INNOVATIVE TEACHING METHODOLOGIES FOR LESSER DOCUMENTED LANGUAGES AND LANGUAGE DOCUMENTATION IN THE CONTEXT OF DIGITAL HUMANITIES

COLING Project Workshop / University of Texas at Austin, USA

12–13.12.2019

LLILAS Benson Latin American Studies and Collections

Room 1.208 (second floor of the Benson Library)

program

TIME	ACTIVITY	TITLE	SPEAKER	INSTITUTION	
10:30–11:00	Presentation	Language documentation practice and dissemination of knowledge. Illustrations from the COLING Project.	Katarzyna Klessa & Maciej Karpiński	Adam Mickiewicz University in Poznań	COLING Team Working Session / open to all interested parties
11:00–11:40	Presentation	Hands–on Experience: What hides in my name	Kyunney Takasaeva (Künney Takaahay)		
11:40–12:00	Discussion				
12:00–13:15	Lunch break				
12:45–13:15	Coffee & Cookies				
13:15–13:40	Presentation	Standard, dialect and language attitudes of the Lithuanian minority in Poland	Jowita Niewulis––Grablunas & Piotr Grablunas	Adam Mickiewicz University in Poznań	
13:40–14:10	Presentation	Inclusive research methodologies and digital humanities in Nahuatl revitalization	Osiris Sinuhé González Romero	Leiden University	
14:10–14:40	Presentation	Notes on Teaching Minority and Migrant Literatures in the Era of Globalization	Jesse van Amelsvoort	University of Groningen	
14:40–15:00	Coffee & Cookies				
15:00–15:10	Welcome	Start of Session 1.	Virginia Garrard––Burnett	The Director of LLILAS Benson Latin American Studies and Collections	SESSION 1.
			Tomasz S. Wicherkiewicz	The Head of the Adam Mickiewicz University in Poznań Team of COLING Project	
15:10–15:40	Presentation	Web 0.5: Involving Local Language Communities on the Internet	Alissa Stern	BASABali.org	
15:40–16:10	Presentation	AILLA: Its History, Mission and Operations	Susan Smythe Kung	University of Texas at Austin	
16:10–16:40	Presentation	What Zapotec speakers can teach us about human rhy–thmic segmentation biases	Megan Crowhurst	University of Texas at Austin	
16:40–17:10	Discussion				

program

DAY 2. / 13.12.2019 / FRIDAY

INNOVATIVE TEACHING METHODOLOGIES FOR LESSER DOCUMENTED LANGUAGES AND LANGUAGE DOCUMENTATION IN THE CONTEXT OF DIGITAL HUMANITIES
Language documentation practice and dissemination of knowledge.
Illustrations from the COLING Project: Polish Minorities in Texas.

12.12.2019
10:30–11:00

In this talk we outline the main features of COLINGUA, the on–line platform developed within the COLING project for the purposes of supporting the process of documentation, development of educational tools, and dissemination of knowledge about under–resourced languages and cultures. As examples, we discuss selected materials featuring Polish minorities in Texas, based on the data recently collected in the areas of Panna Maria and Chappell Hill.

Kasia Klessa works at the Institute of Applied Linguistics, Adam Mickiewicz University in Poznań, Poland. She specializes in empirical, corpus-based linguistics, with a focus on experimental phonetics and investigation of linguistic and paralinguistic features in human communication. She has been involved in the development of languagesindanger.eu/ web-portal dedicated to dissemination of knowledge about endangered languages, and inne-jezyki.amu.edu.pl – Poland's Linguistic Heritage Documentation Database for Endangered Languages. She initiated the design and development of Annotation Pro (annotationpro.org), a tool dedicated to multilayer speech and emotion annotation.

