

MODIFIED CALL FOR PROPOSALS

New deadline for receipt of proposals: October 28, 2009

Selection of proposals: November 13, 2009

Workshops on Language Documentation, Maintenance, and Revitalization

to be held as part of

InField 2010

Institute on Field Linguistics and Language Documentation

University of Oregon

June 21st – July 2nd, 2010

<http://darkwing.uoregon.edu/~infield>

The Organizing Committee of InField solicits applications for workshops in language documentation, language maintenance, and/or language revitalization to be held as part of the second Institute on Field Linguistics and Language Documentation, at the University of Oregon from June 22nd to July 2nd, 2010. Our immediate purpose is to offer practical training to current or potential fieldworkers and speech community members; we also plan to add to the body of freely available training materials online.

We particularly seek proposals from current practitioners in this area, who would like to teach a workshop of two to eight hours in length to an audience of practicing linguists, graduate students in linguistics, and/or language activists with an interest in documenting, maintaining, or revitalizing their particular language of interest. A preliminary list of desired workshop topics for InField 2010 appears on the next page. We solicit proposals for these topics, but we are also open to additional proposals that bring fresh ideas to InField, and these delineations of topic are not fixed, e.g., a proposal could link two or more of these topics into a single workshop.

The proposal should be a maximum of 2 pages in length, and should include: topic (specify number if already in list; if new, rationale for including it as part of InField), proposed length, a brief description of workshop content (general lesson plan and level, e.g., beginning, intermediate, advanced), how it would be taught (balance of theory, examples, hands-on exercises), and what experience qualifies you to teach it (we encourage students and language activists to apply).

Workshop instructors will receive reimbursement for travel, room and board, and a modest honorarium.

Proposals should be submitted to infield@uoregon.edu.

Workshop Category / Title	Hours
Plenaries	
1. Steps in language documentation: How do I conceptualize a documentation, revitalization, or maintenance project?	5
2. Models of language documentation and revitalization: What models of language maintenance and revitalization work? Different models for different communities; presentations by community members on what they have done, challenges they have faced, and their successes	10
Technology	
3. Audio recording: How do I make a good recording? How do I work with digital media files? Choosing and maintaining equipment; recording techniques; metadata; practice and analysis of results; editing sound files; sampling rates; compression; introduction to sound-editing software	7
4. Video recording and editing. Introduction to video recording and basics of video editing for fieldwork.	9
5. Data Management and Archiving. Managing, converting, storing, and manipulating your data; using available archives and creating an archivable corpus; data accessibility and mobilization.	6
6. Principles of database design: What are the best uses of a database, and how do I make a good one? Database features; design considerations; practice in database queries and scripts; exporting and importing; comparison of database software; creation of databases for different linguistic purposes.	8
7. Aligning text to audio and video using ELAN Using ELAN software to create archival text/audio and text/video alignments; interlinearized glossing; conceptualizing the structure of a transcript of spoken language	9
8. Toolbox/FLEX Multipurpose data management software	6
Transcription and Lexicography	
9. Orthography: Which orthography should I use? Issues in orthography; working with communities for developing working orthographies	7
10. Lexicography: How do I make a dictionary? Principles of lexicography; dictionaries for different purposes; software for dictionary creation	7
11. Transcription Conventions for discourse transcription, intonation.	8
Field Methodologies and Ethics	
12. Life in the field: How do I succeed in the field? A discussion-based workshop on the personal, practical, and social dimensions of fieldwork. Separate workshops targeted at audiences of specific levels of experience.	6
13. Ethical issues in fieldwork: Case studies. Eight seminar presentations on specific ethical concerns and ways to promote the highest ethical standards in fieldwork. Each should be led by a different presenter / facilitator, about half scholars and half language activists.	12
14. Field phonetics. Introduction to recording and digitization, transcription, and acoustic analysis using Praat software and other techniques	6
15. Ethnobiology. How does the language community categorize and label the natural world? Areas of focus: botany and ecosystems, mammals, reptiles, amphibians, fish and insects	8
16. Survey Methods. How many speakers are there of my language? When is it used by which groups?	5
Language Maintenance and Revitalization	
17. Introduction to linguistics for language activists. What can linguistics teach me to help me maintain/revitalize my language?	10
18. Language activism. What skills do community language activists need? How can these skills be transferred more widely at the community/grassroots level?	7
19. Language resources and the community. How can I provide technical support for my community? How can I develop materials or work with materials already at hand to best help my community? Creating and using materials to meet the needs of a unique community; from documentation to pedagogy and revitalization	4
20. Grant writing for language activists and linguists: How can I write a successful grant proposal? Identifying appropriate granting agencies; structuring grant proposals; making a convincing case for support	10
21. Pedagogical Grammars. How to make grammatical analysis accessible and useful to language learners and language programs.	10
22. Teaching Methods. A practical approach to the consideration of models for revitalizing endangered languages. Among models to be compared are early childhood immersion, master-apprentice, and classroom-based programs. The ultimate goal is to support enduring multilingualism.	10
23. Classroom Materials and Technology. In this hands-on course, students explore ways to make materials for classroom or home use. Students use latest technologies to create learning materials and practice using them as both teachers and learners	10