PAPERS

PAPERS (1.1–1.5)

THURSDAY, FEBRUARY 26

(1.1) SESSION ONE • 10:50–11:20 a.m.

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

Tucker Childs • childst@pdx.edu
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.

Topic area: Assessing success in documentation and revitalization strategies

HIBISCUS BALLROOM 1

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

Dylan Herrick • dylan.herrick@ou.edu
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.

Topic area: Understanding and conveying complex language

GARDEN LANAI ROOM

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

Catherine O'Connor • mco@bu.edu
Boston University
Elodie Paquette • elodie.paquette@gmail.com

independent scholar
Edwin Ko • ek684@georgetown.edu
Georgetown University
Ethan Rimdzius • e.rimdzius@gmail.com
Boston University
Elizabeth Grillo • egrillo@bu.edu
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.

Topic area: Technology in documentation – methods and pitfalls

CARNATION ROOM

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

Carolyn O'Meara • ckomeara@unam.mx
Universidad Nacional Autónoma de México
Rodrigo Romero • rod.romero@gmail.com
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.

Topic area: Teaching/learning small languages

PLUMERIA ROOM

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

Rebecca Paterson • rpaters3@uoregon.edu
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.

Topic area: Gender studies

ILIMA ROOM

(1.2) SESSION TWO • 11:30 a.m.–12 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.

Topic area: Indigenous language revitalization strategies

HIBISCUS BALLROOM 1

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

Tracy Hirata-Edds • tracy@ku.edu
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.

Topic area: Understanding and conveying complex language

GARDEN LANAI ROOM

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

Min Chen • minchen2@uw.edu
University of Washington Bothell
Mizuki Miyashita • mizuki.miyashita@umontana.edu
University of Montana
Robert Bezirganyan • robertbezirganyan@gmail.com
University of Washington Bothell

Jingjing Dong • bonkatie@uw.edu
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.

Topic area: Technology in documentation – methods and pitfalls

CARNATION ROOM

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

Lauren Gawne • lgawne@ntu.edu.sg
Nanyang Technological University
Barbara F. Kelly • b.kelly@unimelb.edu.au
The University of Melbourne
Andrea L. Berez • aberez@hawaii.edu
University of Hawai'i at Mānoa
Tyler Heston • Tylerheston@earthlink.net
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.

Topic area: Enriching theory, practice, and application

PLUMERIA ROOM

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

Zachary O'Hagan • zohagan@berkeley.edu
University of California, Berkeley

Summary coming soon

Topic area: Documentation of idiolects

ILIMA ROOM

(1.3) SESSION THREE • 2–2:30 p.m.

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

Frank Seidel • frank.zidle@gmail.com
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?"

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

(1.3.2) Pedagogy of aloha enriches intergenerational Hawaiian language learning

Kū Kahakalalau • kuk@inpeace.org
Kū-A-Kanaka Indigenous Research Institute
'I'inimaikalani Kahakalau • iini@inpeace.org
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Christopher Cox • christopher.cox@gov.yk.ca
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.

Topic area: Understanding and conveying complex language

GARDEN LANAI ROOM

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

Candace Galla • candace.galla@ubc.ca
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.

Topic area: Enriching theory, practice, and application

CARNATION ROOM

(1.3.5) Vadzaih Tth'an Oozhri' and Gwich'in culture

Kenneth Frank • kefrank1@gmail.com
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.

Topic area: Teaching/learning small languages

PLUMERIA ROOM

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

Tove Rosendal • tove.rosendal@sprak.gu.se
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.

Topic area: Methods of assessing ethnolinguistic vitality

ILIMA ROOM

(1.4) 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 • ignace@sfu.ca
Simon Fraser University
Ronald Ignace • kukpi7.ignace@gmail.com
Simon Fraser University
Lawrence Bell

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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

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

Tyler Heston • theston@hawaii.edu
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Olivia Sammons • sammons@ualberta.ca
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.

Topic area: Understanding and conveying complex language

GARDEN LANAI ROOM

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

Michelle Morrison • mmorriso@umd.edu
University of Maryland
Christopher Green • greencr@umd.edu
University of Maryland
Nikki Adams • nadams2@umd.edu
University of Maryland
Erin Smith Crabb • ecrabb@umd.edu
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.

Topic area: Enriching theory, practice, and application

CARNATION ROOM

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

Craig Mishler • vadzaih@gmail.com
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.

