeria, Department of Linguistics, Faculty of Arts, Nnamdi Azikiwe University, Awka, Department of Linguistics, TU, Divine Word University, Madang, PNG, Donders Institute for Brain, Cognition, and Behaviour, East West University, Edith Cowan University, Endangered Languages Archive, English Applied Linguistics, Equip Training, First Languages Australia, First Nations University of Canada, FLUL, Folk Research Centre (St Lucia), Global Desi Foundation, Global Diversity Foundation, Graduate Institute of Applied Linguistics, Green Mountain College, Griffith University, Haskins Laboratories, Hilton Mendonça Machado, Dalva de Oliveira Wexell, Imo State University, Owerri, Indiana University-Purdue University, Fort Wayne, Institut für Allgemeine Sprachwissenschaft und Sprachtypologie, Irra Wangga Language Centre, James Cook University, Jawaharlal Nehru University, Kenyatta University, Khartoum University, KIU, Kutztown University, K^wak^waka^ʔwak^w, Kwakiutl, La Trobe University, Lakehead University, Lakota Language Consortium, Leiden University, NL, Linnaeus University, Living Tongues Institute for Endangered Languages, Ludong University, Macalester College, Macquarie University, Maharashtra, Max Planck Institute for Evolutionary Anthropology, Max Planck Institute for Psycholinguistics, Memorial University of Newfoundland, Michigan State University, Micmacs of Gesgapegiag (speech-language pathology), Middle East Technical University, Middlebury College, Mirima Dawang Woolab-gerring Language and Culture Centre, Monash University, Nanyang Technological University, National Academy of Sciences of Azerbaijan, National Chengchi University, National Chung Cheng University, National Institute of Culture and History, National Library of Naples, Nauru Language Committee, New Guinea Binatang Research Centre, Ngukurr Language Centre, NNAMDI AZIKIWE UNIVERSITY, AWKA-ANAMBRA STATE, NIGERIA. LINGUISTICS DEPARTMENT, FACULTY OF ARTS, NQRLCL (nth Queensland Australia), Nüümü Yadoha Language Program, Osun, Pacific Resources for Education and Learning, Palacky University, Payap University, Ivane Javakhishvili Tbilisi State University, Plymouth University, Portland State University, Universidad del Zulia and Universidad de Los Andes ersidad de, Providence University, Taiwan, Pueblo of Santa Ana, Queens College and the Graduate Center, CUNY, R.A.I., Radboud Universiteit Nijmegen, Rawalpindi, Rice University, Rosetta Stone Higher Education, San Joaquin Delta College, School of Oriental and African Studies, University of London, SERVE Afghanistan/ARILAC, SIL, International, Sitting Bull College, SOAS, University of London, Southern Illinois University at Carbondale, Southern Luzon State University, State Institute for Islamic Studies, Stockholm University, Summer Institute of Linguistics, Technische Universitaet Berlin, Texas A&M University-Kingsville, Texas Tech University, The Australia National University, The Chickasaw Nation, University of Oklahoma, THE COLLEGE OF ST. SCHOLASTICA, The Hebrew University of Jerusalem, The Polytechnic of Namibia, the Rosetta Foundation, The University of British Columbia, Okanagan, The University of Hong Kong, The University of Kansas, The University of Melbourne, The University of Sydney, The University of Tokyo, Thomas J. Watson Fellowship, Tokyo University of Foreign Studies, Translators Association of the Philippines, Inc., Tribhuvan University, Nepal, Tulane University, Tyndale University College, U.S. Department of State, UBC, UC Berkeley, UCD, UCLA, UCSD, Udinus, UNaM, UNISA, universidad de chile, Universidad de La Sabana, Universidad de Los Andes, Universidad Nacional Autónoma de México (UNAM), UNIVERSIDADE FEDERAL DE RONDÔNIA, Universidade Federal de Santa Catarina, Universität Bern, Universität Erfurt, Universität Erlangen-Nürnberg, Université de la Polynésie française, Université Lumière Lyon 2, Université Paris Descartes, University at Buffalo, The State University of New York, University Malaysia Sabah, University of Aberdeen, University of Abuja, Uni-

