

**INTERNATIONAL
CONFERENCE ON**



LD&C

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WELCOME

INTERNATIONAL
CONFERENCE ON



LD&C
2019

Aloha kākou e nā hoa o ICLDC. E kipa mai! Greetings and welcome to the Sixth International Conference on Language Documentation & Conservation (ICLDC 6). This year we are pleased to welcome you back to the Hawai'i Imin International Conference Center on the campus of the University of Hawai'i at Mānoa. This is a very special year for ICLDC because the United Nations has recognized 2019 as the International Year of Indigenous Languages. Not only that but 2019 is also the 10th anniversary of ICLDC. The growing concern for Indigenous languages worldwide is reflected in the record number of submissions we received for this year's conference. Our program committee had the very difficult task of reviewing over 350 submissions, not all of which we were able to accept due to space limitations. The resulting program features over 200 presentations on over 125 languages, representing peoples and cultures from all over the world. Participants represent 30 countries: Australia, Austria, Azerbaijan, Cameroon, Canada, Estonia, Fiji, Finland, Germany, Iceland, India, Italy, Japan, Kazakhstan, Mexico, the Netherlands, New Zealand, Norway, Pakistan, Papua New Guinea, Peru, the Philippines, Portugal, Russia, Singapore, Sweden, Switzerland, Thailand, the United Arab Emirates, the United Kingdom, the United States, and the US Virgin Islands.

The theme of this year's conference, *Connecting Languages, Communities, and Technology*, recognizes the vital role that technology has come to play in connecting communities with their languages. We are delighted to welcome distinguished plenary speakers who will address this topic from both the linguistic and technological perspectives. Dr. Te Taka Keegan will present the opening plenary on Thursday, and Kau'i Sai-Dudoit will present the closing plenary on Sunday.

In addition to the regular paper and poster sessions, this year we are happy to introduce the Technology Showcase, a networking event for developers, linguists, and community members involved in creating, repurposing, or otherwise utilizing a wide variety of technologies for language work to interact in informal, hands-on sessions. This event, which is co-sponsored by ComptEL, will take place on Friday late afternoon with presenters from around the world. We will also continue Talk Story Roundtable Discussions and Workshops. The Talk Story sessions are designed to facilitate small-group conversations on topics related to the conference theme. We encourage you to join these discussions and share your stories and your ideas for strengthening Indigenous languages. The Workshops will present other kinds

of thematically related information to larger groups of conference participants. The Talk Story and Workshop sessions are facilitated by experts with deep experience and commitment to Indigenous languages; we are grateful to the National Science Foundation for making these sessions possible. Talk Story and Workshop sessions will primarily take place on Thursday, Friday, and Saturday. One exception is the Talk Story session *I 'ike 'ia ke kanaka ma kāna 'ōlelo: ka wehewehe 'ana i nā mana'o like 'ole e pili ana no ka 'ōlelo Hawai'i (Ideologies about Hawaiian Language Revitalization and Reclamation)*, which will hold a special session on Sunday conducted entirely in Hawaiian.

Due to limited seating, attendance at Talk Story and Workshop sessions will be available on a first-come-first-serve basis. Note, however, that each Workshop will be offered twice and each Talk Story three times during the conference.

We invite you to take some time to review the program for additional information about the conference and the social events available to you. As our guests and colleagues, please do not hesitate to ask for help from any of our conference volunteers, who are easily identified by their purple conference T-shirts.

We are very grateful to the sponsoring agencies and to the dedicated individuals—especially our student volunteers—who have devoted countless hours of support and energy to the ensuring the success of this conference.

Finally, thank you for your participation and for bearing with us during our growing pains. This year we were again forced to limit registration due to seating capacity in our venue, and we are grateful for the support of the UHM College of Languages, Linguistics & Literature for helping us provide sign language interpreters for the plenary and Sunday sessions. We hope you will find the conference to be productive and enjoyable. We welcome your suggestions as we continue to strive to improve the conference, and we look forward to welcoming you to Honolulu again in 2021 for the seventh iteration of ICLDC.

With warmest aloha,
Gary Holton, Bradley McDonnell, and Jim Yoshioka
ICLDC Executive Committee

ORGANIZERS

ICLDC EXECUTIVE COMMITTEE

Gary Holton, co-Chair (Linguistics, University of Hawai'i at Mānoa)
Bradley McDonnell, co-Chair (Linguistics, University of Hawai'i at Mānoa)
Jim Yoshioka, coordinator (NFLRC, University of Hawai'i at Mānoa)

ICLDC ADVISORY COMMITTEE

Victoria Anderson, University of Hawai'i at Mānoa
Andrea L. Berez-Kroeker, University of Hawai'i at Mānoa
Lyle Campbell, University of Hawai'i at Mānoa
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Christopher Cox, Carleton University
Kamil Deen, University of Hawai'i at Mānoa
Vera Ferreira, CIDLeS - Interdisciplinary Centre for Social and Language Documentation
Jeff Good, University at Buffalo
Larry Kimura, University of Hawai'i at Hilo
Wesley Leonard, University of California, Riverside
Alexis Palmer, University of North Texas
Michael Rießler, University of Freiburg
Nicholas Thieberger, University of Melbourne

STUDENT STEERING COMMITTEE

Linguistics department, UH Mānoa

Kevin Baetscher	Laurabeth Merritt
Jarrid Baldwin	Lucia Miller
A.L. Blake	Andrew Pick
Jessica Charest	Margaret Ransdell-Green
Sharon Estioca	Leah Pappas
Jacob Hakim	Jennifer Sou
Noella Handley	Katherine Strong
Khairunnisa	Christina Truong
Daniel Lin	Trent Ukasick
Sydney Ludlow	Meena Wainwright

REVIEW COMMITTEE FOR WORKSHOPS AND TALK STORY SESSIONS

Andrea L. Berez-Kroeker, University of Hawai'i at Mānoa
Shobhana Chelliah, University of North Texas
Christopher Cox, Carleton University
Vera Ferreira, School of Oriental and African Studies, University of London
Jeff Good, University at Buffalo
Alexis Palmer, University of North Texas
Michael Rießler, University of Freiburg
Nicholas Thieberger, University of Melbourne

ABSTRACT REVIEW COMMITTEE

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Linda Barwick, University of Sydney
Anna Berge, University of Alaska Fairbanks
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Willem de Reuse, University of North Texas
Lise Dobrin, University of Virginia
Sebastian Drude, University of Iceland
Pattie Epps, University of Texas at Austin
Vera Ferreira, School of Oriental and African Studies, University of London
Lauren Gawne, La Trobe University
Jeff Good, University at Buffalo
Lenore Grenoble, University of Chicago
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Gwendolyn Hyslop, University of Sydney
Carmen Jany, California State University, San Bernardino
Eve Koller, University of Hawai'i at Mānoa
Wesley Leonard, University of California, Riverside
Amina Mettouchi, Ecole Pratique des Hautes Etudes, Paris; CNRS-LLACAN
Ulrike Mosel, University of Kiel
Åshild Naess, University of Oslo
Gabriela Perez-Baez, University of Oregon, Smithsonian Institution
Ross Perlin, Endangered Language Alliance
Keren D. Rice, University of Toronto
Sally Rice, University of Alberta
Daisy Rosenblum, University of British Columbia
Jorges Roses-Labrada, University of Alberta
Racquel-María Sapién, University of Oklahoma
Hannah Sarvasy, Australian National University
Hiroko Sato, University of Hawai'i at Mānoa
Patricia Shaw, University of British Columbia
Justin Spence, University of California, Davis
Michal Temkin Martinez, Boise State University
Nicholas Thieberger, University of Melbourne
Claudia Wegener, University of Bielefeld
Anthony Woodbury, University of Texas at Austin

SPONSORS

NATIONAL SCIENCE FOUNDATION

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..."

NSF is vital because it supports basic research and people to create knowledge that transforms the future. This type of support:

- Is a primary driver of the U.S. economy
- Enhances the nation's security
- Advances knowledge to sustain global leadership

With an annual budget of \$7.8 billion (FY 2018), it is the funding source for approximately 27 percent of the total federal budget for basic research conducted at U.S. colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing.

It fulfills its mission chiefly by issuing limited-term grants—currently about 12,000 new awards per year, with an average duration of three years—to fund specific research proposals that have been judged the most promising by a rigorous and objective merit-review system. Most of these awards go to individuals or small groups of investigators. Others provide funding for research centers, instruments and facilities that allow scientists, engineers and students to work at the outermost frontiers of knowledge.

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

The NSF Documenting Endangered Languages Program is sponsoring the Workshop and Talk Story sessions, plenary speakers, and the scholarships at the ICLDC 6, under grant BCS-1745711. Any opinions, findings, and conclusions or recommendations expressed by the presenters and participants are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. For more information on the NSF, visit their website at <http://www.nsf.gov>.



UNIVERSITY OF HAWAII AT MĀNOA DEPARTMENT OF LINGUISTICS

Founded in 1963, the UH Mānoa Department of Linguistics focuses on the study of language as an integral component of two of the most important intellectual initiatives in the world today—biocultural diversity and cognitive science. Faculty and students of the department have made extensive and invaluable contributions to the documentation of languages in the Pacific and Asia, areas where there is an urgent need for sustainable and broadly useful language documentation and description, including appropriate grammars, dictionaries, and annotated text and media corpora.

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

The Department sponsors the journal *Oceanic Linguistics*, the only journal devoted exclusively to the study of the indigenous languages of Oceania; and produces *Language Documentation & Conservation* (<http://www.nflrc.hawaii.edu/ldc/>), a free, online peer-reviewed journal, sponsored by the National Foreign Language Resource Center and published exclusively in electronic form by the University of Hawai'i Press—the first journal to deal with these matters and now in its twelfth year.

The Department is also home to the Language Documentation Training Center, a project started by graduate students in 2004 to help train native speakers of endangered or understudied languages to document their own languages. For more information, see the Department of Linguistics Language Documentation Training Center website at <https://www.ldtc.org/>.

Since 2008 the Department has hosted the Kaipuleohone digital ethnographic archive. As a member of the Digital Endangered Languages and Musics Archiving Network (DELAMAN), Kaipuleohone provides access to a long-term record of materials documenting the languages and cultures of the Pacific. Holdings include audio and video recordings as well as notes, dictionaries, transcriptions, and other materials related to small and endangered languages. For more information see <http://kaipuleohone.org>.

SPONSORS

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)

Drawing on institutional strengths at the University of Hawai'i in foreign language teaching, applied linguistics, and second language acquisition, the National Foreign Language Resource Center (NFLRC) undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. However, many of its projects have implications for the teaching and learning of all languages. The center engages in research and materials development; conducts workshops, conferences, and summer institutes for language professionals; and distributes a wide variety of publications on center projects and programs.

In order to improve the nation's capacity for teaching and learning foreign languages, the United States Department of Education awards grants under the Language Resource Centers (LRC) program for the establishment and operation of centers that serve as national resources. In 1990, the University of Hawai'i at Mānoa was granted funds to develop the National Foreign Language Resource Center. It is currently the oldest of the 16 LRCs, now entering its 29th year. Find out more about the NFLRC, its projects, products, and personnel at <http://nflrc.hawaii.edu/>. The University of Hawai'i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A180026.

UH MĀNOA COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE

The College of Languages, Linguistics & Literature (LLL) is one of the four Arts and Sciences colleges of the University of Hawai'i at Mānoa and offers a broad curriculum in English studies, foreign and heritage languages and literatures, second language studies, and linguistics. Composed of six departments and several centers, institutes, labs, and programs, LLL has capitalized on Hawai'i's location in the Pacific to provide, in addition to traditional fields of study, curricula with a focus on Asia and the Pacific unique in the nation. The College regularly teaches more than 25 languages and has the capacity to teach many more according to demand.

The programs in the College offer a full range of degrees, from BA, to MA, and PhD. The faculty has long been recognized for its commitment to innovative research in language and literature, and for the excellence of its teaching, with an emphasis on small classes (averaging 20 students) and close interaction between teacher and student. For more information about the College of LLL, visit its website at <http://lll.hawaii.edu>.

KA HAKA 'ULA O KE'ELIKŌLANI COLLEGE OF HAWAIIAN LANGUAGE (UH HILO) NĀWAHIŌKALANI'ŌPU'U HAWAIIAN MEDIUM SCHOOL

'AHA PŪNANA LEO

'IMILOA ASTRONOMY CENTER OF HAWAI'I

The State of Hawai'i is unique within the United States in recognizing two official languages: Hawaiian and English. In 1997, the state legislature mandated the establishment of the college at the University of Hawai'i at Hilo to serve as a focal point for efforts to revitalize Hawaiian. Its name honors a strong advocate of Hawaiian, Chiefess Luka Keanolani Kanāhoahoa Ke'elikōlani.

Ka Haka 'Ula O Ke'elikōlani is administered through Hawaiian and provides the majority of its instruction through Hawaiian. The core of its programming is a BA in Hawaiian Studies from which many students enter the Hawaiian medium teacher certificate program. Also taught through Hawaiian are two MA programs.

The College demonstrates best practices for immersion education in its P-12 laboratory school program. The Nāwahioalani'ōpu'u school site will be a central component of the ICLDC field study in Hilo. The majority of curriculum and technology support for Hawaiian immersion schools statewide is produced through its Hale Kuamo'o Hawaiian Language Center. Other support is provided in consortium with the Hilo-located head office of the 'Aha Pūnana Leo, which runs the statewide Hawaiian language nests. Aspects of Hawaiian language and culture revitalization are shared with the public through the 'Imiloa museum on campus, one of the venues for ICLDC meetings in Hilo.

The Hale Kuamo'o is the Hawaiian Language Center within Ka Haka 'Ula O Ke'elikōlani, College of Hawaiian Language of the University of Hawai'i at Hilo. Established by the Hawai'i State Legislature in 1989, the center supports and encourages the expansion of 'ōlelo Hawai'i ('the Hawaiian language') as a medium of communication in education, business, government, and other contexts of social life in the public and private sectors of Hawai'i and beyond.

Ka Haka 'Ula O Ke'elikōlani has a PhD program focusing on Hawaiian and indigenous language revitalization. The program was established with support from the UH Mānoa Department of Linguistics and includes a relationship with the UH Hilo BA in Linguistics. Outreach of the College to languages other than Hawaiian focuses on assistance in school-based programming. Ka Haka 'Ula O Ke'elikōlani has had an impact on the strongly Native Hawaiian community of Hilo. Those working in the College, the 'Aha Pūnana Leo, Inc., and schools teaching Hawaiian in Hilo are the core of a growing number of Hawaiian-speaking peer groups and families in Hilo. It applauds the efforts of ICLDC on the behalf of indigenous language speakers and welcomes participants to the field study in Hilo. For more information, visit its website at <http://www.olelo.hawaii.edu/khuok/> and <http://www.ahapunanaleo.org/>.

A SPECIAL MAHALO

Laura Lyons, Interim Dean, UH Mānoa College of Languages, Linguistics & Literature

Julio Rodriguez, Director, National Foreign Language Resource Center

Hawai'i Imin International Conference Center

UH Mānoa Center for Language & Technology

ComputEL

East-West Center Housing Office

Courtyard by Marriott Waikīkī Beach Hotel

Ohana Waikīkī Malia Hotel

Hawai'i Visitors & Conventions Bureau

Royal Star Hawaii

University Catering (Sodexo)

Honolulu Coffee

Memoirs Catering

Uncle Bo's

Da Spot

Kaka'ako Kitchen

Tahiti Mana

Gamelan Segara Madu -- UH-Mānoa Balinese Gamelan Ensemble Dancers

CustomInk

Valenti Print Group

Isle Interpret

UH Information & Technology Services

UH Mānoa Center for Instructional Support

UH Mānoa Library ScholarSpace

The Language Documentation Training Center (LDTC)

The Linguistics Society of Hawai'i

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

Our Exhibitors:

Endangered Languages Project

HEARD Alliance

Language Conservancy

Language Documentation & Conservation (LD&C)

Language Documentation Training Center

Linguistic Society of Hawai'i

SIL International

INFORMATION

REGISTRATION AREA

The conference venue is the Hawai'i Imin International Conference Center on the University of Hawai'i at Mānoa campus. The registration desk is located in front of the Imin Center on Thursday (7:30 am–4:30 pm) and down-stairs in the Wailana Room on Friday & Saturday (8:00 am–4:00 pm) and Sunday (8:00 am–12:00 pm).

FOR PRESENTERS

We have allowed 10 minutes between sessions so that there is ample time to move about and to set up for the next presentation. Each main presentation room (Keoni, Koi, Asia, Pacific, Sarimanok, Kaniela, Tagore) is equipped with a laptop with Windows operating system, LCD projector, internet connection, and external speakers. If you need to plug in your own laptop, please be sure to allow some time for the setup, and bring any applicable adapter if needed to connect to the projector's HDMI cable.

We are audio recording all presentations and have assigned moderators to all paper sessions to keep track of time and assist presenters. Tech support volunteers will be circulating around the rooms to assist where needed.

EVALUATION FORMS

Please take the time to fill out our evaluation form. All responses are anonymous, and your suggestions will help improve future conferences. Evaluation forms can be accessed online at <http://bit.ly/icldc-feedback/>.

WIRELESS ACCESS

Access the “**EWC-Events**” Wi-Fi network and enter the following Event Code (no password necessary):

ICLDC

***please be advised that the Wi-Fi network is not encrypted.**

OFFICE HOURS

National Science Foundation Documenting Endangered Languages (DEL) Program
Colleen Fitzgerald

Friday & Saturday, March 3 & 4, 12:30-2:00, Sarimanok Room

SOCIAL MEDIA

Facebook: [facebook.com/icldc](https://www.facebook.com/icldc)
Snapchat: [icldc_hi](#)
Instagram: [icldc6](#)
Twitter: [@ICLDC_HI](#)

Use #ICLDC6 for all your ICLDC-related social media posts!

COPYING

Copies can be made at the following locations on campus or nearby:

Imin Center (Room 225). Open during conference hours; contact Imin Center staff in Room 225. Self-service, 10¢ per copy.

Hamilton Library (located across East-West Road from the Imin Center). Open Monday–Thursday 8:00am–10:00pm, Friday 8:00am–6:00pm, Saturday 9:00am–5:00pm, and Sunday noon–10:00pm

Campus Solutions (located in the UH Mānoa Bookstore in Campus Center). Open Monday–Friday 8:00am–4:30pm and Saturday 9:00am–12:30pm. Closed Sunday.

FedEx Office (2575 S. King Street - located at the corner of University Avenue & S. King Street). Open 24 hours.

COFFEE & TEA

Coffee and tea will be available in two locations throughout each conference day: the Wailana Room on the garden level (downstairs) and on the second floor hallway near the Mandarin and Asia Rooms.

NO FOOD OR BEVERAGES ARE ALLOWED IN THE IMIN CENTER PRESENTATION ROOMS. PLEASE ENJOY THEM EITHER IN THE DINING AREA ON THE GARDEN LEVEL (DOWNSTAIRS) OR THE SECOND FLOOR HALLWAY.

EXHIBITORS

Please visit our exhibitors in the Wailana and Ohana Rooms (garden level) during conference hours:

Endangered Languages Project
HEARD Alliance
Language Conservancy
Language Documentation & Conservation (LD&C)
Language Documentation Training Center
Linguistic Society of Hawai'i
SIL International

CONFERENCE SHUTTLE SERVICE

We will be providing complimentary shuttle service from our conference hotels (Ohana Waikiki Malia & Courtyard by Marriott Waikiki Beach) in Waikiki to the Hawai'i Imin International Conference Center (1777 East-West Road) and back during the conference.

THURSDAY, FEBRUARY 28

Morning:

Bus 1: Pick-up at 7:30 am (Malia > Courtyard>Imin Center)

Bus 2: Pick-up at 8:00 am (Malia > Courtyard>Imin Center)

Evening (after reception):

Bus 1 & 2: Pick-up at 7:00 pm (Imin Center>Malia>Courtyard)

FRIDAY, MARCH 1

Morning:

Bus 1: Pick-up at 7:30 am (Malia > Courtyard>Imin Center)

Bus 2: Pick-up at 8:00 am (Malia > Courtyard>Imin Center)

Evening (early pickup and post-technology showcase pick-up):

Bus 1: Pick-up at 4:30 pm (Imin Center>Malia>Courtyard)

Bus 1 & 2: Pick-up at 6:45 pm (Imin Center>Malia>Courtyard)

Look for the **Superstar Silver Motorcoach (chartered by Royal Star Hawaii)**. They will have signs that say "ICLDC." Please be waiting at least five minutes before pick-up time to ensure that you don't miss the bus. **We recommend taking the earlier shuttle in the morning** if you can since there will likely be more room and will ensure that you get to the conference well ahead of time in case there are traffic delays during the morning commute.

These shuttle routes are one-way and fixed. If you desire to go to Waikiki or the UH Mānoa campus at a time other than indicated above, you will be on your own for transportation. The Bus (Route #13) travels between the two locations - see <http://www.thebus.org> for more information, and Uber and Lyft offer convenient ride-sharing options.