Kasia Klessa

Maciej Karpiński is a phonetician and a psycholinguist doing research in the perception and pragmatic aspects of speech prosody, paralinguistic features of speech, multimodal communication, and exploring links between speech and music. Principal investigator in research projects confessed to prosody and multimodal communication, e.g. Borderland: Boundaries of Language – Language of Boundaries, PAGE: Prosodic and Gestural Entrainment in Conversational Interaction across Diverse Languages; DiaGest2: Verbal and Non-verbal Interaction in Task-oriented Dialogues; Pol'n'Asia: Intonation and Tone in Korean, Polish, Thai and Vietnamese Task-oriented Dialogues, PoInt: Polish Intonation Database. He also have worked in projects confessed to endangered languages and cultures (Heritage: Linguistic Heritage of Rzeczpospolita; INNET: Innovative Infrastructure for Endangered Languages, and presently COL-ING: Minor Languages - Major Opportunities). Head of the Department of Multimodal Communication at the Faculty of Modern Languages and Literatures, Adam Mickiewicz University in Poznań, Poland.

Maciej Karpiński

INNOVATIVE TEACHING METHODOLOGIES FOR LESSER DOCUMENTED LANGUAGES AND LANGUAGE DOCUMENTATION IN THE CONTEXT OF DIGITAL HUMANITIES

What hides in my name

12.12.2019
11:00–11:40

The social adaptability of an individual with multiple identities places her or him in the borderland space and gives her or him the privilege to be a connecting link between cultures, countries, or languages. Each name, each place of residence, is associated with a huge number of people – not only with family (microhistory), but also with the history of an entire people (macrohistory), which emphasizes individual history and uniqueness among others. The history of a family is capable of comprising the history of a people in a condensed form, and transformations of family names may reflect subsequent periods in general history of the ethnos.

As part of the workshop, we will discuss theses on vertical (given at birth) and horizontal (obtained in the process of socialization) components of identity and that should be developed not alone at the expense of the other, but in harmony. We will consider the history of our names which were transforming due to our experience of living in different places and belonging to different cultures. I would like to turn to the analysis of the transformations on the example of our names and try to show the vertical and horizontal components of our identity in the life–long process of socialization.

We would like to analyse the dynamics that may exist between one's name and identity as an individual and/or a representative of a particular group/groups. For this kind of analysis, I decided to share experience from my native Yakut culture (the Sakha) and my microhistory of the name, which in my opinion reflects historical transformations/dynamics of the identity search of Sakha people.

Kyunney Takasaeva

Dr. Kyunney Takasaeva (in Sakha languages – Künney Takaahay) is the coordinator of the Polish–Siberian research group at the Faculty of Artes Liberales of the University of Warsaw. Künney Takaahay is a native Sakha of Yakutia (Russia, Siberia) and speaks Sakha (Yakut), Russian, Polish, and English. She graduated from Irkutsk and Moscow Universities in the fields of psychology and pedagogy. Dr. Kyunney Takasaeva is the author of two doctoral dissertations. The first in Russian, in the field of psychology (Moscow, 2001). The second one, about changes in the culture of the Sakha people since earlier ethnographic Polish research in the 19th century (Warsaw, 2017). Her research focuses on the study of cultural anthropology, including the societies and cultures of Russia, Central Asia and the Arctic. She is interested in the identity of indigenous peoples and multiculturalism, especially the cultures of the native peoples of Siberia and North America, in the context of post–colonialism and decolonialism.

12.12.2019

13:15–13:40

Lithuanian minority lives in North-East part of Poland, near Lithuanian-Polish border. They speak both standard Lithuanian and Polish, as well as South High Lithuanian dialect (sometimes called Dzukian). Therefore, it wouldn't be an exaggeration, if the Lithuanians from Poland were referred to as not only bilingual, but even trilingual.

South High Lithuanian dialect is the mother tongue for almost all Lithuanian minority. It is used to communicate with family, relatives, friends, and neighbors. But the prestige of this dialect among young and older people varies. Youth declare that the dialect is an essential component of national, regional and cultural identification. Standard Lithuanian language is needed to communicate with Lithuanians from all over the world. For the older generation, the Lithuanian standard language is more prestigious. According to them, it is more polite, nicer, and people who speak it are considered to be "more educated and respectable".

