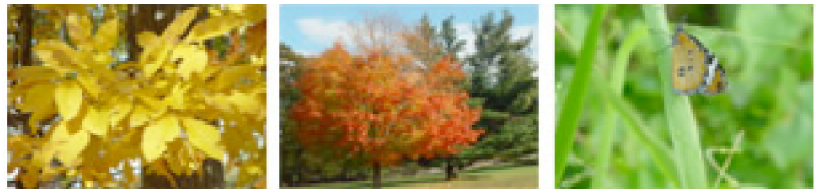


GURT'06

Endangered and Minority Languages and Language Varieties:
Defining, Documenting and Developing

Conference Program



Georgetown University Round Table on Languages and Linguistics
March 3 - 5, 2006 Georgetown University Washington, DC

TABLE OF CONTENTS

Welcome	2
Acknowledgement	3
Conference Schedule	4
Abstracts	11
Plenaries	11
Invited Symposia	13
Colloquia	17
Papers	23
Posters	48
"Meet the Editors"	53
Participant List	54
Obituary: Peter Ladefoged	63
Schedule at-a-Glance	Back Cover

W E L C O M E

Welcome to the Georgetown University Round Table on Languages and Linguistics (GURT) 2006!

The Georgetown University Round Table on Languages and Linguistics (GURT) is an annual conference with a longstanding tradition – Georgetown University has hosted GURT since 1949. The conference began as a gathering for discussion of issues in all fields of language studies; over time it has developed into a nationally and internationally known forum for the in-depth treatment of special topics.

This year, GURT is uniting experts from all around the world to discuss the theme of **'Endangered and Minority Languages and Language Varieties: Defining, Documenting and Developing.'** In our age of globalization, linguistic power struggles and language endangerment are vital areas of concern. These issues will be addressed during our conference in five plenaries, by Suzanne Romaine, Walt Wolfram, Nancy Hornberger, Elana Shohamy, and William Labov, as well as in five invited symposia, five thematic colloquia, a poster session, and 52 paper presentations.

Once again, welcome to Georgetown - we thank you for your participation and look forward to an enjoyable and inspiring conference!

The GURT 2006 Committee:

Kendall King and Natalie Schilling-Estes (Organizers)

Lyn Fogle, Jia Lou and Barbara Soukup (Graduate Student Organizers)

ACKNOWLEDGEMENT

We gratefully recognize the many people who have contributed their time and resources to GURT 2006.

We thank the many Georgetown University students, faculty and staff members who have provided help and support on behalf of GURT 2006. In particular, our thanks go to Deborah Schiffrin, Chair of the Linguistics Department; Manela Diez, Administrator of the Linguistics Department; Bonnie Tyler, Classroom Technology Zone Manager (ICC); the Center for Contemporary Arab Studies; and all student and faculty volunteers, without whom this conference would have been impossible. Special thanks are also due to James Alatis for initiating the very first GURT; and to Heidi Byrnes, who hosted the most recent GURT in 2005, and Linguistics graduate student Heather Weger-Guntharp. Their shared wisdom and advice have been invaluable.

We are also indebted to the following colleagues, who served as abstract review coordinators and reviewers. Their intensive and thoughtful work is much appreciated:

Abstract Review Coordinators and Reviewers:

Elizabeth Lanza, University of Oslo

Sarah Shin, University of Maryland,
Baltimore County

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de Barcelona

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Hirut Woldemariam, Addis Ababa
Universit

Lenore Grenoble, Dartmouth College

Financial support for the conference has been generously provided by the Faculty of Languages and Linguistics of Georgetown College, the Georgetown University Department of Linguistics, the U.S. Department of Education (Title III), the journal Visual Communication, and the Linguistic Society of America Committee for Endangered Languages and their Preservation. Thanks also to Carles Torner, Head of Humanities and Sciences, Institut Ramon Llull.

The GURT 2006 Committee

Georgetown University Roundtable on Languages and Linguistics (GURT) 2006

Endangered and minority languages and language varieties: Defining, documenting, and developing

Friday, March 3, 2006

2:45-4:45	Room: ICC 104 Defining 'endangered' Chair: Maria Moreno	Room: ICC 108 Bi- and multilingual societies: Ideologies and practices Chair: Hiram Maxim	Room: ICC 115 Language endangerment, revitalization and standardization Chair: Christina Kakava
2:45-3:15	Harold Schiffman , University of Pennsylvania, "When is an endangered language not an endangered language?: The case of Kannada"	Joan A. Argenter , Universitat Autònoma de Barcelona, "Linguistic enclaves: Codes, ideologies, communities"	Gregory R. Guy & Ana M. S. Zilles , New York University & UNISINOS, "Endangered language varieties: Vernacular speech in an age of linguistic standardization"
3:15-3:45	Peter Snow , Christopher Newport University, "What about the creoles? Language ideologies and the classification of 'endangered' varieties"	Suzanne Wertheim , University of Maryland, "'Appropriate' uses of contracting languages"	Tadhg Ó hlfearnáin , University of Limerick, "Endangerment and revitalization: Issues with authenticity and standard in Irish, Scottish, and Manx Gaelic"
3:45-4:15	M. Paul Lewis , SIL International, "Evaluating endangerment: Proposed metadata and implementation"	Agnes Bolonyai , North Carolina State University, "Language contact in the 'third space': Creativity and hybridity in bilingual children"	Emily McEwan-Fujita , "'9 to 5' Gaelic: Speakers, context, and ideology of an emerging minority language register"
4:15-4:45	Wesley Y. Leonard , UC Berkeley, "No longer 'Extinct' – A classification system for sleeping (and other highly endangered) languages"	Meredith Doran , Penn State University, "Alternative language, alternative identities: Verlan in the French cité"	Kemmony Collete Monaka , University of Botswana, "Speakers living and languages dying: The endangeredness of !Xoo and #Hua in Botswana"
4:45-5:00	Break		
5:00-6:15	Plenary Address, Bunn Intercultural Center (ICC) Auditorium* Suzanne Romaine, Merton College, University of Oxford "Planning for survival"		
6:15-7:30	ICC Galleria - Opening Reception		

