



# Consortium for Training in Language Documentation and Conservation:



International cooperation to support  
trainers worldwide

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# Training in language documentation and conservation



## **A brief overview**

# What is training?



- Training – educational process involving the acquisition, strengthening and reinforcement of knowledge, skills, behaviours, and competencies
- Training occurs in many ways in many settings
  - Structured classes, e.g. at formal institutes, schools, universities
  - Workshops and symposia
  - Small groups
  - One-on-one interactions

# Training covers every aspect of LDC work



- **Tools**
  - Software, equipment, interfaces
- **Products**
  - Language resources, dictionaries, literacy materials, videos, archives
- **Activities**
  - Recording, digitising, developing orthographies, preparing metadata
- **Methods**
  - Master-Apprentice, morphological analysis, survey creation
- **Teaching**
  - Lesson planning, activities, assessment, course design
- **Linguistic structure and analysis**

# Training is central to LDC work



- It provides community language activists, and those that support them, them with the skill sets, tools, and expertise to make their efforts maximally effective

# Diverse training programs worldwide



- ...impressive array of programs, workshops, and institutes that are currently offering training in language documentation and conservation across the globe

# Intensive institutes for Indigenous communities



- American Indian Language Development Institute
- Canadian Indigenous Languages and Literacy Development Institute
- The Northwest Indigenous Language Institute
- Fundación Proyecto Lingüístico Francisco Marroquín

# Short workshops for community members



- Documenting and Revitalising Indigenous Languages Training Program (RNLD), Australia
- Puliima National Indigenous Languages and Technology Forum, Australia
- Dhirubhai Ambani Institute of Information and Communication Technology (India)
- Forum for Language Initiatives (Pakistan)
- Indigenous Language Institute (New Mexico)
- Navaho Language Academy Summer Linguistics Workshop, Arizona

# Programs to repair transmission



- Language-nests, immersion schools, and associated teacher-training programs: e.g.
  - Kohanga Reo (Maori language nests and beyond)
  - Ka Papahana Kaiapuni Hawai'i
  - Chief Atahm School in British Columbia
  - Piegan Institute on the Blackfoot Indian Reservation
  - Tsé'hootsooí Diné Bi'ólta' (Navajo; Arizona)
  - Comhairle nan Sgoiltean Araich (Gaelic; Scotland)
  - Confederated Tribes of Grande Ronde Program (Chinuk Wawa; Oregon)

# Programs to repair transmission



- Master-Apprentice Language Learning Program
  - Advocates for Indigenous California Language Survival
  - First People's Heritage Language and Culture Center in British Columbia
  - Now being used in Australia
  - Manual translated into Portuguese for use in Brazil and Ainu for use in Japan

# Language reclamation programs



- **Breath of Life**
  - Advocates for Indigenous California Language Survival (AICLS)
  - National Breath of Life Workshop Archival Institute for Indigenous Languages
    - ✦ Washington, DC, June 13-24, 2011
- **Many independent projects; all incorporate training**
  - Wampanoag (New York)
  - Kurna (Australia)

# Language centers



- About 40 Australian language or Indigenous-knowledge centers
- Alaska Native Language Center
- Yukon Native Language Center
- Yinka Dené Language Institute (Canada)
- Centre for Endangered Languages Documentation (CELD), Papua, Indonesia
- Centers created by the Māori Language Commission
- Community-based learning centers in Thailand

# Summer institutes for broader audiences



- Long-established programs
  - SIL International (75 years)
  - LSA Summer Institute (since 1928)
  - Australian Linguistic Institute (since 1992)
- Recent international programs
  - The 3L International Summer School on Language Documentation and Description (annual)
  - The Institute on Field Linguistics and Language Documentation (InField/CoLang) (biennial: *also aimed at community members*)

# Regional institutes taught by linguists



- Summer School on Documentary Linguistics, West Africa
- Training Workshops on Language Documentation, Bali, Indonesia
- Documentary Linguistics Workshop, Japan
- Workshops on Digital Technology for Language Preservation, Papua New Guinea
- Saami Language Documentation and Revitalisation school, Norway