versity of Abuja-Nigeria, University of Alaska Fairbanks, University of Alaska Southeast, University of Alberta, University of Amsterdam - ACLC, University of British Columbia, University of Bonn, University of Brazilia, University of British Columbia - Okanagan Campus, University of British Columbia/Coeur d'Alene Tribe, University of Buea, University of California at Santa Barbara, University of California, Berkeley, University of California, Davis, University of Canterbury, New Zealand, University of Cape Town, University of Chicago, University of Cincinnati, University of Cologne, Department of General Linguistics, University of Colorado at Boulder, University of Dschang, University of Dueseldorf, University of Florida, University of Freiburg, University of Geneva, UNIVERSITY OF GHANA, University of Haifa, University of Hawai'i at Mānoa, University of Iceland, University of Illinois, University of Iowa, University of Jos, Jos. Nigeris, University of Kansas, University of Kent, University of Leiden, University of Malaya, Malaysia, University of Manitoba, University of Melbourne, University of Milano-Bicocca, University of Missouri; Tojolabal Language Documentation Center, University of New England, University of Newcastle, University of North Carolina at Chapel Hill, University of Oregon, University of Oxford, University of Potsdam, University of Queensland, University of Reading, University of Santo Tomas, University of Sydney, University of Sydney, Koori Centre, University of Texas at Austin, University of the Philippines, University of Torino, Italy, University of Uppsala, University of Utah, University of Uyo, University of Victoria, University of Warsaw, Poland, University of Washington, University of Wisconsin-Madison, University of Wisconsin-Milwaukee, University of Wyoming, University of Yaoundé I, University of Zadar, University of Zurich, UNS, Victorian Aboriginal Corporation for Languages, Wangka Maya Pilbara Aboriginal Language Centre, Western University, Western Washington University, WoLaCo, Wycliffe Bible Translators, Wycliffe South Africa, Xi'an University of Technology, Yukon-Koyukuk School District.

14. INDEXING. *LD&C* is indexed by the MLA International Bibliography. It is also listed in the MLA Directory of Periodicals and the Directory of Open-Access Journals.

15. THE SCHOLARSPACE SYSTEM. *LD&C* continues to archive in the ScholarSpace system of the University of Hawai'i Library.² This system provides persistent URIs. URIs (also called handles) are identifiers that make it possible to locate online materials, even if their locations (URLs) change. They correspond to ISBNs for books.

Audio and video files associated with each article are also archived in ScholarSpace, with the same URI. Currently, we employ two means of associating media files to articles: (1) the PDF file has links to media files archived in the ScholarSpace system, and (2) the PDF file has embedded MP3 sounds so that readers can listen to sounds without having an internet connection. Both PDF file types are provided for articles that include sound files. We have a video channel on YouTube that allows delivery of video at low resolution while the archival video is stored in ScholarSpace.

ScholarSpace also provides an RSS feed of our content, so that we can include a current list of all recent items on our webpage³ without having to manually update it.

²<http://scholarspace.manoa.hawaii.edu>

³http://nflrc.hawaii.edu/ldc/?page_id=32

16. DOWNLOADS OF LD&C ARTICLES. Note that the statistics used in this report are produced by the repository ScholarSpace and are only provided by them from the beginning of 2010.

Table of total downloads in 2014

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Year Total
File Downloads	29,134	35,404	46,828	40,568	151,934
Metadata Views	4,559	4,999	9,593	13,763	34,914

Top 10 countries by downloads in 2014

Country	Downloads
United States	43,168
China	13,508
Netherlands	9,873
Germany	7,293
France	5,466
Australia	4,138
United Kingdom	3,279
India	3,163
Canada	2,990
Philippines	2,704

Table of view statistics for files from 2014⁴

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Chapter 1. Introduction: Documenting and Revitalizing Austronesian Languages	LD&C SP No. 1: Documenting and Revitalizing Austronesian Languages	93
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⁴ScholarSpace provides both views and downloads. The number of downloads was not included, since these numbers can be inflated due to ScholarSpace sometimes counting each page and image of an article as a separate download. The number of views is defined as the number of times a record's page is hit.

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Chapter 7. E-learning in Endangered Language Documentation and Revitalization	LD&C SP No. 1: Documenting and Revitalizing Austronesian Languages	66
Chapter 9. Teaching and Learning an Endangered Austronesian Language in Taiwan	LD&C SP No. 1: Documenting and Revitalizing Austronesian Languages	82
Chapter 11. On Designing the Formosan Multimedia Word Dictionaries by a Participatory Process	LD&C SP No. 1: Documenting and Revitalizing Austronesian Languages	48
Chapter 12. Annotating Texts for Language Documentation with Discourse Profiler's Metatagging System	LD&C SP No. 1: Documenting and Revitalizing Austronesian Languages	57
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Chapter 3. Training for Language Documentation: Experiences at the School of Oriental and African Studies	LD&C SP No. 1: Documenting and Revitalizing Austronesian Languages	106
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The Gbe Language Continuum of West Africa: A Synchronic Typological Approach to Prioritizing In-depth Sociolinguistic Research on Literature Extensibility	Vol. 01 Issue 2 : LD&C	96
Fostering the Growth of Budding Community Initiatives: The Role of Linguists in Tokelauan Maintenance in Hawai'i	Vol. 01 Issue 2 : LD&C	57
Collaborative Linguistic Fieldwork: Practical Application of the Empowerment Model	Vol. 01 Issue 2 : LD&C	146
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