SATURDAY, MARCH 2

Morning:

Bus 1: Pick-up at 7:30 am (Malia > Courtyard>Imin Center)

Bus 2: Pick-up at 8:00 am (Malia > Courtyard>Imin Center)

Evening (after reception):

Bus 1 & 2: Pick-up at 6:30 pm (IMIN>Malia>Courtyard)

SUNDAY, MARCH 3

Morning:

Bus 1: Pick-up at 7:30 am (Malia > Courtyard>Imin Center)

Bus 2: Pick-up at 8:00 am (Malia > Courtyard>Imin Center)

Afternoon:

Bus 1 & 2: Pick-up at 1:45 pm (IMIN>Malia>Courtyard)

ACTIVITIES

PRE-CONFERENCE EVENTS

GAME NIGHT WITH THORNY GAMES

Wednesday, Feb. 27

Moore Hall 155 A/B, UH Mānoa campus

4:30-9:00 pm

We will be hosting a special game night for ICLDC 6 participants featuring the tabletop roleplaying games **Dialect** and **Sign** by Thorny Games. Note: These games take 2-4 hours to play, so please arrive near the beginning of the event to play.

Dialect: A Game about Language and How it Dies

Dialect is a story game about an isolated community, their language, and what it means for that language to be lost. In it, players tell the story of the Isolation by building their language. New words will come from the fundamental aspects of the community: who they are, what they believe in, and how they respond to a changing world. It plays 3 to 5 players in 3 to 4 hours.

Players take away both the story they've told and the dialect they've built together. Through this shared experience, they develop appreciation for what it means to share a common language and get some personal understanding and perspective for what language loss means. There are a number of contributed playsets by authors with personal connection into different real-world linguistic cultures that also offer special rules for play.

Sign: A Game about Being Understood

Nicaragua in the 1970s had no form of sign language. If you were deaf, you had simple gestures with a trusted few, likely nothing more than a form of pantomime you negotiated with your family to meet basic needs. In 1977, something happened. Fifty deaf children from across the country were brought together to an experimental school in Managua. Without a shared language to express themselves, the children did the only thing they could – they created one.

In **Sign**, we follow a small piece of their journey. **Sign** is a live-action roleplaying game for 3 to 6 players that uses silence as one of the core tools of gameplay. It seeks to give players a greater understanding of the deeper personal consequences that arise from barriers to communication and educate them about one of the most important examples of emergent language in modern times.



Dr. Hakan Seyalioglu is 50% of Thorny Games (along with Kathryn Hymes). In his design, he's most interested in exploring what language means for us culturally and emotionally, and how it can be an engaging mechanic for play. He's a former GenCon Industry Insider and active member of the Bay Area design community. He hopes to spread the word of play as a tool for empathy and understanding and really enjoys breakfast.

THIRD WORKSHOP ON COMPUTATIONAL LINGUISTICS FOR ENDANGERED LANGUAGES (COMPUTEL-3)

Tuesday-Wednesday, Feb. 26-27

Honolulu, HI

Asia Room, Imin Center

The ComputEL-3 workshop will focus on the use of computational methods in the study, support, and revitalization of endangered languages. The primary aim of the workshop is to continue narrowing the gap between computational linguists interested in working on methods for endangered languages, field linguists working on documenting these languages, and the language communities who are striving to maintain their languages. *Separate registration required for attendance.* [<https://computel-workshop.org>]

DURING THE CONFERENCE

EVENING RECEPTIONS

Thursday, Feb. 28

Saturday, Mar. 2

5:15-7:15 pm

4:45-6:45 pm

Imin Center lanai

The ICLDC 6 receptions will be held outside on the Imin Center lanai. The evening will be an opportunity to mingle with other conference attendees while enjoying pūpū (appetizers), no-host bar, good conversations, and live entertainment.

ACTIVITIES

FILM SCREENING

Thursday, Feb. 28

7:30 pm

Moore Hall 258

A selection of short films related to language documentation and conservation will be shown. The films were created by conference participants, who will be on hand to introduce their films. Short question and answer sessions will be held immediately after the film screenings. See the complete line-up at: <https://icldc6.weebly.com/events.html/>.

TECHNOLOGY SHOWCASE

Friday, Mar. 1

4:00-6:45 pm

Garden Level (downstairs)

Our new Technology Showcase is a networking event for developers, linguists, and community members involved in creating, repurposing, or otherwise utilizing a wide variety of technologies for language work to interact in an informal, hands-on session. This event, which is co-sponsored by ComputEL, will have 27 exhibitors, with presenters from around the world. Light pūpūs (appetizers) will be served.

GRADUATE STUDENT MIXER

Friday, Mar. 1

7:00-10:00 pm

Study Hall Bar and Grill

1019 University Ave, Honolulu, HI 96826

Come by and join us for drinks and pūpū (appetizers) at our local bar and grill, Study Hall, which is within walking distance from UH campus. This event is intended for current graduate students attending ICLDC, as it's a great opportunity to network with other students and learn about their ongoing projects.

THE INTERNATIONAL YEAR OF INDIGENOUS LANGUAGES (IYIL) WIKIPEDIA EDIT-A-THON, PRESENTED BY THE LANGUAGE DOCUMENTATION TRAINING CENTER (LDTC) AND THE ENDANGERED LANGUAGES PROJECT (ELP)

Saturday, Mar. 2

11:00a.m.-12:30 pm

Tagore Room

In the spirit of increasing Indigenous language representation online, this session provides a casual and communal location for language activists to create, translate, or improve language pages on Wikipedia. For those who have never edited Wikipedia in the past, a brief training will be provided at the start of the session and support will be available throughout. Participants should bring their own devices to work on.

POST-CONFERENCE EVENT

LONO A'E I NĀ LEO KŪPUNA: HEARING ANCESTRAL VOICES (HILO FIELD STUDY)

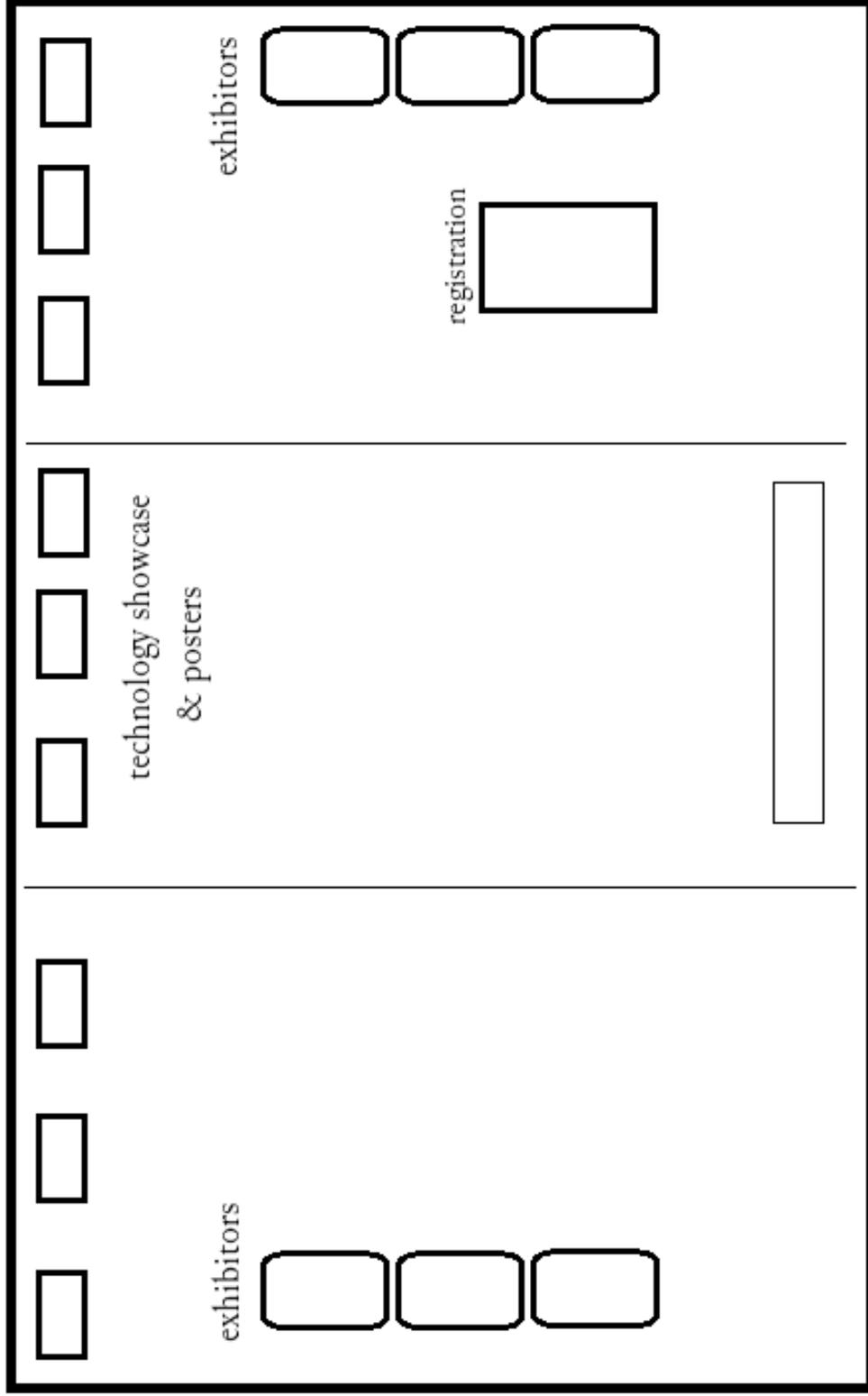
Monday-Tuesday, Mar. 4-5

Hilo, Hawai'i

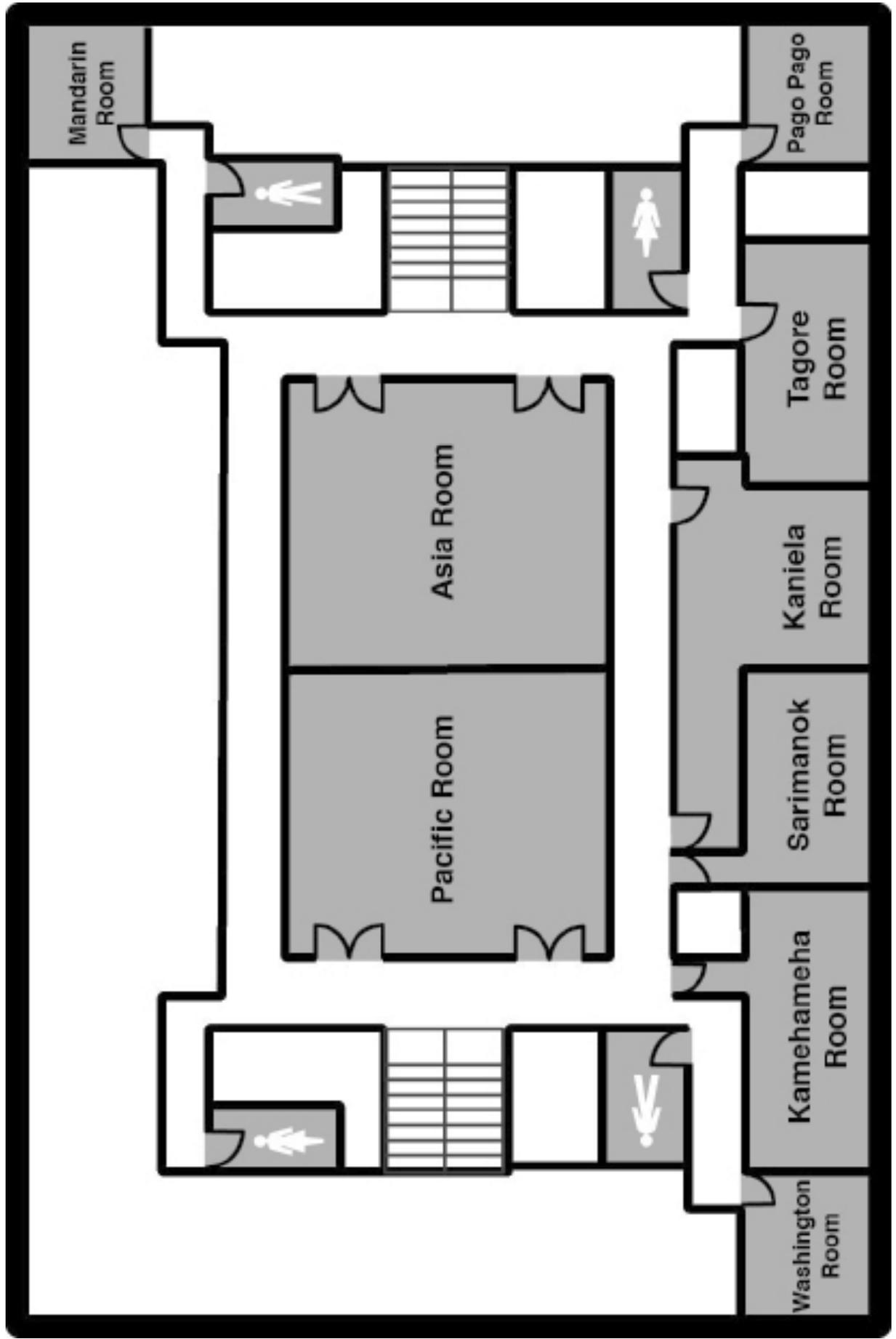
An optional two-day He 'Ōlelo Ola Hilo Field Study (on the Big Island of Hawai'i) to visit Hawaiian language revitalization programs in action will take place March 4-5, 2019, immediately after the ICLDC conference on the island of O'ahu. 35 years ago marks the start to restore life for the Hawaiian language through Hawai'i's first Pūnana Leo Hawaiian language medium preschools. The Hilo Field Study provides first-hand experience of Hawaiian language revitalization by visiting the infant-through-high-school Hawaiian medium education system. The University of Hawai'i at Hilo's College of Hawaiian Language prepares fluent second Hawaiian language speakers to become Hawaiian immersion teachers through the College's Kahuawaiola Teacher Licensing Program. The theme for the He 'Ōlelo Ola Hilo Field Study conference, *Lono A'e I Nā Leo Kūpuna - Hearing Ancestral Voices*, highlights Hawai'i's last native Hawaiian speakers and the importance of connecting to language documentation for language rejuvenation. *Separate registration and travel arrangements needed to participate.* Visit <http://www.olelo.hawaii.edu/he-olelo-ola/> for more information.

MAP - POSTERS & TECHNOLOGY SHOWCASE (IMIN CENTER LOWER LEVEL)

Japanese Garden (windows)



MAP - IMIN CENTER UPPER LEVEL



SCHEDULE

THURSDAY, FEBRUARY 28

7:30 am - 9:00 am	Registration Opens	Imin Center lanai													
9:00 am - 9:30 am	Welcome Ceremony	Keoni Auditorium (extra seating in Asia and Pacific Rooms)													
9:30 am - 10:45 am	Opening Plenary	Language Normalisation through Technology: Te Reo Māori Example Te Taka Keegan University of Waikato Keoni Auditorium (extra seating in Asia and Pacific Rooms)													
11:00 am - 12:30 pm	Workshops & Talk Story Roundtables	<table border="0"> <tr> <td>Rapid Word Collection Workshops: Why & how to do them <i>Dr. Brenda Boerger and Jeremiah Aviel</i> Keoni Auditorium</td> <td>Accelerating the analysis of your audio recordings with Untrained Forced Speech Alignment <i>Dr. Ronaldo Coto-Solano, Dr. Sally Akevai (Ake) Nicholas, Dr. Samantha Wray, and Dr. Tyler Peterson</i> Koi Room</td> <td>How to Make a 'Mother Tongues' Digital Dictionary <i>Dr. Mark Turin and Aidan Pine</i> Asia Room</td> </tr> <tr> <td>Introduction to Mukurtu CMS: Connecting and Sharing Cultural Collections and Language Materials <i>Dr. Kimberly Christen, Michael Wynne and Alana Pollack</i> Pacific Room</td> <td>Connecting technology and language revitalization from a community-based perspective <i>Britt Dunlop, Jacqueline Jim, and Kyra Fortier</i> Sarimanok Room</td> <td>Leveraging technology to recirculate songs in endangered languages <i>Dr. Clint Bracknell, Dr. Linda Barwick, Dr. Linda Payi Ford, Emily Ford, and Chloe Ford</i> Kaniela Room</td> </tr> <tr> <td>Decolonizing Indigenous Language Technologies: Centering Communities and Their Languages in Technology <i>Dr. Wesley Leonard, Dr. Megan Lukaniec, and Adrienne Tsikewa</i> Kamehameha Room</td> <td>Ideologies about Hawaiian Language Revitalization and Reclamation <i>Hina Puamohala Kneubuhl, Ha'alilio Solomon, and Dr. Katie Drager</i> Tagore Room</td> <td>Talking about child language documentation: Experiences, barriers, methods & outcomes <i>Dr. Barbara Kelly</i> Pago Pago Room</td> </tr> <tr> <td>Immersing Our Homes and Relationships: A discussion of the successes and struggles of heritage language transmission <i>Whitney Nephew, Kawenniiósthá Nicole Martin, and Yeya'tón:nis Alexis Martin</i> Washington Room</td> <td></td> <td></td> </tr> </table>		Rapid Word Collection Workshops: Why & how to do them <i>Dr. Brenda Boerger and Jeremiah Aviel</i> Keoni Auditorium	Accelerating the analysis of your audio recordings with Untrained Forced Speech Alignment <i>Dr. Ronaldo Coto-Solano, Dr. Sally Akevai (Ake) Nicholas, Dr. Samantha Wray, and Dr. Tyler Peterson</i> Koi Room	How to Make a 'Mother Tongues' Digital Dictionary <i>Dr. Mark Turin and Aidan Pine</i> Asia Room	Introduction to Mukurtu CMS: Connecting and Sharing Cultural Collections and Language Materials <i>Dr. Kimberly Christen, Michael Wynne and Alana Pollack</i> Pacific Room	Connecting technology and language revitalization from a community-based perspective <i>Britt Dunlop, Jacqueline Jim, and Kyra Fortier</i> Sarimanok Room	Leveraging technology to recirculate songs in endangered languages <i>Dr. Clint Bracknell, Dr. Linda Barwick, Dr. Linda Payi Ford, Emily Ford, and Chloe Ford</i> Kaniela Room	Decolonizing Indigenous Language Technologies: Centering Communities and Their Languages in Technology <i>Dr. Wesley Leonard, Dr. Megan Lukaniec, and Adrienne Tsikewa</i> Kamehameha Room	Ideologies about Hawaiian Language Revitalization and Reclamation <i>Hina Puamohala Kneubuhl, Ha'alilio Solomon, and Dr. Katie Drager</i> Tagore Room	Talking about child language documentation: Experiences, barriers, methods & outcomes <i>Dr. Barbara Kelly</i> Pago Pago Room	Immersing Our Homes and Relationships: A discussion of the successes and struggles of heritage language transmission <i>Whitney Nephew, Kawenniiósthá Nicole Martin, and Yeya'tón:nis Alexis Martin</i> Washington Room		
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12:30 pm - 2:00 pm

Lunch

Garden Level Rooms

Posters

ROOMS

KEONI

KOI

ASIA

PACIFIC

SARIMANOK

KANIELA

2:00 pm - 2:30 pm

Paper Session 1

Pope, Barker,
Goodwin &
Poetsch (1.1.1)

Rice, Rice,
Simmons,
Bezha, Lennie,
Lennie & Neyelle
(1.1.2)

Franjeh (1.1.3)

Cox & Sam-
mons (1.1.4)

Stewart, Chavez,
Maigua & Tu
(1.1.5)

Thomas (1.1.6)

2:40 pm - 3:10 pm

Paper Session 2

Swallow,
Underwood
& Bain (1.2.1)

Jansen, Kirk,
Kono, Millstein
& Switzler
(1.2.2)

Kohlberger
(1.2.3)

Culhane & Ed-
wards (1.2.4)

Taherkani
(1.2.5)

Sande & Oak-
ley (1.2.6)

3:20 pm - 3:50 pm

Paper Session 3

Bax, Bucholtz,
Campbell, Faw-
cett, Mendoza,
Peters & Ba-
surto (1.3.1)

Hildebrandt,
Burge-Beck-
ley & Sebok
(1.3.2)

Amith (1.3.3)

Hatcher, Jim-
erson, Nephew,
Jones, Cordani,
Cremean &
Prud'Hom-
meaux (1.3.4)

McPherson
(1.3.5)

Miyashita,
Chen, Randall
& Lee (1.3.6)

4:00 pm - 4:30 pm

Paper Session 4

Czaykows-
ka-Higgins,
Holmes & Kell
(1.4.1)

Walsh & Zuck-
ermann (1.4.2)

Rosés Labrada
& Spence (1.4.3)

Grimm (1.4.4)

Paol, Lawun &
Pick (1.4.5)

Richards,
Lardy, Jones,
Merlan, Lee
& MacRitchie
(1.4.6)

4:40 pm - 5:10 pm

Paper Session 5

Linn (1.5.1)

Di Paolo &
Tom-Orme
(1.5.2)

Ransdell-Green
(1.5.3)

Jany (1.5.4)

Wilson & Jun-
gic (1.5.5)

Bird, Char-
lie, Claxton,
George,
Percival & Sey-
mour (1.5.6)