## Short workshops typically by and for linguists



- Linguistic software (e.g. RNLD)
- Recording methods, archiving, multimedia, etc. (HRELP)
- Training for new grantees (DoBeS, HRELP)
- Week-long intensive workshops (HRELP)

## Degree programs for community language experts



- First Nations Languages Program (UBC)
- Certificate in Aboriginal Language Revitalisation (U Vic)
- Aboriginal Languages and Linguistics Program (Simon Frazer)
- Centre for Australian Languages and Linguistics at Batchelor Institute of Indigenous Tertiary Education in Australia
- Koori Centre at the University of Sydney
- Pacific Languages Unit of the U. of the South Pacific

# Degree programs in LDC



- MA in Language Documentation and Conservation (U Hawaii)
- MA, PhD programs in the Endangered Languages Academic Program (HRELP, SOAS)
- Centro de Investigaciones y Estudios Superiores en Antropología Social (Mexico – 7 campuses)
- MA in Language Documentation (U of Adis Ababa, in Ethiopia)
- MA in Language Documentation (U of Uyo, Nigeria)
- Joint MA Program in Computational Language Documentation (U Uyo, U Cocody in Abidjan, U of Bielefeld, Germany)

# Graduate degree programs in linguistics



- **Various**

# Networking / resource sharing supports training



- Substantial productive networks among the Australian Aboriginal Language Centers
- Resource Network for Linguistic Diversity (RNLD)
- Linguist List
- Networks of researchers at HRELP and DoBeS
- E-MELD
- Blogs & discussion lists such as
  - Endangered Languages and Cultures Blog (U Sydney)
  - RNLD discussion list
  - US-based Indigenous Languages and Technology (ILAT) list
- Facebook groups
- Twitter

Given all this...



**...Why do we need the  
CTLDC?**

# The good and the bad



- These programs have raised awareness about language endangerment and provided important responses and models for action at local, regional and international levels

BUT

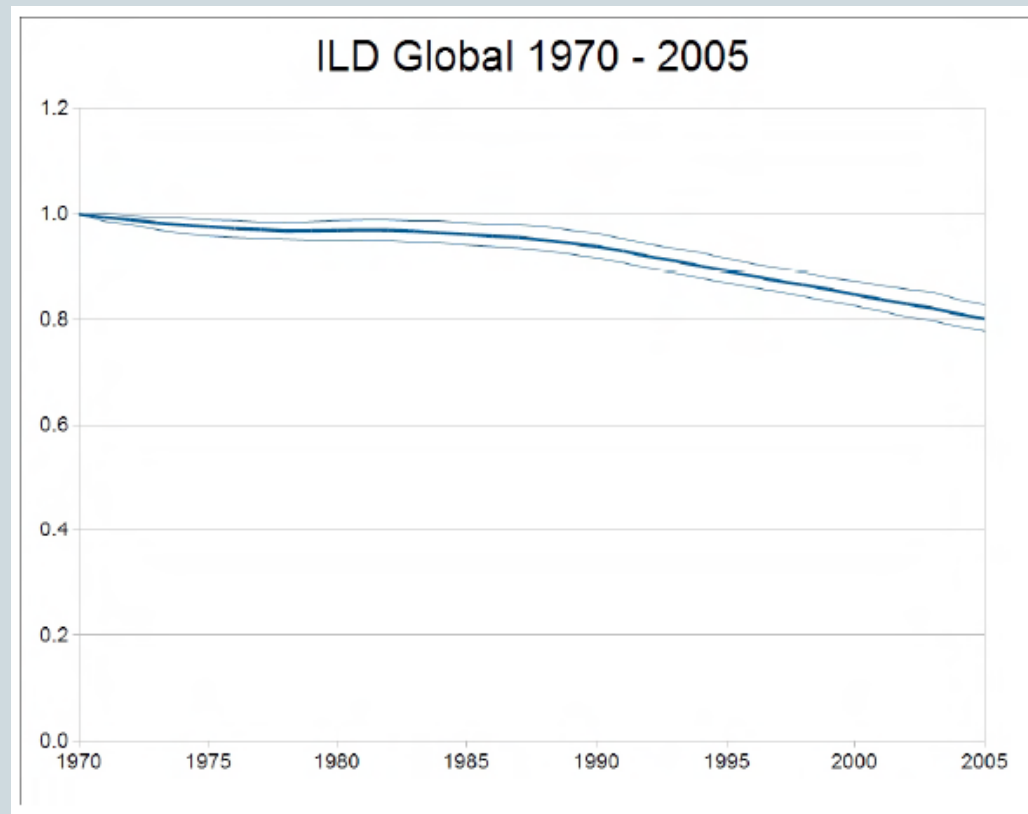
- The language endangerment crisis continues to intensify