The basic function of the Polish standard language for both generations is to enable communication with the Polish-speaking majority. It has an official status and it's knowledge is not perceived in terms of prestige.

Jowita Niewulis–Grablunas

Researcher and lecturer at the Faculty of Modern Languages and Literatures at Adam Mickiewicz University in Poznań. In 2005, she obtained her PhD on the "Phonology of the Lithuanian dialect of Punskas". She teaches Lithuanian, descriptive grammar (including phonetics and phonology) of Latvian, Baltic dialectology, as well as area studies and history of the Baltic States. Her scholarly interests include dialectology and typology, in particular the Dzukian variety spoken by the Lithuanian minority in Poland, which is also her native ethnicity. These studies resulted in several articles and two monographs on the phonological system of the Dzukian dialect. Moreover, she has undertaken many efforts in preserving her native language and culture, founding social media page–Pūncko ir Sainų apylinkių dzūkai, where she regularly publishes on and for the Dzukian language community.

Piotr Grablunas has graduated with an MA in the Lithuanian Philology from the Faculty of Modern Languages and Literatures at Adam Mickiewicz University in Poznań (1999) and got his PhD in 2004. He specializes in Lithuanian dialectology as well as in translation studies of the Baltic languages, and in legal linguistics. Author of several research articles and teaching materials for Lithuanian. His interests are focused on how sociolinguistics research methods can be applied to language documentation.

Piotr Grablunas

12.12.2019
13:40–14:10

At this time, my goal is the analysis of inclusive research metho-dologies applied to two different projects related to Nahuatl revitalization. Firstly, I will explain briefly the framework used by Nahua teachers in San Miguel Xaltipan and Santa Ana Tlacotenco and secondly I will focus on two case studies in indigenous communities. The participation of Nahua speakers, teachers and researchers is very important to develop different meth-odologies grounded on the needs of indigenous communities. Moreover, inclusive research methodologies are useful to face the question: to what extent are the attitudes and approval of the speaking community key to the successful implementation of inclusive research methodologies? Additionally, the role of digital humanities is very useful to face another question: should revitalization strategies involve both 'top down' and 'bottom-up' initiatives? As a result of this fieldwork experience I want to highlight that digital humanities involves the use of science and art to develop didactic materials and also to improve public policies related to language revitalization. Finally I will show between 4 and 5 interviews in video with Nahua scholars about methodology. These videos will be available in the digital platform of the COLING Project.

Osiris Sinuhé González Romero

Osiris Sinuhé González Romero is a PhD candidate at Leiden University, Faculty of Archaeology–Heritage of Indigenous Peoples. His dissertation is entitled "Tlamatiliztli: the wisdom of the Nahua people. Intercultural epistemology and right to land". He was awarded the Coimbra Group Scholarship for Young Professors and Researchers from Latin American Universities in 2015.González Romero taught undergraduate courses for three years in the Faculty of Philosphy. Universidad Nacional Autónoma de México (UNAM). He holds a Master´s degree in Philosophy from Universidad Autónoma Metropolitana (UAM), as well as a Bachelor Degree in Philosophy and also a Master´s degree (intern) in Mesoamerican Studies from UNAM focusing on Aztec culture and Nahuatl language. Gonzalez Romero´s research interests include: indigenous philosophies, traditional knowledge, endangered languages, political philosophy, digital humanities, and aesthetics. He has authored various articles related to Nahuatl language and culture.

12.12.2019
14:10–14:40

In the current era of globalization, to echo Spivak's (2012) words, there are more and more possibilities of exchange, of people, languages and literatures. Three interlocking developments are impacting contemporary societies: the growing number of trans-lingual individuals, the rise of English as a lingua franca, and the increasing multilingual character of many societies (Helgesson and Thomsen, 2019: 155). One result of these developments is the easy accommodation of language diversity and variety in societies, another is the vehement debates that take place over these developments. When teaching literature written in minority languages or by authors with a migration background, there are the additional challenges of working with translations, or the lack thereof, and the risk of exoticization and commodification (see Huggan, 2001). As a literary scholar, in my contribution to this workshop, I would like to think more deeply about these challenges and risks and share some notes on teaching minority and migrant literatures in the era of globalization.

