

**THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS**



**October - December 2010**

**NEWSLETTER XXVIII: 4**

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**An Information Service for SSILA Members**

Editor - Karen Sue Rolph (karenrolph at hotmail dot com)  
Executive Secretary - Ivy Doak (ivy at ivydoak dot com)

-- >> -- Correspondence should be directed to the Editor -- <<--

Volume 28, Number 4

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**SSILA BUSINESS**

**THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS  
Annual Meeting, Pittsburgh, Pennsylvania, January 6-9, 2011**

Grand Pittsburgh Downtown Hotel  
600 Commonwealth Place  
Pittsburgh, PA 15222

**Dear SSILA Members, please be sure the following activities are on your itinerary:**

- Thursday, 6 January **Meet and Greet Reception** (8:30 to 10:00 pm - Allegheny/Heinz Room) — SSILA President Richard A. Rhodes cordially invites all members of SSILA and the Sister Societies to a casual Meet and Greet Reception, Thursday January 6, 2011, from 8:30 to 10:00 pm in the Allegheny/Heinz Room. There will be snacks and a cash bar. Here is an opportunity to socialize with colleagues and friends.
- Friday, 7 January **Annual Business Meeting and Presidential Address** (2:00 pm – Birmingham Room) **Richard A. Rhodes** (University of California at Berkeley), President. The Presidential Address is titled: *The value of 19th Century Ojibwe sources*. The Haas Award and Golla Prize will be presented.

**CORRESPONDENCE**

Dear SSILA Members,

It is time to renew your membership in The Society for the Study of the Indigenous Languages of the Americas. Please take the time to renew, which can be done online at: [www.ssila.org](http://www.ssila.org).

We have also begun taking dues payments and donations online via the PayPal system. The PayPal system is less expensive than using a bank merchant service and it allows us to take most major credit cards. Overall, the change has been successful, and many of you have indicated your pleasure in being able to take care of membership renewal so easily. Others have run into some trouble with the system, and I thank all who have let me know about the problems. I hope to have the problems resolved before our next renewal date. Please note that you do not have to have a PayPal account to renew or make donations online. If you have any questions about the online renewals, please contact me.

If paying by check or money order, send your remittance to: SSILA, PO Box 1295, Denton, TX 76202 USA.

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Dear SSILA Members – **Cast your Vote!**

SSILA voting and membership renewals have undergone some changes this year. We have implemented an online voting system through a free service run by Ballotbin. Ballotbin ensures privacy and anonymity in the voting process, and uses your e-mail only to send you the registration notice. Ballotbin does not require voters to create an account.

With new ease of online voting, over 30% of our members have already voted in this election. By comparison, in each of the past two years, fewer than 10% of our members voted. **Voting will end on January 4, 2011**; please take a moment now to vote.

If you would like to learn more about SSILA officers and elections, please go to [www.ssila.org](http://www.ssila.org), where you can read our bylaws and look at a list of our currently serving officers. To ensure that you receive your notification, you may wish to send a blank email to [notices@ballotbin.com](mailto:notices@ballotbin.com) to make sure

your registration notice is not affected by a spam filter. Cookies must be allowed for you to vote.

If you have any questions or concerns about the ballot and this election, please contact me.

Thank you,  
Ivy Doak  
Executive Secretary

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Dear Karen,

There is recent big news in Brazil that should interest SSILA members:

On 9 December 2010 the President of Brazil, Luís Inácio Lula da Silva, signed into law Decreto no. 7.387, which establishes the *Inventário Nacional de Diversidade Linguística* (National Inventory of Linguistic Diversity). This measure foresees, among other things, a detailed field survey of the current situation of all the languages of Brazil, which will be a large undertaking that will produce the information necessary for national language policy, with considerable implications for science and for the speakers of the languages. Pilot projects to test field methodology have already been carried out, under the coordination of the *Grupo de Trabalho de Diversidade Linguística* (Linguistic Diversity Work Group), which operates within the *Instituto de Patrimônio Histórico e Artístico Nacional* (Institute for National Historical and Artistic Patrimony) of the Ministry of Culture. Brazil is notably progressive in its policies regarding linguistic diversity.

There it is.

Sincerely,

Denny Moore  
Museu Goeldi  
Belém, Brazil

## NEWS AND ANNOUNCEMENTS

### The 2nd International Conference on Language Documentation and Conservation (ICLDC)

He 'Olelo Ola, A Living Hawaiian Language: Strategies in Action (February 14-15)

"Strategies for Moving Forward," will be held February 11-13, 2011, at the Hawai'i Imin International Conference Center on the University of Hawai'i at Manoa campus. Two days of optional technical training workshops will precede the conference (Feb. 9-10). An optional Hilo Field Study (on the Big Island of Hawai'i) to visit Hawaiian language revitalization programs in action will immediately follow the conference (Feb. 14-15).

The 1st ICLDC, with its theme "Supporting Small Languages Together," underscored the need for communities, linguists, and other academics to work in close collaboration. The theme of the 2nd ICLDC is "Strategies for Moving Forward." We aim to build on the strong momentum created at the 1st ICLDC and to discuss research and revitalization approaches yielding rich, accessible records which can benefit both the field of language documentation and speech communities. We hope you will join us.

#### Plenary talks

*Strategies for moving ahead: Linguistic and community goals*  
Keren D. Rice, University of Toronto.

*Language management and minority language maintenance in Indonesia: Strategic issues*  
Wayan Arka, Australian National University/Udayana University.

*A journey of beginnings: The Hawaiian language revitalization efforts, 1970's forward*  
Larry Kimura, University of Hawai'i at Hilo.

#### Invited Colloquia

*Colloquium on Dictionaries and Endangered Languages: Technology, Revitalization, and Collaboration* (Organizer: Sarah Ogilvie).