## Index of Linguistic Diversity (Harmon and Loh 2010)



- Recent statistics from a new, more sensitive, quantitative measure of linguistic diversity
  - Language richness (number of languages found in a given area)
  - Language “evenness” (distribution of individual mother-tongue speakers among languages)
- The ILD gauges *trends* in linguistic diversity; changes from 1970 to 2005

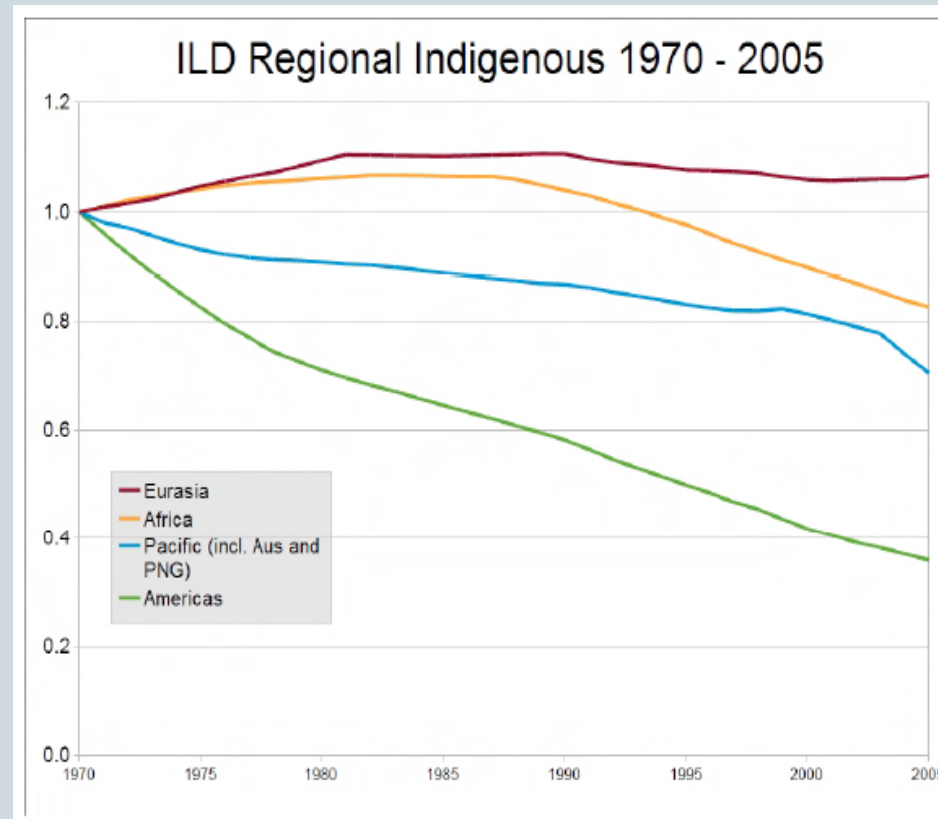
# ILD Global 1970-2005



Harmon & Loh 2010: Figure 1

20% decline 1970-2005

# ILD Regional Indigenous (1970-2005)



Harmon & Loh 2010: Figure 8

# Global trends vs. local efforts



- Without all of the various strategies which have been developed, the rates of decline would have been steeper
- There are many individual success stories which are concealed by global data
- Tremendous benefits have come from:
  - Wide-ranging revitalisation strategies
  - Significant elaboration of the documentary record
- But the graphs highlight that *more work is needed*

# Outreach needed



- Many endangered-language communities have the desire to implement language documentation and conservation activities, but have limited access to training and resources
- Many of the strategies currently in place are English-language focused (some Spanish-focused)
- Many of the current programs are magnet programs
- Increased international cooperation and regional programs are needed to maximise the effective sharing and use of resources

