

Steps in language documentation

This course will give an overview of the entire process of language documentation and maintenance, from conceptualization of a project to post-production of linguistic analysis and language-learning materials. We will describe the various dimensions of a documentation project and how they fit together. Steps sessions 1 and 2 will provide a road map to each of the other inField workshops which will teach specific skills for each step. Steps 3 will explore ways to develop video and audio products.

Almost all readings for all courses will be relevant for this course. In this bibliography we provide some highlights, as well as some materials that are less well known.

To begin, there are numerous materials on **linguistic fieldwork**.

The following website, while out of date now, provides a good overview about fieldwork.

<http://www.chass.utoronto.ca/lingfieldwork/>

Some useful materials for linguistic fieldwork

An overview of morphosyntax:

Thomas E. Payne. 1997. *Describing morphosyntax: a guide for field linguists*.
Cambridge: Cambridge University Press.

A useful source for semantic fieldwork:

Lisa Matthewson. 2004. On the methodology of semantic fieldwork. *International Journal of American Linguistics* 70. 369-415.

A good source for phonetic fieldwork:

Ladefoged, Peter. 2003. *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Oxford: Blackwell.

A good source on linguistic fieldwork and language documentation:

Gippert, Jost, Nikolaus P. Himmelmann, and Ulrike Mosel. 2006. *Essentials of language documentation*. Berlin: Mouton de Gruyter.

Of particular interest in this book:

Himmelmann, Nikolaus P. Language documentation: What is it and what is it good for? 1-30.

Dwyer, Arienne M. Ethics and practicalities of cooperative fieldwork and analysis. 31-66.

Mosel, Ulrike. Fieldwork and community language work. 67-85.

Some books on fieldwork

Newman, Paul and Martha Ratliff (eds.) 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press.

Bowern, Claire. 2007. *Linguistic fieldwork: A practical guide*. Palgrave MacMillan.

Crowley, Terry. 2007. *Field linguistics. A beginner's guide*. Oxford University Press.

And a seminal article on language documentation

Himmelmann, Nikolaus. 1998. Documentary and descriptive linguistics. *Linguistics* 36:161-195

Some important books on **language maintenance/revitalization**

Hinton, Leanne and Ken Hale. 2001. *The green book of language revitalization in practice*. Academic Press.

Hinton, Leanne, with Matt Vera and Nancy Steele. 2002. *How to keep your language alive. A commonsense approach to one-on-one language learning*. Berkeley: Heyday Press.

Grenoble, Lenore A. and Lindsay J. Whaley. 2005.. Cambridge: Cambridge University Press.

Language endangerment has been the focus of much attention over the past few decades, and as a result, a wide range of people are now working to revitalize and maintain local languages. This book serves as a general reference guide to language revitalization, written not only for linguists and anthropologists, but also for language activists and community members who believe they should ensure the future use of their languages, despite their predicted loss. Drawing extensively on case studies, it sets out the necessary background and highlights central issues such as literacy, policy decisions, and allocation of resources. Its primary goal is to provide the essential tools for a successful language revitalization program, such as setting and achieving realistic goals, and anticipating and resolving common obstacles. Clearly written and informative, *Saving Languages* will be an invaluable resource for all those interested in the fate of small language communities around the globe.

<http://linguistlist.org/get-book.html?BookID=18916>

Some collections of **general interest and varied topics**:

Rau, D. Victoria and Margaret Florey. 2007. *Documenting and revitalizing Austronesian languages*. University of Hawaii Press. available at <http://nflrc.hawaii.edu/lhc/>
Sections on international capacity building initiatives, documentation and revitalization activities, computational methods and tools for language documentation

FEL conferences. The Foundation for Endangered Languages publishes a volume each year, growing out of its conferences. The conferences are thematic, and there is much of interest in these volumes for work in language documentation and revitalization.

Here is the most recent one:

David, May Khemlani, Nicholas Ostler, and Caesar Dealwis, editors. 2007. *Working Together for Endangered Languages: Research challenges and social impacts*.

Proceedings of the XIth FEL Conference University of Malaya, Kuala Lumpur, Malaysia, 26-28 October 2007. ISBN 978-0953824892.

Stabilizing Indigenous languages series

This is an excellent series of volumes growing out of a yearly conference. The focus is largely, although not entirely, on languages of North America. All are available through Jon Reyhner's website, along with a wealth of other materials.

Jon Reyhner's website: <http://jan.ucc.nau.edu/~jar/>

Cantoni, Gina, editor. 1996. *Stabilizing indigenous languages*. Flagstaff, Arizona: Northern Arizona University. 240pp.