Saturday, March 4, 2006

8:30-9:00	Continental Breakfast (ICC Galleria)			
9:00-10:00	<p><i>Plenary Address, Bunn Intercultural Center (ICC) Auditorium*</i></p> <p>Walt Wolfram, North Carolina State University</p> <p>"Language diversity and the public interest"</p>			
10:00-10:15	Coffee break			
10:15-12:15	<p>ICC 103</p> <p>Endangered languages: Field reports</p> <p>Chair: Andrea Tyler</p>	<p>ICC 107</p> <p>Documenting endangered languages and varieties</p> <p>Chair: Terrence Potter</p>	<p>ICC 108</p> <p>Colloquium – The media and minority languages: Messages of divergence, cohesion, conflict, and development</p> <p>Organizer: Colleen Cotter (Queen Mary, University of London)</p>	<p>ICC 115</p> <p>Invited Symposium – Ideologies, Structures, and Pedagogies: Spanish in the United States</p> <p>Organizer and Chair: Ofelia Garcia (Teachers College, Columbia University)</p>
10:15-10:45	<p>Elena Indjieva, University of Hawai'i, "Level of endangerment of Oirat language in Xinjiang province (China)"</p>	<p>Lisa Conathan, UC Berkeley, "What's past is prologue: Old manuscripts and contemporary documentation"</p>	<p>Colleen Cotter, Queen Mary, University of London, Overview</p> <p>Wim Vandebussche, Vrije Universiteit Brussel & FWO-Vlaanderen, Belgium, "Media and the coming of age of Dutch in Flanders"</p> <p>Sari Pietikainen, University of Jyväskylä, "Sami in the media: Possibilities for communal and linguistic revitalization"</p>	<p>José Del Valle, City University of New York, "Spanish in the U.S.: A minority language in high modernity"</p> <p>Ricardo Otheguy, City University of New York, "Structuring what you say and using structures to say it: Change and continuity in Spanish in the United States"</p> <p>Guadalupe Valdés, Stanford University, "Teaching Spanish in the United States: Toward a theory of heritage language re-acquisition/development"</p>
10:45-11:15	<p>Stuart Showalter, SIL Burkina Faso, "The endangered languages of Burkina Faso"</p>	<p>Tapio Seppänen, Ilkka Juuso, Matti Hosio & Lisa Lena Opas-Hänninen, University of Oulu, "The LICHEN Framework: A new toolbox for the exploitation of corpora"</p>	<p>Alexandra Jaffe, CSU Long Beach, "Corsican on the airwaves: Media practice, representation, and ideological tension"</p> <p>Helen Kelly-Holmes, University of Limerick, "Irish on the World Wide Web: Searches and sites"</p>	<p>Discussant: Ofelia Garcia (Teachers College, Columbia University)</p>
11:15-11:45	<p>Karsten Legère, University of Gothenburg, "Language endangerment in Tanzania: Any chance to maintain small and not-so-small languages"</p>	<p>Susan D. Penfield, University of Arizona, Angelina Chtareva, Benjamin V. Tucker, Gilford Harper, Johnny Hill, Jr., Nora Vasquez, Colorado River Indian Tribes, "Community partnerships: Best practices for indigenous language documentation"</p>	<p>Discussants: Walt Wolfram, North Carolina State University & Natalie Schilling-Estes, Georgetown University</p>	
11:45-12:15	<p>Hirut Woldermariam, Addis Ababa University, "Haro: A disappearing language of Ethiopia"</p>	<p>Habib Borjian & Maryan Borjian, Columbia University, "Central Iranian Plateau Dialects: Methods and goals of documentation"</p>		

Saturday, March 4, 2006

12:15-1:15	On-site Lunch (ICC Galleria)			
12:45-2:45	Poster Session (ICC Galleria)**			
1:15-3:15	ICC 103 Language planning and policy Chair: Thomas Walsh	ICC 107 Minority language varieties in the U.S. Chair: Jeff Connor-Linton	ICC 108 Colloquium – Evolution of competence and usage in the historical languages in the six Autonomous Communities in Spain with linguistic normalization programs Organizer: David Sankoff (University of Ottawa)	ICC 115 Invited Symposium – Indigenous language policies worldwide: Case studies in language regeneration and linguistic human rights Organizer and chair: Teresa L. McCarty (Arizona State University)
1:15-1:45	Thomas Ricento & Carlos Martin Velez , UT San Antonio, "Language planning goals and the development of a national language policy in the U.S."	Tonya Wolford & Keelan Evans , University of Pennsylvania, "Is it AAVE or not? A study of Puerto Rican English in Philadelphia"	M. Teresa Turell , Universitat Pompeu Fabra, "The effect of language planning policies on language shift and minority language normalization in Spain" Raquel Casesnoves Ferrer , Universitat Pompeu Fabra, "Evaluation of linguistic normalization"	Teresa L. McCarty , Arizona State University, Session Introduction, "At the intersection of identity, self-determination, and human rights: Indigenous language planning and policy in/as social practice" Serafin Coronel-Molina , University of Pennsylvania, "Quechua and Aymara crossing the digital divide: Interfacing technology with language policy and planning"
1:45-2:15	Kara D. Brown , Indiana University, "Legal definitions & national scripts: Seeking juridical recognition for Estonian regional-languages"	Vicki Michael Anderson , Indiana University, "Compromise in the acoustics: A sociophonetic analysis of obstruent devoicing in Pennsylvania Dutchified English"	David Sankoff , University of Ottawa & Raquel Casesnoves Ferrer , Universitat Pompeu Fabra, "Analyzing linguistic shift and revitalization from usage surveys in six communities" David Sankoff & Qian Zhu , University of Ottawa, "Demolinguistic software for projecting trends in competence and usage in a context of linguistic shift and revitalization"	Rodney Kofi Hopson , Duquesne University & Cambridge University, "Caught between a rock and a hard place: Ju 'hoan Education and language development in post-colonial, English-only Namibia, 1990-2005"
2:15-2:45	Rani Rubdy , National Institute of Education, "Language shift and endangerment in Singapore: Of sacrificial lambs and economic destiny"	Becky Brown , Purdue University, "Goals and responsibilities in the documentation of minority languages in French Louisiana"		Stephen May & Haami Piripi , Waikato University & Te Taura Whiri i te Reo Māori (The Māori Language Commission), "New Zealand language policy and Māori language revitalization: Ongoing issues and challenges" Discussant: Bernard Spolsky , Bar-Ilan University
2:45-3:15	Luciana Fellin , Duke University, "Covert linguistic ideologies and grassroots language revitalization"	Christine Mallinson , North Carolina State University, "The linguistic negotiation of complex racialized identities by Black Appalachian Speakers: An integrationist perspective"		(LATE 3:30 END FOR THIS SESSION)