5:15 pm - 7:15 pm

Opening Reception

Imin Center lanai

SCHEDULE

FRIDAY, MARCH 1

ROOMS	<u>KEONI</u>	<u>KOI</u>	<u>ASIA</u>	<u>PACIFIC</u>	<u>SARIMANOK</u>	<u>KANIELA</u>
9:00 am - 9:30 am	Paper Session 1					
	Thieberger (2.1.1)	Belew & Mbipite (2.1.2)	Hall & Estioca (2.1.3)	Hedges, Hinton & Gettleman (2.1.4)	Bliss, Breaker & Ritter (2.1.5)	Mantenuto & Vázquez (2.1.6)
9:40 am - 10:10 am	Paper Session 2					
	Dobrin & Narokobi (2.2.1)	Nicholas & Coto-Solano (2.2.2)	Cahill (2.2.3)	Benedicto & Salomón (2.2.4)	Griscom & Otero (2.2.5)	Souter (2.2.6)
10:20 am - 10:50 am	Paper Session 3					
	Ferreira (2.3.1)	Ortega & Ayuluk (2.3.2)	Fimone (2.3.3)	Longenecker, Lacho, Wagner & Schreyer (2.3.4)	Wigglesworth, Yunupingu, Beecham & Elias (2.3.5)	Ullah (2.3.6)
11:00 am - 12:30 pm	Workshops & Talk Story Roundtables					
	Accelerating the analysis of your audio recordings with Untrained Forced Speech Alignment <i>Dr. Ronaldo Coto-Solano, Dr. Sally Akevai (Ake) Nicholas, Dr. Samantha Wray, and Dr. Tyler Peterson</i> Keoni Auditorium		Bloom: Now Communities Can Create Their Own Books <i>John and Suzanne Hatton</i> Koi Room		Transcription Acceleration for Language Documentation with ELPIS <i>Ben Foley, Daan van Esch, and Nay San</i> Asia Room	
	Rapid Word Collection Workshops: Why & how to do them <i>Dr. Brenda Boerger and Jeremiah Aviel</i> Pacific Room		Connecting technology and language revitalization from a community-based perspective <i>Britt Dunlop, Jacqueline Jim, and Kyra Fortier</i> Sarimanok Room		Leveraging technology to re-circulate songs in endangered languages <i>Dr. Clint Bracknell, Dr. Linda Barwick, Dr. Linda Payi Ford, Emily Ford, and Chloe Ford</i> Kaniela Room	
	Decolonizing Indigenous Language Technologies: Centering Communities and Their Languages in Technology <i>Dr. Wesley Leonard, Dr. Megan Lukaniec, and Adrienne Tsikewa</i> Kamehameha Room		Ideologies about Hawaiian Language Revitalization and Reclamation <i>Hina Puamohala Kneubuhl, Ha'alilio Solomon, and Dr. Katie Drager</i> Tagore Room		Talking about child language documentation: Experiences, barriers, methods & outcomes <i>Dr. Barbara Kelly</i> Pago Pago Room	

11:00 am - 12:30 pm

Workshops & Talk Stories (continued)

Immersing Our Homes and Relationships: A discussion of the successes and struggles of heritage language transmission

Whitney Nephew, Kawenniióstha Nicole Martin, and Yeya'tón:nis Alexis Martin

Washington Room

12:30 pm - 2:00 pm

Lunch

Garden Level Rooms

Office Hours

Sarimanok Room

ROOMS

KEONI

KOI

ASIA

PACIFIC

SARIMANOK

KANIELA

2:00 pm - 2:30 pm

Paper Session 4

Murphy, Parn-cutt, Joachim & Scott (2.4.1)

Larsson, Burenhult & Kruspe (2.4.2)

Ogawa, Yama-da & Hayashi (2.4.3)

Rosborough, Rorick & Urbanczyk (2.4.4)

Herrick & Hirata-Edds (2.4.5)

Cullis-Suzuki, Bedard & Shaw (2.4.6)

2:40 pm - 3:10 pm

Paper Session 5

Pappas, Khairunnisa, Sou, Hakim, Blake, & Holton (2.5.1)

Drude (2.5.2)

Elliott (2.5.3)

West, Huckle-bridge, Mantla, Lafferty, Steinwand & Welch (2.5.4)

Henke & Camp (2.5.5)

Carson Jr., Rimdzius, Dailley, Sbordone & O'Connor (2.5.6)

3:20 pm - 3:50 pm

Paper Session 6

Sapién, Mandé, Jubithana-Oosterwolde & Jubithana (2.6.1)

Schrieber (2.6.2)

Genee (2.6.3)

Celik & Kibe (2.6.4)

Forkel (2.6.5)

Schreyer & Ransdell-Green (2.6.6)

4:00 pm - 7:00 pm

Technology Showcase

Garden Level Rooms (downstairs)

7:00 pm - 10:00 pm

Student Mixer

Study Hall Bar and Grill

SCHEDULE

SATURDAY, MARCH 2

ROOMS	<u>KEONI</u>	<u>KOI</u>	<u>ASIA</u>	<u>PACIFIC</u>	<u>SARIMANOK</u>	<u>KANIELA</u>
9:00 am - 9:30 am	Paper Session 1					
	López, Ramírez, Clements, Rodríguez, Stoop & Broadwell (3.1.1)	Nee (3.1.2)	Berge & Ko (3.1.3)	Eberhard & Mangulamas (3.1.4)	Wells & Chinn (3.1.5)	Cushman (3.1.6)
9:40 am - 10:10 am	Paper Session 2					
	Ventayol-Boada, Martínez, Barrios & Campbell (3.2.1)	Bell & Rea (3.2.2)	Lyall, Rosenblum & Turin (3.2.3)	Creed (3.2.4)		Wood, Forshaw & Bunduck (3.2.6)
10:20 am - 10:50 am	Paper Session 3					
	Bowers & Ro- mary (3.3.1)	Fisher, Williams & Ziegler (3.3.2)	Rozhanskiy & Markus (3.3.3)	Ash & Tuttle (3.3.4)	Blokland, Fedina, Partanen & Rießler (3.3.5)	Raye (3.3.6)
11:00 am - 12:30 pm	Workshops & Talk Story Roundtables					
	Bloom: Now Communities Can Create Their Own Books <i>John and Suzanne Hatton</i> Keoni Auditorium		Introduction to Mukurtu CMS: Connecting and Sharing Cultural Collections and Language Materials <i>Dr. Kimberly Christen, Michael Wynne, and Alana Pollack</i> Koi Room		How to Make a 'Mother Tongues' Digital Dictionary <i>Dr. Mark Turin and Aidan Pine</i> Asia Room	
	Transcription Acceleration for Language Documentation with ELPIS <i>Ben Foley, Daan van Esch, and Nay San</i> Pacific Room		Connecting technology and language revitalization from a community-based perspective <i>Britt Dunlop, Jacqueline Jim, and Kyra Fortier</i> Sarimanok Room		Leveraging technology to re-circulate songs in endangered languages <i>Dr. Clint Bracknell, Dr. Linda Barwick, Dr. Linda Payi Ford, Emily Ford, and Chloe Ford</i> Kaniela Room	
	Decolonizing Indigenous Language Technologies: Centering Communities and Their Languages in Technology <i>Dr. Wesley Leonard, Dr. Megan Lukaniec, and Adrienne Tsikewa</i> Kamehameha Room		The International Year of Indigenous Languages (IYIL) Wikipedia Edit-A-Thon, presented by the Language Documentation Training Center (LDTC) and the Endangered Languages Project (ELP) <i>Dr. Barbara Kelly</i> Tagore Room		Talking about child language documentation: Experiences, barriers, methods & outcomes <i>Dr. Barbara Kelly</i> Pago Pago Room	

11:00 am - 12:30 pm

Workshops & Talk Stories (continued)

Immersing Our Homes and Relationships: A discussion of the successes and struggles of heritage language transmission

Whitney Nephew, Kawenniióstha Nicole Martin, and Yeya'tón:nis Alexis Martin

Washington Room

12:30 pm - 2:00 pm

Lunch

Garden Level Rooms

Posters

Office Hours

Sarimanok Room

ROOMS

KEONI

KOI

ASIA

PACIFIC

SARIMANOK

KANIELA

2:00 pm - 2:30 pm

Paper Session 4

Wong & Faria
(3.4.1)

Simons &
Thomas (3.4.2)

Rosenblum,
Hemphill,
Latham &
Marsh (3.4.3)

Heaton &
Xoyón (3.4.4)

Cox, Boulianne
& Alam (3.4.5)

Corbett (3.4.6)

2:40 pm - 3:10 pm

Paper Session 5

Hosoda (3.5.1)

Pankratz,
Lachler &
Arppe (3.5.2)

Demoski,
Toyukak &
Toyukak (3.5.3)

Wells (3.5.4)

Adhikari (3.5.5)

Poetsch, Jarrett
& Angelo (3.5.6)

3:20 pm - 3:50 pm

Paper Session 6

Kawai'ae'a,
Kimura,
Berez-Kro-
eiker, Stauffer,
Yarbrough, &
Trapp (3.6.1)

Hooshiar (3.6.2)

Hermes, Eng-
man & Roach
(3.6.3)

Ignace &
Ignace (3.6.4)

Herold (3.6.5)

Burge (3.6.6)

4:00 pm - 4:30 pm

Paper Session 7

Ohara & Trapp
(3.7.1)

Donlay (3.7.2)

Ingram (3.7.3)

Hull & Fergus
(3.7.4)

Grant (3.7.5)

Comeau (3.7.6)

4:45 pm - 6:45 pm

Evening Reception

Imin Center lanai

19

SCHEDULE

SUNDAY, MARCH 3

ROOMS	<u>KEONI</u>	<u>KOI</u>	<u>ASIA</u>	<u>PACIFIC</u>	<u>SARIMANOK</u>	<u>KANIELA</u>	<u>TAGORE</u>
9:00 am - 9:30 am	Paper Session 1						
	Garrett, Ko, Nee, O'Hagan & Sprouse (4.1.1)	TALK STORY (Hawaiian)	Duncan, Jones, Jones & Mahelona (4.1.3)	Rarrick (4.1.4)	Sicoli & García (4.1.5)	Compton & Kudlak (4.1.6)	Schuelke & Tuke (4.1.7)
9:40 am - 10:10 am	Paper Session 2						
	Carpenter & Sutherland (4.2.1)	TALK STORY (Hawaiian)	Lacho & Leon (4.2.3)	Brouse (4.2.4)	Paterson (4.2.5)	Nichols, Harrington & Gonzalez (4.2.6)	Pine (4.2.7)
10:20 am - 10:50 am	Paper Session 3						
	Mann (4.3.1)	TALK STORY (Hawaiian)	Vinka, Stenfjell & Thomasson (4.3.3)	Rentz, Gao, Waguk & Kephass (4.3.4)	Cerqueglini (4.3.5)	McIvor, Brinklow, Hill, Stone, Wolvengrey & Ball (4.3.6)	Bell & Lundgren (4.3.7)
11:00 am - 11:30 am	Paper Session 4						
	Baldwin, Hall, Perez Baez, Viles & Viles (4.4.1)		Harrigan, Lachler & Arppe (4.4.3)	Henke & Brittain (4.4.4)	Maxwell (4.4.5)	Troy & Torwali (4.4.6)	Begay & McDonough (4.4.7)
11:45 am - 1:15 pm	Closing Plenary			Nānā I Ke Kumu: Look to the source Kau'i Sai-Dudoit <i>Awaiāulu</i> Keoni Auditorium			
1:15 pm - 1:30 pm	Closing Ceremony			Keoni Auditorium			

OPENING PLENARY

TE TAKA KEEGAN

University of Waikato



Te Taka Keegan is a Lecturer in the Computer Sciences Department at the University of Waikato and chairs the Kāhui Māori of NZ's National Science Challenge on technology. His research expertise spans across multiple fields, including traditional navigation, Māori language technologies, indigenous language interfaces and multi-lingual usability. Te Taka has also been involved in a number of projects involving te reo Māori and technology including the Māori Niupepa Collection, Te Kete Ipurangi, the Microsoft keyboard, Microsoft Windows and Microsoft Office in Māori, Moodle in Māori, Google Web Search in Māori, SwiftKey in Māori and the Māori macroniser. At the centre of all of Te Taka's research and work is a passion for the Māori language.

Language Normalisation through Technology: Te Reo Māori Example

A number of technologies have been used in the promotion and propagation of te reo Māori in Aotearoa New Zealand. For over 50 years Māori have looked to technology to support te reo Māori; this was even before the age of the Internet! Different strategies and different technologies have been implemented by different groups of people. Some have been successful, some not so. This talk will examine a number of these systems that have been important in shaping the directions and current thinking of Māori language technologists. The discussion will include some early pioneering systems, the importance of keyboards and dictionaries, databases of material with Māori language content, translated/localised interfaces, the support of large international computer companies, the online learning of te reo Māori, the impact of social media and catering for Generation Z. A brief explanation will be given of te reo Māori's current status in technology, what we'd like to see in the future and how we intend to get there.

CLOSING PLENARY

KAU'I SAI-DUDOIT

Awaiaulu



Kau'i Sai-Dudoit is currently the Projects Manager of Awaiaulu, a non-profit organization established in 2004 dedicated to developing resources and resource people that can bridge Hawaiian knowledge from the past to the present and into the future. She is also the filmmaker of Ua Mau Ke Ea: Sovereignty Endures, a historical documentary of Hawai'i's political and legal history and in 2013 received the Distinguished Historian award by the Hawaiian Historical Society for her work with the Hawaiian language newspaper repository. She resides in Hilo, Hawai'i and is the proud mother of twelve children and Tūtū to sixteen grandchildren who continue the legacy of 'ōlelo Hawai'i.

Nānā I Ke Kumu: Look to the source

Hawai'i was an independent country with a government, culture and language until openly coercive forces took control of Hawai'i at the close of the 19th century. The move from Hawaiian to English as the language of the islands population was one aspect of that more general network of implied consent and compliances. This language shift framed and enabled English discursive power in Hawai'i throughout the 20th century. Over 100 Hawaiian language newspapers propagated the Hawaiian landscape for 114 years from 1834-1948 with a fully literate populace yet at the turn of the 21st century only 5% of the population were literate in Hawaiian, the language of Hawai'i. This talk will explore the history of these islands and its effect on Hawaiian language and explain the technological efforts of the last 20 years to re-introduce, expose, educate and integrate the new generations with this important historical resource.

WORKSHOPS



Brenda Boerger



Jeremiah Avial

RAPID WORD COLLECTION WORKSHOPS: WHY & HOW TO DO THEM

Presenters build on experience conducting a 2015 Rapid Word Collection (RWC) workshop to explain using FLEx (<https://software.sil.org/fieldworks/>) to gather words for a dictionary. Install FLEx before you come. Workshop outline: 1) expected results, 2) roles and logistics, 3) group semantic domain word collection, 4) debrief, Q&A, referrals to lexicography resources.

Brenda Boerger is the Language and Culture Documentation Services Coordinator for SIL International and has twice received Documenting Endangered Languages Fellowships—in 2010 to work on a grammar of Natügu [ntu], spoken in the Solomon Islands, and in 2015 to work on a Natügu dictionary. She is passionate about including “culture doc” such as ethnobotany and ethnomusicology as part of any “language” documentation project she undertakes.

Jeremiah Avial is a linguist and wilderness survival trainer for clients of all ages. He volunteers part time with Brenda Boerger in Language and Culture Documentation. His experience includes documentary fieldwork in Papua New Guinea and in the Solomon Islands. He is passionate about the connections between language and identity and himself has heritage roots in Mi'kmaq [mic], Irish [gle], and Hebrew [heb].



Kimberly Christen



Michael Wynne



Alana Pollack

INTRODUCTION TO MUKURTU CMS: CONNECTING AND SHARING CULTURAL COLLECTIONS AND LANGUAGE MATERIALS

Participants will receive hands-on training with the Mukurtu dictionary and other language specific features to incorporate language materials into digital heritage items and collections within Mukurtu. There will be examples of Mukurtu in use in communities, emphasizing the use of cultural protocols and language resources. Participants are encouraged to bring a laptop and digital media to use during the workshop.

Kim Christen is the Director of Digital Initiatives for the College of Arts and Sciences and the Director of the Center for Digital Scholarship and Curation at Washington State University. She is the founder of Mukurtu CMS, an open source content management system and community digital access platform designed to meet the needs of Indigenous communities. She is also the Director of the Sustainable Heritage Network, and the co-director of the Local Contexts initiative, both aimed at providing educational resources for stewarding digital cultural heritage and supporting Indigenous communities in the management of intellectual property.

Michael Wynne is the Digital Applications Librarian at Washington State University, where he provides support and training for Mukurtu CMS, and helps run community-oriented digitization and digital preservation trainings. Michael is a graduate from the iSchool@UBC, where he completed the First Nations Curriculum Concentration.

Alana Pollack was born and raised on O'ahu and graduated from Mills College with a Bachelor of Arts in Economics. She is currently pursuing her Master's degree at the Center for Pacific Island Studies at the University of Hawai'i at Mānoa, where she serves as a graduate assistant in the Department of Linguistics and is the Hub Manager for the Kaipumakani Project.

WORKSHOPS



John Hatton

BLOOM: NOW COMMUNITIES CAN CREATE THEIR OWN BOOKS

Come see how to easily make books in local languages using the free, award-winning Bloom software (bloomlibrary.org). Learn to adapt from thousands of existing freely-licensed books as well as make original titles. We will produce paper booklets and electronic talking books, plus learn about available print and video training materials.

John Hatton has been a user experience designer, coder, and project manager with SIL International for 20 years. He is the designer of SayMore (language documentation), WeSay (dictionaries), Bloom (literacy), and was a principal designer of FLEx (dictionaries and morphological analysis). Living and working in Papua New Guinea and Thailand, he became passionate about enabling minority language communities to promote the development of their own languages using software custom-designed for their strengths and needs. He has an MS in Computer Science from the University of San Diego.

WORKSHOPS



Dr. Rolando Coto-Solano



Dr. Sally Akevai (Ake)
Nicholas



Dr. Samantha Wray



Dr. Tyler Peterson

ACCELERATING THE ANALYSIS OF YOUR AUDIO RECORDINGS WITH UNTRAINED FORCED SPEECH ALIGNMENT

Artificial Intelligence can do a lot to help us document and study minority and endangered languages! In this workshop, we will survey the methods available and will provide an interactive demo of forced speech alignment as a way to quickly study the phonetics of an undescribed language. We will introduce software such as FAVE-align, Praat and R to quickly extract phonetic information about your language and describe its vowels.

Dr. Rolando Coto-Solano is a lecturer at Victoria University of Wellington. His work includes using natural language processing for the acceleration of Indigenous language documentation. He has used untrained forced speech recognition to carry out work on Bribri (Coto-Solano & Solórzano 2016, 2017), Me'phaa (Coto-Solano 2017) and Cook Islands Maori (Coto-Solano & Nicholas 2018), as well automatic speech recognition on Cook Islands Maori (Foley et al. 2018). He has taught workshops on Indigenous languages and technology at ALLDI, CoLang, was a participant of the National Breath of Life in 2013 and has presented in ICLDC in 2015 and 2017.

Dr. Sally Akevai (Ake) Nicholas is a lecturer in the School of Language and Culture at AUT. Her PhD was a documentation and description of her ancestral language, Cook Islands Māori. Her research interests include, typological linguistics, language documentation, corpus linguistics, language revitalisation, indigenous language rights, and sociolinguistics. Ake is particularly focused on language justice for the indigenous languages of the Realm of New Zealand. To that end, she is working on a range of computer oriented projects aimed at accelerating and advancing the description and revitalisation of Cook Islands Māori—and endangered languages generally.

Dr. Samantha Wray is a postdoctoral associate in the Neuroscience of Language Lab at NYU-AD where she works primarily on spoken word processing for nonstandard dialects of Arabic. Her research interests include creation and improvement of computational resources for under-resourced language varieties including automatic classification of mixed dialect text (Wray 2018) and corpus creation and augmentation through crowd sourcing (Wray & Ali 2015, Wray et al. 2015).

Dr. Tyler Peterson received his PhD from the University of British Columbia in 2010, and joined Arizona State University in 2018 after stops at the University of Toronto and the University of Auckland. He works with various tribal groups in the American Southwest in training community language activists in language documentation and policy. He has undertaken extensive fieldwork on the endangered indigenous language Gitksan (Tsimshianic, British Columbia), as well as experience working in South America and Oceania. His primary interests are in the study of semantics and pragmatics, and the development of field methodologies that probe these kinds of meanings.

WORKSHOPS



Ben Foley



Daan van Esch



Nay San

TRANSCRIPTION ACCELERATION FOR LANGUAGE DOCUMENTATION WITH ELPIS

In this workshop we will use Elpis, an open source speech to text system, to train language models and obtain automated first-pass transcriptions for languages with low quantities of data. This workshop is suitable for linguists and language workers; no machine learning experience is required.

Ben Foley is project manager of the Transcription Acceleration Project (TAP), an initiative of the ARC-funded Centre of Excellence for the Dynamics of Language. TAP brings cutting-edge machine learning technology within reach of people working with some of the world's oldest languages, by optimising workflows and supporting the development of new transcription tools. Foley's experience working in Indigenous language resource development over twenty years has resulted in language app development and websites galore, including an Indigenous sign-language site and a national Indigenous language map site.

Daan van Esch is a Technical Program Manager in the Speech & Keyboard group at Google in Mountain View, California. He's worked on internationalization in this group for about six years now, and his work has been focused around building data-driven machine-learning pipelines to bring the magic of language technology to users everywhere. In addition, he is interested in helping the language documentation community apply state-of-the-art computational methods in order to accelerate annotation and transcription work across many languages.

Nay San is a PhD student in linguistics at Stanford University and is interested in leveraging computational methods for the documentation and linguistic analysis of endangered languages, particularly of those in Australia. Before Stanford, he worked on describing vowel variation in Kaytetye and automating data processing tasks for producing a dictionary of Warlpiri.