## What this shows



- We need to draw together and extend the developed resources in order to maximise their effectiveness
- CTLDC developed as a concerted global response to ensure a broad and lasting impact in communities across the globe from our combined expertise and the wide range of resources being created

CTLDC



**International  
cooperation for moving  
forward**



# Consortium on Training in Language Documentation and Conservation



- A consortium of organisations and individuals who:
  - train people to document, maintain or revitalise languages
  - support such training through allied activities: e.g.
    - ✦ development of tools
    - ✦ resource networks
    - ✦ funding agencies
    - ✦ policy formation
    - ✦ archives

# CTLDC mission



- The CTLDC fosters networking and collaboration among people and organisations that support training in language documentation and that promote the ongoing use of all of the world's languages

# Fostering networking and collaboration



- Facilitate the discussion of goals and models for training in language documentation and conservation
- Provide opportunities for collaboration between trainers of varied backgrounds, experiences, and perspectives
- Encourage the sharing of ideas and strategies, methods and tools, and curricula
- Bridge between speaker communities and external partners pursuing common goals

# Professional organisation for public outreach



- Raise greater awareness about the value and importance of linguistic diversity
- Increase the visibility of language endangerment issues in the media
- Provide input to policy-makers on issues concerning the maintenance of linguistic diversity and vitality
- Advocate for funding opportunities for training and related activities

# Primary goals



- Extend access to the wealth of training knowledge, expertise, methods and materials
- Bring practitioners from diverse perspectives together so that we can
  - make materials and methods more widely available around the world
  - learn from each other
  - develop both theory and practice

How are we doing this?



**Immediate and Long-term  
Strategies**

# CTLDC Governance



- **Convenors**

- Margaret Florey, Resource Network for Linguistic Diversity
- Carol Genetti, University of California at Santa Barbara

- **Steering Committee**

- Candace Kaleimamoowahinekapu Galla, Ka Haka 'Ula O Ke'elikolani College of Hawaiian Language, University of Hawai'i at Hilo, USA
- Daryn McKenny, Miromaa Aboriginal Language and Technology Centre, Newcastle, Australia
- Rozenn Milin, Sorosoro Programme, Chirac Foundation, France
- Toshihide Nakayama, Research Institute for Languages and Cultures of Asia and Africa, Tokyo University of Foreign Studies, Japan
- Victoria Rau, Institute of Linguistics, National Chung Cheng University, Taiwan
- Feng Wang, Peking University, People's Republic of China
- Douglas Whalen, Haskins Laboratories, USA

# What the steering committee is doing



- Working with a wider planning group to form the network, begin to communicate and collaborate
- Having discussions about how best to provide resources and activities to further promote the network
- Developing CTLDC governance structures and membership protocols for long-term sustainability

# Specific activities



- Developing CTLDC web site
- Opening CTLDC for membership
- Working on outreach
- Identifying events where trainers can meet, talk, share expertise; plan meetings at these events
- Planning regional meetings and training programs
- Facilitating interaction and communication at every opportunity

Website: [www.ctldc.org](http://www.ctldc.org)



- The virtual network, paralleled by personal networks at local and regional levels
- Tool for facilitating interaction
- Clearinghouse of training materials
- Program-particular pages
- Publicise news and events related to training
- Membership page
  - individual
  - organisations

# Long-term website development



- Multilingual content
- Calendar of training programs worldwide
- “Matchmaking” service, connecting linguists and trainers with communities in need
- Training “webinars” – how-to guides online

## Other long-term activities



- White Paper on state of the art of LDC training
- Development of training protocols, best practices, and/or recommendations
- Worldwide survey of available training programs and assessment of training needs
- Provide input on development of new training programs

# Broader benefits



- Bring training into the international spotlight and highlight its importance for language documentation and conservation
- Bring training to the attention of funding bodies and policy makers
- Serve as a research base for language activists representing diverse communities from across the world

# Do you want to be involved?



- Need for people with technical expertise, translators, trainers, member organisations, etc.
- Membership is free!
  - We ask for a commitment to contribute to the resources and function of the Consortium
- [contact@ctldc.org](mailto:contact@ctldc.org)