Saturday, March 4, 2006

3:15-3:30	Break (Snacks in ICC Galleria)			
3:30-5:30	ICC 103 Multi-modal language use* Chair: Christine Mallinson	ICC 107 Instruction, education and minority languages Chair: Marleen Haboud	ICC 108 Colloquium – From field to archive to access: Current best practice in endangered language documentation Organizer: K. David Harrison (Swarthmore College)	ICC 115 Invited Symposium – Heritage languages in the United States: Reconstructing the 'resource' framework Organizer and chair: Joy Kreeft Peyton (Center for Applied Linguistics)
3:30-4:00	Arlene T. Hijara , UMass Amherst, "When words must be seen to be 'heard': Oral Deaf students negotiating language and communication in mainstream classrooms"	Kamwangamalu, Nkonko M. , Howard University, "The medium-of-instruction conundrum and 'minority language' development in Africa"	K. David Harrison , Swarthmore College, Introductory remarks, "Defining documentary linguistics" Lenore Grenoble , Dartmouth College, "Current trends in language documentation and the Hans Rausing Endangered Languages Project"	Joy Kreeft Peyton , Center for Applied Linguistics, Introduction and overview Terrence G. Wiley , Arizona State University, "Language policy and planning: Promoting and inhibiting heritage language development"
4:00-4:30	Miako Villanueva, Michele Bishop , Gallaudet University & K. Nicole Meyer , Georgetown University, "American Sign Language: Endangered and endangering?"	Hyun-Sook Kang , University of Pennsylvania, "The relative effectiveness of explicit and implicit feedback in correcting 'kitchen' Korean"	Rob Munro , ELAR, "Current design issues for digital archives: Architectures supporting value-adding access via a user's preferred language(s) and granularity of materials"	Maria Carreira , CSU Long Beach, "Languages in the global economy: A need to be strategic"
4:30-5:00	Sarah Hilliard , Duke University, "The practice of folk lexicography: Dialect commodification and conservation"	Raquel C. Sanchez , Stanford University, "Language attitudes and the academic achievement of students of Mexican-origin"	David Nathan , ELAR, "Sound and unsound documentation" Lise Dobrin , University of Virginia, "From linguistic elicitation to eliciting the linguist: The challenge of being a welcome outsider in an endangered language community"	Shuhan Wang , Delaware Department of Education, "Heritage languages and cultures as biliteracy resource: A human capital approach"
5:00-5:30	Sue Wright , University of Portsmouth, "Minority languages on the WWW"	Sarah J. Shin , UMD Baltimore County, "No minority language speaker left behind?: Heritage language maintenance in the 'No Child Left Behind' era"		
5:30-5:45	Break			
5:45-6:45	Plenary Address, Bunn Intercultural Center (ICC) Auditorium* Nancy Hornberger, University of Pennsylvania "Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guaraní, and Māori contexts"			
6:45-7:15	Happy (Half) Hour and local beer tasting in the ICC Galleria (dinner on your own)			

Sunday, March 5, 2006

8:15-9:00	Continental Breakfast (ICC Galleria)			
8:15-8:55	Roundtable with Journal Editors (ICC 105) <i>All are welcome.</i>			
9:00-10:00	Plenary Address, Bunn Intercultural Center Auditorium* Elana Shohamy, Tel Aviv University "At what cost? Methods of reviving, maintaining and sustaining endangered and minority languages"			
10:00-10:15	Coffee Break			
10:15-12:15	ICC 103 Language contact and change Chair: Uri Horesh	ICC 107 Language socialization and family language policy Chair: Kassem Wahba	ICC 108 Colloquium – Threat and endangerment* Organizer: Richard Ruiz (University of Arizona)	ICC Auditorium Invited Symposium – Globalization and language rights: The case of Catalan, Mapuche and Mayan languages: Part I Organizer and chair: Cristina Sanz (Georgetown University)
10:15-10:45	A. Seza Dogruoz , Tilburg University, & A. M. Backus , "Turkish in the Netherlands: Development of a new variety?"	Suhanthie Motha , UMD College Park, Cecilia Motha , Holden Montessori Day School, & Shelley Wong , George Mason University, "Adaptive responses' or 'ideologically coerced decisions': One family's language loss and maintenance"	Richard Ruiz , University of Arizona, Conceptual introduction Lydia Emerencia , University of Aruba, "The place and future of Papiamentu in Aruba"	Isidor Marí , Universitat Oberta de Catalunya, "Globalization and language rights" Arturo Hernández , Universidad Católica de Temuco, José Emilio Ordóñez Cifuentes , Instituto de Investigaciones Jurídicas, UNAM, Joan Ramon Solé , Govern de la Generalitat de Catalunya,
10:45-11:15	Wesley M. Collins , The Ohio State University / SIL, "Codeswitching strategies as convergent and divergent accommodation in Maya-Mam"	Eunjin Park , New York University, "'Who's King?' Grandparents' role in intergenerational transmission of hierarchy and honorifics"	Kevin Carroll , University of Arizona, "Perceived threats to Spanish in Puerto Rico"	Moderator: Isidor Marí , Universitat Oberta de Catalunya, "Language policy: Catalan, Mapuche and Mayan languages"
11:15-11:45	Martine Leroux & Lidia Jarmasz , University of Ottawa, "Much ado about nothing: Testing convergence in minority-language context"	Jia Li , University of Toronto, "The dynamics and patterns of a heritage language maintenance in an urban ethnic community"	Stephen Nover , New Mexico School for the Deaf, "¿Is ASL endangered?"	
11:45-12:15	Nathalie Dion & Shana Poplack , University of Ottawa, "Breaking the barriers: The spread of mainstream linguistic change to minority speakers"	Linda Abarbanell , Harvard University, "Children's construction of reality: Changing discourse and changing beliefs among the Tsel'tal Maya of Chiapas, Mexico"		

Sunday, March 5, 2006

12:15-1:15	On-site Lunch (ICC Galleria)				
1:15-3:15	ICC 103 Language attitudes and ideology Chair: Heidi Hamilton	ICC 105 Language revitalization processes	ICC 108 Colloquium – Tzotzil, Kaqchikel and Maya: Transnational migrants in California and language change Organizer: Anne Whiteside (University of California, Berkeley)	ICC 115 Invited Symposium – New voices - new visions: Nordic minority language policies in transition Organizers and chairs: Leena Huss (Uppsala University) & Pia Lane (University of Oslo)	ICC Auditorium Invited Symposium – Globalization and language rights: The case of Catalan, Mapuche and Mayan languages: Part II Organizer and chair: Cristina Sanz (Georgetown University)
1:15-1:45	Miki Makihara , Queens College, CUNY, "Language ideology and linguistic registers on Rapa Nui (Easter Island), Chile"	Nicole Rosen , University of Lethbridge, "Steps toward Michif revitalization"	Ivonne L. Heinze-Balcazar , CSU Dominguez Hills, "Modernity, language shift and identity in Kaqchikel Maya adolescents"	Leena Huss , Uppsala University, "The European Charter and Nordic minority policies; Special focus on Kven, Meänkieli and Saami"	Josep-Maria Terricabras , Universitat de Girona, "Multilingual pedagogy: Catalan in Europa" Emili Boix , Universitat de Barcelona, "Multilingualism in big cities"
1:45-2:15	Lisa Bonnici , UC Davis, "'I think it's important to speak both.' An examination of language practices and attitudes on the island of Malta"	Paul D. Fallon , University of Mary Washington, "Linguistic resources of language development: The case of Blin in Eritrea"	John B. Haviland , UC San Diego, "Tzotzil in the San Diego courts" Anne Whiteside , UC Berkeley, "Using participatory research to document Yucatec Maya use in San Francisco"	Pia Lane , University of Oslo, "The status of Kven: Dialect vs. language" Anna-Riitta Lindgren , University of Tromsø, "Authenticity, special focus on Kven, Meänkieli and Saami"	Emili Boix, Arturo Hernández , Universidad Católica de Temuco, Isidor Mari , Universitat Oberta de Catalunya, José Emilio Ordóñez Cifuentes , Instituto de Investigaciones Jurídicas, UNAM, Joan Ramon Solé, & Josep Maria Terricabras , Closing statements and general discussion Moderator: Cristina Sanz , Georgetown University
2:15-2:45	Frances M. Ajo , University of Hawai'i at Manoa, "Language attitudes in East Timorese youth: Stable multilingualism?"	Timur Kocaoglu , Koc University, "Reviving Karaim: An endangered language torn between many countries"	Lisa D. Bennett , UC Berkeley, "Emerging pedagogy in Yucatec Maya: North Carolina, Yucatán, and San Francisco"	Annika Pasanen , University of Helsinki, "Inari Saami language: Language nests and revitalization"	
2:45-3:15	Elizabeth Lanza , University of Oslo & Hirut Woldemariam , Addis Ababa University, "Kunama: An endangered language in Ethiopia"	Saran Kaur Gill , Universiti Kebangsaan Malaysia, "The revival of a minority language in Malaysia: The dynamics between national linguistic ideology and ethnic linguistic identity"			
3:15-3:45	Break				
3:45-5:00	Plenary Address, Bunn Intercultural Center Auditorium* William Labov, University of Pennsylvania "Unendangered dialects, endangered people"				