WORKSHOPS



Dr. Mark Turin



Aidan Pine

HOW TO MAKE A 'MOTHER TONGUES' DIGITAL DICTIONARY

In this hands-on workshop, participants will learn the simple steps needed to create an online digital dictionary for any language using the Mother Tongues platform of open-source tools. Participants **MUST** bring a laptop to the workshop (iPads / tablets are not sufficient), have an active Google account and GitHub account, have prepared a Google Sheet with 20 words in their chosen language and share their email address with the instructors before we meet. All of these requirements are outlined in detail in the 'Getting Ready' section here: http://bit.ly/ICLDC_MTD_2019

Mark Turin is an anthropologist and linguist, and works at the University of British Columbia in Vancouver, where he teaches in the First Nations and Endangered Languages Program and the Department of Anthropology. For over twenty years, Mark's regional focus has been the Himalayan region (particularly Nepal, northern India and Bhutan), and more recently, the Pacific Northwest. Mark is very privileged to have had the opportunity to work in collaborative partnership with members of the Thangmi-speaking communities of eastern Nepal and Darjeeling district in India since 1996, and since 2014 with members of the Heiltsuk First Nation through a Heiltsuk Language Mobilization Partnership in which UBC is a member.

My name is **Aidan Pine**. I'm a settler of European ancestry born in Victoria, B.C. I fell in love with language revitalization work as a way of combining my interests in language, linguistics, anti-colonial/decolonial methodologies, and computer science. Currently, I am a full-time application development specialist working on the Indigenous Language Technology project of the Canadian National Research Council, the founder and lead developer of Mother Tongues, and part-time technology consultant for the First Nations & Endangered Languages Program and Linguistics Department at the University of British Columbia.

TALK STORY SESSIONS



Britt Dunlop



Jacqueline Jim



Kyra Fortier

CONNECTING TECHNOLOGY AND LANGUAGE REVITALIZATION FROM A COMMUNITY-BASED PERSPECTIVE

This Talk Story session will create a collaborative learning space for attendees to engage in open dialogue about their experiences using technology in a community-based setting for language revitalization and maintenance. A live demonstration of FirstVoices.com, First Peoples' Cultural Council's online language archiving and learning resource, will also be provided.

Britt Dunlop graduated from the University of Victoria with a Master of Education in Indigenous Language Revitalization in 2016. Britt has worked in the Language Programs department at First Peoples' Cultural Council since 2014 and is passionate about the revitalization and maintenance of all Indigenous languages. As a Language Programs Associate at First Peoples' Cultural Council, Britt provides support to communities with their language revitalization projects and initiatives.

Jacqueline Jim comes from *W̱SÁNEĆ I W̱LEMI*-the emerging people and the people of the sea. She grew up and currently works in *W̱SÁNEĆ*, the territory of her father's family. She is a *SENĆOŦEN* immersion teacher in the *SENĆOŦEN* immersion survival school in Brentwood Bay, B.C. and has been teaching for the last seven years. She also works for the First Nations Education Steering Committee as a First Nations language coach, supporting the implementation of language curriculum in First Nations schools across B.C. She has completed the Masters of Indigenous Language Revitalization (MILR) program at the University of Victoria in December 2016. She wrote an auto-ethnographic account of her twenty-two years of language learning. She has had an interest in learning *SENĆOŦEN* for the majority of her young life which has led her to become a language activist, teacher, researcher, coach and scholar in the last eight years.

Kyra Fortier is the First Voices Coordinator/Trainer for the First Peoples' Cultural Council of British Columbia (as of November 2018). Kyra comes from a background in Linguistics and Language Revitalization, having completed her MA in Linguistics at the University of Victoria in December 2018. Prior to attending UVic, Kyra completed her BA in Speech Sciences at the University of British Columbia. It was during this time that she became acquainted with members of the Gitksan community and began working to support the creation of digital dictionary materials. Her research experience is in cross-dialectal phonetic documentation and analysis of vowel systems and intonation patterns in languages of British Columbia. Kyra is passionate about teaching, accessibility in education, language advocacy, and wellness.

TALK STORY SESSIONS



Adrienne Tsikewa

Dr. Wesley Leonard

Dr. Megan Lukaniec

DECOLONIZING INDIGENOUS LANGUAGE TECHNOLOGIES: CENTERING COMMUNITIES AND THEIR LANGUAGES IN TECHNOLOGY

Many language documentation and reclamation technologies are inscribed with colonial norms that can be misaligned with Indigenous community needs and values. Emerging from the ideas of Natives4Linguistics, a project that aims to decolonize Linguistics by centering Indigenous community and values in the research questions, methods, and protocols of linguistic science (see <https://natives4linguistics.wordpress.com/>), this Talk Story will explore how existing and future language technologies can center Indigenous community definitions of language and support language reclamation initiatives. Its goals include identifying effective models and bringing people with diverse experiences together.

Adrienne Tsikewa (Zuni Pueblo) is a 3rd year PhD student in Linguistics at the University of California, Santa Barbara. Her research interests are language documentation, description, applied linguistics, language acquisition, socialization, socio-cultural linguistics, language revitalization and reclamation; her research focuses on *Shiwimá* (Zuni language). She earned a BA in Spanish from Colorado College in 2004 and an MA in Native American Languages and Linguistics (NAMA) from the University of Arizona in 2013. During her time at Arizona, she served as a Graduate Assistant for the American Indian Language Development Institute (AILDI). She continues to serve as a member of the Institute on Collaborative Language Research Advisory Circle (CoLang/formerly Infield) and has served as a co-chair for the 20th and 21st Workshop on American Indigenous Languages (WAIL). She serves as a logistical coordinator and point of contact for the Natives4Linguistics projects and served as the Workshop Coordinator for the Natives4Linguistics workshop held in conjunction with the 2018 annual meeting of the Linguistic Society of America.

Dr. Wesley Leonard is a citizen of the Miami Tribe of Oklahoma and an Assistant Professor of Ethnic Studies (Native American Studies program) at the University of California, Riverside. Supported by his PhD in Linguistics and many years of engagement in community language programs, his research focuses on Indigenous language reclamation and the cultural, legal, and pedagogical strategies through which it occurs. A strong advocate of Indigenous needs and ways of knowing, he serves as co-chair of the Natives4Linguistics project.

Dr. Megan Lukaniec is Wendat from the Huron-Wendat Nation of Wendake, Québec and an Assistant Professor of Linguistics at the University of Victoria. Since 2006, she has been working with and for her community in order to reawaken and reclaim the Wendat (Iroquoian) language, which was dormant for well over a century. Megan is interested in how linguistics can be centered around community needs for language reclamation, including how current technologies can and should support the goals of language reclamation. She serves as co-chair of the Natives4Linguistics project. She currently teaches in the Master's of Indigenous Language Revitalization Program at the University of Victoria, and continues to work as a linguist for her band council (Conseil de la Nation huronne-wendat).

TALK STORY SESSIONS



Dr. Barbara Kelly

TALKING ABOUT CHILD LANGUAGE DOCUMENTATION: EXPERIENCES, CHALLENGES, METHODS & OUTCOMES

This Talk Story is an interactive discussion providing an opportunity for language documentation researchers to consider ideas regarding child language data collection. It explores perceived pathways, barriers and challenges to working with children, and lays out some current practices and technologies for supporting child language documentation of lesser known languages.

Dr. Barbara Kelly is a linguist at The University of Melbourne. Her PhD, from UCSB, focused on language development through gesture. Fieldwork in Nepal resulted in a grammar of Sherpa and an interest in how language-internal grammatical pressures interact with social pressures in children's socialization toward language competence. She is intrigued by language development across different languages and cultures and her current research investigates the acquisition of Murrinhpatha, an Indigenous Australian language. Barb sees a role for documentation of child language in conservation and revitalization and aims to build resources for eliciting, recording, and documenting children's language use in the field.

TALK STORY SESSIONS



Hina Puamohala Kneubuhl



Ha'alilio Solomon

Organized by Hina Puamōhala Kneubuhl, Ha'alilio Solomon, Dr. Katie Drager

I 'IKE 'IA KE KANAKA MA KĀNA 'ŌLELO: KA WEHEWEHE 'ANA I NĀ MANA'O LIKE 'OLE E PILI ANA NO KA 'ŌLELO HAWAI'I IDEOLOGIES ABOUT HAWAIIAN LANGUAGE REVITALIZATION AND RECLAMATION

Ma ka Pae 'Āina 'o Hawai'i, he 'ōlelo kūhelu ka 'ōlelo Hawai'i no ke aupuni "moku'āina". Eia na'e, 'a'ole nō paha pēlā kona hi'i 'ia e ke ākea ma kona kulāiwi pono'i. Mai ka noho palaka a ka ho'okae, aia nō kekahi mau mana'o ho'ohemahe-ma paha no ka 'ōlelo Hawai'i i loko o kekahi po'e. He ālai a he ke'ake'a ia mau mea i ka holomua a me ke ola maika'i 'ana o kā kākou 'ōlelo aloha ma waho a'e ho'i o nā kula, nā lumi papa, a me nā hale paha o ka po'e 'ōlelo. No ke aha lā ho'i kēia kūlana? E 'imi noelo ana kēia 'aha kūkā e hu'e pau aku i nā kumu e hana 'ia ai ka 'ōlelo kupa o ka 'āina ma kēia mau 'ano, me ka pane 'ana i nā nīnau penei: He aha nā mana'o like 'ole o ka po'e lehulehu e pili ana no ka 'ōlelo Hawai'i a pehea i ulu a'e ai? Pehea e 'oko'a ai ka mana'o o ka mea i pa'a ka 'ōlelo iā ia a me ko ka mea i ki'i 'ole aku e a'o? No ke aha e mau nei nā mana'o ho'ohemahema a mana'o 'ino ho'i? E ho'okolokolo pū nō kākou i mea e holomua ai.

Despite the many successes of the Hawaiian language revitalization movement, learners continue to face negative comments. This talk story session will discuss possible motivations behind these comments, efforts to normalize Hawaiian language use, and the realities of raising Hawaiian-speaking children.

Hina Puamohala Kneubuhl is originally from Maui and now splits her time between there and Aotearoa New Zealand. She holds both an undergraduate and a masters degree in 'ōlelo Hawai'i (Hawaiian language) from UH Mānoa, where she also worked as a lecturer. Her master's work focused on the use of the nominalizing particle 'ana by native speakers on *Ka Leo Hawai'i*. She is part owner of the clothing company Kealopiko, where she works to normalize 'ōlelo Hawai'i through fashion. She is also a translator in training at Awaiaulu. Hina has spoken primarily 'ōlelo Hawai'i to her two daughters, 5 & 7, but *Te Reo Māori* (Māori language) and English are also spoken in her home.

Ha'alilio Solomon is an Instructor at the University of Hawai'i at Mānoa at the Hālau 'Ōlelo Hawai'i 'o Kawaihuelani Center for Hawaiian Language. He is currently pursuing a doctoral degree in Linguistics. He is an avid translator for 'ōlelo Hawai'i under Awaiaulu and Ho'opulapula, and his studies involve language documentation and revitalization, as well as linguistic ideologies and attitudes surrounding 'ōlelo Hawai'i. He speaks several other languages as well, and his multi-lingualism shapes his pedagogical approach as well as his academic endeavors, many of which involve the documentation of the languages spoken in Polynesia.

TALK STORY SESSIONS



Dr. Clint Bracknell



Dr. Linda Payi Ford, Emily Ford and Chloe Ford



Dr. Linda Barwick

LEVERAGING TECHNOLOGY TO RECIRCULATE SONGS IN ENDANGERED LANGUAGES

The objectives of this Talk Story session:

1. Discuss best-practice techniques for recording, documenting and archiving songs in endangered languages;
2. Share examples of how technology has been effectively used to recirculate archival Indigenous songs, and;
3. Encourage dialogue on issues and solutions in relation to online and peer-to-peer song-sharing.

Dr. Clint Bracknell is a Wirlomin Noongar from Western Australia's south coast, a musician, composer and Associate Professor at Edith Cowan University. Dr Bracknell leads an Australian Research Council project aiming to recirculate and reignite performance of old Noongar songs, having been involved in Noongar language revitalisation with the Wirlomin clan (wirlomin.com.au) since 2010.

Dr. Linda Payi Ford identifies as Rak Mak Mak Marranunggu, from Kurrindju, on the Finnis River, in the Northern Territory and is currently a Principal Research Fellow at Northern Institute at Charles Darwin University. Dr Ford is a mother, an academic, a researcher, an educator and a practitioner of Indigenous traditions. Dr Ford's daughters, **Emily Ford** and **Chloe Ford**, are research assistants on the Australian Research Council project *New Ways for Old Ceremonies*.

Dr. Linda Barwick is Associate Dean (Research) at Sydney Conservatorium of Music, The University of Sydney and has extensive experience working with Aboriginal communities on song and language projects. Since its inception, Professor Barwick has helped develop the cross-institutional research infrastructure facility PARADISEC (the Pacific and Regional Archive for Digital Sources in Endangered Cultures).

TALK STORY SESSIONS



Mia Garrow and Whitney
Nephew



Kawenniiósthá Nicole
Martin



Yeya'tón:nis Alexis Martin

IMMERSING OUR HOMES AND RELATIONSHIPS: A DISCUSSION OF THE SUCCESS-ES AND STRUGGLES OF HERITAGE LANGUAGE TRANSMISSION

This Talk Story space serves to inform and empower second-language speakers to create, sustain and expand immersion moments throughout their homes. We will discuss what realities of language transmission we face as we raise our children in Seneca and Mohawk language, then reflect on the action and resources needed to ultimately raise future first-language speakers in our communities.

Whitney Nephew is a Cayuga descendent from the Seneca-Cayuga of Oklahoma, and lives with her husband Jordan Garrow (Seneca, Bear Clan) and daughter, Mira, on the Cattaraugus Territory of the Seneca Nation. Whitney is in her third year studying Onödowa'ga.' / Seneca language with the Deadiwënóhsnye's Program, a fully-immersed setting. She has committed to parenting exclusively in Onödowa'ga.' since Mira was approximately nine months old.

Mira Garrow is the daughter of Whitney Nephew and Jordan Garrow, and is a descendent of the Seneca Nation. Her home is on the Cattaraugus Territory of the Seneca Nation, where she is acquiring both English and Seneca language. Mira will turn three in May 2019, and enjoys swimming, drawing, singing, taking care of her pets, and cooking delicious fake food.

Kawenniiósthá Nicole Martin is of the Mohawk Nation, Wolf Clan. She was raised on Six Nations of the Grand River Territory in Southern Ontario. She grew up in community in an English speaking home, receiving formal teachings in grade school. After entering motherhood, a revelation was prioritizing life choices, and creating a circle of language support in the community for self & daughter. A former Mohawk language student then teacher, she is currently working beside community members in the Seneca Nation with revitalization efforts.

Yeya'tón:nis Alexis Martin is the daughter of Kawenniiósthá, raised on Six Nations of the Grand River Territory. She attended Kawenni:io immersion grade school beginning at age three. Currently residing with her mother on Ohi:yo', the Allegany Territory of the Seneca Nation. She is a Senior in high school, and is in her second year of learning a sister language of the Haudenosaunee- Seneca.

THURSDAY PAPERS

SESSION ONE 2:00-2:30 PM

(1.1.1) Walking the talk. Our language's journey

*Annalee Pope and Carolyn Barker • First Languages Australia
Susan Goodwin and Susan Poetsch • The University of Sydney*

This presentation showcases the development of a web-based knowledge bank of milestones in the strengthening of Indigenous languages in Australia 1970s–present. Content is presented as a graphic timeline, with links to documentary and audio-visual evidence of challenges faced and achievements made in the areas of policy, education, language centres and resources. breathe life back into the language.

KEONI AUDITORIUM

(1.1.2) From Dene Kedə to Dene Ts'ı́łı́: Reflecting on 25 years of change in the Sahtú region, Northwest Territories, Canada

*Keren Rice • University of Toronto
Faun Rice*

*Deborah Simmons • Sahtu Renewable Resources Board
Walter Bezha • Sahtu Renewable Resources Board
Jordan Lennie • Sahtu Renewable Resources Board
Shelby Lennie • Sahtu Renewable Resources Board
Michael Neyelle • Sahtu Renewable Resources Board*

This presentation reflects on 25 years of change in Dene Kedə (language) and Dene Ts'ı́łı́ (ways of living) and their increased integration in programming over time in the Sahtú Region of the Northwest Territories. It also addresses efforts to synthesize and disseminate decades of resources through a public database.

KOI ROOM

(1.1.3) Creating multi-purpose archive materials

Michael Franjeh • University of Surrey

Creating archive deposits of language materials that are usable beyond descriptive linguistics remains a challenge. Using examples from the deposit 'languages of northern Ambrym (Vanuatu)', I show how language materials can be multi-layered and that the same language recording can be used by different researchers and for various community outputs.

ASIA ROOM

(1.1.4) Bridging the gap: Incorporating language variation into documentary and descriptive linguistics

*Christopher Cox • Carleton University
Olivia N. Sammons • University of Alberta*

While systematic attention to linguistic variation increases the range of possible applications of language documentation, many "mainstream" approaches to variation are difficult to reconcile with the realities of language endangerment. This paper proposes several strategies for bridging this gap, integrating variation more fully into endangered language documentation, analysis, and revitalization.

PACIFIC ROOM

(1.1.5) Documenting and Archiving Media Lengua: A rare mixed language spoken in the Ecuadorian Highlands

*Jesse Stewart • University of Saskatchewan
Taliza Chavez • University of Saskatchewan
Marco Maigua • University of Saskatchewan
Alex Tu • University of Saskatchewan
Chanel Wong • University of Hawai'i at Mānoa*

This presentation show cases a new archival project that aims to document the Media Lengua language (mue), an endangered mixed language spoken in the Ecuadorian highlands. In an attempt to bridge the gap among "communities, languages, and technology", we bring together community-based linguists, community-based computer scientists, and community-based language workers.

SARIMANOK ROOM

(1.1.6) Building a Mbyá Treebank

*Guillaume Thomas • University of Toronto
Raphael Finkel • University of Kentucky*

This presentation relates the ongoing construction of a multilayer corpus of Mbyá (Tupi Guarani: Argentina, Brazil, Paraguay). It will discuss (i) corpus composition (ii) ethical, linguistic and technological issues in corpus design and annotation, and (iii) usefulness for leveraging legacy texts in documenting language variation and recent evolution.

KANIELA ROOM

THURSDAY PAPERS

SESSION TWO 2:40-3:10 PM

(1.2.1) QELOM, QEMSET TTE SENĆOTENs E TTE WUCISTENEK LTE (Strengthening the language of our teachers): Ensuring the continued language growth of our L2 SENĆOTEN teachers

Tye Swallow • WSANEC School Board

David Underwood • WSANEC School Board

Sophia Bain • WSANEC School Board

This research paper presentation will discuss how the WSANEC School Board, which offers language immersion programming from preschool up to grade five, continues to overcome the challenges of proficiency growth of our immersion teachers. The authors will report on the progress and initial results of our community-based research.

KEONI AUDITORIUM

(1.2.2) Relationships, responsibilities and research in collaborative language documentation

Joana Jansen • University of Oregon, Northwest Indian

Language Institute

Nariyo Kono • Portland State University

Merle Kirk • Confederated Tribes of Warm Springs

Hank Millstein • Confederated Tribes of Warm Springs

Valerie Switzler • Confederated Tribes of Warm Springs

Our language documentation project has been strengthened via deliberate attention to collaboration among a Tribal nation, and independent and university researchers. The results discussed include increased advocacy and support; improved documentation; and equitable research practices. The project thus serves as a model to others seeking to form similar partnerships.

KOI ROOM

(1.2.3) Addressing the endangerment of knowledge in documentation: Lessons from northwest Amazonia

Martin Kohlberger • The University of Texas at Austin

This case study highlights the importance of including knowledge and genre endangerment as critical areas within the scope of language endangerment. It also emphasises the fact that documentary projects can still provide valuable linguistic data even when they are geared at addressing non-linguistic community goals.

ASIA ROOM

(1.2.4) The Necessity of Analysis in Documentation

Kirsten Culhane • The Australian National University

Owen Edwards • Leiden University

We discuss the role of linguistic analysis in language documentation. We show that analysis is an integral part of data collection, resulting in materials which both communities and linguists can profitably use for any purpose.

PACIFIC ROOM

(1.2.5) The Dilemmas in Documenting Tati as a Minority and “Definitely” Endangered Language of Iran

Neda Taherkhani • Purdue University

This paper focuses on dilemmas in documenting Tati, categorized by UNESCO as a definitely endangered language of Iran. These dilemmas target my roles and contributions in serving the community needs, the ethical considerations about the community, and my role in changing the attitudes of the community members towards their language.

SARIMANOK ROOM

(1.2.6) Learning from experiment experience: How to run phonetic experiments in the field

Hannah Sande • Georgetown University

Madeleine Oakley • Georgetown University

We advocate for inclusion of phonetic production and perception experiments in language documentation projects, and we propose concrete solutions to challenges associated with running phonetic experiments in fieldwork situations. Specifically, we discuss the use of computers and other technological devices in phonetic data collection in communities lacking access to new technologies.