Topic area: Teaching/learning small languages

PLUMERIA ROOM

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

Raina Heaton • heatonr@hawaii.edu
University of Hawaiʻi at Mānoa
Igor Xoyon • igorxo@hotmail.com
Universidad de San Carlos de Guatemala/Nimalaj 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.

Topic area: Assessing success in documentation and revitalization strategies

ILIMA ROOM

(1.5) SESSION FIVE • 3:20–3:50 p.m.

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

Racquel-María Yamada • racquel@ou.edu
University of Oklahoma
Tracy Hirata-Edds • tracy@ku.edu
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

(1.5.2) **Taking down the barriers: accessibility by detechnicalization and minimalist presentation**

Conor Quinn • conor.mcdonoughquinn@maine.edu
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.

Topic area: Teaching/learning small languages

HIBISCUS BALLROOM 2

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

Colleen Fitzgerald • cmfitz@uta.edu
University of Texas at Arlington
Joshua Hinson • joshua.hinson@chickasaw.net
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.

Topic area: Enriching theory, practice, and application

GARDEN LANAI ROOM

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

Patrick Hall • pjh@umail.ucsb.edu
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 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.

Topic area: Technology in documentation – methods and pitfalls

CARNATION ROOM

(1.5.5) Learning the language of Caribou

Crystal Frank • crystalfrank1@gmail.com
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.

Topic area: Teaching/learning small languages

PLUMERIA ROOM

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

Tracey Herbert • tracey@fpcc.ca
First Peoples' Cultural Council
Shay Boechler • shay@fpcc.ca
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.

Topic area: Status of languages, statistics

ILIMA ROOM

PAPERS (2.1-2.7)

FRIDAY, FEBRUARY 27

(2.1) SESSION ONE • 9–9:30 a.m.

(2.1.1) **Documenting language-hood**

William O'Grady • ogrady@hawaii.edu
University of Hawai'i at Mānoa
Changyong Yang • chejuycy@jejunu.ac.kr
Jeju National University
Sejung Yang • sejung@hawaii.edu
University of Hawai'i at Mānoa

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.

Topic area: Language planning

HIBISCUS BALLROOM 1

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

Joseph Brooks • josephdbrooks@umail.ucsb.edu
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.

Topic area: Ethical issues

HIBISCUS BALLROOM 2

(2.1.3/SSB1) **New school linguistics for practitioners of oral anguages**

Sally Rice • srice@ualberta.ca
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.

Topic area: Understanding and conveying complex grammar

GARDEN LANAI ROOM

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

Michael Shepard • michaelshepard@gmail.com
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.

Topic area: Enriching theory, practice, and application

CARNATION ROOM

(2.1.5) **The Sign Language Documentation Training Center**

Samantha Rarrick • srarrick@hawaii.edu
University of Hawaiʻi at Mānoa
Jan Fried • janfried@gmail.com
Kapiʻolani Community College
Brittany Wilson • brittanygael@startmail.com

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.

Topic area: Enriching theory, practice, and application

PLUMERIA ROOM

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

Hilary McMahan • mcmahanh@uchicago.edu
University of Chicago
Lenore A. Grenoble • grenoble@uchicago.edu
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.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

(2.2) SESSION TWO • 9:40–10:10 a.m.

(2.2.1) Perspectives on language endangerment, support, and attitudes in Africa, Asia, and Europe

Stephanie Walla • stmawa@gmail.com
Eastern Michigan University
Bryn Hauk • bhauk@hawaii.edu
University of Hawai'i at Mānoa

Using the Catalogue of Endangered Languages, we characterize endangerment situations for each country in Africa, Asia, and Europe. We compare scores for diversity and overall endangerment to each country's GDP and other socioeconomic measures. The purpose is to identify countries where diversity is well-supported and where endangerment is most critical.

Topic area: Methods of assessing ethnolinguistic vitality

HIBISCUS BALLROOM 1

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

Gabriela Pérez Báez • perezbaezg@si.edu
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

(2.2.3/SSB2) Developing metalinguistic competence at CILLDI

Jordan Lachler • lachler@ualberta.ca
University of Alberta
Sally Rice • srice@ualberta.ca
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.