*The Use of Film in Language Documentation* (Organizers: Rozenn Milin and Melissa Bisagni).

*Grammaticography* (Organizer: Sebastian Nordhoff)  
(Sponsored by the Max Planck Institute for Evolutionary Anthropology, Leipzig).

Optional pre-conference technical workshops (February 9-10) Organized by Nicholas Thieberger, the optional pre-conference workshops will provide technical training for language documentation. The number of spaces available per workshop will be limited and can be signed up for via the conference registration form, available October 4.

Registration for the field trip (which is separate from the main conference registration) will be \$175. Visit the Hilo Field Study website for more information or the online registration.

NOTE: For those unfamiliar with Hawai'i, the conference will be in Honolulu on the island of O'ahu. The Field Study will be in Hilo on the Big Island of Hawai'i. Those planning to attend the optional Field Study will need to arrange their interisland flight to and their hotel in Hilo, in addition to their flight to and lodging in Honolulu.

Also, the website is (appropriately) in Hawaiian and English. To view the English translation of the section tabs, just mouse over them.

#### Social events

Join us for hors d'oeuvres, drinks, and entertainment on Friday and Saturday evening after the day's sessions.

MAHALO ("THANK YOU" IN HAWAIIAN):

#### Conference sponsors

UH Department of Linguistics  
UH National Foreign Language Resource Center (NFLRC)  
UH Center for Southeast Asian Studies (CSEAS)  
UH National Resource Center - East Asia (NRCEA)  
UH Center for Pacific Islands Studies (CPIS)  
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (UH Hilo campus)  
National Science Foundation

#### Advisory committee

Helen Aristar-Dry (LinguistList, Eastern Michigan University)  
Peter Austin (SOAS, London)  
Linda Barwick (University of Sydney)  
Steven Bird (University of Melbourne)  
Phil Cash Cash (University of Arizona)  
Lise Dobrin (University of Virginia)  
Arienne Dwyer (University of Kansas)  
Margaret Florey (Resource Network for Linguistic Diversity)  
Carol Genetti (University of California, Santa Barbara)  
Spike Gildea (University of Oregon)  
Jeff Good (SUNY Buffalo)  
Joseph Grimes (SIL International)  
Colette Grinevald (University of Lyon)  
Nikolaus Himmelmann (Institut für Allgemeine Sprachwissenschaft Westfälische Wilhelms-Universität Münster)  
Leanne Hinton (University of California, Berkeley)  
Gary Holton (Alaska Native Language Center)  
Will McClatchey (University of Hawai'i)  
Marianne Mithun (University of California, Santa Barbara)  
Claire Moyse-Faurie (LACITO, CNRS)  
Toshihide Nakayama (Tokyo University of Foreign Studies)  
Keren D. Rice (University of Toronto)  
Norvin Richards (Massachusetts Institute of Technology)

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Dear SSILA Editor- This will be of interest to SSILA members.

NETINDIS is a Scandinavian Network of people interested in the indigenous peoples of the Americas.

Peter Bakker, Aarhus

## INTERNATIONAL CONFERENCE

### **Original Languages of the American Continent: What is being done to strengthen their position in general and in relation to the various national languages.**

University of Copenhagen, February 24-25, 2011

The last two or three decades have seen a growing focus on endangered languages, and much initiative has been undertaken with the purpose of documenting languages – before it is too late. The Nordic Network for Amerindian Studies, Netindis, convenes its 3rd international conference focusing on Amerindian languages in an effort to explore the variety of measures being undertaken to strengthen their position in general and in relation to the various national languages. The conference will feature five keynote speakers with expertise in this area. Netindis members as well as others who have worked with Amerindian languages and with language education are invited to participate in the conference and to present individual papers related to the topic.

#### As keynote speakers we are pleased to welcome:

Michel Launey, professor emeritus of linguistics at Denis-Diderot (Paris-7) University. After studying the Nahuatl language of Mexico, he spent 8 years (2000-2007) in French Guiana, particularly interested in the Palikur language and in educational issues in the multilingual context. The title of his presentation is "When the French educational system meets Amerindian children."

Lucy A. Trapnell Forero, co-founder of the FORMABIAP Teacher Training Programme for Intercultural Bilingual Education in the Amazon Basin, Iquitos, Peru. She is currently developing a Decentralized Teacher Training Programme with the *Universidad Nacional Mayor de San Marcos* and the Regional Organisation of Indigenous People of the Central Amazon. Her presentation is entitled: "Intercultural bilingual teacher training programs: A spur for the revitalization and enrichment of indigenous languages?"

Michael Swanton, American linguist, educated in France and Holland, coordinator of Linguistic Projects, *Biblioteca Francisco Burgoa* in Oaxaca, México. He has worked with a number of languages spoken in the state of Oaxaca as well as with colonial documents written in the same languages. His presentation is entitled "Schools, artists and youth movements: Recent social developments in Oaxacan indigenous languages."

Susanne J. Pérez, based on her expertise in in-service-training of indigenous Quechua-speaking teachers in intercultural bilingual education, Susanne Pérez's presentation will be on "Regional Education Projects in Peru and their impact on

indigenous languages and indigenous education - the case of Cusco."

Roberto Zavala Maldonado, is a Mexican linguist with expertise on Mesoamerican languages. He is at CIESAS-*Sureste in San Cristobal de las Casas*, Chiapas, and works with education of young indigenous persons who wish to become linguists. His presentation is entitled: "Speakers being the linguists: Training indigenous speakers as researchers of their own languages."

The deadline for abstracts was December 20, 2010

There is no registration fee as the Network has secured funding for this conference. Members are responsible for their own travel and accommodation. Participants are invited to a complimentary conference dinner on Friday, February 25th.