KANIELA ROOM

THURSDAY PAPERS

SESSION THREE 3:20-3:50 PM

(1.3.1) MILPA: A Community-Centered Linguistic Collaboration Supporting Indigenous Oaxacan Languages in California

Anna Bax • University of California, Santa Barbara
Mary Bucholtz • University of California, Santa Barbara
Eric W. Campbell • University of California, Santa Barbara
Alexia Fawcett • University of California, Santa Barbara
Gabriel Mendoza • University of California, Santa Barbara and Mixteco/Indígena Community Organizing Project
Simon Peters • University of California, Santa Barbara
Griselda Reyes Basurto • Mixteco/Indígena Community Organizing Project

This paper describes a collaborative project that seeks to support a largely Mixtec- and Zapotec-speaking community originating in Oaxaca and Guerrero, Mexico, and currently residing in and near Oxnard, California. The project involves documentation of Mixtec varieties; a community language survey; video/audio recordings; and development of multilingual and multiliteracy resources.

KEONI AUDITORIUM

(1.3.2) Multilayered Collaboration After a Natural Disaster: Documentation & Archival Construction in the Aftermath of the 2015 Nepal Earthquakes

Kristine Hildebrandt • SIU Edwardsville
Tanner Burge-Beckley • SIU Edwardsville
Jacob Sebok • SIU Edwardsville

We describe a unique, and multi-participant-involved, documentation endeavor, involving collection of multiple instances of survivor narratives from speakers across myriad ethnolinguistic communities following a catastrophic earthquake. We provide a comparison of two archives and a web exhibit from this documentation, including their distinct but complementary functions.

KOI ROOM

(1.3.3) DEMCA (Documenting the Ethnobiology of Mexico and Central America): A Data Portal for Collaborative Work on Traditional Ecological Knowledge

Jonathan Amith • Gettysburg College

Challenges and possibilities of multimedia data portals focused on comparative documentation and analysis of Indigenous ethnobiological knowledge: nomenclature, classification, and use of local flora and fauna will be presented. The replicable portals pioneer innovative technology to support grass-roots documentation of traditional ecological knowledge and facilitate data discovery and annotation.

ASIA ROOM

(1.3.4) Additional ways of integrating community-based language documentation and language revitalization

Richard Hatcher • University at Buffalo
Robert Jimerson • Rochester Institute of Technology
Whitney Nephew • Seneca Nation of Indians
Mike Jones • Seneca Nation of Indians
Julia Cordani • University at Buffalo
Linnea Cremean • University at Buffalo
Emily Prud'Hommeaux • Boston College & Rochester Institute of Technology

We report on two ways in which our project of community-based language documentation is being used to further language revitalization of Seneca, an highly-endangered indigenous language, spoken by a small number of elders in Upstate New York.

PACIFIC ROOM

(1.3.5) Traditional music as a central pillar of language documentation: the case of the Sambla “talking balafon”

Laura McPherson • Dartmouth College

Traditional music is often just endangered, if not more so, than the languages in which it is performed. This talk draws on a case study from Burkina Faso illustrating how placing traditional music centrally in language documentation leads to a culturally rich, community-oriented corpus that helps preserve both.

SARIMANOK ROOM

(1.3.6) Melodic Transcription in Language Documentation and Application (MeTILDA): Automated Pitch Movements with Standardized FO Perceptual Intervals

Mizuki Miyashita • University of Montana
Min Chen • University of Washington - Bothell
James Randall • University of Montana
Mitchell Lee • University of Washington

We are supporting and enhancing a Blackfoot community scholar's language documentation and application effort by developing a user-friendly digital tool, Melodic Transcription in Language Documentation and Application (MeTILDA). MeTILDA automatically transcribes the pitch movement in words from native speaker recordings, using a perceptual scale so learners “see what they hear.”

KANIELA ROOM

THURSDAY PAPERS

SESSION FOUR 4:00-4:30 PM

(1.4.1) Planning to Stop Before You Start: Ending a Digital Dictionary Project

Ewa Czaykowska-Higgins • University of Victoria
Martin Holmes • University of Victoria
Sarah Kell • University of Victoria

Recent decades have seen an increase in digital projects, including dictionaries, for language documentation and reclamation. A challenge for digital language projects is how to end and preserve them for years of use. We address this challenge by reporting on solutions for ending and preserving the Nxaʔamxčín Salish digital dictionary.

KEONI AUDITORIUM

(1.4.2) Measuring up: using quantitative methods in assessing health and wellbeing effects of language reclamation

Michael Walsh • AIATSIS/ANU/The University of Sydney
Ghil'Ad Zuckermann • The University of Adelaide

Many accounts of language reclamation make claims that there are links between language reclamation and health & wellbeing. But these accounts are, by and large, qualitative.

In this paper we present preliminary results from a 5-year quantitative study of an Australian language reclamation effort and its effects on health.

KOI ROOM

(1.4.3) Historical Linguistics for Language Revitalization: Connecting Communities Past and Present

Jorge Rosés Labrada • University of Alberta
Justin Spence • University of California, Davis

This paper outlines several specific ways in which historical linguistics can inform language revitalization and reclamation efforts. We suggest that the application of historical methods in these domains can be seen as a way of connecting communities: the speech communities of today with those of the past.

ASIA ROOM

(1.4.4) Capturing variation in a language documentation corpus

Nadine Grimm • University of Rochester

Variation in language documentation corpora is pervasive, but usually little reflected in annotations or scholarly writing. In this talk, I illustrate different levels of variation—phonetic, lexical, and conceptual—in my corpus of Gyeli, and endangered Bantu language of Cameroon. I further suggest how to code different types of variation in ELAN.

PACIFIC ROOM

(1.4.5) Integrating conservation of land, culture, and language in Gildipasi, Papua New Guinea

Yat Paol • Bismarck Ramu Group
Mathew Lawun • Gildipasi Conservation Committee
Andrew Pick • University of Hawai'i at Manoa

We present community-member and linguist perspectives on the connections between linguistic, environmental, and cultural conservation in Gildipasi, Papua New Guinea, where language loss exacerbates threats to the environment. Community-led conservation initiatives have accordingly taken a holistic approach to the the conservation of culture, environment, and language.

SARIMANOK ROOM

(1.4.6) Linguistic and metalinguistic training to support use of audio 'chunks' in language revitalisation

Mark Richards • Centre of Excellence for the Dynamics of Language - Western Sydney University
Josephine Lardy • Jilkminggan Community Member
Caroline Jones • Centre of Excellence for the Dynamics of Language - Western Sydney University
Francesca Merlan • Australian National University
Chwee Beng Lee • University of Western Sydney
Jennifer MacRitchie • University of Western Sydney

Archival audio documentation can play an important role in language revitalisation contexts with few or no fluent speakers. However this data must be made available in a form that meets the needs of language teachers and learners. This paper suggests one approach in the context of Mangarrayi people at Jilkminggan.

KANIELA ROOM

THURSDAY PAPERS

SESSION FIVE 4:40-5:10 PM

(1.5.1) Sustaining Minoritized Languages of Europe: Case studies in the assessment of community responses to revitalization

Mary Linn • Smithsonian Center for Folklife and Cultural Heritage

A report on interdisciplinary research on minoritized languages of Europe (Galician, Greko/Griko, Irish, Frisian, Occitan, Sorbian). Community-situated teams are building case studies that include local revitalization efforts responses to internal and external social, economic, and political factors, and community responses to new media, domains, and speakers.

KEONI AUDITORIUM

(1.5.2) Ancestral Language Use and Native Food Knowledge and Practice as the Basis for a Diabetes Education Program

Marianna Di Paolo • University of Utah

Lillian Tom-Orme • University of Utah

We explore the relationship between individual-level health, ancestral language use, and traditional food knowledge in Shoshone and Goshute communities as compared to previous findings from First Nations people at the band-level. We discuss a language use, health and lifestyles survey, and then focus on using translated ethnographic foraging narratives.

KOI ROOM

(1.5.3) Usage and Decline of the Dual Number in Kala

Margaret Ransdell-Green • University of Hawai'i at Mānoa

In Kala, an endangered Austronesian language of Papua New Guinea, the dual number exists in multiple elements of the grammar, but has been falling out of use due to language shift over time. This paper examines how this shift has been occurring and how the dual is used (or not used) across different generations of speakers.

ASIA ROOM

(1.5.4) Code-switching and borrowing in Mixe: friend or foe for language maintenance?

Carmen Jany • California State University, San Bernadino

The study of code-switching is often neglected in language documentation but can be useful to language maintenance (Myers Scotton 1982), as it frequently rests upon the younger and bilingual generation. This paper studies the grammar and functions of code switches and borrowings in Mixe illustrating its importance for language maintenance.

PACIFIC ROOM

(1.5.5) Small Number: Adventures in Languages

Betty Wilson • The Tla'min Nation

Veselin Jungic • Simon Fraser University

The Math Catcher Program includes a series of animated films that introduce math topics through stories that contain elements of Indigenous traditions. The animations have Indigenous versions in nine languages. Some of these languages are endangered and a contribution of the program has been the digital recording of Indigenous languages.

SARIMANOK ROOM

(1.5.6) Seeing speech: Teaching and learning Hul'q'umi'num' pronunciation with Praat

Sonya Bird • University of Victoria

Sonya Charlie • Simon Fraser University

Rae Anne Claxton • Simon Fraser University

Swutthus Harvey George • Simon Fraser University

Sq'utxulenuxw George Seymour • Simon Fraser University

Maida Percival • University of Toronto

In this paper, we share our experiences using Praat (speech analysis tool) to "see" the differences in how Elders and learners pronounce Hul'q'umi'num' (Coast Salish) plain vs. ejective consonants (e.g. /kw/ vs. /kw'/). We show that speech visualization can be a valuable tool for teaching and learning pronunciation.

KANIELA ROOM

FRIDAY PAPERS

SESSION ONE 9:00-9:30 AM

(2.1.1) The ongoing challenge of connecting speakers to archival language records

Nick Thieberger • The University of Melbourne

Language archives provide an excellent service for structuring collections and for making them accessible. Connecting speakers with archival sources scattered in different locations, only available via the internet, is addressed by our use of local subcollection—files with their descriptions exported from the collection and delivered on local wifi transmitters.

KEONI AUDITORIUM

(2.1.2) Iyasa Éboó: A Youth-Driven Model for Language Documentation and Revitalization

Anna Belew • University of Hawai'i at Mānoa

Sammy Mbipite • Iyasa Éboó

Iyasa Éboó (Iyasa Forward!) is a youth-led project to train young Iyasa speakers in methods & technologies for language documentation, strengthen their language skills, and teach literacy in the new Iyasa writing system; they are now using these skills to produce an Iyasa-language magazine to encourage language maintenance.

KOI ROOM

(2.1.3) Connecting Communities in the Making of the Subanon Standard Orthography

William Hall • SIL International

Sharon Estioca • University of Hawai'i at Mānoa

This paper presents the challenges confronting the community-initiated orthographic standardization of Subanon, an endangered Austronesian language in the southern Philippines. Despite these challenges, this undertaking has brought together members of the language community and the Philippine Department of Education regional representatives to produce a more acceptable and useful Subanon orthography.

ASIA ROOM

(2.1.4) Organizing Linguistic Data for Language Revitalization: The Konkow Maidu Website and Database

Kate Hedges • Konkow Maidu Cultural Preservation Association

Leanne Hinton • University of California, Berkeley

Todd Gettleman • Konkow Maidu Cultural Preservation Association

Using archival materials collected fifty years ago, three NEH grant team members have created a website to help revitalize the Konkow Maidu language of Central California. A linguist, web master and curriculum developer are combining three disciplines to put these contemporary, applicable tools in the hands of Konkow language learners.

PACIFIC ROOM

(2.1.5) A'tsotsspommootsiyo'p Niitsitapi'powahsin

Heather Bliss • Simon Fraser University

Noreen Breaker • Siksika Nation

Elizabeth Ritter • University of Calgary

We report on the ongoing development of an online database of Siksika Blackfoot oral stories, and the ways in which we are engaging community members of various ages and linguistic abilities in language revitalization through database creation.

SARIMANOK ROOM

(2.1.6) Methodologies for Teaching Mixtec Tones

Iara Mantenido • University of California, Los Angeles

Octavio León Vázquez • Universidad Intercultural del Estado de México

This paper reports methodologies for training both linguists and native speakers of Mixtec in recognizing and describing tones. We present a description of the tone inventory of two varieties of Mixtec. We offer a list of pedagogical techniques for tone perception and learning, accompanied by suggestions for their use.

KANIELA ROOM

FRIDAY PAPERS

SESSION TWO 9:40-10:10 AM

(2.2.1) “Language Is Not the Only Currency of Positive Reciprocity”: Re-Curating Digital Language Material to Serve Community Interests

Lise Dobrin • University of Virginia

Emmanuel Narokobi • Masalai Communications

We describe the re-curation of digital language materials collected in Papua New Guinea to fulfill the needs of local community members for whom language per se is not of pressing concern. The case illustrates the kind of deep reciprocity that becomes conceivable in the context of long-term linguist-community relationships.

KEONI AUDITORIUM

(2.2.2) Bringing the language to the learners: Engaging young people in language revitalisation using technology, popular culture, digital story telling and their myriad of extant competencies

Sally Akevai Nicholas • Auckland University of Technology

Rolando Coto-Solano • Victoria University of Wellington

We describe a style of language revitalisation activity aimed at encouraging youth participation that uses technology, popular culture and the myriad of matters of modern life. Various technical, pedagogical, cultural and ethical considerations are addressed, as well as some outcomes from language revitalisation communities in the Americas and Polynesia.

KOI ROOM

(2.2.3) Participant-centered orthography workshops: two models

Michael Cahill • SIL International

We contrast two models of participant-centered workshops for orthography development. In the “Alphabet Design Workshop”/“Midwife” model, speakers write a spontaneous text and collaboratively examine it for problematic issues. In the “Participatory Method” model, native speakers collect 1000 words and sort into piles which contrast in whatever feature is being examined.

ASIA ROOM

(2.2.4) Documentation does not Revitalize: Conflicting goals and ethical dilemmas

Elena Benedicto • Purdue University

Elizabeth Salomón • URACCAN

Despite persistent beliefs, documentation does not, per se, revitalize. These are two very different endeavors that target very different objectives. Even in cases where documentation includes collaborative practices with the community, benefits follow for the field of Linguistics but not for the vitality of linguistic practices within the speaking community.

PACIFIC ROOM

(2.2.5) The digital notebook: a method for the rapid processing of elicited linguistic data

Richard T. Griscom • University of Oregon

Manuel Otero • University of Oregon

Many linguists have a backlog of elicited data that has never seen the light of day, because it takes too long to process. The digital notebook method addresses this issue by streamlining the elicitation session, so that the output is immediately incorporated into a database and ready for archiving.

SARIMANOK ROOM

(2.2.6) Michif Minimalist Grammar Video Resources and Community-based Language Documentation

Heather Souter • Prairies to Woodlands Indigenous Language Revitalization Circle

This paper documents the development and implementation of video-based Michif language video resources created using only a smartphone. Adult learners of (Southern) Michif were provided with this minimalist grammar input during the initial stages of a Master (Mentor)-Apprentice Program and encouraged to create their own recordings to share.

KANIELA ROOM

FRIDAY PAPERS

SESSION THREE 10:20-10:50 AM

(2.3.1) Bringing Communities, Languages and Technology Together: Exploring the potential of language documentation data for the development of language technologies

Vera Ferreira • SOAS University of London

There are currently approximately 7,000 languages spoken worldwide and speakers of 90% of these languages are not able to participate in the digital sphere. This presentation will focus on the potential uses of language documentation for the development of language technologies and on how these can foster minority language use.

KEONI AUDITORIUM

(2.3.2) The Chevak Language Revitalization Project: An Examination of Affordances and Constraints

Cikigaq-Irasema Ortega • University of Alaska

Naqucin-Flora Ayuluk • Kashunamiut District

This paper narrates the story of our language revitalization project through an ongoing six-year cooperation between Alaska Native educators Elders, administrators, and teacher educators. We will share the goals and outcomes of our efforts as well as the affordances and constraints we have navigated during this period.

KOI ROOM

(2.3.3) Do we really need a new spelling system? The case of Rotuman

Wilfred Fimone • The University of the South Pacific

The current standard orthography of Rotuman vowels is generally found to be unwieldy and complicated. A more simplified version, without diacritics, is preferred. This paper uses four criteria for an effective orthography to assess both spelling systems, with each criterion representing linguistic, social, educational, and technical aspects of design.

ASIA ROOM

(2.3.4) Evaluating success and challenges of using technology in remote villages to document the Kala language in Papua New Guinea

Ken Longenecker • Bishop Museum

David Lacho • The University of British Columbia

John Wagner • The University of British Columbia

Christine Schreyer • The University of British Columbia

This presentation discusses the success and challenges of using technology for a language documentation project in remote Kala-speaking villages of Papua New Guinea. We discuss unforeseen issues that arose from using technology with older knowledge experts, and we propose solutions to using technology in tropical climates.

PACIFIC ROOM

(2.3.5) Developing a linguistically and culturally appropriate app to teach phonological awareness in remote Australia

Gillian Wigglesworth • The University of Melbourne

Yalmay Yunupingu • Yirrkala Community School

Robyn Beecham • Yirrkala Community School

Fardin Elias • Ohmilabs

This paper reports on the design and trialling of an iPad app developed in a bilingual school in remote Australia to teach phonological awareness (PA) skills, crucial for literacy development, to children in their local Indigenous language. The piloting, and implications for its extension to other schools, are also discussed.

SARIMANOK ROOM

(2.3.6) Community-owned Initiatives for Language Revitalization: The case of Torwali

Inam Ullah • Torwali Research Forum - TRF

This paper presents an account of community-owned initiatives of Torwali people of northern Pakistan when some of its members started to explore their oral language by making considerable achievements over the past few decades that lead them towards the standardization, documentation, promotion and eventually revitalization of their mother-tongue.

KANIELA ROOM

FRIDAY PAPERS

SESSION FOUR 2:00-2:30 PM

(2.4.1) Community language support in Australia: The RNLD training model

*Emma Murphy • Resource Network for Linguistic Diversity
Amy Parncutt • Resource Network for Linguistic Diversity
Ebony Joachim • Resource Network for Linguistic Diversity
Freya Scott • Resource Network for Linguistic Diversity*

This presentation provides an introduction to the work of RNLD, which aims to support the sustainability of Indigenous Australian languages and Indigenous people's ownership of their language documentation and revitalisation through in-Community training. This presentation focuses on RNLD's role in promoting self-determination and community control over language projects.

KEONI AUDITORIUM

(2.4.2) Integrating audiovisual and geospatial documentation: a pilot in ELAN

*Jens Larsson • Lund University
Niclas Burenhult • Lund University
Nicole Kruspe • Lund University*

We report the first study aimed at integrating geospatial data in ELAN. By synchronizing the audiovisual stream with geospatial data on a shared timeline in the annotation tool, we generate an environment in which annotations of audiovisually observed behavior can be linked, explored and documented in relation to geographical coordinates.

KOI ROOM

(2.4.3) Preparing Infrastructure for Writing and Typing with non-Latin Symbols: A Case of Ryukyuan Languages

*Shinji Ogawa • Prefectural University of Kumamoto
Masahiro Yamada • National Institute for Japanese Language and Linguistics (NINJAL)
Yuka Hayashi • Japan Society for the Promotion of Science (JSPS) / National Institute for Japanese Language and Linguistics (NINJAL)*

We will report an ongoing project of developing a unified writing system for all the Ryukyuan languages and a set of digital fonts and its typing system. This is a collaboration project among various Ryukyuan language communities, many field linguists, typographers and system engineers.

ASIA ROOM

(2.4.4) Beautiful Words: Enriching Language Learning through Understandings of Linguistic Structure

*Trish Rosborough • University of Victoria
Chuutsqa Layla Rorick • University of Victoria
Suzanne Urbanczyk • University of Victoria*

This presentation demonstrates an approach to learning and teaching Kwak'wala (Kwakwaka'wakw) and h̓iḥišk̓ʷiiʔaṭa (Nuu-chah-nulth) that honors the worldview, literal meanings and metaphors embedded in these related languages. Through consultation with fluent speakers and language teachers, the researchers explore ways to apply this knowledge in culturally relevant ways to support adult learners of their Indigenous language(s).

PACIFIC ROOM

(2.4.5) Documenting segmental information for teaching and learning in revitalization

*Dylan Herrick • University of Oklahoma
Tracy Hirata-Edds • University of Kansas*

Documentation work can greater aid revitalization projects by providing more detailed information on individual sounds, and revitalization projects can both enhance pronunciation and reduce perceived accentedness (and associated discomfort) by using detailed descriptions in conjunction with technology to explicitly provide concrete ways to practice and improve pronunciation.

SARIMANOK ROOM

(2.4.6) A key to understanding: Creating a dialect key to link the language communities on Haida Gwaii

*Severn Cullis-Suzuki • The University of British Columbia
Jaskwaan A. Bedard • Xaad kil
Patricia Shaw • The University of British Columbia*

The Haida language is a critically endangered, polysynthetic language isolate with two surviving dialects on Haida Gwaii. Two language activists have come together to study their differences and create a dialect key to help unify the Haida language learner community by facilitating cross-dialect Haida language communication.

KANIELA ROOM

FRIDAY PAPERS

SESSION FIVE 2:40-3:10 PM

(2.5.1) Training communities in documentation and technology: A model for the future?

Leah Pappas • University of Hawai'i at Mānoa
Khairunnisa • University of Hawai'i at Mānoa
Jennifer Sou • University of Hawai'i at Mānoa
Jacob Hakim • University of Hawai'i at Mānoa
A.L. Blake • University of Hawai'i at Mānoa
Gary Holton • University of Hawai'i at Mānoa

Members from the University of Hawai'i Language Documentation Training Center (LDTTC) offer a model for conducting a language documentation training workshop. Discussion centers around its strengths and limitations, its influence on the community, and the reproducibility of such a model.