Topic area: Understanding and conveying complex grammar

GARDEN LANAI ROOM

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

Yukinori Takubo • ytakubo@bun.kyoto-u.ac.jp
Kyoto University
Tamaki Motoki • tamaki@media.kyoto-u.ac.jp
Kyoto University
Syuntaroo Tida • tidas1974@gmail.com
Kyoto University
Shoji Kajita • kajita@media.kyoto-u.ac.jp
Kyoto University
Masahiro Yamada • yamada.masahiro.4r@kyoto-u.ac.jp
Kyoto University
Yoshihiko Asao • asaokitan@gmail.com
Kyoto University
Keisuke Yagi • yagi.ksk@cml-agc.com
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.

Topic area: Enriching theory, practice, and application

CARNATION ROOM

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

Kearsy Cormier • k.cormier@ucl.ac.uk
University College London
Adam Schembri • a.schembri@latrobe.edu.au
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.

Topic area: Topics in areal language documentation

PLUMERIA ROOM

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

Rose-Marie Déchaine • dechaine@mail.ubc.ca
University of British Columbia
James Crippen • jcrippen@gmail.com
University of British Columbia
Bessie Cooley • bcooley@northwestel.net
Erin Guntly • ering@airpost.net
University of British Columbia
Gunnar Hansson • Gunnar.Hansson@ubc.ca
University of British Columbia
Carolyn Martin • wooshkeetaan@hotmail.com
John Martin • wooshkeetaan@hotmail.com
Lisa Matthewson • Lisa.Matthewson@ubc.ca
University of British Columbia
Patrick Moore • pjmoore@mail.ubc.ca
University of British Columbia
Lance Twitchell • latwitchell@uas.alaska.edu
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.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

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

(2.3.1) **Planning for assessment in language programs: a practical tool**

Melody Ross • melodyaross@gmail.com
University of Hawaiʻi 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.

Topic area: Assessing success in documentation and revitalization strategies

HIBISCUS BALLROOM 1

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

Jason Jackson • jajjacks@hawaii.edu
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Dorothy Thunder • dthunder@ualberta.ca
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.

Topic area: Understanding and conveying complex grammar

GARDEN LANAI ROOM

(2.3.4) **Enhancing archives via speech technology: Advantages for research and revitalization**

D. H. Whalen • dwhalen@gc.cuny.edu
CUNY Graduate Center

Documentation of endangered languages helps description and revitalization. Accessing archives, however, remains difficult due to lack of annotation. Recent advances in automatic speech processing have reduced annotation times, but the tools require trained users. This

paper suggests improvements using automatic speech tools and for incorporating the results into existing archives.

Topic area: Enriching theory, practice, and application

CARNATION ROOM

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

Joelander MacGregor • joelamac@msn.com
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.

Topic area: Teaching/learning small languages

PLUMERIA ROOM

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

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

We are developing an on-line 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.

Topic area: Teaching/learning small languages

ILIMA ROOM

(2.4) SESSION FOUR • 11:00–11:30 a.m.

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

Alexander Mawyer • mawyer@hawaii.edu
University of Hawai'i

Ena Manuireva • ena.manuire@aut.ac.nz
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.

Topic area: Methods of assessing ethnolinguistic vitality

HIBISCUS BALLROOM 1

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

Katie Sardinha • katie.sardinha@berkeley.edu
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.

Topic area: Technology in documentation – methods and pitfalls

HIBISCUS BALLROOM 2

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

Eugene Alexis • eugene@sgwe.com
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.

Topic area: Understanding and conveying complex grammar

GARDEN LANAI ROOM

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

Paul Trilsbeek • Paul.Trilsbeek@mpi.nl

Max Planck Institute for Psycholinguistics
Daan Broeder • Daan.Broeder@mpi.nl
Max Planck Institute for Psycholinguistics
Willem Elbers • Willem.Elbers@mpi.nl
Max Planck Institute for Psycholinguistics
André Moreira • Andre.Moreira@mpi.nl
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.

Topic area: Archiving matters

CARNATION ROOM

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

James Woodward Jr. • woodyvn@yahoo.com
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.

Topic area: Enriching theory, practice, and application

PLUMERIA ROOM

(2.4.6) Documenting Blackfoot pitch excursion

Mizuki Miyashita • mizuki.miyashita@umontana.edu
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.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

(2.5) SESSION FIVE • 1:30–2 p.m.