*American Sign Language Interpretation has been requested in advance and will be provided for this session. For a complete list of interpreted sessions, please see the registration table in the ICC Galleria.

****Poster Session (Saturday, March 4, 12:45 – 2:45), ICC Galleria**

Rudy Osiel Camposeco, Universidad Rafael Landívar, "Incidencia del vocabulario basico de los ninos popti' en el nivel de la comprensi'on de la lectura inicial"

Marta Fairclough, University of Houston, "The Spanish of Hispanic heritage speakers from Houston before formal instruction: A descriptive analysis of oral and written data"

Kathryn Graber, University of Michigan, "Buryat music and language shift: Ongoing research on an Indigenous language of Siberia"

Julie Guberman, Gallaudet University, "Kenyan Sign Language: An endangered language?"

Marleen Haboud, Pontifica Universidad Católica, Universidad San Francisco de Quito, Ecuador, "Minoritized Ecuadorian languages: A continuous struggle for survival"

Lennette J. Ivy, The University of Mississippi, "The influence of African American English on writing skills: Implications for developmental expectations and pedagogical practices"

Rajendra Thokar, Tribhuvan University, "Endangered and minority languages and language varieties of Nepal"

Joanna Thurlow, University of Western Ontario, "The role of bilingual education in the revival and maintenance of Euskara: Data from the Spanish Basque country"

Zvezdana Vrzic, New York University, "Istrian Vlashki documentation project: An immigrant community's story"

PLENARY ABSTRACTS

Suzanne Romaine, Merton College, University of Oxford

"Planning for survival"

Friday, March 3; 5:00 – 6:15 pm; ICC Auditorium

The achievement of intergenerational transmission in the context of stable diglossia is at the heart of practical advice given to communities engaged in reversing language shift. My presentation will examine the utility of this framework as an appropriate model for the stabilization of endangered languages or for their eventual revitalization as fully functioning native languages. I will argue for the need to question the assumptions and theoretical perspectives underlying terms such as 'reversing language shift' and 'language revitalization' and to reconceptualize what it means for a language to be maintained and survive without intergenerational mother tongue transmission.

Walt Wolfram, North Carolina State University

"Language diversity and the public interest"

Saturday, March 4; 9:00 – 10:00 am; ICC Auditorium

Although the disparity between sociolinguistic knowledge and popular beliefs about language diversity is well documented, little proactive attention has been given to changing public misconceptions. This presentation offers the theoretical and practical foundation for informal and formal language awareness programs, including concrete examples of activities that range from public TV programs to K-12 curricular materials that focus on dialect awareness.

Nancy Hornberger, University of Pennsylvania

"Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guaraní, and Māori contexts"

Saturday, March 4; 5:45 – 6:45 pm; ICC Auditorium

In indigenous contexts of sociohistorical and sociolinguistic oppression, indigenous language revitalization through multilingual education brings with it choices, dilemmas, and even contradictions in practice. This paper considers examples of such contentious educational practices from an ecological perspective, using the continua of biliteracy and the notion of voice as analytical heuristics.

Plenary Abstracts

Elana Shohamy, Tel Aviv University

"At what cost? Methods of reviving, maintaining and sustaining endangered and minority languages"

Sunday, March 5; 9:00 – 10:00 am; ICC Auditorium

The paper will challenge the terms 'endangered', 'minority', and 'varieties' in the context of politics, ideology, education and place. Examination of the methods and mechanisms used to revive, maintain and sustain languages - using the case of Hebrew in Israel as an example - will demonstrate the high cost of these efforts in terms of rights, participation, representation and inclusion.

William Labov, University of Pennsylvania

"Unendangered dialects, endangered people"

Sunday, March 5; 3:45 – 5:00 pm; ICC Auditorium

With only a slight decline of residential segregation over the past two decades, AAVE has maintained a high level of national uniformity and is increasingly differentiated from other dialects. The use of AAVE is strongly correlated with low levels of reading achievement but the linkage is largely indirect. The paper will present new evidence on which AAVE features are directly related to decoding skills and which are not, comparing struggling readers from African-American, White and Latino communities.

INVITED SYMPOSIA ABSTRACTS

Ideologies, structures, and pedagogies: Spanish in the United States

Organizer: Ofelia Garcia, Teachers College, Columbia University

Saturday, March 4; 10:15 am – 12:15 pm; ICC 115

This panel attempts to capture the complexity of Spanish in the United States from three different complementary angles -- language ideologies, language structures, and language pedagogies. The purpose of the panel is to explore these different issues through the research of three important scholars and to create a context for audience discussion and future research.

INDIVIDUAL PRESENTATIONS

- "Spanish in the U.S.: A minority language in high modernity"

José Del Valle, Graduate Center, CUNY

- "Structuring what you say and using structures to say it: Change and continuity in Spanish in the United States"

Ricardo Otheguy, Graduate Center, CUNY

- "Teaching Spanish in the United States: Toward a theory of heritage language re-acquisition/development"

Guadalupe Valdés, Stanford University

Indigenous language policies worldwide: Case studies in language regensis and linguistic human rights

Organizer: Teresa McCarty, Arizona State University

Saturday, March 4; 1:15 – 3:30 pm; ICC 115

The post-colonial character of Indigenous language planning and policy positions these processes as de facto expressions of Indigenous identity, sovereignty, and human rights. Highlighting cases from around the world, this session explores the ideological foundations of language planning and policy by and for Indigenous peoples, ongoing social-structural constraints, and important new self-determinant efforts to secure the future of Indigenous languages and, by extension, distinctive Indigenous identities.