KEONI AUDITORIUM

(2.5.2) Towards better language maps

Sebastian Drude • Vigdís World Language Centre, University of Iceland

This talk presents a new network aiming at developing better language maps as modern communicative tools, in particular its rationale (showing multilingualism and language domains instead of only dots or polygons), and first concepts discussed in the 2018 FEL conference in Reykjavík. Documentational linguists are invited to join the network.

KOI ROOM

(2.5.3) Clitics and clitic clusters in Enlhet-Enenlhet orthographies

John A. Elliott • University of Hawai'i at Mānoa

The Enlhet-Enenlhet languages of Paraguay have a rich system of verbal clitics and clitic clusters which speakers of the languages have represented orthographically in a number of different ways. This study surveys these various orthographic approaches to assess their implications for both language description and maintenance/practical use.

ASIA ROOM

(2.5.4) Creating Video Games for Language Revitalization and Pedagogy

Luke West
Sherry Hucklebridge • University of Massachusetts at Amherst
Rosa Mantla • Tlicho Community Service Agency
Lucy Lafferty • Tlicho Community Service Agency
Tammy Steinwand • Tlicho Community Service Agency
Nicholas Welch • University of Toronto

This presentation will demonstrate Tlicho Yatii video game 'How the fox saved the people.' This game is a grassroots project that does not rely on sponsorship. We will discuss its creation, the role games can play in language pedagogy and revitalization, and the technology and expertise required to create a video game.

PACIFIC ROOM

(2.5.5) Connecting experimental methods and language teaching: Learner perceptions of oral and nasal vowels in Lakota

Ryan E. Henke • University of Hawai'i at Mānoa
Amber B. Camp • University of Hawai'i at Mānoa

This study demonstrates that seeing written representations of Lakota words helps native speakers of English improve their ability to distinguish Lakota vowel contrasts not present in English. These results demonstrate the connections to be made between language documentation and description, methods from experimental linguistics, and applications for teaching indigenous languages.

SARIMANOK ROOM

(2.5.6) Bear Woman Told Four Times: Leveraging Scarce Resources for Learning

Erica Carson Jr. • Redwood Valley Rancheria: Pomo/Wappo
Ethan Rimdzius • Boston University
Brady Dailey • Boston University
James Sbordone • Boston University
Catherine O'Connor • Boston University

Original recordings are key for revitalization efforts in dormant language contexts. But text scarcity requires careful leveraging. Moreover, different learners have different needs. We present an online model of graduated versions of 2 recorded traditional texts, each suited for a different learning goal and audience.

KANIELA ROOM

FRIDAY PAPERS

SESSION SIX 3:20-3:50 PM

(2.6.1) Community-to-Community Language Documentation and Training: Two Case Studies

Racquel-María Sapién • University of Oklahoma
Ferdinand Mandé • Kari'nja Documentation Team
Sieglien Jubithana-Oosterwolde • Kari'nja Documentation Team
Dennis Jubithana • Kari'nja Documentation Team

This talk reports on two community-to-community documentation projects. In both, members of one Indigenous community provided training in language documentation to members of another. These projects push the boundaries of collaboration to include not just collaboration between community members and an outsider linguist, but rather collaboration between community members themselves.

KEONI AUDITORIUM

(2.6.2) My Country is My Classroom

Nathan Schrieber • Yarrabah State School

This presentation reports findings of my school- and community-based research project at Yarrabah (a small community in Queensland, Australia) where we have begun to revitalise our heritage language, Gunggay. It compares the effectiveness of teaching 'on Country' with 'in classroom' for acquisition of vocabulary items and language structures by students in two high school classes.

KOI ROOM

(2.6.3) "It's written niisto but it sounds like KNEE STEW." Blackfoot orthography: Some problems and possible solutions.

Inge Genee • University of Lethbridge

This paper discusses the main characteristics of the IPA-based standard orthography developed for Blackfoot in the 1960s that are difficult to learn for people whose literacy intuitions are based on English, and presents some solutions implemented in the Blackfoot Digital Dictionary (<https://dictionary.blackfoot.atlasling.ca>).

ASIA ROOM

(2.6.4) Raising language diversity awareness in Japan through web-based open access application

Kenan Celik • National Institute for Japanese Language and Linguistics
Nobuko Kibe • National Institute for Japanese Language and Linguistics

In order to raise awareness of linguistic diversity in Japan, we have built an open access web application that revolves around high quality sound files. It comprises a basic vocabulary database of languages spoken in Japan that is linked to pronunciation sound files, and a collection of audio oral texts.

PACIFIC ROOM

(2.6.5) A problem shared is a problem solved! - managing data the Open Source way

Robert Forkel • Max Planck Institute for the Science of Human History

The parallels between software development and management and data curation provide for a lot of potential re-use of tools and practices. This presentation explores this potential with a focus on unexpected opportunities like using a software package manager as client software to access language data in archives.

SARIMANOK ROOM

(2.6.6) Diŋgolē Kokole Tatalā (Little Green Frog): Using children's songs for language documentation

Christine Schreyer • UBC – Okanagan
Margaret Ransdell-Green • University of Hawai'i at Mānoa

This paper discusses the use of songs, both translated Western songs and traditional children's songs, as a method of language documentation. Using examples from Kala speaking communities located in Papua New Guinea, we discuss the benefits and challenges of songs as a tool and resource for academics and community researchers.

KANIELA ROOM

SATURDAY PAPERS

SESSION ONE 9:00-9:30 AM

(3.1.1) Dictionary as entry to literacy and language documentation: A Copala Triqui case study

Román Vidal López • Triquis sin Fronteras

Monica de Jesús Ramírez • Triquis sin Fronteras

Lauren Clemens • University of Albany, State University of New York

Jamillah Rodríguez • University of Albany, State University of New York

Michael Stoop • University of Florida

George Aaron Broadwell • University of Florida

We describe our collaboration between linguists and Triquis sin Fronteras, an organization for Copala Triquis living in diaspora. The collaboration centers on the creation of a dictionary project to provide lexical resources in a format useful to speakers who want to become literate in their language.

KEONI AUDITORIUM

(3.1.2) Communication Based Instruction and Evaluation of Language Revitalization

Julia Nee • University of California, Berkeley

This project examines the development, implementation, and evaluation of a summer language revitalization camp for children in the Zapotec-speaking community of Teotitlán del Valle, Mexico in summer 2018. I analyze evaluation methods (socio-linguistic interviews and naturalistic day-long recordings) for course outcomes and describe effective aspects of the course.

KOI ROOM

(3.1.3) Interactive Maps, Place, and Context

Anna Berge • Alaska Native Language Center

Edwin Ko • University of California, Berkeley

We describe two documentation projects, on St. Paul Island in Alaska and on the Crow Indian Reservation in Montana, involving the collection and mapping of places, the stories associated with them and their geography. We use Esri Story Maps to create web-based maps with narrative texts and multimedia content.

ASIA ROOM

(3.1.4) Who Texts What to Whom and When? The Use of the Maguindanaon Language in Texting

Dave Eberhard • SIL International

Manap Mangulamas • Payap University

Our paper studies the use of the Maguindanaon language in texting. This community in Mindanao Philippines is highly multilingual. Our research investigates the language choices of multilingual Maguindanoans when they text with each other. Findings show that the familial bond is the strongest factor conditioning the use of Maguindanoan texting.

PACIFIC ROOM

(3.1.5) No ke Ola o ke Kino: An Investigation of Archived Hawaiian Perspectives on Health and Disease

Riley Wells • University of Hawai'i at Mānoa

Pauline Chinn • University of Hawai'i at Mānoa

Archived Hawaiian newspaper articles may provide opportunities for transdisciplinary place-based learning. Whether investigated through the Hawaiian language or through English translations, parallels between historically recorded Hawaiian perspectives on changes in health and current academic definitions of scientific processes may be valuable to strengthening connections among academic, scientific, and Hawaiian communities.

SARIMANOK ROOM

(3.1.6) Cherokee Language Perseverance: A Literacy Studies Approach to Language Preservation

Ellen Cushman • Northeastern University

Presenter describes the Digital Archive for American Indian Languages Preservation and Perseverance (DAILP) project to suggest a model for understanding language perseverance as interconnected to and mutually supportive of language preservation efforts. Central to this model is the conception of language and literacy sponsorship to foster ongoing language practices.

KANIELA ROOM

SATURDAY PAPERS

SESSION TWO 9:40-10:10 AM

(3.2.1) Developing teaching resources for San Martín Duraznos Mixtec through gamification

Albert Ventayol-Boada • University of California, Santa Barbara
Carmen Hernández Martínez • MICOP; University of California, Santa Barbara

John Cano Barrios • University of California, Santa Barbara
Eric W. Campbell • University of California, Santa Barbara

In this paper we share a methodology for developing of digital language learning materials for San Martín Duraznos Mixtec (Otomanguean) through gamification. We design recreational learning activities taking a community-based approach and relying on open-access resources that are accessible and require little technical expertise or funding.

KEONI AUDITORIUM

(3.2.2) Iitl aa Xaad Kil tla'aandaang - The Haida language is taking care of us

Lucy Bell • Xaad Kihlga Hl Suu.u (Speak Haida Society)
Amelia Rea • Xaad Kihlga Hl Suu.u (Speak Haida Society)

An elder, a mother and her teenaged daughter worked together to revitalize their endangered language isolate, creating a Haida language app of over 3000 phrases. Learn about the healing impact the project had on them and the intergenerational language community it created.

KOI ROOM

(3.2.3) Linking Land with Language: Documenting and Reclaiming Kwakwala Plant Names on Canada's West Coast

Andrea Lyall • The University of British Columbia
Daisy Rosenblum • The University of British Columbia
Mark Turin • The University of British Columbia

This paper outlines a community-led language documentation and revitalization research project and the cross-disciplinary approach that was used to develop an audio-visual and on-line dictionary of plant names and terminology in the Kwakwala language. The paper concludes with structured reflections on how to proceed in community-led, technology-rich collaborative research projects.

ASIA ROOM

(3.2.4) Translating Facebook's Interface into Iñupiatun (and other Indigenous languages)

Myles Creed • University of Victoria

Though few Indigenous languages are currently supported by Facebook's interface, Facebook's Translations Application allows for community-driven crowdsourcing of translations. This paper and presentation presents how grassroots efforts helped bring Iñupiatun (an Inuit language of Alaska) onto Facebook and how other Indigenous languages communities can follow suit.

PACIFIC ROOM

(3.2.6) The development and implementation of Murrinhpatha levelled reading at OLSH Thamarrurr Catholic College

Megan Wood • OLSH Thamarrurr Catholic College
William Forshaw • OLSH Thamarrurr Catholic College
Deminhimpuk Francella Bunduck • OLSH Thamarrurr Catholic College

This paper documents the development and implementation of a Murrinhpatha levelled reader series at OLSH Thamarrurr Catholic College at Wadeye in Australia's Northern Territory. We present the collaborative processes of producing and implementing the reader series between linguists, book designers, teachers, assistant teachers, school leadership and the students themselves.

KANIELA ROOM

SATURDAY PAPERS

SESSION THREE 10:20-10:50 AM

(3.3.1) TEI and the Mixtepec-Mixtec corpus: data integration, annotation and normalization of heterogeneous data for an under-resourced language

*Jack Bowers • Austrian Center for Digital Humanities, Inria - Team ALMANaCH, École Pratique des Hauts Études (EPHE) - Paris
Laurent Romary • Inria - Team ALMANaCH, Berlin Brandenburgische Akademie der Wissenschaften (BBAW)*

This paper presents our approaches to creating, editing, annotating and curating an extensible and reusable TEI corpus for Mixtepec-Mixtec. We cover issues particular to working with an under-resourced language and show how we integrate a variety of homogeneous resources, normalize orthographic and phonetic data, and create searchable multi-layered annotations.

KEONI AUDITORIUM

(3.3.2) Dinjii Zhuh K'yaa: A Gwich'in K-12 Curriculum based on the Taii Model

*Charleen Fisher • Council of Athabaskan Tribal Governments
Paul Williams Jr. • Council of Athabaskan Tribal Governments
Denise Ziegler • Atlas*

This US Department of Education 3-year NYCP Demonstration Grant awarded to the Alaskan Tribal Consortium, Council of Athabaskan Tribal Governments, compiles existing Gwich'in Language instructional material developed by local Gwich'in K-12 Instructors, further documents Elders, and develops curriculum hosted on the online Rubicon Atlas platform.

KOI ROOM

(3.3.3) Electronic dictionaries of Ingrian and Votic – minor Finnic languages on the verge of extinction

*Fedor Rozhanskiy • University of Tartu
Elena Markus • University of Tartu*

This paper presents electronic dictionaries of Ingrian and Votic, two minor Finnic languages on the verge of extinction. The dictionaries are designed to facilitate the language learning when no native speakers can work as teachers. They include a morphological synthesizer and provide audio illustrations for different forms.

ASIA ROOM

(3.3.4) Bridging Language Documentation to Language Revitalization; Sugt'stun from Dr. Leer

*Ivana Ash • Alaska Native Language Archive
Siri Tuttle • Alaska Native Language Center*

In this paper we describe a community-academy-archive collaboration for reuniting archived Sugt'stun language and Suqpiaq people. Working together, community and academic linguists are organizing, cataloguing and repurposing materials that have been inaccessible for decades.

PACIFIC ROOM

(3.3.5) An implemented grammar for the documentation and description of Komi-Zyrian, an endangered language of Northern Russia

*Rogier Blokland • Uppsala University
Marina Fedina • FU-Lab
Niko Partanen • Institute for the Languages of Finland
Michael Rießler • University of Bielefeld*

We argue for the multifunctional potential of writing a highly formalized morphological and syntactic description of an endangered language to be implemented in a syntactic dependency parser for corpus tagging as well as language technology to support language production and teaching.

SARIMANOK ROOM

(3.3.6) Indigenous Literacy – Our Voices, Our Aspirations

Tina Raye • Indigenous Literacy Foundation

This presentation offers an alternative view of Indigenous Australians engaging with literacy in our own languages, for our own purposes. I discuss the language and literacy potential through the creation and development of books where Indigenous people choose their content and the language(s) they are written in.

KANIELA ROOM

SATURDAY PAPERS

SESSION FOUR 2:00-2:30 PM

(3.4.1) Ka Leo o Na Kupa: Literacy for Native Speaking Children of Hawaiian

Annette Kuuipolani Wong

Kahea Faria • University of Hawai'i at Mānoa

Ka Leo o Na Kupa: Literacy for Native Speaking Children of Hawaiian is a recent task taken on by Ka Leo O Na Kupa, a committee on language preservation and documentation to preserve and document the colloquial speech of the L1 speaking community of Hawaiian through a series of books.

KEONI AUDITORIUM

(3.4.2) Assessing digital language support as a factor in language vitality

Gary Simons • SIL International

Abbey Thomas • SIL International

Introduces the Digital Language Support Scale which uses a web harvesting strategy to discover and categorize the level of digital support for every known language. It provides an automated, data-driven method that can be used to monitor the progress endangered languages make toward increased digital support.

KOI ROOM

(3.4.3) ἄνθρωπος ἔπιγινώσκων (Knowing our land): Community-University research partnerships to reclaim Gwa'sala and 'Nakwaxda'xw traditional ecological knowledge in Kwakwaka (Bakwamkala)

Daisy Rosenblum • The University of British Columbia

Lucy Hemphill • Gwa'sala-'Nakwaxda'xw Nations

Erin Latham • Gwa'sala-'Nakwaxda'xw Lands and Resources

Melissa Marsh • Gwa'sala-'Nakwaxda'xw Elementary School

This presentation describes a group of intertwined projects which seek to reclaim, for community purposes, place-based knowledge of the ancestral homelands from which the 'Nakwaxda'xw and Gwa'sala were forcibly removed in 1964.

ASIA ROOM

(3.4.4) Assessing the input: Teacher speech in a Kaqchikel immersion school

Raina Heaton • University of Oklahoma

Igor Xoyón

This paper discusses an assessment of language input at the immersion school Nimaläj Kaqchikel Amaq' (Guatemala), with the aim of better understanding why the children had not performed as well as expected on earlier production and comprehension tests, and what can be done.

PACIFIC ROOM

(3.4.5) Taking aim at the 'transcription bottleneck': Integrating speech technology into language documentation and conservation

Christopher Cox • Carleton University

Gilles Boulianne

Jahangir Alam • Centre de Recherche Informatique de Montréal

With the widespread adoption of digital recording techniques, language documentation programs now often produce more audiovisual materials than can be annotated by hand. We demonstrate how state-of-the-art automatic segmentation, speaker diarization, and language identification methods from computational linguistics can be integrated into documentary workflows to help address this 'transcription bottleneck'.

SARIMANOK ROOM

(3.4.6) Indigenous Storytelling: a Computer Programming Language

Jon Corbett • The University of British Columbia

This paper introduces the Indigenous Digital Media Toolkit (IDMT), a programming language, with a specialized user interface that uses the Cree language, syllabic writing system, Cree cultural practices and forms of Cree storytelling as programmatic inputs to produce digital representations (as digital artwork) of the story(ies) used for the input.

KANIELA ROOM

SATURDAY PAPERS

SESSION FIVE 2:40-3:10 PM

(3.5.1) Challenges of Hawaiian Text Information Retrieval

Kelsea Hosoda • University of Hawai'i at Mānoa

What happens to language artifacts after they have been archived? In this project, I identify and discuss challenges of information retrieval within Hawaiian language text documents from the Hawaiian newspapers corpus. A conceptual framework based on the development of Hawaiian language-specific search algorithms is presented to address the identified challenges.

KEONI AUDITORIUM

(3.5.2) A Survey of Indigenous Language Tools: The Emergence of Two Lexicographical Approaches among Indigenous Languages of Canada

Elizabeth Pankratz • Humboldt-Universität zu Berlin

Jordan Lachler • University of Alberta

Antti Arppe • University of Alberta

We review the functionalities in existing online dictionaries for Canadian Indigenous languages, tracing their differences to two types of underlying infrastructure: lexical databases and computational morphological models. We evaluate the merits of these approaches, concluding that dictionaries based on computational models represent the future in electronic lexicography for endangered languages.

KOI ROOM

(3.5.3) Alaska Native Place Names preservation: finding resources, funding projects, and following the lead of local elders

Francisca Demoski • Bristol Bay Native Corporation

Anecia Toyukak • Elder

Mike Toyukak • Elder

Place names reveal critical insights into language and interactions with the land going back millennia. The Bristol Bay Place Names Project has been working to preserve place names for 15 years. This paper describes how the program was developed, offers funding ideas, and the perspective of local place names researchers.

ASIA ROOM

(3.5.4) Preserving language through documenting an endangered craft: A weaving case study in Natqgu [ntu], Solomon Islands

Kim Beebe Wells • Dallas International University

I report on doing weaving domain culture documentation and its effects of revitalizing Natqgu [ntu] language and culture. This suggests that similar results could be gained by doing deep culture documentation in areas of interest to both the researcher and the community—documenting specialized vocabulary in its context and culture.

PACIFIC ROOM

(3.5.5) Technology Driven Aids for Minority Tongues: A Case Study of Kumauni Vani

Anshikha Adhikari • IIT Kanpur

The paper studies the attitude of Kumauni speakers towards their language and contributions of media platforms like Kumaun Vani (a radio station) for the promotion, preservation and maintenance of Kumauni. It studies if such media actually encourages the young speakers to use their language outside the family and religious domains.

SARIMANOK ROOM

(3.5.6) Learning and teaching Gumbaynggirr through story: Behind the scenes of professional learning workshops for teachers of an Aboriginal language

Susan Poetsch • The University of Sydney

Michael Jarrett • Muurrbay Aboriginal Language and Culture Centre

Denise Angelo • Australian National University

This presentation unpacks the rationale and delivery of a series of workshops designed to support Gumbaynggirr community members teaching their language in schools in NSW, Australia. The strengths of people and resources at the heart of Gumbaynggirr language revival lead to 'story' emerging as the basis of the workshops.

KANIELA ROOM

SATURDAY PAPERS

SESSION SIX 3:20-3:50 PM

(3.6.1) Presenting Kani'āina, the Spoken Hawaiian Language Repository

Keiki Kawai'ae'a • University of Hawai'i at Hilo

Larry Kimura • University of Hawai'i at Hilo

Andrea Berez-Kroeker • University of Hawai'i at Mānoa

Bob Stauffer • University of Hawai'i at Hilo / Ulukau Electronic Library

Dannii Yarbrough • University of Hawai'i at Mānoa

Kaliko Trapp • University of Hawai'i at Hilo

We present Kani'āina, the first online repository of spoken L1 'Ōlelo Hawai'i. Kani'āina will allow interactive access to recordings and transcripts through Ulukau, a bilingual digital library interface that is arguably the most-accessed site for Hawaiian language materials. Kani'āina will also implement a procedure for crowdsourced transcription of recordings.

KEONI AUDITORIUM

(3.6.2) New goals for software tools in language documentation

Kavon Hooshlar • University of Hawai'i at Mānoa

Software tools for language documentation, while successful at providing core functionalities, fall short of their users' needs due to insufficient interoperability across tools, failure to prioritize archiving and collaboration, etc. I propose foci for tool development beyond iterative improvement of existing tools, mainly the creation of a standardized data structure.