Participants – with or without plans to present papers – are asked to let the Network coordinator know, no later than January 20, 2011 if you plan to attend the conference and dinner on Friday night.

Contact the Network coordinator: Hanne Veber, Ph.D., American Indian Languages and Cultures Section, Dept. of Cross-Cultural and Regional Studies, ToRS, University of Copenhagen, Artillerivej 86, 2.46. DK-2300 Copenhagen S, Denmark  
e-mail: hanv@hum.ku.dk  
Phone: +45 35 32 89 62

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### **Call for Papers: "Traditional Knowledge, Spirituality and Lands" (Special Issue of International Indigenous Policy Journal)**

Deadline for article submissions: March 31, 2011

Dear Colleagues,

Some of you may be interested in publishing in this special edition on well-being relationship among traditional knowledge, spirituality, and lands.

It's taken from the Forum on Religion and Ecology Newsletter which in itself is a valuable resource to subscribe to:  
<http://fore.research.yale.edu/publications/newsletters/index.html>

Best greetings,  
Bas

There is evidence to suggest that cultural continuity of Aboriginal communities is a key aspect determining well-being among Aboriginal peoples. One of the most poignant aspects of traditional culture is spirituality. It is known that Aboriginal spiritualities are undergoing a period of revitalization throughout the world. For instance, in Canada between 1991 and 2001 Aboriginal spirituality was the only growing spiritual path found among First Nations

communities. Similar spiritual revitalization is taking place in other jurisdictions. Questions that arise as a result of this spiritual renaissance include: What are the impacts of spiritual revitalization on Indigenous communities? How does the interrelation with 'religion' impact an individual's and a community's well-being? How is this revitalization being received in settler society? What are the implications for policy development? How far an international reach and to what degree are transnational connections being forged in the revitalization of traditional spirituality?

The International Indigenous Policy Journal is pleased to announce a call for articles for a special edition addressing the well-being relationship among traditional knowledge, spirituality, and lands. This special edition will be managed by Marc Fonda. Dr. Fonda is the former Managing Editor of the IIPJ, is a senior researcher for the Department of Indian and Northern Affairs, and is an Adjunct Research Professor in the Department of Sociology at the University of Western Ontario. Dr. Fonda can be reached at: marc.fonda at inac.gc dot ca

Deadline for article submissions: March 31, 2011  
 Expected date of publication: October 2011  
<http://www.iipj.org/>

Bas Verschuuren  
 ETC COMPAS, Programme Support  
[www.compasnet.org](http://www.compasnet.org) | [www.etc-international.org](http://www.etc-international.org)

IUCN, Co-Chair WCPA Specialist Group CSVPA  
 Cultural and Spiritual Values of Protected Areas  
[www.csvpa.org](http://www.csvpa.org) | [www.iucn.org](http://www.iucn.org)

Latest book: Sacred Natural Sites, Conserving Nature and Culture:  
<http://www.earthscan.co.uk/?tabid=102379&v=201>

tel: 0031 (0)649393904 | skype: basverschuuren

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**The 1st Cambridge International Conference on Language Endangerment: Language documentation, pedagogy, and revitalization**

Friday, 25 March 2011  
 Location: CRASSH, 17 Mill Lane, Cambridge

Call for Papers is closed.  
 On-line Registration opens 1, January 2011

This conference will bring together academics, students, and members of indigenous communities from around the world to discuss current theories, methodologies, and practices of language documentation, pedagogy, and revitalization.

Most of the world's languages have diminishing numbers of speakers and are on the brink of falling silent. Currently around the globe, scholars are collaborating with members of indigenous communities to document and describe these

endangered languages and cultures. Mindful that their work will be used by future speech communities to learn, teach, and revitalize their languages, scholars face new challenges in the way they gather materials and in the way they present their findings. This conference will discuss current efforts to record, collect, and archive endangered languages in writing, sound, and video that will support future language learners and speakers.

Documentation is of critical and immediate importance and is often considered one of the main tasks of the field linguist. Future revitalization efforts may succeed or fail on the basis of the quality and range of material gathered, and yet the process may be rapid and dependent on conscious decisions by linguists and language workers who may be analyzing the form of a language for the first time and codifying it in dictionaries and grammars. Written documentation of course not only aids the process of standardization but also serves important needs and functions within a community in support of language maintenance such as providing the basis for pedagogical materials in schools and helping to create a community's sense of identity. However, indigenous communities and scholars of endangered languages are beginning to realize that the rapid and often artificial nature of this process can have negative effects - politically, linguistically, and culturally - which feed into issues relating to education and, ultimately, language revitalization.

In addition to the opportunity of sharing experiences with a network of linguists, it is hoped that participants will leave the conference with a new understanding of the topic, innovative ideas for documentation and pedagogy within their own linguistic contexts, and a renewed vigour to implement what they have learnt in their own language situations.

<http://www.crassh.cam.ac.uk/events/1332/>

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**7th Annual Indigenous and American Studies Storyteller's Conference**

25th & 26th March, 2011  
 University at Buffalo  
 Buffalo, New York

CALL FOR PAPERS – Deadline: February 1, 2011

As an Indigenous intellectual John Mohawk was deeply rooted in Haudenosaunee traditions and culture. Over the years he published extensively on Native wisdom, traditional philosophy and legal systems, economic and sovereign rights, human relations with the natural world, and Indigenous rights, all the while reminding us of the importance of the traditional foods and the Three Sisters (corn, beans, squash) to sustain the people.

Keeping the legacy of John Mohawk and his work in mind, the 7th Annual Indigenous and American Studies Storyteller's Conference will focus on the theme of Indigenous knowledge and research in the wider American and international context.



The Program Committee will announce results about Feb. 5.