Jesse van Amelsvoort is a PhD candidate at the University of Groningen/ Campus Fryslân in the Netherlands. His research is situated at the intersection of comparative literature, minority studies and European studies, and examines the position of multilingual minority writers in a time of globalisation, border talk and a changing importance of the nation-state. He has published essays in Tulsa Studies in Women's Literature, Journal of European Studies and Dutch Crossing.

Jesse van Amelsvoort

12.12.2019

15:10–15:40

If you knew where to look, the Internet could provide windows
into the world's many indigenous communities. But you'd need to
sift through a lot of content in English or a half dozen other domi-
nant languages to find some material from minority communities
in their own tongues… and there wouldn't be much of it nor would
it be frequently used. The internet can in principle accommodate
thousands of local languages, including ones with different
alphabets. This is not a question of internet access: only a small
fraction of the world's population regularly adds content in local
languages even if they have internet access and the language can
be easily used on digital platforms. The norm is to post and read
content in English or other dominant languages or sometimes
to access translations of content that originated in a dominant
language.   This talk is about BASAbali, an initiative that is
developing a multi-media wiki to encourage local language
communities to use, contribute to, and benefit from the Internet.

Alissa J. Stern

Alissa Stern is the founder of BASABali, a locally developed and curated multi-media wiki to encourage local language communities to use and benefit from the internet. The wiki draws on her passion for creating sustainable systems that have a positive and long-term impact on fostering a more just and diverse world.

Alissa's work was recognized in The Economist. She was the recipient of the 2018 Linguapax Award and a 2019 UNESCO award for Literacy and was part of a collaboration to win a National Geographic grant. Alissa has a law degree from Harvard Law School and a degree in anthropology and Southeast Asia from Cornell University. She previously ran a dispute resolution organization that focused on improving the capacity of developing countries to hold public dialogues around environmental issues.

Alissa is the co-author of The Process of Business/Envrionmental Collaborations: Partnering for Sustainability (Praeger 2000) and has been published in Stanford Social Innovation Review, The Harvard Business Review, and The Washington Post.

Alissa lives in Washington DC and loves to cook, bike, kayak, and weave.

12.12.2019
15:40–16:10

The Archive of the Indigenous Languages of Latin America (AILLA) is a dynamic digital repository at the University of Texas at Austin that was founded in 2000 to house collections of linguistic and anthropological materials about Latin American Indigenous languages. Since it was founded in 2000, it has grown into one of the premier archives for endangered languages. In this presentation, I briefly describe the archive, its history and mission, and its current projects and operations.

Susan Smythe Kung PhD, is the manager of the Archive of the Indigenous Languages of Latin America (AILLA), as well as a documentary linguist. Kung is internationally engaged in the formulation of best practices for organizing collections of language documentation data for deposit into endangered language archives and for citing archived language data. The data and analyses from her own language documentation work on Huehuetla Tepehua, an indigenous language of Mexico, are archived at AILLA.

Susan Smythe Kung

12.12.2019
16:10–16:40

The gold standard for research on speech perception is for experiments to be conducted under well-controlled laboratory conditions, generally at urban research institutions. Participants in such studies tend to be native speakers of majoritarian languages, most frequently, Indo-European and Asian languages with many millions of speakers. But if we expect our claims about cognition to apply to all humans, then it is important to also work with speakers of understudied languages spoken in hard-to-reach places. In this talk, I discuss the contributions of perception experiments conducted with native Zapotec speakers under field conditions to our understanding of how humans segment sound sequences in which rhythmic patterns are created by varying vowel intensity, duration, and/or laryngealisation.

Megan Crowhurst earned a BA in linguistics from the University of British Columbia (Canada) and graduate degrees (MA and PhD) in linguistics from the University of Arizona (United States). She has held positions at Yale University, the University of North Carolina, and the University of Texas at Austin.