KOI ROOM

(3.6.3) Walking the Land: Documenting intergenerational, conversational Ojibwemowin in the Forest

Mary Hermes • University of Minnesota

Melissa Engman • Grassroots Indigenous Multimedia

Kevin Roach • Grassroots Indigenous Multimedia

This project documents Elders and youth taking forest walks, using Ojibwe only. Participants wear point of view (POV) cameras, and record data detailing their interaction to each other and the land. This multimodal record is then analyzed using an interactional analysis (Duranti and Goodwin, 1992) to understand the moment by moment production of meaning about the natural world and the connection of land and language.

ASIA ROOM

(3.6.4) Documenting and re-claiming Secwepemc ornithological knowledge through research and technology

Marianne Ignace • Simon Fraser University

Ronald Ignace • Skeetchestn Indian Band

We present documentation of Secwepemc ornithological knowledge reflected in bird names, bird song and stories connected to Secwepemc environmental knowledge, spiritual and social concepts. Digital technology plays a vital role in mobilizing such re-claimed linguistic knowledge, but from the perspective of Indigenous communities, it cannot replace living interaction with birds.

PACIFIC ROOM

(3.6.5) Indigenous language preservation through collaborative open-access attempts: the example of the Wikipedia project of the Atikamekw Nation

Nastasia Herold • University of Leipzig

In Manawan, an Indigenous community in Canada, the presenter has initiated a school project in 2013 to create a Wikipedia in the local language Atikamekw, spoken by 8,000 people. Today, the Wikipedia in Atikamekw has many regular native editors and is used in the Atikamekw schools, the Atikamekw institutions and at home. The aim of this presentation is to communicate the importance of endangered languages existing on the web to be regularly used.

SARIMANOK ROOM

(3.6.6) Wooch een Yéi Jidané: Equitable Partnership in Language Revitalization Movements

Heather Burge • The University of British Columbia

Discussing ways equitable partnerships between indigenous language learning communities and the academies that participate can be forged, this presentation raises the question about equity, reciprocal research, and how the academy can begin taking steps toward reconciliation regarding language work, with Tlingit understanding of balance and reciprocation firmly in mind.

KANIELA ROOM

SATURDAY PAPERS

SESSION SEVEN 4:00-4:30 PM

(3.7.1) Connecting technology and culture: overcoming obstacles in the teaching of Hawaiian intonation

Yumiko Ohara • University of Hawai'i at Hilo

Kaliko Trapp • University of Hawai'i at Hilo

This presentation focuses on an attempt to integrate the use of technology with traditional cultural understandings to teach Hawaiian language learners intonational patterns that provide both a higher level of authenticity to their speech, and a positive impact on language learning and the overall efforts of language revitalization.

KEONI AUDITORIUM

(3.7.2) Long-Distance Fieldwork Online: Case Studies in China and Pakistan

Chris Donlay • San Jose State University

The spread of internet access, even in remote areas, is erasing barriers in fieldwork that previously limited or even curtailed documentation projects. In this talk, the benefits and disadvantages of these methods are explored, drawing from the author's experience as a US-based linguist with ongoing projects in China and Pakistan.

KOI ROOM

(3.7.3) Documenting and Analyzing Indigenous Place Names through Cartography

Rebekah Ingram • Carleton University

This paper demonstrates the value of Indigenous place names and advocates for their preservation in the field of documentary linguistics through mapping technologies which can facilitate spatial analysis of linguistic information, as well as preserve linguistic, spatial and cultural through collaborative mapping with Indigenous communities.

ASIA ROOM

(3.7.4) Data in Flight: The Use of Technology in the Urgent Documentation of Bird Data in Mayan Languages

Kerry Hull • Brigham Young University

Rob Fergus • Rowan University

As part of a long-term project, we here report on our efforts to use technology in the documentation of rapidly disappearing bird names and ethnographic data among all Mayan language groups of Mesoamerica. We focus on effective uses of technologies that can also benefit local indigenous communities.

PACIFIC ROOM

(3.7.5) Transcribing and Immersion Practices Combine to Advance Conversational Proficiency

Laura Grant • Kawaiisu Language and Cultural Center

Kawaiisu is an under-documented Uto-Aztecan language of California. Two first-language speakers remain. Community researchers have implemented a three-pronged strategy that combines videotaping fluent conversations, doing linguistic analysis of these recordings using ELAN software, and participating in immersion-style conversations. New research explores the resulting competencies in adults' learner language.

SARIMANOK ROOM

(3.7.6) Literacy and Indigenous Language Revitalization: Redefining and Recontextualizing

Emily Comeau • University of Victoria

This paper explores the role of print literacy in Indigenous language revitalization initiatives, and concludes that print literacy, as one type of literacy, and embedded within the cultural, political, and social context of a community, can be used to strengthen Indigenous languages and reaffirm Indigenous identities.

KANIELA ROOM

SUNDAY PAPERS

SESSION ONE 9:00-9:30 AM

(4.1.1) “Pre-archiving” with the California Language Archive: Incremental Archiving and Early Ongoing Curation

Andrew Garrett • University of California, Berkeley

Edwin Ko • University of California, Berkeley

Julia Nee • University of California, Berkeley

Zachary O'Hagan • University of California, Berkeley

Ronald Sprouse • University of California, Berkeley

Archiving traditionally concludes a research project. The California Language Archive includes a digital repository with the structure and metadata of the CLA, but whose contents are private until otherwise specified. Depositors can thus curate, change, and view their collections throughout an ongoing project prior to final accessioning.

KEONI AUDITORIUM

(4.1.3) Kaitiakitanga: Community-led guardianship and automatic speech recognition for te reo Māori

Suzanne Duncan • Te Reo Irirangi o Te Hiku o Te Ika

Peter Lucas Kaaka Jones • Te Reo Irirangi o Te Hiku o Te Ika

Taimania Jones • Te Reo Irirangi o Te Hiku o Te Ika

Keoni Kealoha Mahelona • Wai Inc.

The talk aims to address issues of language revitalization of Amawaka, an endangered Panoan language of the Amazon. The researchers' plan is to implement a multidisciplinary project in Linguistics, Anthropology, and Ethnography to join the efforts of the indigenous people in preserving their own culture and language.

ASIA ROOM

(4.1.4) Training Signers to Document Sinasina Sign Language (Papua New Guinea)

Samantha Rarrick • National Science Foundation

Sinasina Sign Language (SSSL) is a sign language indigenous to Chimbu province. SSSL signers have been recruited and trained in technological skills in the ongoing documentation of this language. We address setbacks and successes in such and argue that there is significant need for further sign language documentation in PNG.

PACIFIC ROOM

(4.1.5) From Participatory Corpus Building to Grammatical Analysis of Living Language: Working to Understand a Multimodal Order of Saying-and-Doing in a Zapotec Video Corpus

Mark Sicoli • University of Virginia

Pedro Martínez García • Santa María Lachixio

On methodological challenges and theoretical possibilities of multimodal video analysis for documentary linguistics. We present results of a participatory project to build and analyze a video corpus of Zapotec language interactions in Oaxaca, Mexico, with examples of grammatical variation across focused collaborations involving talk, gestures, and joint attention to objects.

SARIMANOK ROOM

(4.1.6) Lessons from collaborating on an Inuinnaqtun dictionary

Richard Compton • Université du Québec à Montréal

Emily Kudlak • Inuvialuit Cultural Resource Centre

This talk outlines a multi-year collaboration between a community-based speaker-linguist and a university-based linguist to create a new Inuinnaqtun dictionary, offering a case study in creating a dictionary for a low-resource language using materials from neighbouring dialects as a starting point.

KANIELA ROOM

(4.1.7) Vivinei Malivi: Community initiated documentation of a Roviana performance genre

Peter Schuelke • University of Hawai'i at Mānoa

Frank Tuke • Roviana Communicate, Learn, & Teach

Vivinei Malivi is a genre of speech which Western trained linguists are not likely to be looking for and the sort of valuable cultural practice which can only be documented through careful collaboration with the community. The ongoing Vivinei Malivi documentation project not only acts to preserve and conserve a unique cultural artform, it also stands as a model for documentation practices in collaborative community driven efforts.

TAGORE ROOM

SUNDAY PAPERS

SESSION TWO 9:40-10:10 AM

(4.2.1) Considerations of Indigenous Research Priorities in Developing the Guide to the Indigenous Materials at the American Philosophical Society

Brian Carpenter • American Philosophical Society

Paul Sutherland • American Philosophical Society

The Guide to the Indigenous Materials at the American Philosophical Society, published 2018, reflects monumental shifts in the Society's understanding of its Indigenous manuscript collections brought about by recent partnerships with Indigenous communities. This paper discusses the creation of expanded, discoverable, culturally-responsive metadata to represent its collections.

KEONI AUDITORIUM

(4.2.3) Xwexwáytet Re Alálkstes Tn Knucwatwácwes (We Are Working Together to Help Each Other): The Splatsin Community Build an Augmented Reality Storytelling App in Secwepemctsin

David Dennison Lacho • The University of British Columbia

Aaron Leon • Splatsin Tsm7aksaltn

We describe the experience of developing Tuwitames, an Augmented Reality (AR) app in Splatsin First Nation's dialect of Secwepemctsin. We discuss ways in which the app was built with the Splatsin community by outlining community members' contributions to the app. The app has inspired community members to learn Secwepemctsin.

ASIA ROOM

(4.2.4) North American Sign Language and the Colonial Power Matrix

Hannah Brouse • University of New Mexico

The hegemony of American Sign Language (ASL) obscures the variety of sign languages and cultures that exist in North America. This work illuminates the coloniality of ASL and shifts the loci of knowledge to an indigenous signed lingua franca, Plains Indian Sign Language (PISL), creating a decolonial call to arms.

PACIFIC ROOM

(4.2.5) Copyright and the distributed lexicon

Hugh Paterson • University of North Dakota

The issue of copyrights in lexicography has been a complex issue in some projects/communities. We present two solutions for managing copyrights in lexicography projects with multiple contributors. We discuss ownership rights and data ecology impacts. We consider both publishable outputs and derivative downstream projects which might benefit language communities.

SARIMANOK ROOM

(4.2.6) Ojibwe-only Dictionaries for Ojibwe Immersion Education

John Nichols • University of Minnesota

Bradley Harrington • Mille Lacs Band of Ojibwe

Chato Gonzalez • Mille Lacs Band of Ojibwe

Bilingual dictionaries, useful tools in Ojibwe second language education, are not appropriate for immersion programs, where the autonomy of Ojibwe is central. They frame and define the indigenous language in a colonial language. Drawing on monolingual definitions created orally by Elders, we examine the prospects for an Ojibwe-only dictionary.

KANIELA ROOM

(4.2.7) Digital Kinesthetic Learning and the Gitksan Pronominal Paradigm

Aidan Pine • The University of British Columbia

I will provide an overview of the Gitksan pronominal system and demonstrate a drag-and-drop grammar app that is intended to teach the system and which is able to provide statistics to teachers and instructors.

TAGORE ROOM

SUNDAY PAPERS

SESSION THREE 10:20-10:50 AM

(4.3.1) Community Archives: Safeguarding Indigenous language and knowledge

Douglas Mann • Keeping Culture

Indigenous communities in Australia are embracing technology to preserve, organise and repatriate their digitised media and cultural knowledge. One such example is Keeping Culture KMS, a community archive web application enabling Indigenous organisations to actively maintain a broad spectrum of cultural information, while conforming to cultural protocols and community expectations.

KEONI AUDITORIUM

(4.3.3) South Saami Researcher Community Collaboration

Mikael Vinka • Umeå University

Evald Stenfell • Snåsa

Jonar Thomasson • Røyrvik

This talk describes researcher community collaboration in the documentation of spoken South Saami. Native speakers were trained in digitalized transcription, along with the development of a transcription manual. The transcribed material has been made accessible to the South Saami communities to support language learning as well as language usage.

ASIA ROOM

(4.3.4) A Community-Based Approach to Developing a Language Education Policy on Kosrae in the Federated States of Micronesia

Bradley Rentz • REL Pacific at McREL International

Katie Gao • REL Pacific at McREL International

Tulensru Waguk • Kosrae Department of Education

Wilson Kephars • Kosrae Department of Education

This paper discusses the language planning initiative of the Kosrae Department of Education (KDOE) to develop a language policy for education that will emphasize students' Kosraean and English language abilities to succeed in K-12, college, careers, and Kosraean ways of knowing in an increasingly globalized environment.

PACIFIC ROOM

(4.3.5) Preserving Palestinian Arabic in Israel: The Historical Dictionary Atlas of Muṭallaṭ Arabic

Letizia Cerqueglini • Tel Aviv University

I share this language preservation project with researchers and activists conducting community-based language preservation projects focused on lexicons. I am preparing an online historical dictionary atlas of traditional Palestinian Arabic spoken in the Muṭallaṭ region (Israel). Traditional Muṭallaṭ Arabic is spoken today only by community elders over age 60.

SARIMANOK ROOM

(4.3.6) Engaging, Connecting, and Mobilizing Indigenous Language Learning Leaders, Supporters, and Researchers through an Online Sharing Space ~ NILLA (NETOLNEW Indigenous Language Learning Atlas)

Onowa McIvor • University of Victoria

Nathan Brinklow • Tsi Tyónnheht Onkwawén:na

Callie Hill • Tsi Tyónnheht Onkwawén:na

Adam Stone • Carleton University

Arok Wolvengrey • First Nations University of Canada

Jessica Ball • University of Victoria

NILLA (NETOLNEW Indigenous Language Learning Atlas) is an innovative online sharing space connecting Indigenous communities and making visually accessible where new language speakers are being created in Canada and how. We will report on key decisions made during the conceptualization of NILLA, including the Guiding Principles prioritizing Indigenous data ownership.

TAGORE ROOM

(4.3.7) Racing against time

Lucy Bell • Royal BC Museum and Archives

Ember Lundgren • Royal BC Museum and Archives

As a leader in language repatriation, this paper addresses the work of a Provincial museum that strives for meaningful collaborations and reconciliation as they race against time towards preservation, repatriation and language revitalization of thousands of linguistic recordings.

KEONI AUDITORIUM

SUNDAY PAPERS

SESSION FOUR 11:00-11:30 AM

(4.4.1) The Indigenous Languages Digital Archive for depth, breadth and rigor in archives-based research for revitalization

Daryl Baldwin • Myaamia Center, Miami University

Jaeci Hall • Northwest Indian Language Institute, University of Oregon

Gabriela Perez Baez • Northwest Indian Language Institute, University of Oregon

Carson Viles • Northwest Indian Language Institute, University of Oregon

Jerome Viles • Northwest Indian Language Institute, University of Oregon

The Indigenous Languages Digital Archive (ILDA) enables management of digital copies of archival materials along with their transcription, translation and analysis, in addition to output for revitalization. These capabilities are demonstrated through a presentation of the depth, breadth and rigor of research for the revitalization of Oregon Dene dialects.

KEONI AUDITORIUM

(4.4.3) Subverting the Ideology of Standardization with Language Technology

Atticus Harrigan • University of Alberta

Jordan Lachler • University of Alberta

Antti Arppe • University of Alberta

This presentation discusses issues that arise when pluricentric languages, those with multiple standards, are engaged with on a technological level. Using finite state transducers, we show how technology can not only acknowledge multiple language standards, but actually bolster their use by making it easy for users to switch between them.

ASIA ROOM

(4.4.4) Connecting language acquisition to language documentation and beyond: The CCLAS project and Northern East Cree

Ryan E. Henke • University of Hawai'i at Mānoa

Julie Brittain • Memorial University of Newfoundland

We discuss how first language acquisition research projects—such as the Chisasibi Child Language Acquisition Study, which focuses on Northern East Cree in Quebec, Canada (www.mun.ca/cclas)—can enrich language documentation, inform linguistic description, and generate insights with potential applications for teaching indigenous languages to new speakers.

PACIFIC ROOM

(4.4.5) Giving Digital Life to a Print Dictionary

Michael Maxwell • CASL

Many endangered (and even extinct) languages have print dictionaries for which no digital form is available. How can such a dictionary be given digital life, validated and put to use? This paper describes a proof of concept for digitizing print dictionaries, building a parser, and using these to process texts.

SARIMANOK ROOM

(4.4.6) Documenting, mapping and blogging: creative solutions for saving Indigenous languages in North Pakistan and South Eastern Australia

Jakelin Troy • The University of Sydney

Mujahid Torwali • IBT

In this paper we, the authors, will explore the use of social media in the revival and maintenance of languages in north Pakistan and south eastern Australia. Both authors are Indigenous people involved in the description, revival and maintenance of languages in their home regions.

KANIELA ROOM

(4.4.7) Documenting paradigmatic relations in the Navajo verbal complex

Jalon Begay • University of New Mexico and the University of Rochester

Joyce McDonough • University of Rochester

Extensive conjugational paradigms is viewed as incidental to much grammar writing and description. However, paradigms provide essential information about variation and its correlation to grammatical factors like morphosyntactic and semantic relationships, because paradigms document crucial organization patterns among words. We demonstrate an interactive multidimensional online atlas for extensive paradigms.

TAGORE ROOM

THURSDAY POSTERS

GARDEN LEVEL ROOMS (DOWNSTAIRS)

12:30-2:00 PM

(P1.1) Language Vitality, the Benguet Adivay Festival, and Social Media

Learane Ampaguey • University of the Philippines Baguio

This poster examines the role of some Benguet languages, spoken in the Northern part of Luzon, Philippines. It investigates the language vitality and the multilingual internet characteristics of the languages used during the celebration of Benguet Adivay, a government funded festival and some social media posts (Facebook, Twitter, and Youtube).

(P1.4) Doyon Languages Online

Nathaniel Feemster • Doyon Foundation

Allan Hayton • Doyon Foundation

Diloolo Erickson • Doyon Foundation

Doyon Languages Online is a partnership dedicated to working with the Athabascan languages of interior Alaska to create online language learning courses through community authorship and technology. Tribal entities looking for, or currently facilitating, grant funded language revitalization projects will benefit from attending this presentation.

(P1.5) Language documentation opportunities in multidisciplinary archives: Strategies from Mainland Southeast Asia

Nicole Kruspe • Lund University

Niclas Burenhult • Lund University

The Repository and Workspace for Austroasiatic Intangible Heritage is developing a multidisciplinary archive addressing a largely under-exploited opportunity in the language documentation endeavor. We present strategies for consolidating and enriching an existent body of research and developing new networks and expertise in a poorly documented corner of Mainland Southeast Asia.

(P1.6) Iliamna Lake Place Names Projects: Connecting the Communities to their Homeland by Sharing Local Knowledge, Southwest Alaska

Yoko Kugo • University of Alaska Fairbanks

Eva Evelyn Yanez • Bristol Bay Native Corporation

This poster will present the progress and findings of community-based collaboration of the Iliamna Lake Place Name Project from local and outsider perspectives in Alaska. Learning, sharing, and using their local place names will assist locals to strengthen their cultural identity and connections to their homeland.

(P1.8) Applications of Documentation in tʔinismu? tilhinktityu: Planning, Worldview, and Technology

A. M. Moretti • Cal Poly

Deborah Morillo • yak tityu tityu yak tilhini

We show documentation, applications, and conservation from perspectives of worldview, cultural preservation, and decolonization. We seek an exchange of ideas with lexicographers, grammar writers, documentarians, and indigenous leaders experienced in kinship-based community approach regarding our examples of multimedia, worldview-based dictionary, grammar, and learning app.

THURSDAY POSTERS

GARDEN LEVEL ROOMS (DOWNSTAIRS)

12:30-2:00 PM

(P1.9) Participatory Action Research (PAR) and Documenting an 'Invisible' Language: Lessons from Ghanaian Student Pidgin (GSP)

Kwaku Osei-Tutu • Purdue University / University of Ghana

This poster argues that Ghanaian Student Pidgin is 'invisible' because of (1) the position taken by (Ghanaian) linguists and the Academy regarding pidgin and its status in Ghana and (2) the attitudes of the speakers themselves to the language. It also offers some thoughts on the way forward.

(P1.10) Usefulness of Gesture as a Teaching Modality to Learn the Gathang Language

Rhonda Radley • Western Sydney University

Within Aboriginal Language revitalisation, NSW, Australia, there is a relative lack of research into how to teach language effectively in classroom contexts. The purpose of this study, by an Aboriginal researcher, is to explore the usefulness of gesture as a teaching modality to help preschool learners to learn Gathang Language.

(P1.11) From low-tech to high-tech: Supporting and enhancing language learning

Racquel-María Sapién • University of Oklahoma

Tracy Hirata-Edds • University of Kansas

We demonstrate how hi-, medium-, and low-tech tools can support language learning. Through case study examples of technologies and accompanying activities, we provide an introductory feel for the myriad options documenters and revitalizationists can collaboratively incorporate into their respective projects and, hopefully, encourage implementation connecting communities with language through technology.

(P1.12) Solar Energy for Language Documentation in Melanesia: Lessons from the Western Solomon Islands

Peter Schuelke • University of Hawai'i at Mānoa

In many environments, a lack of access to reliable sources of electricity remains an obstacle to adequate language documentation. This talk discusses potential solar energy solutions for language documentation in Melanesia, drawing on experience in the Western Solomon Islands, an area of considerable linguistic diversity but very little documentation (Hammarstrom and Nordoff 2012). In the Western Solomon Islands, enough solar energy was collected to power audio recorder, video recorder, cell phone, and tablet as recently as 2017.

(P1.13) Bidirectional Leveraging of Computational Morphology and Linguistic Fieldwork

Lane Schwartz • University of Illinois at Urbana-Champaign

Sylvia Schreiner • George Mason University

Emily Chen • University of Illinois at Urbana-Champaign

Benjamin Hunt • George Mason University

In this poster, we describe our work on St. Lawrence Island Yupik jointly leveraging computational morphology and linguistic fieldwork. Through this process, we have successfully identified previously undescribed lexical, morphological, and phonological processes in Yupik while simultaneously increasing the coverage of the Yupik morphological analyzer.