Abstract guidelines: Abstracts, no longer than one page including references, should include paper title, name of author(s), affiliation. Abstracts will be submitted on line through the LINGUIST List's conference support facility. To submit an abstract, please go to: <http://linguistlist.org/confcustom/CELCNA2011> .

Teacher Workshop: A concurrent workshop entitled "Teaching beginning students how to speak their ancestral language" will be held on Friday April, 22nd organized by Marianna DiPaolo of the University of Utah. Participation for this workshop requires pre-registration; available on the conference website [www.cail.utah.edu](http://www.cail.utah.edu) .

Special Session on Community Language Programs: A special concurrent session concentrating on revitalization programs, language classes, technology, orthography, and other community issues will be held on Saturday April 23rd. Authors should indicate if their preference is to present their paper at this session or the main session.

Registration: Pre-registration is available at the conference web page before April 8th: \$70 for conference participants (students \$35) (tribal elders, no cost). This is used to cover the cost of conference rooms, refreshments and dinner on Friday evening. Registration after April 8th or at the conference is \$80 for nonstudents and \$45 for students. Archive of Proceedings: Papers delivered at the conference are eligible to be included in the proceedings of the conference, archived on the website for the Center for American Indian Languages. Finished papers must be received no later than two weeks after the conference to be included in the conference proceedings.

Accommodations: University Guest House – 100 yards from the meeting venue (Officers' Club) and from CAIL. To book accommodations, contact the Guest House directly (mention CELCNA):

University Guest House University of Utah  
110 South Fort Douglas Blvd.  
Salt Lake City, Utah 84113-5036  
Toll free: 1-888-416-4075 (or 801-587-1000),  
Fax 801-587-1001  
Website [www.guesthouse.utah.edu](http://www.guesthouse.utah.edu)  
(Please make reservations early; rooms will be held for the conference only until early March.)

Additional information: Contact Jennifer Mitchell  
<[cail.utah@gmail.com](mailto:cail.utah@gmail.com)>.Tel. 801-587-0720.

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**Minnesota Indigenous Language Symposium VI**  
May 16th & 17th, 2011

University of Minnesota at Duluth

Eni-gikendaasoyang offers "Moving Towards Knowledge Together" at the Center for Indigenous Knowledge and Language Revitalization

Call for Proposals: Deadline March 11th, 2011

Eni-gikendaasoyang (Center for Indigenous Knowledge and Language Revitalization), of the University of Minnesota Duluth, and the Grotto Foundation are hosting the sixth Minnesota Indigenous Language Symposium at the Black Bear Resort & Casino, May 16th & 17th, 2011.

Geared towards elders, educators, higher education students, and practitioners, the symposium will focus on technology, teacher training, teaching methods, community resources, curriculum development models, adult learning, evaluation and assessment. Presentations from key language revitalization programs and initiatives will be featured during this two-day event.

Possible Presentation Topics

Technology, teacher training, community resources, curriculum development models, teaching methods, adult learning, evaluation and assessment.

Proposal Form (pdf requires Adobe Reader, free download)

Proposal Deadline is March 11th, 2011; all proposals will be reviewed after the 11th by the symposium planning committee. You will be notified by March 30th.

Symposium Information Contact:

Jennifer Niemi  
Email: [jehlen at d.umn dot edu](mailto:jehlen@d.umn.edu)  
Phone: (218)726-8419

125 Bohannon Hall, 1207 Ordean Court, Duluth, MN 55812  
Email: [indianed at d.umn dot edu](mailto:indianed@d.umn.edu)

Please visit the website:

<http://www.d.umn.edu/enigikendaasoyang/symposium/2011/index.html>

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**The 18th Annual Stabilizing Indigenous Languages Symposium** is scheduled to be held at the University of New Mexico, Albuquerque, NM, USA, on May 20-22, 2011, and the 19th symposium is scheduled to be held at Thompson Rivers University, Kamloops, British Columbia, Canada, on May 10-12, 2012. We have no additional information yet.

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**The Yucatec Maya Summer Institute**

SUMMER INTENSIVE COURSES IN YUCATEC MAYA  
Beginning-Intermediate-Advanced

June 13 - July 22, 2011





We invite contributions for the assessment of this process from Linguistics, Sociology, Psychology, Anthropology, Education, and related fields. Equally welcome is the participation of practitioners in language revitalization efforts. We wish to combine theoretical and practical perspectives for the analysis of the linguistic and social processes involved in language death, endangerment, documentation and revitalization.

Possible topics include the following:

The genetic and areal distribution of endangered languages  
Structural characteristics of endangered languages  
Cultural characteristics of endangered language communities  
Causes of language endangerment  
Documentation of endangered languages  
Language revitalization programs and practices  
Academic ethics and advocacy in language endangerment

#### Length

Up to one page of text, plus up to half a page containing possible examples, charts, and references.

#### Format

The abstract should include the title of the paper and the text of the abstract but not the author's name or affiliation. The e-mail message to which it is attached should list the title, the author's name, and the author's affiliation. Abstracts will be evaluated anonymously.

#### Keynote Speakers

Patience L. Epps  
Department of Linguistics, University of Texas-Austin  
"Documentation with a wide-angle lens: fieldwork in a contact zone"

Daniel L. Everett  
Dean of Arts and Sciences, Bentley University  
"Cognitive Fire - Language as a Cultural Tool"  
Carol Genetti  
Department of Linguistics, University of California, Santa Barbara  
"Models of Language Revitalization: Toward a typology of community responses"

Lenore Grenoble  
Department of Linguistics, University of Chicago  
"Unanswered questions about Language Revitalization: New directions for research"

K. David Harrison  
Department of Linguistics, Swarthmore College, and National Geographic Society  
"Endangered languages: Local and Global Perspectives"

Marianne Mithun  
Department of Linguistics, University of California, Santa Barbara  
"What can Revitalization Work Teach us about Scholarship?"