Megan Crowhurst

13.12.2019
10:30–11:00

This talk presents the Texas German Dialect Project (TGDP). Part 1 presents some background knowledge about the Texas German dialect, including its donor dialects and contact with English. Part 2 summarizes the workflow of the TGDP, starting with finding speakers, recording the interviews, editing the interviews, and then transcribing and translating the interviews. Part 3 presents the Texas German Dialect Archive and how it has been used for teaching, research, and outreach. Part 4 discusses some general challenges when it comes to documenting Texas German and discusses future plans for building a comparative online archive of German contact varieties from around the world.

Hans C. Boas is the Raymond Dickson, Alton C. Allen, and Dillon Anderson Centennial Professor in the Department of Germanic Studies. In 2001, he founded the Texas German Dialect Project at UT Austin, interviewing some of the remaining speakers of Texas German, and archiving the recordings in the Texas German Dialect Archive. His research interests include Syntax, Lexical Semantics, Computational Lexicography, Language Contact and Variation, Historical Linguistics, Pragmatics, Morphology, Documentary Linguistics, and Contrastive Linguistics.

Hans C. Boas

Margo Blevins is currently pursuing her PhD in German Linguistics, with a focus on making non-standard language-contact variety data more computationally comparable. She received her Masters at the University of Texas at Austin and has been working at the Texas German Dialect Project for the past three years as a research assistant.

Margo Blevins

13.12.2019
11:00–11:30

The last two decades have seen language documentation
develop as a full-fledged linguistic enterprise, with the ongoing
elaboration and refinement of its assumptions, goals, and meth-
ods. Contemporary best practices in documentation emphasize
ethnographic grounding, strong community collaborations, and
addressing a wide range of natural discourse through multiple
media. However, it is also important to recognize that there is
no one-size-fits all model for language documentation,and
that our practices must take into account the enormous variation
in community contexts, resource availability, and types of
challenges encountered in documentation initiatives. This talk
offers some perspectives on fieldwork and documentation
as carried out in remote communities in the northwest Amazon.
In this context, challenges include limited competence in
a shared contact language, low levels of education and literacy,
little or no access to electricity and internet, etc. At the same
time, this context offers particular rewards, such as opportunities
for fieldworkers to learn and actively speak the community
language, and for fieldwork to be deeply ethnographically
contextualized. As an illustration of these complexities, I discuss
an ongoing collaborative project to document shamanic
incantationsamong the Hup people of northwest Brazil.

Patience Epps is a professor in the Department of Linguistics at the University of Texas at Austin. Her research focuses on indigenous Amazonian languages, particularly the Naduhup language family of the northwest Amazon. Her work engages with language description and documentation, linguistic typology, language contact and language change, and Amazonian prehistory. Major publications include the monograph A Grammar of Hup (de Gruyter Mouton 2008) and various articles.

Patience Epps

INNOVATIVE TEACHING METHODOLOGIES FOR LESSER DOCUMENTED LANGUAGES AND LANGUAGE DOCUMENTATION IN THE CONTEXT OF DIGITAL HUMANITIES

Making Digital Texts and Datasets from Mixtec Manuscripts

13.12.2019
11:30–12:00

Transcribe AILLA is an NEH-funded crowdsourced project to produce digital versions of handwritten transcriptions of audio recordings made 1977–1981 in the course of a survey investigating lexical and grammatical variation across the many Indigenous Mixtec languages of southern Mexico. In this survey, speakers of the 12–52 Mixtec languages were asked to translate around 150 carefully constructed Spanish phrases into their Mixtec language. This project uses the FromThePage transcription software to first transcribe their responses to create digital texts to improve access to their audio recordings. Then, we use the software's subject indexing feature to flag well-formed responses for later exporting into a tabular dataset, which can be geocoded based on respondents' hometowns, allowing for visualization of language variation across the Mixtec-speaking region. While some visualizations of phonological variation have already been done using previously published data from the same language variation survey, the morphological and syntactic data in the current project is entirely unpublished and promises to provide a more complete picture of language variation, relationships between varieties of Mixtec languages, and the historical development of this family of languages.