(P1.14) Coding Pragmatics in ELAN for Language Documentation

Martha Tsutsui Billins • SOAS, University of London

This talk will present a workflow developed by the researcher to code for pragmatics in endangered languages using the ELAN annotation tool. Using this workflow, researchers can systematically determine what linguistic forms are being used in what contexts, or in other words, illuminate the connection between form and function.

(P1.15) Linguistic fieldwork and revitalization: the case of Upper Lozva Mansi

Daria Zhornik • Moscow State University

Sophie Pokrovskaya • Moscow State University

Our talk describes the peculiar conditions encountered during documentation of an isolated Mansi dialect (Mansi < Finno-Ugric < Uralic, an indigenous language of Russian Federation). We present the results of our fieldwork which appear to be acting as a revitalization mechanism, thus being relevant not only for the linguistic community but also for Mansi native speakers.

SATURDAY POSTERS

GARDEN LEVEL ROOMS (DOWNSTAIRS)

12:30-2:00 PM

(P2.1) Dynamic use of media in language revitalization

Annalee Pope • First Languages Australia

This poster presentation will showcase a selection of media projects undertaken to promote Australia's first languages and stimulate an increasing wave of public interest and support. They include "Gambay" an interactive digital map of the languages which incorporates over one hundred videos that were created with the help of the Australian national broadcaster.

(P2.2) Towards a Prosody Teaching Toolkit: Developing methodology for a real-time intonation visualization component

Marion Caldecott • University of Victoria

Ewa Czaykowska-Higgins • University of Victoria

John Lyon • California State University, Fresno

Janet Leonard • University of Victoria

Kyra Fortier • University of Victoria

Karsten Koch

The proposed poster presents our methodology in developing the input for a real-time visual component for teaching prosody in three Interior Salish languages. Pausing and intonation contours are examined and analysed.

(P2.3) Documentation, archiving, and preservation of Sri Lanka Portuguese

Hugo Cardoso • Universidade de Lisboa

Mahesh Radhakrishnan • Universidade de Lisboa

Patrícia Costa • Universidade de Lisboa

Rui Pereira • Universidade de Lisboa

Sri Lanka Portuguese is a Portuguese-lexified creole spoken by the Portuguese Burgher community. We report on a major documentation project which produced an audiovisual corpus of modern SLP language and oral/musical traditions, a sociolinguistic survey of the community, a collaboratively-developed orthography, and transcriptions of rare archival documents on SLP.

(P2.5) Tsova-Tush language attitudes and use

Bryn Hauk • University of Hawai'i at Mānoa

Bradley Rentz • University of Hawai'i at Mānoa

This poster provides updated information about the linguistic vitality of and attitudes toward Tsova-Tush, a severely endangered language spoken in the Republic of Georgia. We observe mixed attitudes toward the language and decreasing interest in the language by younger speakers. We also estimate there to be 400-800 current Tsova-Tush speakers.

(P2.6) Documenting Semantically Precise Distinctions in Highly Endangered Languages

Kimberly Johnson • The University of Massachusetts Amherst

In this presentation we discuss variations on traditional semantic elicitation tasks that were effective in documenting semantic phenomena in three Muskogean languages - Chickasaw, Creek, and Koasati. We found that variations employing storyboards, linguistic context, and dialogues were most effective. We provide replicable stimuli and discuss implications for revitalization and conservation.

(P2.7) Community Building Through Language Technology: Current Challenges and Future Perspectives in Potawatomi

Corinne Kasper • Pokagon Band of Potawatomi Indians, University of Chicago

Rhonda Purcell • Pokagon Band of Potawatomi Indians

Marcus Winchester • Pokagon Band of Potawatomi Indians

Carla Collins • Pokagon Band of Potawatomi Indians

Kendall Race • Pokagon Band of Potawatomi Indians

The Pokagon Potawatomi's widespread population and young citizen base lends itself to technologically based language revitalization strategies. Technology can be a unifying factor for a community, but this point gets lost in discussion of how communities interact with technology, which is a small literature compared to how technology is structured.

(P2.8) Using Hawaiian Language Newspaper Articles for Time and Place-Based Science Education

Kyle Kolomona Nakatsuka • University of Hawai'i at Mānoa

Kahea Faria • University of Hawai'i at Mānoa

Riley Kauai Wells • University of Hawai'i at Mānoa

Puakea Nogelmeier • University of Hawai'i at Mānoa

We describe the use of articles from the vast, but widely untapped, Hawaiian newspaper archive to develop science curriculum for English-language and Hawaiian-language immersion schools. Articles provide content and context for science lessons, align with Next-Generation Science Standards (NGSS), and improve learning outcomes.

SATURDAY POSTERS

GARDEN LEVEL ROOMS (DOWNSTAIRS)

12:30-2:00 PM

(P2.9) The use of Quizlet in language revitalization by the Peranakans

Nala H. Lee • National University of Singapore

This poster describes the use of Quizlet as part of a wider initiative to revitalize Baba Malay in Singapore. Quizlet is a mobile and web-based application that creates flashcards, matching games, and other tools based on a simple input of a lexical item and its definition within a study set.

(P2.10) The practice of art as a mode of conservation to enhance the cultural and linguistic assets of endogenous communities: the case of Vac'Art, a language and art camp in the Bàsàa community in Yaoundé

*Gérard Nyunai Ngan • Association Restart
Veronica Quillien • University of Minnesota
Gwladys Ngan • Art2rue*

This poster considers arts as artistic and aesthetic tools to creatively reclaim community funds of knowledge. Our approach shows, defines and exposes the impact of art for the conservation and enhancement of cultural and linguistic assets. We argue that ancestral knowledge is fundamental to the well-being of endogenous community.

(P2.11) Chepang Language Documentation and Description Project (CLDDP)

Marie-Caroline Pons • University of Oregon

The Chepang Language Documentation and Description Project in collaboration with language community members of Makawanpur, Nepal, aims to provide an in-depth analysis of the phonological and grammatical structures of the language in a synchronic and historical perspective, as well as an online archive easily accessible to the Chepang communities.

(P2.12) Developing documentary resources in contexts of critical endangerment

*Olivia Sammons • University of Alberta, Carleton University
Kathryn Thompson • Sauk Language Department*

This poster reports on a multi-year collaborative NSF-DEL project to develop a spoken corpus of Sauk (ISO 639-3: sac), a highly endangered Algonquian language spoken in central Oklahoma. We discuss project goals, methods, challenges, outcomes, and share how the corpus is now entering into community language programs.

(P2.13) Toward a Writing System for Hawai'i Creole

Kyle Sasaoka • University of Hawai'i at Mānoa

Thus far, Hawai'i Creole has been mostly written in an ad-hoc fashion using romanization that is perceived to resemble 'broken English'. In an attempt to raise the status and prestige of Hawai'i Creole, this project proposes a majority-non-romanized writing system composed of 36 graphemes representing the sounds of Hawai'i Creole.

(P2.14) Web Design Strategies for Interactive Stories and Texts

*James Sbordone • Boston University
Ethan Rimdzius • Boston University
Brady Dailey • Boston University
Catherine O'Connor • Boston University*

We explicate and share the code through which our corpus of Northern Pomo narratives is presented online. Each webpage presents a narrative as captioned video, with expandable text below. The morphogloss text dynamically links morphemes to a "talking dictionary" and other resources, encouraging community users to explore existing revitalization materials.

(P2.15) Flexibility in collaboration: Community training in documenting the ethnobotanical knowledge of Northern-Khmer speakers of Surin province, Thailand

*Candide Simard • University of the South Pacific
Siripen Ungsitipoonporn • RILCA Mahidol University
Ying Ying Mu • RILCA Mahidol University
Julia Sallabank • SOAS, University of London*

This poster proposes a flexible approach to project management, based on lessons learned in a community-based interdisciplinary project aiming to document the ethnobotanical knowledge of Northern-Khmer speakers of Surin province, Thailand. Difficulties encountered are discussed in regular workshops which become a privileged setting for experimenting with proposed solutions.

(P2.16) Insider perspectives on indigenous social media and language/culture maintenance: A case study of WeChat use among the Naxi of China

*Qinglian Zhao • Yunnan Minority Language Committee
Cathryn Yang • SIL & Yunnan Normal University
Shizhou Yang • Yunnan Minzu University
Zhili He • Yunnan Normal University*

This study examines how the Naxi of China perceive the connection between language/culture maintenance and their WeChat groups (a popular Chinese social media platform). Group interview and survey results (N=103) show that many members see WeChat playing a positive role, while they also identify significant tensions and challenges.

TECHNOLOGY SHOWCASE

GARDEN LEVEL ROOMS (DOWNSTAIRS) FRIDAY, MARCH 1, 4:00-6:45 PM

(TS1) Ultrasound-Enhanced Videos for Pronunciation Learning in Indigenous Language Revitalization

Sonya Bird • University of Victoria
Heather Bliss • Simon Fraser University
Strang Burton • The University of British Columbia
Bryan Gick • The University of British Columbia

This presentation features an interactive hands-on recording station where participants can create ultrasound-enhanced videos of challenging sounds and words to help teaching and learning of pronunciation.

(TS2) First Nations Language Apps That Tell Stories, Revive Traditional Knowledge and Teach the Language

Costa Dedegikas • SNF New Media Lab
Julienne Ignace • Skeetchestn Indian Band
Debbie Leighton-Stephens • Ts'msyen Sm'algyax Authority
Tina Jules • Yukon Native Language Centre
Marianne Ignace • Simon Fraser University

Language-learning apps have become an integral tool in language revitalization by allowing users to access content and practice materials from devices, especially in the absence of speakers. We showcase app development that has involved multiple critically endangered languages in BC, Yukon and Alaska, involving collaboration and Indigenous capacity building.

(TS3) Building an Online Teacher Resource Center for Native American Languages

Robert Elliot • Northwest Indian Language Institute
Teachers of endangered languages often find themselves working with few resources and in isolation. This talk showcases an online Teacher Resources Center for Native American languages that is in development. Curricula which include handouts, worksheets and audio from two languages are currently available for teachers to access and share ideas.

(TS4) An Online Platform for Community-Based Language Description and Documentation

Rebecca Everson • FactSet Research Systems
Scott Grimm • University of Rochester
Wolf Honoré • Yale University

We present two pieces of interlocking technology to facilitate community-based, collaborative language description and documentation: (i) a mobile app where speakers submit text, voice recordings and/or videos, and (ii) an online platform which organizes submitted data and provides question/answer boards whereby community members can evaluate/supplement submissions.

(TS5) Technological Tools of the Trade for Myaamia Language Revitalization

Jonathan Fox • Myaamia Center
David Costa • Myaamia Center
Douglas Troy • Myaamia Center

This showcase will demonstrate the computer applications that support Myaamia language revitalization research and educational efforts.

(TS6) Circle of Indigenous Languages

Joan Greyeyes • University of Saskatchewan
Charlotte Ross • Saskatchewan Indigenous Languages Advisory Committee

The Circle of Indigenous Languages is a digital learning centre and database created to revitalize the endangered Indigenous languages of Saskatchewan. The Office of First Nation & Metis Relations at the University of Saskatchewan in Saskatoon, SK, Canada developed the website by which to preserve, teach and share Indigenous languages.

(TS7) Introducing An Electronic Dictionary for Central Siberian / St. Lawrence Island Yupik

Benjamin Hunt • George Mason University
Emily Chen • University of Illinois at Urbana-Champaign
Lane Schwartz • University of Illinois at Urbana-Champaign
Sylvia Schreiner • George Mason University

We introduce the initial iteration of an electronic dictionary for the endangered language St. Lawrence Island Yupik, adapted from an existing print dictionary. This iteration is equipped with a search function that returns definitions augmented by added features. Future iterations will yield a comprehensive resource for language-learning and revitalization.

TECHNOLOGY SHOWCASE

GARDEN LEVEL ROOMS (DOWNSTAIRS)

FRIDAY, MARCH 1, 4:00-6:45 PM

(TS8) Speech technology for supporting community-based endangered language documentation

Robbie Jimerson • Rochester Institute of Technology

Richard Hatcher • University of Buffalo

Raymond Ptucha • Rochester Institute of Technology

Emily Prud'hommeaux • Boston College

We will demonstrate using automatic speech recognition (ASR) to support the transcription and documentation of audio recordings of an endangered and under-resourced indigenous language. In addition, we will discuss how transcription speed is impacted by the interaction between the error rate of the ASR system and the transcriber's language proficiency.

(TS9) TWINE and ARIS: Repurposing open-source software tools for language revitalization and digital sovereignty

Kathrin Kaiser • CASLS, University of Oregon

This showcase demonstrates opportunities to repurpose TWINE (<http://twinery.org>) and ARIS (<https://fielddaylab.org/make/aris/>) for language revitalization, employing interactive place- and story-based learning approaches. These tools are free, user-friendly, and easy to maintain, allowing for community-driven development of language learning materials, thus supporting educational and digital sovereignty.

(TS10) Web-based software for sharing and enriching language documentation materials

Daniel Kaufman • Queens College, CUNY & ELA

Raphael Finkel • University of Kentucky

In this presentation, we demonstrate software that facilitates the creation of online corpora. We show how users can create and share their own collections, enrich their materials with media and commentary, and execute complex queries for purposes of description and language learning.

(TS11) Kawennón:nis: An Online Tool for Learning Verbal Morphology in Kanyen'kéha

Anna Kazantseva • National Research Council of Canada

Rohahiyo Jordan Brant • Onkwawenna Kentyohkwa

Owennatekha Brian Maracle • Onkwawenna Kentyohkwa

Ronkwe'Tiyóhstha Josiah Maracle • Onkwawenna Kentyohkwa

Aidan Pine • National Research Council of Canada

We present an online tool for learning to conjugate verbs in Kanyen'kéha (Mohawk). The tool is a result of a 1.5 year collaboration between a community immersion school and a research institute. It is intended as an easy-to-use, easy-to-extend community-owned software. It is written so as to be extendable to other Iroquoian languages and dialects.

(TS12) Virtual Songlines - virtualising Aboriginal knowledge and culture within 3D cultural landscapes

Brett Leavy • Bilbie Pty Ltd

Serious games that apply cultural role-playing techniques via a survival-game format are a new medium of communication. We've developed Virtual Songlines as a software toolkit to assist with the recording of authentic cultural heritage stories from Australia's First Nations communities across Australia.

Our serious games immerse players within a uniquely designed authentic cultural heritage landscape. We localise each within Australian capital cities or regional towns. The user enters a virtual environment set in the time period just prior to the arrival of the first settlers into their region.

The player must learn to survive in this authentic and photo-realistic landscape by understanding the natural environment, reading the signs in the land, listening to traditional custodians and Elders (who speak in the local language), following their advice, and adhering to the customary lores and customs.

Lessons will be learned that have been passed down through the generation since time immemorial.

(TS13) Tuwitames: An Augmented Reality travel through Secwepemc Stsptákwela

Aaron Leon • Splatsin Tsm7aksaltn (Splatsin Teaching Society)

Tuwitames is a community informed augmented reality (AR) story book where you travel through Secwepemc stories narrated in Secwepemctsin. Drawing on the power of storytelling Tuwitames transforms our stories using innovative AR technology to give a cool and unique way to experience our Splatsin language and culture.

(TS14) Creating free language-learning software for your language

Alexa Little • 7000 Languages

Allan Hayton • Doyon Foundation

7000 Languages is a non-profit that helps communities create free language-learning software. Our software supports video, audio, text, and images, and includes more than 40 activities.

Teachers can even assign lessons within the app. We'll demo our 15 language courses, explain the course creation process, and answer questions.

TECHNOLOGY SHOWCASE

GARDEN LEVEL ROOMS (DOWNSTAIRS) FRIDAY, MARCH 1, 4:00-6:45 PM

(TS15) Memrise Language Apps for Endangered Languages

*Kevin Martens Wong • Kodrah Kristang
Lisa Johnson • University of Utah*

Is there a cost-effective way to customize language learning apps for revitalizing endangered languages? See how the free Memrise platform can be used in language revitalization. Try out courses for endangered languages, learn how to create your own course, and get tips on best practices from experienced users.

(TS16) Online Games to Reinforce Language Learning

*Kathryn Michel • Chief Atahm School
Tony Woods • Jetpack Learning*

A First Nations language immersion school partnered with a language educational games company to create 7 interactive online games. The success of this partnership can be attributed to the economical use of existing game templates that were quickly customized to meet language teaching goals and to reflect the local culture.

(TS17) Language Documentation with SayMore

Sarah Moeller • University of Colorado Boulder

SayMore helps users achieve their Data Management Plan. Fieldworkers maintain file management with a task-designed folder structure. Proper metadata is easily added and informed consent linked to every appropriate recording. Team members can track workflow with progress charts. When the project is completed, SayMore packages files for archiving.

(TS18) A workflow for automated corpus annotation in ELAN using an open NLP toolkit for Northern Eurasian languages

*Niko Partanen • Institute for the Languages of Finland
Michael Rießler • University of Bielefeld
Joshua Wilbur • Universität Freiburg*

Language documentation workflows do not usually integrate NLP tools, partly because they are something The Ordinary Linguist is not used to working with. We want to demonstrate a GUI solution for ELAN that we have developed while working with an open NLP toolkit for endangered Northern Eurasian languages.

(TS19) Mohawk O'Clock: Limited Domain Speech Synthesis in Kanyen'kéha

*Aidan Pine
Patrick Littell • National Research Council Canada
Ronkwe'Tiyóhstha Josiah Maracle • Onkwawenna Kentyohkwa*

We present new milestones in limited-domain speech synthesis for Kanyen'kéha, including the development of a 'talking clock' and describe some of the exciting possibilities and unique challenges that text-to-speech poses for language revitalization.

(TS20) Using Technology to Document and Share the T̓silhqot'in Language

*Aaron Plahn • T̓silhqot'in National Government
Bella Alphonse • Denisiqi*

We will showcase technology used to document and share the T̓silhqot'in language. This technology includes cross-platform (web, Android and iOS) apps designed to demonstrate and teach T̓silhqot'in grammar in an intuitive way, as well as a network of community radio stations running open source software.

(TS21) Rosetta Stone Chamtéela (Luiseño)

*Mark Riggelman • Rosetta Stone
RJ Munoa • Pechanga Band of Luiseño Indians*

Rosetta Stone Chamtéela (Luiseño) is an interactive online language-learning program developed in conjunction with the Pechanga Band of Luiseño Indians. The first level consists of forty lessons with eight assessments spaced throughout the program. These lessons combine task-based, conversational language with interactive grammatical instruction, pronunciation activities, and cultural information.

(TS22) SAGA: Sign and Gesture Archive

*Birali Runesha • University of Chicago
Jeffrey Tharsen • University of Chicago
Diane Brentari • University of Chicago
Susan Goldin-Meadow • University of Chicago
Diane Lillo-Martin • University of Connecticut*

The Sign and Gesture Archive, SAGA, is a video data library for gesture, sign and spoken language data, containing over 24,000 video files, coding and annotation files, and extensive metadata. Current data come from 7 sign languages, homesign data from 5 countries, and data from hearing participants performing co-speech and silent gesture.

TECHNOLOGY SHOWCASE

GARDEN LEVEL ROOMS (DOWNSTAIRS) FRIDAY, MARCH 1, 4:00-6:45 PM

(TS23) Miromaa

Alison Soutar • Miromaa Aboriginal Language and Technology Centre

Daryn McKenny • Miromaa Aboriginal Language and Technology Centre

Coming from the Indigenous perspective, we will show people how our software program is founded on the every-piece-of-language-evidence-is-sacred methodology and how in fact we treat and view our languages as much more than just words. We will show how this program treats our unique knowledge, stories and songs with the respect they deserve and how our program is helping rangers, land and sea managers, Indigenous botanists, educators, children and Elders care for country and capture our languages with our knowledge and world view at the forefront of its design and outputs.

(TS24) Thorny Games Showcase

Hakan Seyalioglu • Thorny Games

A tabletop and live-action gaming studio out of San Francisco, Thorny Games focuses on quirky and thoughtful games about language and cryptography. They've run successful Kickstarters for language focused games and worked as language consultants for the video gaming industry. Their work on expanding gaming to the personal and emotional aspects of language has been awarded recognition in a number of venues, including being named a finalist for the 2017 Indiecade Awards.

(TS25) Mobile Input

Daan van Esch • Google

Theresa Breiner • Google

We will showcase a smartphone application we have developed to facilitate mobile text input across more than 400 language varieties, with smart features like predictive text and auto-correction, and voice input for a subset of these languages. We will share best practices we learned for developing mobile text input applications.

(TS26) Creating maps for linguistic field-work using R

Julian Villegas • University of Aizu

Seunghun J. Lee • International Christian University

We introduce a step-by-step method to create maps in R for field-work publications. At the end of the session, attendees should be able to produce maps highlighting administrative districts and list of cities relevant to their work, as well as insets to show the context of the region of interest.

(TS27) Improving Toolbox IGT using the Xigt data model

Olga Zamaraeva • University of Washington

Emily M. Bender • University of Washington

Michael Wayne Goodman • University of Washington

Kristen Howell • University of Washington

Fei Xia • University of Washington

We present a way to automatically discover certain kinds of glossing errors in Toolbox data by importing it into the Xigt data model. The system helps uncover spaces- and delimiters-related issues.

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