The proceedings of the 1994 and 1995 Stabilizing Indigenous Languages Symposia, which brought together tribal language activists and educators as well as experts on linguistics, language renewal, and language teaching. Contains sections on needs and rationale, language policy, families and communities, and education and the text of the Native American Languages Act of 1990. The articles by Joshua Fishman on "What Do You Lose When You Lose Your Language?" and "Maintaining Languages: What Works? What Doesn't?" are of special interest.

<http://www.ncbe.gwu.edu/miscpubs/stabilize/index.htm>

Reyhner, Jon. (Ed.). 1997. *Teaching indigenous languages*. Flagstaff, AZ: Northern Arizona University. 323 pp.
Proceedings of the 1997 Stabilizing Indigenous Languages Symposium. Has 25 papers on tribal and school roles, teaching students, teacher education, curriculum and materials development, language attitudes and promotion, and overviews of the topic. http://jan.ucc.nau.edu/~jar/TIL_Content.html

Reyhner, Jon. (Ed.). 1990. **Effective language education practices and Native language survival** (Proceedings of the 9th annual NALI Institute). (ERIC Document Reproduction Service No. ED 342 512)
Eleven papers from the 1989 Native American Language Issues conference, including papers on Rock Point Community School and Maori adult language revitalization efforts and papers by Richard Littlebear and James Crawford. http://jan.ucc.nau.edu/~jar/NALI_Content.html

Reyhner, Jon; Cantoni, Gina; St. Clair, Robert; & Yazzie, Evangeline Parsons. 1999. *Revitalizing indigenous languages*. Flagstaff, AZ: Northern Arizona University. 140 pp. + xx.
Proceedings of the 1998 Stabilizing Indigenous Languages Symposium. The introduction to this volume provides an up-to-date overview of tribal language revitalization efforts. Its 11 papers describe language revitalization efforts and the use of writing and technology in those efforts.
http://jan.ucc.nau.edu/~jar/RIL_Content.html

Joshua Fishman has done leading work on what he calls reversing language shift. Below are two books that have been highly influential.
Fishman, Joshua. 1991. *Reversing language shift: Empirical and theoretical foundations of assistance to threatened languages*. Clevedon, UK: Multilingual Matters. 431 pp.
Fishman, Joshua. 2000. *Can Threatened Languages Be Saved?* Clevedon: Multilingual Matters.

The following book is a readable series of articles, with some on language revitalization.
Hinton, Leanne. 199). *Flutes of fire: Essays on California Indian languages*. Berkeley, CA: Heyday Books. 270pp.
This book originally appeared as columns in News from Native California and includes information on both the beauty and uniqueness of indigenous languages and the Master Apprentice Model for passing on endangered indigenous languages from elders to young adults.

A few works on **literacy**

Hornberger, Nancy. (Ed.).(1996. *Indigenous literacies in the Americas: Language planning from the bottom up*. Berlin: Mouton de Gruyter. 393 pp.
Has sections on North America and Meso America. North American chapters address efforts by Navajo, Cochiti Pueblo, and others. To contact Mouton de Gruyter, phone 914/747-0110 or e-mail customerservice@degruyterny.com

McLaughlin, Daniel. 1992. *When literacy empowers: Navajo language in print*. Albuquerque: University of New Mexico Press. 216 pp.
Describes a model bilingual school and the community it serves in the Navajo Nation. The school teaches reading and writing in Navajo in elementary and high school. The first chapter discusses theory. Subsequent chapters provide fascinating information from school board members, school administrators, local tribal officials, and students on the topic of teaching Navajo. A review of this book is in *Bilingual Research Journal*, 1997, 21(2) at <http://brj.asu.edu/articles/gourd.html>

Some work on **curriculum development**

Malone, Dennis. L. 2003. Developing Curriculum Materials for Endangered Language Education: Lessons from the Field. *International Journal of Bilingual Education & Bilingualism* 6.5, p332-348.

Abstract: With the gloomy prospect of massive language extinction over the next 100 years, efforts by applied linguists, educational anthropologists, and multilingual educators to reverse the trends in language loss are increasing. Education in minority languages seems to be a key to maintaining endangered languages and cultures. One often cited challenge to effective minority language education in multilingual settings is the difficulty of developing curriculum and instructional material in many languages. In this paper, current efforts in minority language education are described and patterns analysed. Minority language communities themselves are a major source of what is necessary -- but rarely sufficient -- educationally. Endangered language communities cannot go it alone. The author suggests several key collaborations between the minority communities and outside organisations and agencies. In addition, a generalised curriculum development resource is suggested as facilitative of community-based education programmes that result in effective, culturally appropriate instruction.