(2.5.1) **Gamification of rapid word collection**

Rebecca Paterson • rpaters3@uoregon.edu
University of Oregon
Amos Teo • ateo@uoregon.edu
University of Oregon
Timbwaoga Aime Judicaël Ouermi • touermi@uoregon.edu
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 Mòòré language and evaluate its effectiveness. Creative interaction engages speakers in language documentation and the development of language materials.

Topic area: Creative methodologies in field work elicitation for lexicography

HIBISCUS BALLROOM 1

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

Sheri Wells-Jensen • swellsj@bgsu.edu
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.

Topic area: Training in documentation methods – beyond the university

HIBISCUS BALLROOM 2

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

Cindy Schneider • cindy.schneider@une.edu.au
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.

Topic area: Teaching/learning small languages

GARDEN LANAI ROOM

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

Holly Sellers • hasellers@students.latrobe.edu.au
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.

Topic area: Data management

CARNATION ROOM

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

Brenda Clark • brendarc@hawaii.edu
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.

Topic area: Topics in areal language documentation

PLUMERIA ROOM

(2.5.6) **Three speakers, four dialects: documenting variation in an endangered Amazonian language**

Amalia Skilton • amalia.skilton@berkeley.edu
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 Máíhɨ̃ki, a severely endangered language of northwestern Amazonia, as a case study.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

(2.6) SESSION SIX • 2:10–2:40 p.m.

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

Kathleen Sackett • kathleen_sackett@sil.org
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.

Topic area: Lexicography and reference grammar design

HIBISCUS BALLROOM 1

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

Daniel Kaufman • kaufman@elalliance.org
Endangered Language Alliance
Habib Borjian • habibborjian@hotmail.com
Encyclopedia Iranica

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.

Topic area: Topics in areal language documentation

HIBISCUS BALLROOM 2

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

Michael Franjieh • mfranjieh@gmail.com

SOAS, University of London
Kay Johnson • kayj@soas.ac.uk
USP, 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.

Topic area: Assessing success in documentation and revitalization strategies

GARDEN LANAI ROOM

(2.6.4) **A quantitative analysis of linguistic metadata**

Kavon Hooshiar • kavon.hooshiar@gmail.com
University of Hawaiʻi 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.

Topic area: Assessing success in documentation and revitalization strategies

CARNATION ROOM

(2.6.5) **The Haitian Sign Language Documentation Project (LSHDoP)**

Julie Hochgesang • julie.hochgesang@gallaudet.edu
Gallaudet
Amelia Becker • amelia.becker@gallaudet.edu
Gallaudet
Megan Kish
Gallaudet
Kate McAuliff
Gallaudet

The background, activities and challenges of the Haitian Sign Language (LSH) Documentation Project (LSHDoP) are described. Primarily, the authors discuss whether the project activities have been executed in a way that follows best practices of language documentation but also accommodates the needs and wishes of the language community.

Topic area: Assessing success in documentation and revitalization strategies

PLUMERIA ROOM

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

Johanna Laakso • johanna.laakso@univie.ac.at
University of Vienna
Elena Skribnik • skribnik@lmu.de
Ludvig Maximilian University of Munich, Germany
Marianne Bakró-Nagy • bakro@nytud.hu
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.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

(2.7) 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 • patrick.moore@ubc.ca
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 on-line Kaska (Dene) dictionary.

Topic area: Lexicography and reference grammar design

HIBISCUS BALLROOM 1

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

Mat Bettinson • mat@plothatching.com
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Kathryn Ohle • kohle@uaa.alaska.edu
University of Alaska Anchorage
Mark Condon • mark.condon@uniteforliteracy.com
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.

Topic area: Enriching theory, practice, and application

GARDEN LANAI ROOM

(2.7.4) **Corpora, collections, data – reusing outputs of language documentation**

Nick Thieberger • thien@unimelb.edu.au
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.

Topic area: Data management

CARNATION ROOM

(2.7.5) **Documenting the signed languages of the Caribbean: problems and prospects**

Ben Braithwaite • benjamin.braithwaite@sta.uwi.edu
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.

Topic area: Topics in areal language documentation

PLUMERIA ROOM

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

Bibo Bai • baibibo@hotmail.com
Yuxi Normal University
Xianming Xu • xxming110@aliyun.com
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 destines cultural extinction.