INDIVIDUAL PRESENTATIONS

Session Introduction – "At the Intersection of Identity, Self-Determination, and Human Rights: Indigenous Language Planning and Policy in/as Social Practice",

Teresa L. McCarty, Arizona State University

- "Quechua and Aymara Crossing the Digital Divide: Interfacing Technology with Language Policy and Planning"

Serafin Coronel-Molina, University of Pennsylvania

Invited Symposia Abstracts

- "Caught between a Rock and a Hard Place: Ju|'hoan Education and Language Development in Post-Colonial, English-Only Namibia, 1990-2005"

Rodney K. Hopson, Duquesne University

- "New Zealand Language Policy and Māori Language Revitalization: Ongoing Issues and Challenges"

Stephen May, Waikato University & Haami Piripi, Te Taura Whiri i Te Reo Māori (The Maori Language Commission)

- Discussant: *Bernard Spolsky, Bar-Ilan University*

Heritage languages in the United States: Reconstructing the 'resource' framework

Organizer: Joy Kreeft Peyton, Center for Applied Linguistics

Saturday, March 4; 3:30 – 5:30 pm; ICC 115

Increasingly heritage languages are viewed as a resource, but a framework is needed to engage the general public in understanding this resource and promoting the development of heritage languages. Presenters discuss this issue in terms of language policy and planning, the role of language in the global economy, and language as human capital.

INDIVIDUAL PRESENTATIONS

- "Introduction and overview"

Joy Kreeft Peyton, Center for Applied Linguistics

- "Language policy and planning: Promoting and inhibiting heritage language development"

Terrence Wiley, Arizona State University

- "Languages in the global economy: A need to be strategic"

Maria Carreira, California State University, Long Beach

- "Heritage languages and cultures as biliteracy resource: A human capital approach"

Shuhan Wang, Delaware Department of Education

Globalization and language rights: The case of Catalan, Mapuche and Mayan languages

Organizer: Cristina Sanz, Georgetown University

Part I: Sunday, March 5; 10:15 – 12:15; Part II: Sunday, March 5; 1:15 – 3:15; ICC Auditorium

This two-part symposium brings together linguists from Catalonia, Mexico, and Chile to discuss the legal and educational issues impacting the status and functions of their languages, with special attention to recent demographic developments leading to large and linguistically complex urban concentrations. Part One offers a comparative perspective on Catalan and Mayan in terms of language rights, globalization and language policy. Part Two focuses on Catalan and Mapuche with special attention to language pedagogy and urbanization.

INDIVIDUAL PRESENTATIONS

- 10:15-10:45 “Globalization and language rights”

Isidor Marí, Universitat Oberta de Catalunya

- 10:45-12:15 “Language policy: Catalan, Mapuche and Mayan languages”

Arturo Hernández, Universidad Católica de Temuco

Jose Emilio Ordóñez Cifuentes, Instituto de Investigaciones Jurídicas, UNAM

Joan Ramon Solé, Govern de la Generalitat de Catalunya

Moderator: Isidor Marí

- 1:15-1:45 “Multilingual pedagogy: Catalan in Europa”

Josep Maria Terricabras, Universitat de Girona

- 1:45-2:15 “Multilingualism in big cities”

Emili Boix, Universitat de Barcelona

- 2:15-3:15 Closing statements and general discussion

Emili Boix, Universitat de Barcelona

Arturo Hernández, Universidad Católica de Temuco

Isidor Marí, Universitat Oberta de Catalunya

Jose Emilio Ordóñez Cifuentes, Instituto de Investigaciones Jurídicas, UNAM

Joan Ramon Solé, Govern de la Generalitat de Catalunya

Josep Maria Terricabras, Universitat de Girona

Moderator: Cristina Sanz

New voices - new visions: Nordic minority language policies in transition

Organizers: Leena Huss, Uppsala University and Pia Lane, Oslo University

Sunday, March 5; 1:15 – 3:15 pm; ICC 115

The ratification of the European Charter for Regional or Minority Languages is changing Nordic minority language policies. This session focuses on discussions on which languages the Charter should cover, definitions of minority language vs. dialect, revitalization efforts triggered by language autonomization, and questions concerning cultural authenticity in the modern world.

Invited Symposia Abstracts

INDIVIDUAL PRESENTATIONS

- "The European Charter and Nordic minority policies: Special focus on Kven, Meänkieli and Saami"

Leena Huss, Uppsala University

- "The status of Kven: Dialect vs. language"

Pia Lane, Oslo University

- "Inari Saami language: Language nests and revitalization"

Annika Pasanen, Helsinki University

- "Authenticity: Special focus on Kven, Meänkieli and Saami"

Anna-Riitta Lindgren, Tromsø University

COLLOQUIA ABSTRACTS

The media and minority languages: Messages of divergence, cohesion, conflict, and development**Organizer: Colleen Cotter, Queen Mary, University of London***Saturday, March 4; 10:15 am – 12: 15 pm; ICC 108*

The role of the media (as purveyors of news, entertainment, or cultural messages) in sustaining or working against minority or obsolescing languages and dialects has been actively discussed in linguistic domains since Dorian (1989) and Hale et al. (1992), initially with an emphasis on its dominant-culture, language-obliteration potential and latterly on its revitalization stance within minority-language communities themselves. Rather than focus on the “duality view” of media in lesser-used language spheres, we bring together a diverse range of current research to explore other issues, namely, the media as a facilitating tool for endangered-language users, linguistically and culturally; locus for language conflict, framing adversarial positions within and outside the speech community; channel for the development of minority-language identities, employing in-group linguistic resources in explicit ways; and the divergence between media representations of non-dominant groups and their actual linguistic behavior and identity challenges.

The papers explore Sami (radio and television) within the Scandinavian-Russian language contexts in Finland, Irish (radio and Web) within English- and technology-dominant Ireland, Corsican (radio and television) on the French island of Corsica, and Dutch (newspapers) in 19th-century French-dominant Flanders in what is now Belgium. We offer a range of dominant-language contexts; a sample of different media forms and types of lexical and discourse-level data; and theoretical approaches that vary across sociolinguistic, historical, multi-modal, and anthropological paradigms. The research illustrates the extent to which questions about the role of media in minority or lesser-used language development can be considered, expanded, and explored.

INDIVIDUAL PRESENTATIONS

- “Media and the coming of age of Dutch in Flanders”

Wim Vandenbussche, Vrije Universiteit Brussel & FWO-Vlaanderen, Belgium

Examining the media’s role in conflicts involving Dutch in 19th-century Flanders affords a double focus: newspaper accounts indicate: 1) how Dutch was treated as second-rate to prestigious French despite being the language of the majority; and 2) the opposition between Dutch in Holland and in Flanders, where speakers formed a “minority” in the language community.

- “Sami in media: possibilities for communal and linguistic revitalization”

Sari Pietikäinen, University of Jyväskylä, Finland

All nine indigenous Sami languages spoken in northern Scandinavia and Russia are endangered or nearly extinct. I discuss the possibilities, limitations and practices of the Sami language media in the attempt to contribute to communal and linguistic revitalisation aiming at symbolic construction of shared Sami identity and transnational Sami nation, Sápmi.