Fernando Ramallo  
Linguistics, *Universidade de Vigo*, Galicia, Spain  
"The role of the neo-speaker in minority language revitalization"

Sarah Thomason  
Department of Linguistics, University of Michigan  
"How to avoid pitfalls in documenting endangered languages"

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### **Symposium on Teaching and Learning Indigenous Languages of Latin America**

October 30 - November 2, 2011  
Kellogg Institute for International Studies  
University of Notre Dame  
New Call for Proposals Deadline: February 14, 2010  
Please note: Online submissions only

The Association for Teaching and Learning Indigenous Languages of Latin America (ATLILLA) and the Kellogg Institute for International Studies at the University of Notre Dame invite proposals for panels, individual papers, round table discussions, interactive workshops, poster sessions, and technological tools showcases to be presented at the second Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA-2011). Proceedings of the Symposium will be published.

Proposals will be accepted only through the online submission system located at:

<http://kellogg.nd.edu/projects/quechua/STLILLA/proposalform.shtml>

Successful proposals will clearly indicate the relationship of the presentation to the core symposium themes. Presentations should provide an opportunity for symposium participants to engage with some of the challenging and fundamental questions at the intersection of research and the teaching and learning of Latin American indigenous languages. Priority will be given to proposals that address one or more of the following topics:

Best practices, methodologies, and strategies in indigenous languages pedagogy

The interplay of research, theory, and practice in teaching and learning indigenous languages

Languages as vehicles to cultures and the world of living experience

Language revitalization and documentation

Distance learning / online courses

Issues of dialectology and standardization in language instruction

Impact of language attitudes and ideologies on teaching and learning indigenous languages

Intellectual, cultural, and political role of indigenous languages in Latin America

Indigenous languages, cultures, and identity

Connecting, celebrating and maintaining traditions through teaching  
 Assessment and evaluation of indigenous language learning  
 Innovative technologies for teaching and learning indigenous languages and cultures  
 Effects of language policy and planning on the teaching and learning of indigenous languages  
 Language, literacy, and cultural practices  
 Issues of bi-literacy and bilingual education in Latin America  
 Music/musicology and the teaching and learning of indigenous languages  
 Sociolinguistics, applied linguistics, and pragmatics in the teaching and learning of indigenous languages  
 Programmatic structure for Less Commonly Taught Language (LCTL) instruction

#### General Proposal Guidelines

Proposals and presentations are welcome in English, Spanish or Portuguese. All proposals, regardless of type, must include the following:

Name and title of the author/organizer, institutional affiliation, and contact information  
 Title of the proposed presentation  
 Abstract (300 words)  
 Indicate any equipment needs for your presentation  
 Proposals for panels and round table discussions must also include:  
 Name, title, and institutional affiliation for each additional participant  
 Role or proposed topic to be covered by each additional participant (150 words)  
 Indications that all proposed participants have been contacted and have agreed to participate

#### Types of Presentation

Presentations may be made in a number of formats, as listed below. You must indicate the proposed format in your submission. The Conference Committee may negotiate the proposed delivery format with the speaker.

##### Panel Presentations (75 minutes)

Individuals or institutional sponsors may propose to organize a panel of presentations on a related subject, with each presenter offering a perspective on the topic. Panels may include a chair/moderator, three or four presenters, and a discussant. Depending on the number of panelists, each presenter will be allotted 15-20 minutes to deliver his/her paper, allowing 15 minutes at the end of the panel for commentary by a discussant and/or questions.

Panel proposals must include information on all proposed participants and must indicate that they have been contacted and agree to participate. The individual submitting the proposal will be the sole contact person regarding the panel.

##### Individual Papers (15-20 minutes)

Individual paper proposals provide an opportunity to present original contributions to the research, theory, and practice of indigenous language teaching and learning. Submissions should demonstrate an awareness of relevant literature, and

clearly indicate the importance of the proposed topic to conference themes.

Upon acceptance, individual papers will be organized into panels of three or four by subject. As described above, depending on the number of participants on a given panel, individual presenters will have 15-20 minutes to deliver the content of their individual papers.

##### Round Table Discussions (45 minutes)

Individuals or institutional sponsors may propose to organize a round table discussion on a topic related to symposium themes. Like panels, round table discussions are coordinated by an organizer/moderator, and offer different perspectives on the proposed topic. However, rather than focusing on the presentation of individual papers, presentation time for each discussant is limited to 5-7 minutes. The majority of the session is devoted to dialogue between the discussants and the audience.

In the best round tables, the speakers are aware of each other's work and views, and they refute or support those views in their own talks. There's real interchange, as well as the chance to go in-depth very quickly. They are time-efficient and encourage audience participation in the discussion.

Proposals for round table discussions must include information on all proposed discussants and must indicate that they have been contacted and agree to participate. The individual submitting the proposal will be the sole contact person regarding the round table discussion.

##### Interactive Workshops (45 minutes)

Presenters spend a short amount of time on the delivery of the pedagogical concept, theory or model, and the majority of the session is devoted to direct, hands-on participation by the attendees. Workshops are organized to address a theme, discussion is informal and interactive, and papers are not presented.

##### Poster Sessions / Technological Tools Showcases

Poster and technological tool presenters will be allocated a time slot within the main symposium venue to showcase their pedagogical and technological tool or model through a poster exhibition or a technological tool showcase. Symposium participants will be able to view displays at their leisure during session breaks. Poster/technological tool proposals should briefly describe not only the subject matter to be presented, but also how the material will be presented visually.

Proposals will only be accepted through the online submission system and the deadline is December 6, 2010. Each proposal will be reviewed by the Proposal Review Committee.