Topic area: Topics in areal language documentation

ILIMA ROOM

PAPERS (3.1-3.8)

SATURDAY, FEBRUARY 28

(3.1) SESSION ONE • 9–9:30 a.m.

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

Colleen Patton • colleen.r.patton@gmail.com
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.

Topic area: Assessing success in documentation and revitalization strategies

HIBISCUS BALLROOM 1

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

Toshihide Nakayama • nakayama@aa.tufs.ac.jp
Tokyo University of Foreign Studies
Tsuyoshi Ono • tono@ualberta.ca
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Haley De Korne • hde@gse.upenn.edu
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.

Topic area: Language conservation pedagogy

GARDEN LANAI ROOM

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

Steven Bird • stevenbird1@gmail.com

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, respeaking, 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.

Topic area: Technology in documentation – methods and pitfalls

CARNATION ROOM

(3.1.5) **Choice, use, presence: Assessing the vitality of the Filipino language on the internet**

Gerard Concepcion • gerardconcepcion@gmail.com
Asia Pacific College

This paper attempts to assess the vitality of the Filipino language on the internet as an important phase in its Language Planning efforts. Guided by the concepts of Language choice, Language use, and Language presence, the researcher used internet ethnography in collecting data. This paper discovered the strengths and weaknesses of the Filipino language as a language used on the internet, thus identifying specific areas where language planners can come in.

Topic area: Language planning, language assessment

PLUMERIA ROOM

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

Erin Donnelly • edonnelly@berkeley.edu
University of California, Berkeley
Jorge Beltrán Luna • bsiatao@gmail.com
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.

Topic area: Orthography design

ILIMA ROOM

(3.2) 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 • arlene.holmes-henderson@classics.ox.ac.uk
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.

Topic area: Language planning

HIBISCUS BALLROOM 1

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

Dorothea Hoffmann • dorohoffmann@uchicago.edu
The University of Chicago
Ryan Henke • ryanhenke2@gmail.com
University of Hawai'i

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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Janet Chávez Santiago • janet.chavez@san-pablo.mx
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.

Topic area: Language conservation pedagogy

GARDEN LANAI ROOM

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

Joel Dunham • jrwdunham@gmail.com
The University of British Columbia
Jessica Coon • jessica.coon@mcgill.ca
McGill University
Alan Bale • alancbale@gmail.com
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.

Topic area: Data management

CARNATION ROOM

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

Changyong Yang • chejuycy@jejunu.ac.kr
Jeju National Univsiity
William O'Grady • ogrady@hawaii.edu
University of Hawaiʻi at Mānoa
Sejung Yang • sejung@hawaii.edu
University of Hawaiʻi 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 indications that such an approach is both feasible and necessary.

Topic area: Methods of assessing ethnolinguistic vitality

PLUMERIA ROOM

(3.2.6) **Understanding the "unwritten rules" of an unwritten language**

Robyn Giffen • robyn.giffen@alumni.ubc.ca
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.

Topic area: Orthography design

ILIMA ROOM

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

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

Michael Walsh • michael.walsh@aiatsis.gov.au
AIATSIS
Jakelin Troy • jaky.troy@aiatsis.gov.au
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

Topic area: Community experiences of revitalization

HIBISCUS BALLROOM 1

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

Manami Sato • manamisato@gmail.com
Okinawa International University
Apay Ai-yu Tang • apaytang1126@gmail.com
Dong Hwa National University
Takuya Kubo
Hiroshima University
Jungho Kim
Tohoku University
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Mario López Gopar • lopezmario9@gmail.com
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.

Topic area: Language conservation pedagogy

GARDEN LANAI ROOM

(3.3.4) **Turning language documentation into reader's and writer's software tools**

Antti Arppe • arppe@ualberta.ca
University of Alberta
Lene Antonsen
University of Tromsø, Norway
Trond Trosterud
University of Tromsø, Norway
Sjur Moshagen
University of Tromsø, Norway
Dorothy Thunder
University of Alberta
Conor Snoek
University of Alberta
Timothy Mills
University of Alberta
Juhani Järvikivi
University of Alberta
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.

Topic area: Technology in documentation – methods and pitfalls

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 • dattamajumdardrs@gmail.com
ICSSR, New Delhi/ 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.

Topic area: Methods of assessing ethnolinguistic vitality

PLUMERIA ROOM

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

Hugh Paterson • hugh@thejourneyler.org
University of North Dakota
Jon Wilkes • jon.jwilkes@gmail.com
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.