- “Corsican on the airwaves: Media practice, representation, and ideological tension”

Alexandra Jaffe, California State University, Long Beach

Drawing on data collected over ten years on the French island of Corsica, I emphasize the creative, constitutive role of media practices, and explore how the Corsican language is used in broadcast media focusing on the media’s legitimating role; related debates about language standards, authority, and authenticity; and how these ideologies are indexed.

Colloquia Abstracts

- "Irish on the World Wide Web: Searches and sites"

Helen Kelly-Holmes, University of Limerick, Republic of Ireland

This study of the process of searching Irish words on the Irish-language version of the Google search engine, analysed in terms of language usage and domains, also identifies problems encountered when searching in a "small" language, and indicates that sectors closely related to language policy and planning are main providers of Irish texts on the Internet.

- Overview (of colloquium themes)

Colleen Cotter, Queen Mary, University of London

- Discussants:

Walt Wolfram, North Carolina State University

Natalie Schilling-Estes, Georgetown University

Evolution of competence and usage in the historical languages in the six Autonomous Communities in Spain with linguistic normalization programs

Organizer: David Sankoff, University of Ottawa

Saturday, March 4; 1:15 – 3:15 pm; ICC 108

The revival of a traditional language that has been supplanted to a greater or lesser degree by another depends not only on increasing the acquisition of the language but also on restoring its usage in the contexts from which it has been excluded. Our goals are to assess quantitatively to what extent programs of linguistic normalization of Catalan, Basque and Galician in six Autonomous Communities in Spain have succeeded in restoring both competence and usage, and to project the future trends using new demolinguistic models and projection software.

Comparison of the 1991 and 2001 censuses enables the extraction of demographically detailed trends based on self-reports of oral and written, active and passive competence. Unfortunately, most censuses do not ask context-dependent usage questions. To remedy this problem, we have access to comparable sample surveys on context-dependent usage in the six communities. While the small sample size precludes making reliable demolinguistic distinctions within each community, except for age differences, we can clearly discern different usage patterns in different contexts. These patterns are distinctive for each community. By tying the patterns to acquisitional processes that can be quantitatively characterized from the census competence questions - intergenerational language transmission, school-based acquisition, adult acquisition and integration of immigrants, we can interpret the usage differences between communities in terms of sociolinguistic, demographic and political factors.

This colloquium will consist of three 20 minute presentations and a 10 minute software demo, plus a 5 minute introduction and a total of 45 minutes of discussion time.

INDIVIDUAL PRESENTATIONS

- "The effect of language planning policies on language shift and minority language normalization in Spain"

M. Teresa Turell, Universitat Pompeu Fabra

Many factors contribute to advancing or reversing the process of linguistic shift: language education, government practices, incentives and regulations, measures to assimilate immigrants, the relative prestige of the competing languages. In Spain, these factors vary enormously among the communities, as does the social history preceding and during the Franco era.

- "Evaluation of linguistic normalization"

Raquel Casesnoves Ferrer, Universitat Pompeu Fabra

Analysis of linguistic competence by age in the 1991 and 2001 censuses sheds light on processes of transmission (0-4 years old), rapid early acquisition in school (5-9), diminishing acquisition in later grades, integration of immigrants and loss of competence in adult and senior years. These differ greatly among the communities.

- "Analyzing linguistic shift and revitalization from usage surveys in six communities"

David Sankoff and Raquel Casesnoves Ferrer

Comparable sample surveys on context-dependent usage exist in the six communities. Our analysis discerns distinctive usage patterns for each community. By tying these patterns to acquisitional processes quantitatively characterized from the census competence questions, we interpret usage differences among communities in terms of sociolinguistic, demographic and political factors.

- Demolinguistic software for projecting trends in competence and usage in a context of linguistic shift and revitalization.

David Sankoff and Qian Zhu, University of Ottawa

Our web-based program incorporates mathematical models of L1 transmission, of education in the historical language and of the linguistic integration of immigrants into demographic projections. On the usage side, we model the specific connection of these processes with a range of private and public interactions.

From field to archive to access: Current best practice in endangered language documentation.

Organizer: K. David Harrison, Swarthmore College

Saturday, March 4; 3:30 – 5:30 pm; ICC 108

In recent years practices in endangered language documentation have undergone considerable transformation due to changes in technology coupled with advances in linguistic theory. Although historically many documentation projects had as their goal the creation of reference grammar, dictionary and texts, current practitioners consider such products only a part of the necessary work.

Field linguists presently expect to create a corpus of audio and video recordings of a wide range of language usages, registers, and styles, in multiple contexts and with the greatest possible range of speakers. Current best practice in documentary linguistics requires that fieldworkers collaborate with speech community members and co-construct the project with them; such cooperation often involves training community members in documentation. Projects are now designed for long-term and responsible archiving of materials making them available and accessible to future generations of community members and scientists.

This panel brings together five leading practitioners of documentary linguistics to discuss the state of the art in our field, ranging from field collection, mark-up, and indigenous community capacity-building to digital media archiving and dissemination of results.

Colloquia Abstracts

INDIVIDUAL PRESENTATIONS

- Introductory remarks: "Defining Documentary Linguistics"

K. David Harrison, Swarthmore College

- "Current trends in language documentation and the Hans Rausing Endangered Languages Project"

Lenore Grenoble, Dartmouth College

- "Current design issues for digital archives: Architectures supporting value-adding access via a user's preferred language(s) and granularity of materials" Rob Munro (Endangered Languages Archive, SOAS)

David Nathan, (Endangered Languages Archive, SOAS) "Sound and unsound documentation"

- "From linguistic elicitation to eliciting the linguist: The challenge of being a welcome outsider in an endangered language community"

Lise Dobrin, University of Virginia

Threat and Endangerment

Organizer: Richard Ruiz, University of Arizona

Sunday, March 5; 10:15 am – 12:15 pm; ICC 108

¿What does it mean for a language to be threatened? ¿Are all threatened languages also endangered? This colloquium represents an effort to elaborate these concepts through the development of a theoretical framework and a series of case studies. First, we will try to understand 'threat' and 'endangerment' by proposing warrants for each: ¿what evidence can be produced that demonstrates threat or endangerment, and what are the sources of these? ¿Is there an 'objective' standard for what constitutes a threat to a language? ¿Are some threats manufactured for political, economic or other reasons? ¿Is 'endangerment' always about language death, or are there other types of endangerment that should also concern us? From this discussion we propose a typology of threatened languages, and juxtapose it with well-known classifications of endangerment and vitality (Fishman 1991, Krauss 1992, etc.). We find a wide range of perceived threats to language, including to very powerful languages of wider communication (LWCs) that themselves have been accused of linguisticism (cf. Trudgill's characterization of English as a 'killer language'). Finally, we present three cases (Papiamentu in Aruba, Spanish in Puerto Rico, and ASL in the USA), describing how these show a different type of language threat and a distinct relationship between threat and endangerment. We propose that this discussion is fruitful for understanding other language situations as well.