For more information and to submit proposals go to:  
<http://kellogg.nd.edu/projects/quechua/STLILLA/call.shtml>

**MEDIA WATCH**

**Barack Obama Announces Support for the United Nations Indigenous Rights Declaration**

In December President Obama, meeting with 565 Federally Recognized Tribes, made the announcement at a White House Tribal Nations Conference.

His support has influenced other nations to take steps forward and acknowledge indigenous peoples human rights, as well. Mr. Obama iterated his intention to increase effort and improve conditions for Native Americans. Native American communities have suffered high levels of alcohol and drug abuse, unemployment, poverty, and poor health care. Here is Mr. Obama's statement:

And as you know, in April, we announced that we were reviewing our position on the U.N. Declaration on the Rights of Indigenous Peoples. And today I can announce that the United States is lending its support to this declaration. The aspirations it affirms--including the respect for the institutions and rich cultures of Native peoples--are one we must always seek to fulfill. And we're releasing a more detailed statement about U.S. support for the declaration and our ongoing work in Indian Country. But I want to be clear: What matters far more than words--what matters far more than any resolution or declaration--are actions to match those words.... That's the standard I expect my administration to be held to.

Article 13-1 of the declaration reads "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, **languages**, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons" and Article 14-1 reads "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning." The United Nations General Assembly declared 2008 as the International Year of Languages.

Only four nations initially voted against this declaration, including the U.S.A. Since then Australia, Canada, New Zealand and now the U.S.A have reversed their positions.

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**iPhone for Christmas, in Cherokee, please**

Seen on Bloomberg Businessweek  
December 23, 2010

Tech-savvy Cherokee children wanted iPhones for the holidays; Apple partnered with the tribe to put the language into apps. Digital age use of mobile devices holds great promise for languages of the Americas.

To read the article, please go to:  
<http://www.businessweek.com/ap/financialnews/D9K9IDT83.htm>

By using keywords Cherokee and iPhone in a search, you can find several published articles on the project.

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**Halq'eméylem Revitalisation and FirstVoices App**

Authored by Stephen Hui, December 24, 2010

Members of the Sto:lo Nation are trying to overcome language extinction by use of a mobile app launched in December. Community members, after years of concern and effort to revitalize Halq'eméylem, spoken in British Columbia, are excited to have an easy to use dictionary now on their mobile phones and iPods.

Fewer than five persons are said to speak fluent Halq'eméylem. Recently a great desire to preserve the language of the eleven band Sto:lo Nation has overwhelmed members with few language materials. The Nation now has a website with words, phrases, and word games.

Please read more about this story at:  
<http://www.straight.com/article-365845/vancouver/stolonation-deploys-iphone-app-fight-keep-halqemeylem-language-alive>

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**Paraguay: Congress Approves Law On Languages In Paraguay**

Source: *Radio Viva*

Translated from Spanish, Original Below

Paraguay's Congress approved the draft Law on Languages. The law requires public institutions to use the Guarani language as determined by the Constitution. Now the government must decide how to promulgate the Law With the Act, public authorities should use the Guarani in the preparation of the documents so far are written only in Spanish.

In a conversation with *Radio Viva*, the language rights activist, Perla Alvarez stressed the importance of the rule in a country where "there is still discrimination in relation to the language used." He explained that discrimination occurs "when the state is not guaranteeing or respecting the rights of the people." And said that "in the case of language rights, is when the state does not guarantee a person the right to live in their own language."

Alvarez said that the Paraguayan State only works with the Spanish, so that citizens can not deal with its language and must be replaced. It is worth remembering that the Constitution of Paraguay states that Guarani is also the official language alongside Spanish.

According to the 2002 census, 27% of the Paraguayan population speaks only Guaraní, understands some Spanish but speaks only Guaraní. Most of these people do not reach the sixth grade education and in hospitals, are treated without respect for their language.

With regard to access to justice, the data show that over 90% of cases the victims and perpetrators speak only Guaraní. It also happens that the poor have no access to translation and all witness statements are written in Spanish. In this sense, the language law seeks to ensure that people can have the right to public translation, until the public official is bilingual.

#### Spanish Original

Congreso aprueba la Ley de Lenguas en Paraguay  
El Congreso de Paraguay aprobó el proyecto de la Ley de Lenguas. La norma obliga a las instituciones públicas a emplear el idioma guaraní como lo determina la Constitución Nacional. Ahora el Ejecutivo debe decidir si promulgala Ley. Con la Ley, los entes públicos deberán utilizar el guaraní en la elaboración de los documentos que hasta ahora sólo se redactan en español.

En un diálogo con Radio Viva, la activista por los derechos lingüísticos, Perla Álvarez, destacó la importancia de la norma en un país donde "todavía existe discriminación en relación a la lengua utilizada". Explicó que se habla de discriminación "cuando de parte del Estado no se está garantizando ni respetando los derechos de las personas". Y afirmó que "en el caso de los derechos lingüísticos, es cuando el Estado no garantiza a la persona el derecho de vivir en su lengua".

Álvarez explicó que el Estado paraguayo sólo funciona con el español, por lo que los ciudadanos no pueden manejarse con su lengua y deben sustituirla. Vale recordar que la Carta Magna de Paraguay establece que el guaraní es también la lengua oficial del país junto al español.

Según el censo 2002, el 27% de la población paraguaya es monolingüe guaraní, entiende algo de español pero sólo habla en guaraní. La mayor parte de estas personas no llegan hasta el sexto grado de la educación y en los hospitales son atendidas sin respetar su lengua.

En cuanto al acceso a la justicia, los datos muestran que en más del 90% de los casos las víctimas y los victimarios sólo hablan en guaraní. Asimismo, ocurre que las personas pobres no tienen acceso a la traducción y todas las declaraciones de testigos son escritas en español. En este sentido, la ley de lenguas busca garantizar que las personas puedan tener el derecho a la traducción pública, hasta tanto el funcionario público sea bilingüe.