Topic area: Orthography design

ILIMA ROOM

(3.4) SESSION FOUR • 11–11:30 a.m.

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

John Hobson • john.hobson@sydney.edu.au
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

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

Alexander Mankov • a.mankov@hotmail.com
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.

Topic area: Enriching theory, practice, and application

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 • kiara_2r@hotmail.com
Universidad Autonoma Benito Juarez de Oaxaca
William Sughrua • billsughrua@gmail.com
Universidad Autonoma Benito Juarez 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.

Topic area: Language conservation pedagogy

GARDEN LANAI ROOM

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

Alex Mannix • amannix@brynmawr.edu
Bryn Mawr College
Brook Danielle Lillehaugen • brook.lillehaugen@gmail.com
Haverford College
Janet Chávez Santiago • janet.chavez@san-pablo.mx
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.

Topic area: Technology in documentation – methods and pitfalls

CARNATION ROOM

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

Amos Teo • ateo@uoregon.edu
University of Oregon
Abokali Sumi • abokali.sumi@gmail.com
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.

Topic area: Assessing success in documentation and revitalization strategies

PLUMERIA ROOM

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

Rodrigo Romero-Méndez • rrmz@unam.mx
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 desirably. Based on a comparative study of the vowel system in 26 Mixe dialects, a possible solution is discussed.

Topic area: Orthography design

ILIMA ROOM

(3.5) SESSION FIVE • 12:50–1:20 p.m.

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

Haley De Korne • haleydekorne@gmail.com
University of Pennsylvania
Gabriela Pérez Báez • perezbaezg@si.edu
Smithsonian Institue

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. On-going challenges and a need for further strategies are discussed.

Topic area: Assessing success in documentation and revitalization strategies

HIBISCUS BALLROOM 1

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

Judith Thompson • judithcthompson@gmail.com
Tahltan Central Council
Angela Dennis • celestialbeansz444@hotmail.com
Klappan Independent Day School
Odelia Dennis • odquock@hotmail.com
Tahltan Central Council
John Alderete • alderete@sfu.ca
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 lead to the development of a Tahltan Language Revitalization Framework that is being implemented by community members.

Topic area: Community experiences of revitalization

HIBISCUS BALLROOM 2

(3.5.3) **Concerning learning materials for "small" languages**

Grigory Kazakov • kazac@rambler.ru
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.

Topic area: Teaching/learning small languages

GARDEN LANAI ROOM

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

Jacob Collard • jacob@thorsonlinguistics.com
Swarthmore

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

Topic area: Enriching theory, practice, and application

CARNATION ROOM

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

John Battenburg • jbattenb@calpoly.edu
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.

Topic area: Assessing success in documentation and revitalization strategies

PLUMERIA ROOM

(3.5.6) **Non-standard transcription of Innu: an essential ingredient of its documentation**

Renee Lambert-Bretiere • r.lambertbretiere@gmail.com

Université du Québec à Montréal
Lynn Drapeau
Université du Québec à Montréal
Yvette Mollen • yvette.mollen@tshakapesh.ca
Institut Tshakapesh
Helene St-Onge • helene.st-onge@tshakapesh.ca
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.

Topic area: Orthography design

ILIMA ROOM

(3.6) SESSION SIX • 1:30–2 p.m.

(3.6.1) **Ka Leo Hawaiʻi tapes and the regenesis of Hawaiian**

Larry Kimura • larrykim@hawaii.edu
University of Hawaiʻi at Hilo

This paper covers specific types of native Hawaiian language behavior excerpted from the Ka Leo Hawaiʻi 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.

Topic area: Community experiences of revitalization

HIBISCUS BALLROOM 1

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

Clare Sandy • csandy@berkeley.edu
UC Berkeley
Line Mikkelsen • mikkelsen@berkeley.edu
UC 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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Alexander Coupe • arcoupe@ntu.edu.sg
Nanyang Technological University
Joan Kelly • JMKelly@ntu.edu.sg
Nanyang Technological University
Peh Yang Yu • pehy0008@ntu.edu.sg
Nanyang Technical University
Lesley Tang • lesley.l.tang@gmail.com
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.

Topic area: Enriching theory, practice, and application

GARDEN LANAI ROOM

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

Sarah Moeller • sarah_moeller@gial.edu
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.