INDIVIDUAL PRESENTATIONS

- Conceptual Overview

Richard Ruiz, University of Arizona

- "The place and future of Papiamentu in Aruba"

Lydia Emerencia, University of Aruba

The vast majority of children in Aruba receive their schooling in their Fourth language (Dutch). Their first, Papiamentu, the language of everyday life, exists comfortably beside Spanish and English as languages of public and commercial life. ¿Does the recent introduction of Papiamentu as a language of school threaten its existence?

- "Perceived threats to Spanish in Puerto Rico"

Kevin Carroll, University of Arizona

After 100 years as part of the United States, Puerto Rico is still a predominantly Spanish speaking island. Yet, there are still perceptions that Spanish is threatened on the island. In this presentation we will explore why such perceptions exist and whether there is evidence that they are justified.

- "¿Is ASL endangered?"

Stephen Nover, New Mexico School for the Deaf

American Sign Language has competed for status as a school language against oralism or English-based sign systems for at least 100 years. Despite its absence from much of the formal education of Deaf children, it continues to thrive within the Deaf community. ¿Will recent advances recognizing it as a legitimate school language threaten it outside of school?

Tzotzil, Kaqchikel and Maya: Transnational migrants in California and language change

Organizer: Anne Whiteside, University of California, Berkeley

Sunday, March 5; 1:15 – 3:15 pm; ICC 108

Globalization and economic fallout from NAFTA is increasingly affecting the poorest, most indigenous areas of Mexico, leading to a rise in the number of speakers of indigenous languages migrating to the U.S. In California, they join migrants from Guatemala and Chiapas displaced by years of genocidal counterinsurgency and war.

We will present four papers on transnational speakers of Mayan and language change, focusing on Yucatec Maya (Maya), Tzotzil and Kakchikel. John Haviland has worked as an interpreter and 'expert' witness in court cases involving Tzotziles and speakers of other Mexican indigenous languages, including federal immigration cases. He will discuss Tzotziles and the court system in Los Angeles and San Diego Counties. Ivonne Heinze-Balcazar will report on Kaqchikel Mayan Children, language values, language ideology and language loss. Anne Whiteside recently coordinated a participatory research language and literacy survey of the Yucatec Maya-speaking population in San Francisco. She will report on the results of the study, arguing that a participatory research framework is well-suited to work in communities where immigration status is problematic. Lisa Bennett's paper describes the emerging pedagogy of Yucatec Maya language programs in North Carolina, Yucatán, and San Francisco. While interest in learning and teaching the Maya language is growing, the language itself is becoming endangered. She will raise questions about whether these emerging pedagogies will stop the shift to dominant languages such as Spanish and English. She will also address the purposes of minority language teaching, who is studying Yucatec Maya and why.

INDIVIDUAL PRESENTATIONS

- "Modernity, Language Shift and Identity in Kaqchikel Maya Adolescents"

Yvonne L. Heinze-Balcazar, CSU Dominguez Hills

- "Tzotzil in the San Diego courts"

John B. Haviland, UC San Diego

- "Using participatory research to document Yucatec Maya use in San Francisco"

Anne Whiteside, UC Berkeley

Colloquia Abstracts

- "Emerging Pedagogy in Yucatec Maya: North Carolina, Yucatán, and San Francisco"

Lisa D. Bennett, UC Berkeley

PAPER ABSTRACTS

(LISTED BY FIRST AUTHOR'S LAST NAME)

Children's construction of reality: Changing discourse and changing beliefs among the Tseltal Maya of Chiapas, Mexico

Linda Abarbanell

Sunday, March 5; 11:45 am – 12:15 pm; ICC 107

Although children learn about reality through first-hand experience, they also learn through others' testimony. In particular, children learn about non-visible entities and beings through the discourse of their community. In industrialized societies, the existence and causal properties of scientific entities (e.g. germs) are generally presupposed ("Don't touch that - it has germs. You'll get sick"). The existence and causal properties of various supernatural beings (e.g., ghosts), however, are often disputed. In the US, children's ontological judgments concerning such non-visible entities proved sensitive to this community consensus (Harris et al, in press). In traditional societies, the existence of certain invisible supernatural beings is similarly presupposed. For example, in the Tseltal (Mayan) community of Tenejapa (Chiapas, Mexico), illnesses are believed to be caused by the spirits of the deceased. Increasing rates of schooling, however, threaten to replace the indigenous dialect along with the beliefs endorsed by traditional discourse. Children learn one language (Tseltal) and belief system at home, but they acquire the dominant (Spanish) language and scientific discourse at school. To assess how children evaluate these different sources and forms of information, we interviewed 45 Tseltal-speaking children, ages 6-13, regarding the existence of real animals versus scientific and supernatural (endorsed) entities. Children exposed to schooling assigned scientific and real entities the same ontological status. On average, however, all children expressed significantly less credulity in the supernatural than real entities. The surprising similarity between US and Tenejapan children points to the existence of either ontological universals or discourse-level change.

Language Attitudes in East Timorese Youth: Stable Multilingualism?

Frances M. Ajo

Sunday, March 5; 2:15 – 2:45 pm; ICC 103

As sprachbund of approximately 15 minority languages (Hull, 2001) and nascent country, East Timor provides a unique situation to examine minority language attitudes amidst globalization. This paper finds that language attitudes among East Timorese youth agree with Wright's (2004) assertion that sustainable bilingualism must maintain local identity and accommodate a global lingua franca. This paper presents language attitudes of East Timorese youth (N=14) ranging from 27 to 34 years of age, all of whom speak, at least, a minority (local) language, a national language (Tetun), a colonial language (Indonesian), and English. Language attitudes were collected from initial 45-minute interviews and subsequent participation in matched-guise tests. Interviews established subjects' linguistic background and language preferences for specific domains (e.g., school, home), as addressed by Hajek (2000). Matched-guise tests evaluated subjects' attitudes toward Tetun, Portuguese, Indonesian, and English. Participants' attitudes exemplify a challenge that minority language communities face—the strong desire to maintain a language of group identity (Tetun) and to incorporate an international language (Portuguese or English). The paper concludes with a brief evaluation of sustainable multilingualism in East Timor, according to theories of social change (Cooper, 1989).

Paper Abstracts

Linguistic enclaves: Codes, ideologies, communities

Joan A. Argenter

Friday, March 3; 2:45 – 3:15 pm; ICC 108

Linguistic enclaves are not always linguistically bounded homogeneous communities, but rather complex communities, characterized by multilingualism and heteroglossia, because of their sociolinguistic history and the origins of their population. L'Alguer, a seaport Catalan-speaking enclave in north-west Sardinia, attracted Sards from the inner island to earn a living. For long, Algerese, the local variety of Catalan, was spoken by natives and learned by inland newcomers. Concurrently, these brought their local Sard dialect into the town. A local variety of Italian is also spoken, and both standard Catalan and standard Italian are present. Moreover, older forms from Italic dialects, mainly Genoese, and even Spanish material are part of the local verbal repertoire. Codes built out of these linguistic resources emerge, indexing local ideologies of language. Algerese people are accustomed to displaying and managing heteroglossia in their daily life. Pyrenean Val d'Aran is an Occitan-speaking enclave in Catalonia. Catalan, Spanish and French are also heard. Aranese, the local variety, is standardized and has official status in the valley – which makes Aranese differ from Occitan in France or Italy. Gibraltar is an English-speaking enclave in southernmost Spain. Its population is ethnically complex: Spaniards, British, Sephardic Jews, Genoese, Portuguese, Indians, Maltese occupied the rock since eighteenth century. People's repertoire includes Andalusian Spanish, local English, both standard Spanish and standard English, and Yanito – an English/Spanish code-switching pattern, with Hebrew, Arabian and Italian lexical remains. I advance some thoughts on the role played by heteroglossia in these settings and the threatened status of local varieties and resources.