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#### **UN Resolution: World Conference on Indigenous Peoples in 2014**

November 18, 2010

On Tuesday 16 November the General Assembly adopted a resolution on indigenous peoples' issues. In this resolution, the General Assembly decides to organize a World Conference on Indigenous Peoples in 2014.

A pdf can be read at:

[http://www.un.org/esa/socdev/unpfii/documents/UNGA\\_65\\_R\\_ES\\_IPs\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/UNGA_65_R_ES_IPs_en.pdf)

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#### **Scientific American Reports Use of Ultrasound on Dying Languages**

From *Scientific American*, December 2010

Authored by Lisa Song

Amanda Miller sits facing an old woman in Upington, South Africa, one hand on a cylindrical probe that she holds underneath the woman's chin. "Speak," Miller says in the woman's native language, N|uu, and as the words flow out, an ultrasound screen flickers with the video of a tongue in motion. Linguists are using the same technology that images fetuses to study endangered languages.

For someone who studies phonetics—the science of how sounds are perceived, articulated and organized in different languages—it is crucial for Miller to track the speaking tongue. Miller is a visiting assistant professor at Ohio State University and one of about 40 linguists worldwide who uses ultrasound. This portable technology, which became affordable to linguists around 2000, allows researchers to see the tongue as it moves in real time. It is one of the only medical scanning devices that can keep up with speech; MRIs, for example, are too slow.

Before ultrasound, linguists relied on x-rays and glue-on electronic probes. The x-rays failed because they exposed subjects to harmful radiation, whereas the probes were often inconvenient. "You can imagine if you walk into a village and say, 'Look, people, all I want to do is blow-dry your tongue and glue things to it,' people might be a little nervous," says Diana Archangeli, a linguistics professor at the University of Arizona who has worked with ultrasound since 2004.

Thanks to this emerging technology, Miller and her colleagues have documented some of the fastest sounds in human speech: the click consonants present in many rare African languages. Because linguists did not know exactly how the clicks were produced, the sound was placed in a "mixed-bag" category of the International Phonetic Alphabet, a universal system that catalogues all the sounds in the world's languages. Linguists use this alphabet to study the relation between different sounds and, through that, the origins of people and languages.

Miller has investigated more than 40 different kinds of click consonants. Her research, published in 2009, organized the clicks based on attributes such as airstream (where the air comes from), place (where the mouth constricts) and manner of articulation. These changes have allowed the clicks to be properly classified into the alphabet. "Once you have the [clicks' classifications and] subclassifications, you can begin

to see similarities ... to other sounds in English, for example," Miller says. Both "t" and "k" share some characteristics of click consonants.

Elsewhere, other linguists are using ultrasound to teach foreign languages and help the deaf to speak. As for Miller, she will continue to study endangered languages, seeking to integrate new sounds into the International Phonetic Alphabet.

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**Ojibwa as a Second Language for Kids in Schools:  
Administrators are finding aboriginal language speakers  
to be in high demand and short supply**

Elementary school children have the opportunity to learn Ojibwa from native speakers. They study Ojibwa for an hour each day, and some are in their second year. Local educators are inspired and hopeful that the program will grow.

Please read the article, from the *Winnipeg Free Press* at:  
<http://www.winnipegfreepress.com/local/soaking-up-some-objibwa-111907714.html>

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**Alaska Natives seek greater presence on map, and James  
Kari comments**

Authored by Alex DeMarban of the *Tundra Drums*, Dec 20, 2010

In a growing effort to put Native culture on the map, literally, the Southwest Alaska village of Alakanuk wants to change the spelling of its name. But it won't be any easier to pronounce. Outsiders usually call it uh-luk-uh-nuk. Now say that while clearing your throat midway through the word. That's roughly how the Yup'ik people said it for eons, long before an officer with the U.S. Coast and Geodetic Survey "discovered" the village and anglicized the name in 1899. Problem was, there was no English letter for that guttural growl at the time.

The attempt to change the name to Alarnek -- the "r" makes the unique sound in the Yup'ik writing system created in the 1960s -- came before the Alaska Historical Commission last month. It was one of four proposals designed to put Native names on geographic features or towns in Alaska. Officials expect more such requests in the future, in part thanks to language immersion programs that have sparked new interest in learning traditional tongues.

The Alarnek request and two other proposed name-changes -- to rid Interior geographical features of the name Negrohead -- were tabled for a later meeting. The 9-member board wanted to hear from local residents who support the changes, said Joan Antonson, staff for the commission. The fourth proposal passed: To christen an unnamed ridge in Southcentral. Nen' Yese, 'earth ridge' in the Ahtna language, is 33 miles northwest of Glennallen. It should roughly be pronounced nee-in yes-eh, with a nasal inflection early in the word, said James Kari, a retired linguistic professor from the Alaska Native Language Center at the University of Alaska Fairbanks.

"It's now an accurate rendering of how it was pronounced originally, and that's cool," said Kari, who submitted the proposal.

He noted that the Alaska Native regional corporation, Ahtna Inc., supports the christening and is the principal landowner of the ridge, which can be seen from the Richardson Highway. The Native names let people know a unique culture has long occupied the area, even if most people won't get the exact pronunciation right. "It's a real native name, and these names have antiquity," said Kari.

The new name will be found on state maps. The historical commission, which serves as the review board for geographic names in Alaska, will recommend the name to the U.S. Board on Geographic Names, for placement on federal maps, said Antonson.

The proposals are an important step in reclaiming the Native language, said Walkie Charles, UAF's professor of Yugtun, the official language of the Yup'ik people. Native names often aren't found on today's maps. For example, in the Lower Tanana River region in the Interior, Natives have about 800 names for geographical features. But the U.S. Geological Survey recognizes only about 15 of those original names, said Kari.