Ryan Sullivant is the Language Data Curator at the Archive of the Indigenous Languages of Latin America where he arranges, describes, and processes multimedia collections in and about Indigenous languages from Baja California to Tierra del Fuego. He is also a descriptive linguist who did language documentation work in Chatino-speaking communities of Oaxaca and has researched historical documents and audio recordings in Chatino, Zapotec and Mixtec languages.

Ryan Sullivant

INNOVATIVE TEACHING METHODOLOGIES FOR LESSER DOCUMENTED LANGUAGES AND LANGUAGE DOCUMENTATION IN THE CONTEXT OF DIGITAL HUMANITIES

Teaching Siberian languages based on cultural content at UT at Austin

13.12.2019
14:00–14:30

Sakha (Yakut) is the Eastern Turkic language spoken by the most populous Siberian indigenous people. It is being taught at the American University for the first time at the graduate level. Students learn not only grammatical rules and vocabulary at the advanced level, but also study the history, literary and folk traditions of the Sakha people. Most importantly, they learn how to communicate successfully in the contemporary, authentic and culturally accepted language form. This course is taught mostly in Sakha (85%) and Russian (15%). The students read original texts in Sakha, write essays on diverse topics, make up dialogues, watch news, videos and talk shows, exchange ideas with their peers on–line, sing songs and recite poetry. Such use of multimedia allows them to master different and very relevant registers and styles of linguistic and cultural communication.

Bella Bychkova Jordan

Dr. Bella Bychkova Jordan is a native of northeast Siberia. She got her first degree in English philology from Yakutsk State University and went on to study linguistics and text stylistics at the graduate level at Moscow Linguistics University. After getting her PhD in cultural geography in 2002, she continues to teach at her alma mater, UT at Austin.

Dr. Bella B. Jordan has a lifelong scholarly interest in Siberian Studies. She has been exploring Siberian languages, diverse cultural traditions, including shamanism, and geography of indigenous peoples, for decades. Her research took her to the shores of Lake Baikal and fabled Lena River ancient homelands numerous times. The results of her academic research were documented in the book "Siberian Village: Land and Life in the Sakha Republic (Yakutia)" (University of Minnesota Press, 2002), and several articles. She shares her passion for advancing Siberian cultural geography with her students in her undergraduate upper division courses on Northern Lands and Cultures, and Shamanism. Dr. Jordan is fluent both in Sakha (Yakut), eastern Turkic language of Northern Eurasia, and Russian, and currently teaches advanced courses in both languages at the Center for Russian, East European and Eurasian Studies at UT at Austin.

13.12.2019
14:30–15:00

This presentation will introduce participants to the logistics, tools, and licensing considerations for developing openly licensed educational resources, using examples from Nahuatlahtolli, a collaborative Nahuatl materials development project supported by LLILAS and COERLL at the University of Texas at Austin.

Sarah Sweeney is the Project Coordinator at the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin.

Sarah Sweeney

Josefrayn Sánchez-Perry

Josefrayn Sánchez-Perry is a Ph.D. Candidate in the Department of Religious Studies at the University of Texas at Austin. His dissertation investigates the memory of Nahua ritual specialists recorded in colonial Nahuatl-language written accounts. Josefrayn is part of the COERLL project focusing on a Huasteca Nahuatl language curriculum, built by Nahua instructors from Veracruz, Mexico and the COERLL team.

13.12.2019
15:00–15:30

This presentation will focus on Reality Czech, an open textbook and curriculum currently developed at the University of Texas at Austin. I will showcase content created for the project as well as media that I have adapted from openly licensed sources. I will discuss the rationale for creating an open textbook as well as some of the ways using open resources has shaped the trajectory of the curriculum.

Christian Hilchey

Christian Hilchey is a lecturer in the Department of Slavic and Eurasian studies and teaches primarily courses related to Czech language and culture. He is currently finishing an online open textbook Reality Czech along with the Center for Open Educational Resources and Language Learning (COERLL).

Organisers

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