Technology

Thieberger N (2006), Computers in Field Linguistics. In: Keith Brown, Editor-in- Chief. *Encyclopedia of Language & Linguistics*, Second Edition, volume 2, pp. 780-783. Oxford: Elsevier.

Language Archives Newsletter (LAN)

The Language Archives Newsletter provides news and informative articles about topics in endangered languages, especially archiving, fieldwork, language documentation, data and media management, computer tools, and developments in relevant technologies. The home page of LAN is at: <http://www.mpi.nl/LAN>

Other works of interest

Language Documentation and Description Volumes 1- 5 published by the Hans Rausing Endangered Languages Project at SOAS
<http://www.hrelp.org/publications/papers/>

Henze, Rosemary & Davis, Kathryn. (Eds.) (1999, March). Authenticity and identity: Lessons from indigenous language education. *Anthropology and Education*, 30(1). 124 pp.
Contains five articles that discuss lessons from Alaska, California, and Hawai'i.

Kirkness, Virginia. (Ed.). (1989). Language is a gift from the Creator. *Canadian Journal of Native Education*, 16(2). 112 pp.
A valuable resource, especially Elizabeth A. Brandt and Vivian A Youngman's "**Language renewal and language maintenance: a practical guide**" (pp. 42-77) and Augie Fleras's "**Te kohanga reo: a Maori renewal program in New Zealand**" (pp. 78-88).

Some **websites of interest**

UNESCO Convention on the Safeguarding of Intangible Cultural Heritage
http://portal.unesco.org/culture/en/ev.php-URL_ID=2225&URL_DO=DO_TOPIC&URL_SECTION=201.html

Language Policy

This site has extensive information about language policy issues in the United States, including those related to endangered Native American languages.

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/>

Videos

E Ola Ka 'Ōlelo Hawai'i. (1997). 'Aha Punana Leo (P.O. Box 1265 Kea'au, HI 96749).

Describes the most successful effort for indigenous language revitalization in the U.S. It tells the story of over a century of decline for the Hawaiian language and the revival of its use in the past two decades.

Through interviews, archival footage, and visits to Hawaiian language immersion classrooms, this video makes a powerful statement about the value of the Hawaiian language and culture for Native Hawaiians.

The videotape describes how they learned about Maori "language nest" immersion preschools, implemented them in Hawaii, and then expanded Hawaiian language immersion instruction into the public schools of Hawaii by getting state English-only laws changed. Winner of two Canadian film festival awards. In Hawaiian with English subtitles, 28 minutes. \$12.95. E-mail hauoli@leoki.uhh.hawaii.edu
<http://www.ahapunaleo.org/index.html>

Transitions. 1991. Native Voice Public Television Workshop (VCB Room 172, Montana State University, Bozeman, MT 59717).

This film by Blackfeet producers explores the relationship between languages, thoughts, and culture and examines the impact of language loss in Native American communities. The film chronicles the loss of the Blackfeet language from 1890 to 1990. The film also illustrates the commonality of language loss amongst Indian tribes and other ethnic groups in America. A study guide to this video is available at <http://visions.montana.edu/NativeVoices/docs/StudyGuides/transitions.html> 30 minutes, VHS educational use \$99.95. E-mail

nv@kusm.montana.edu

<http://visions.montana.edu/NativeVoices/docs/Films/index.html>

Finding Our Talk, Canadian video series, seasons 1, 2,

Length: 26 episodes x 30 min

language versions: Cree, Mohawk, English and French

Languages represented in the series: Mi'kmaq, Mohawk, Algonquin, Huron, Attikemekw, Innu, Cree, Inuktitut, Ojibway, Michif, Saulteaux, Sencofen

Aboriginal Directors: Paul Rickard, Paul Chaput, Nick Huard, Liza Uquituk, Rene Sioui Labelle

Non-aboriginal directors: Erica Pomerance, Magnus Isacson, Derek Vertongen, Jocelyne Clarke

Program Locations: in Quebec, Nova Scotia, Ontario, Manitoba, Saskatchewan, B.C.

World's first Mohawk television series.

<http://www.mushkeg.ca/purchase.html>

Finding My Talk: A Journey into Aboriginal Languages

Length: 48 min.

Producers: Paul M. Rickard (Cree); George Hargrave; Janice Benthin

Director/Writer: Paul M. Rickard (Cree)

Edited: Dave Stonier

Music: Eric Lemoyne

Produced: Achimist Films Inc.; Nutaaq Media Inc.