Topic area: Technology in documentation – methods and pitfalls

CARNATION ROOM

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

Alfred Cucchiara • alcucchiara@yahoo.com
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.

Topic area: Globalization, poverty and indigenous languages

PLUMERIA ROOM

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

Rosangela Lai • lai.rosangela@gmail.com
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.

Topic area: Orthography design

ILIMA ROOM

(3.7) SESSION SEVEN • 2:10–2:40 p.m.

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

Marianna Di Paolo • dipaolo@anthro.utah.edu
University of Utah & the Smithsonian
Lisa Johnson • lisa.johnson@anthro.utah.edu
University of Utah
Bryan Hudson • attankih@yahoo.com
Kern Valley Community/Southern Shoshone
Jennifer Mitchell • Jennifer.Mitchell@utah.edu
Shoshoni Language Project
Derron Borders • Derron.Borders@utah.edu
Shoshoni Language Project
Sarah Arnoff • s.aronov211@gmail.com
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.

Topic area: Language revitalization via wide community involvement, university-community collaboration

HIBISCUS BALLROOM 1

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

Sonya Bird • sbird@uvic.ca
University of Victoria
Sarah Kell • skell@uvic.ca
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 2

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

Christine Schreyer • christine.schreyer@ubc.ca
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.

Topic area: Assessing success in documentation and revitalization strategies

GARDEN LANAI ROOM

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

George Dueñas • george.duenas@caroycuervo.gov.co
Instituto Caro y Cuervo

Diego Gómez • dfgomeza@unal.edu.co
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.

Topic area: Technology in documentation – methods and pitfalls

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 • fibbietatti@theedge.ca
University of Victoria
Ingeborg Fink • ifink@uni-koeln.de
University of Cologne

This paper highlights the benefits of a community-based approach in the Dene community of Délįnę, 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.

Topic area: Enriching theory, practice, and application

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 • mjerry@ualberta.ca
University of Alberta
Atticus Harrigan • galvin@ualberta.ca
University of Alberta
Megan Bontogon • bontogon@ualberta.ca
University of Alberta
Taylor Casavant • tcasavan@ualberta.ca
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.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

(3.8) SESSION EIGHT • 2:50–3:20 p.m.

(3.8.1) **Language ecology and Butchulla revitalisation**

Jeanie Bell • jeanie.bell@batchelor.edu.au
Batchelor Institute for Indigenous Education
Joy Bonner • jeanie.bell@batchelor.edu.au
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 epistomology.

Topic area: Community experiences of revitalization

HIBISCUS BALLROOM 1

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

Rolando Coto-Solano • rcoto@email.arizona.edu
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.

Topic area: Assessing success in documentation and revitalization strategies

HIBISCUS BALLROOM 2

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

Sally Akevai Te Namu Nicholas • s.nicholas@auckland.ac.nz
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 langauge 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.

Topic area: Teaching/learning small languages

GARDEN LANAI ROOM

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

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

Topic area: Teaching/learning small languages

CARNATION ROOM

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

Johanna Laakso • johanna.laakso@univie.ac.at
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.

Topic area: Community experiences of revitalization

PLUMERIA ROOM

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

Konrad Rybka • k.a.rybka@uva.nl

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.

Topic area: Enriching theory, practice, and application

ILIMA ROOM

PAPERS (4.1-4.4)

SUNDAY, MARCH 1

(4.1) SESSION ONE • 8:30–9 a.m.

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

Colleen Fitzgerald • cmfitz@uta.edu
University of Texas at Arlington
Roy Boney, Jr • roy-boney@cherokee.org
Cherokee Nation
Vicki Caña
University of Texas at Arlington
Samantha Cornelius
University of Texas at Arlington
David Crawler
Cherokee Language Department
John Ross
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

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

Forrest Young • forresty@hawaii.edu
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.

Topic area: Assessing success in documentation and revitalization strategies

HIBISCUS BALLROOM 2

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

Barbara Kelly • b.kelly@unimelb.edu.au
The University of Melbourne
Rachel Nordlinger • racheln@unimelb.edu.au
The University of Melbourne

This paper investigates the acquisition of Murrinh-Patha, a polysynthetic Australian language. Little is known about the 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.