Also, schoolmasters tried to make English the dominant language. Charles, a product of a Bureau of Indian Affairs elementary school in Emmonak in the 1960s, remembers teachers striking students with rulers or publicly shaming them for speaking their own language. But he continued to speak Yugtun -- most people call the language Yup'ik -- in private. "It was a dirty language in public, but it was the only language with which to connect to my mother," he said.

Things are different now. Native languages have their own alphabets. For example, the Yugtun writing, developed in the 1960s at the Alaska Native Language Center, has 18 letters from the English alphabet. Many students are learning their ancestral language in immersion programs, and names on maps should coincide with what's taught in those classrooms, said Monica Sheldon, an oral historian with the Association of Village Council Presidents.

She submitted the proposal to change Alakanuk's name, noting that key local groups supported it, such as the tribal government and corporation. More than 100 people in Alakanuk, a village of 700 on the lower Yukon River, signed a petition to change the name to Alarnek, said Benjamin Phillip, president of the Alakanuk tribal government.

Alarnek, named after a slough, means "wrong way." People want the new name because it's historically correct, said Phillip. Commissioners put it on hold because they felt like they hadn't heard from the average villager, said Antonson. "Our commission wanted to hear from more of the people themselves, not just government and corporate organizations," she said.

The last village to change its name, apparently, was Nunam Iqua, which means "end of the tundra," said Antonson. That decision came in 1999, because the village wanted to restore its original name and replace Sheldon Point, named for a man who created a fish saltery there around 1940. It was named Sheldon Point because that was easier for White people to pronounce, according to a past news account.

Besides Alakanuk, AVCP might attempt to change more village names to reflect their cultural origins, but only if local residents want it, said Shelden. It's an important effort, she said.

"I feel very good about it. I feel like my language is finally being recognized," said Shelden, who attended the Bureau of Indian Affairs elementary school in Alakanuk in the 1960s. As for the two other proposals that were tabled, Kari joined elder Robert Charlie of Minto in that effort. The two worked with an 8th grade class at Randy Smith Middle School in Fairbanks to submit the proposals. The students wanted to change the politically incorrect names of Negrohead Creek and Negrohead Mountain. Negrohead is an old nickname for grass tussocks.

"They said, 'What's going on here? This is racist. It's derogatory,'" Kari said of the students.

Under their proposal, Negrohead Mountain would become T'oo Khanishyah Mountain -- pronounced kloe-hansh-yuh by the Lower Tanana Gwich'in. It's about 30 miles northwest of Chalkyitsik village in the Yukon Flats National Wildlife Refuge. Also, Negrohead Creek, located northeast of Manley Hot Springs, would become łochenyath Creek. The Lower Tanana Athabaskan people of the area know the creek roughly as slaw-chin-yat, Kari said.

Both of the proposed Native names mean grass tussocks. Commissioner Mike Martz, from Bethel, said the tabled items will likely be taken up at the board's next meeting in the spring.

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### Traces of a Lost Language and Number System Discovered on the North Coast of Peru

Article published August 2010  
American Anthropologist, 112 (3):357-369

Authors: Jeffrey Quilter, Marc Zender, Karen Spalding, Régulo Franco Jordán, César Gálvez Mora, and Juan Castañeda Murga

**Abya Yala** (website)  
Submitted by Arjan on 25 August, 2010

An interesting article by a Peruvian/American team of archaeologists/ ethnohistorians was published online this week in American Anthropologist: Traces of a Lost Language and Number System Discovered on the North Coast of Peru. The abstract reads:

Sometime in the early 17th century, at Magdalena de Cao, a community of resettled native peoples in the Chicama Valley on the North Coast of Peru, a Spaniard used the back of a letter to jot down the terms for numbers in a local language. Four hundred years later, the authors of this article were able to recover and study this piece of paper. We present information on this otherwise unknown language, on numeracy, and on cultural relations of ethnolinguistic groups in pre- and early-post-Conquest northern Peru. Our investigations have determined that, while several of the Magdalena number terms were likely borrowed from a Quechuan language, the remainder record a decimal number system in an otherwise unknown language. Historical sources of the region mention at least two potential candidate languages, Pescadora and Quingnam; however, because neither is documented beyond its name, a definite connection remains impossible to establish.

The handwriting is a set of translations from Spanish names of numbers (uno, dos, and tres) and Arabic numerals (4–10, 21, 30, 100, and 200) to the unknown language.

The Peabody Museum of Archaeology and Ethnology also has a short video about the discovery:  
<http://www.peabody.harvard.edu/node/619>

View the image of the paper scrap at:  
<http://www.peabody.harvard.edu/node/618>

### NEW MEMBERS AND CHANGES

#### Updated e-mail addresses

Sarah Murray	sarah dot murray at cornell dot edu
James L Armagost	jlarmagost at frontier dot com
Chris Koops	ckoops at gmail dot com
Willem DeReuse	willemdereuse at my dot unt dot edu
Diane Hintz	Diane_Hintz at sil dot org
Dan Hintz	Dan_Hintz at sil dot org
Dennis Moore	moore at amazon dot com dot br

### RECENT PROGRAM NOTES

#### Abstracts from the *Seminario de Complejidad Sintáctica*

Program abstracts from the November 15-16 *Universidad de Sonora* conference arrived late for publication, but our members may be interested in receiving the abstracts. For information on : *Estudios lingüístico-tipológicos y etnoculturales en lenguas indígenas y minoritarias y Programme International de Coopération Scientifique (PICS 4704) Complexité syntaxique et diversité typologique* Please contact:

Zarina Estrada Fernandez  
zarina at guaymas.uson dot mx