Produced for: Aboriginal Peoples Television Network

In association with the Kativik School Board, Wawatay Native Communication Society and the Inuit Broadcasting. 2000, Documentary CANADA

A filmmaker looks at his Cree language roots and presents the work Native people across Canada are doing to revive and preserve First Nations languages. <http://www.mushkeg.ca/purchase.html>

E LISTS:

Anumpa Achukma/Good News

Language Loss Can Be Reversed

This is a newsletter dedicated to reporting the successes in revitalizing endangered languages worldwide.

George Ann Gregory <holabitubbe@gmail.com>

gagregory@cnm.edu

Endangered-Languages-L Forum

This e-mail list with associated web pages provides a world-wide communications vehicle and a central electronic archive for anyone working on or interested in the study and documentation of endangered languages.

E-mail white.cloud@bigpond.com

<http://carmen.murdoch.edu.au/lists/endangered-languages-l/>

PROGRAMS AND ORGANIZATIONS

American Indian Languages Development Institute (AILDI)

An annual summer training institute for indigenous language teachers and activists. A summary of the 20-year history of AILDI can be found at

<http://jan.ucc.nau.edu/~jar/TIL_9.html>. For more information contact Karen Francis Begay, AILDI Coordinator; University of Arizona; Department of Language, Reading and Culture; P.O. Box 210069, Tucson, AZ 85721-0069. Phone 520/621-1068. E-mail

kfbegay@u.arizona.edu

<http://w3.arizona.edu/~aisp/aildi.html>

Endangered Language Fund (ELF)

ELF supports with small grants efforts by Native communities or scholars to do endangered language related work, such as preserving the texts of a Native culture, developing videotaped language instruction, and "generation skipping" language learning. For more information contact ELF, Department of linguistics, Yale University, P. O. Box 208236, New Haven, CT 06520-8236.

E-mail elf@haskins.yale.edu

<http://sapid.ling.yale.edu/~elf/index.html>

Alaska Native Language Center

The Alaska Native Language Center was established by state legislation in 1972 as a center for research and documentation of the twenty Native languages of Alaska. It is internationally known and recognized as the major center in the United States for the study of Eskimo and Northern Athabaskan languages. ANLC publishes its research in story collections, dictionaries, grammars, and research papers. The center houses an archival collection of more than 10,000 items, virtually everything written in or about Alaska Native languages, including copies of most of the earliest linguistic documentation, along with significant collections about related languages outside Alaska. Staff members provide materials for bilingual teachers and other language workers throughout the state, assist social scientists and others who work with Native languages, and provide consulting and training services to teachers, school districts, and state agencies involved in bilingual education. The ANLC staff also participates in teaching through the Alaska Native Language Program which offers major and minor degrees in Central Yup'ik and Inupiaq Eskimo at the University of Alaska Fairbanks. An AAS degree or a Certificate in Native Language Education is also available. The center continues to strive to raise public awareness of the gravity of language loss worldwide but particularly in the North. Of the state's twenty Native languages, only two (Siberian Yupik in two villages on St. Lawrence Island, and Central Yup'ik in seventeen villages in southwestern Alaska) are spoken by children as the first language of the home. Like every language in the world, each of those twenty is of inestimable human value and is worthy of preservation. ANLC, therefore, continues to document, cultivate, and promote those languages as much as possible and thus contribute to their future and to the heritage of all Alaskans.

<http://www.uaf.edu/anlc/>

Foundation for Endangered Languages (FEL)

FEL publishes a newsletter, holds annual meetings, and supports efforts to preserve indigenous languages with small grants. For more information contact FEL, Batheaston Villa, 172 Bailbrook Lane, Bath BA1 7AA, England. E-mail nostler@chibcha.demon.co.uk
<http://www.bris.ac.uk/Depts/Philosophy/CTLL/FEL/>

Institute for the Preservation of the Endangered Languages of the Americas (IPOLA)

IPOLA collaborates with indigenous communities to revitalize and perpetuate the languages and culture of the original inhabitants of the Americas. For more information contact IPOLA, 560 Montezuma Ave. 201-A, Santa Fe, NM 87501. Phone 505/820-0316. E-mail ipola@ipola.org
<http://www.ipola.org/>

The Society for the Study of the Indigenous Languages of the Americas (SSILA)

SSILA was founded in 1981 as an international scholarly organization representing American Indian linguistics. Membership is open to anyone interested in the scientific study of the languages of the Native peoples of Americas. Publishes a quarterly newsletter and a monthly e-mail bulletin. For more information contact SSILA, P.O. Box 555, Arcata, CA 95518. Phone 707/826-4324.
<http://www.ssila.org>