Topic area: Language acquisition, pedagogy and literacy in Australian Indigenous languages

GARDEN LANAI ROOM

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

Nicole Umayam • nicole.umayam@ou.edu
University of Oklahoma
Juliet Morgan • juliet.morgan@ou.edu
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.

Topic area: Teaching/learning small languages

CARNATION ROOM

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

Carmen Jany • cjany@csusb.edu
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.

Topic area: Use of archival material for grammar writing

PLUMERIA ROOM

(4.2) SESSION TWO • 9:10–9:40 a.m.

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

Kekoa Harman • kharman@hawaii.edu
University of Hawai'i at Hilo/Ka Haka Ula O Keelikolani

The halau 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.

Topic area: Community experiences of revitalization

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 • alcucchiara@yahoo.com
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

Topic area: Community experiences of revitalization

HIBISCUS BALLROOM 2

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

Gemma Morales • gmorales@student.unimelb.edu.au
The University of Melbourne
Lauren Gawne • lauren.gawne@gmail.com
The University of Melbourne
Gillian Wigglesworth • gwigglesworth@unimelb.edu.au
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 ages children at the school.

Topic area: Language acquisition, pedagogy and literacy in Australian Indigenous languages

GARDEN LANAI ROOM

(4.2.4) Promoting local languages and their conservation to Indonesian university students through linguistic classes

Ika Nurhayani • inurhayani@gmail.com
Brawijaya University

The lack of language conservation promotion targeted Indonesian students majoring in foreign languages is a disadvantage since the students are abundant and equipped with linguistic skills. This problem can be solved by incorporating local languages in linguistics classes to increase awareness and to motivate students to research their own languages.

Topic area: Enriching theory, practice, and application

CARNATION ROOM

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

Elizabeth Zeitoun • hsez@gate.sinica.edu.tw
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.

Topic area: Lexicography and reference grammar design

PLUMERIA ROOM

(4.3) SESSION THREE • 9:50–10:20 a.m.

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

Tobias Bloyd • bloyd@hawaii.edu
University of Hawai'i at Mānoa
Adita Agoes • kaleumm@yahoo.com
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

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

Harvinder Negi • harvinder.negi@berkeley.edu
University of Delhi

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

Topic area: Teaching/learning small languages

HIBISCUS BALLROOM 2

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

Carmel O'Shannessy • carmelos@umich.edu.au
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.

Topic area: Language acquisition, pedagogy and literacy in Australian Indigenous languages

GARDEN LANAI ROOM

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

Kari Chew • karichew@email.arizona.edu
University of Arizona
Katie Keliiaa • ckeliiaa@berkeley.edu
University of California at Berkeley

Summary coming soon

Topic area: Studying indigenous languages in higher education

CARNATION ROOM

(4.3.5) **Creating a teaching grammar for language revitalization**

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

I describe five design features of teaching grammar for language revitalization purposes, a perspective that is informed by my own work with Oklahoma Cherokee. I also discuss how the language policy and planning context determines the design of language documentation products.

Topic area: Teaching/learning small languages

PLUMERIA ROOM

(4.4) SESSION FOUR • 10:30–11 a.m.

(4.4.1) **Conservation²: The relationship between Kala language conservation and marine conservation in coastal Papua New Guinea**

Ken Longenecker • klongenecker@bishopmuseum.org
Bishop Museum
Christine Schreyer • christine.schreyer@ubc.ca
University of British Columbia Okanagan
John Wagner • john.wagner@ubc.ca
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.

Topic area: Enriching theory, practice, and application

HIBISCUS BALLROOM 1

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

Inge Kral • inge.kral@anu.edu.au
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.

Topic area: Language acquisition, pedagogy and literacy in Australian Indigenous languages

GARDEN LANAI ROOM

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

Strang Burton • strangb1@telus.net
University of British Columbia
Ewa Czaykowska-Higgins • eczh@uvic.ca
University of Victoria
Aliki Marinakis • iedlang@uvic.ca
University of Victoria
Onowa McIvor • omcivor@uvic.ca
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.

Topic area: Teaching/learning small languages

CARNATION ROOM

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

Siri Tuttle • sgtuttle@alaska.edu
University of Alaska Fairbanks
Olga Lovick • olga@lithophile.com
First Nations University of Canada

In the Alaskan Athabascan 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.

Topic area: Enriching theory, practice, and application

PLUMERIA ROOM