Language Contact in The 'Third Space': Creativity and Hybridity in Bilingual Children

Agnes Bolonyai

Friday, March 3; 3:45 – 4:15 pm; ICC 108

It has been well established that immigrant communities are situated in 'contact zones' that are asymmetric, transitional, and interstitial. Theories of 'third space' (Bhabha 1990, Pratt 1992) posit that immigrant subjects are 'cultural hybrids' who inhabit a third space in-between two cultures, that is neither one place nor another, but rather a liminal place that at once incorporates and transcends both. An important characteristic of the third space is its transformative potential: it provides conditions for recasting difference, contradiction, and imbalance as sites of new consciousness and creative reconstruction.

This paper examines the linguistic effects of cultural hybridity by focusing on how the immigrant third space organizes patterns of language use in bilingual children. I use naturalistic speech data (20 hours) from Hungarian immigrant children (aged 7 to 9) who live in the United States to address the questions: Do bilingual children produce in-between hybrid forms and/or new, third-system compositions that are not found in either of their languages? If so, is structural hybridity selective or are some areas of the weaker L1/Hungarian grammar more open to the transformative mechanism of hybridity than others?

The analysis of the children's code-mixing and monolingual Hungarian data demonstrates that the lexico-semantics/syntax interface is a location of liminality where hybrid and third space structures emerge. This finding suggests that structural hybridity, just as socio-cultural hybridity, operates at the interstices; at the edges and interfaces where different components of grammar and the conceptual system touch.

“I think it’s important to speak both.” An examination of language practices and attitudes on the island of Malta

Lisa Bonnici

Sunday, March 5; 1:45 – 2:15 pm; ICC 103

The Maltese islands have a complex linguistic history. Originating as a dialect of Arabic, Maltese has undergone sweeping linguistic changes resulting from the island’s occupation by and contact with non-Semitic speakers, including a 150-year period of British colonization.

Initially, this study summarizes the sparse sociolinguistic research about Malta, which purports to reveal the language practices, stereotypes, and attitudes on the island. What factors determine the patterns of language use? How do they change upon entering the workplace? Why is Maltese monolingualism viewed pejoratively while fluency is sought after and valued by English dominant individuals?

This case study investigates the language practices and attitudes of four bilingual Maltese raised in predominately English-speaking households. Interviews were conducted and a number of trends emerged: 1) gender-based differences in patterns of language use, 2) the workplace as a site of Maltese language development 3) the existence of “linguicism” in the workplace, i.e. the perpetuation of negative attitudes towards monolingual Maltese speakers and the fostering of linguistic insecurity in English-dominant Maltese.

This study highlights both an understudied language community, where Semitic Maltese has maintained a strong, although notably decreasing presence alongside English for 200 years—and an understudied linguistic situation—where an intolerable linguistic gap between the language of education (English) and the languages needed in the workplace (Maltese and English) is startling. This situation illustrates the need for a detailed investigation of the factors underlying language practices and the emergence of an array of prejudicial attitudes toward both languages in this unique bilingual setting.

Central Iranian Plateau Dialects: Methods and goals of documentation

Habib Borjian and Maryam Borjian

Saturday, March 4; 11:45 am – 12:15 pm; ICC 107

The so-called Central Dialects (CDs) are spoken in central Iran, roughly between Hamadan, Tehran, and Isfahan, i.e. the area of ancient Media Major, which constitutes the core of the northwestern Iranian dialects. The dominant influence of Persian, the lingua franca of Iranian peoples for more than a millennium, has resulted in the ousting of the local dialects not only in major towns of Media, but also in majority of villages. Currently, CDs are restricted to a few dozen remote villages as well as the older generation of Jewish and Zoroastrian communities in a few cities. It is highly unlikely that CDs could survive long given the rapid expansion of the Persian education and mass media.

Documentation of CDs began in the 1880s by European linguists and travelers and continued into the 1930s. Little was then done until the interest in these dialects was renewed in the mid-1970s, but it was interrupted by the Islamic revolution of 1979. The published linguistic materials, therefore, are largely those of the earlier collections, in which only a few of the dialects have received detailed treatments. Most of CDs remain unknown and a complete list of the localities in which CDs are spoken is yet unavailable.

This paper summarizes our fieldwork experience during the last few years in Isfahan district, which is the least studied region in the CD area. It includes the linguistic situation of the district as well as the methods of collecting sample data from village clusters, identifying representative dialects, and detailed documentation within each selected community.

Paper Abstracts

Goals and Responsibilities in the Documentation of Minority Languages in French Louisiana

Becky Brown

Saturday, March 4; 2:15 – 2:45 pm; ICC 107

The past several decades have shown intense efforts to revitalize and document Louisiana's endangered varieties, namely Cajun French and Louisiana Creole. Large databases have been amassed and archived most notably at Indiana University, University of Louisiana-Lafayette and Louisiana State University. From these resources, linguists have been able to understand better the linguistic structure of these varieties, the extent of linguistic contact and the success of revitalization efforts. One aspect of the documentation of these codes is the production of dictionaries. While for some speech communities, compiling lexicons may entail straightforward categorizing of lexemes, Louisiana's situation is unique in that persistent and extensive contact has blurred language boundaries in some areas which engendered cajunized Creole and creolized Cajun. Furthermore, the omnipresence of English has fostered extensive borrowing. Such circumstances pose singular challenges for current lexicographic projects. For example, with the recent appearance of the Dictionary of Louisiana Creole (1998) and the Cajun counterpart in progress, researchers must decide which lexical items to include in or exclude from the Cajun dictionary. That is, should creolized Cajun lexical items still be classified as Cajun? Likewise, should cajunized Creole lexical items henceforth be categorized as Cajun? Moreover, does this code-mixing justify the production of two separate dictionaries or should this linguistic reality be reflected in the production of one unified tome? Finally, should the English borrowings be included? Best practices would seemingly indicate that lexicographers should embrace not only linguistically sound decision-making in their resolutions, but also symbolic representation at the community level.

Legal Definitions & National Scripts: Seeking Juridical Recognition for Estonian Regional-Languages

Kara D. Brown

Saturday, March 4; 1:45 – 2:15 pm; ICC 103

What happens when identities or languages do not fit neatly into a society's shared cultural understandings nor into the legal definitions of what constitutes "indigenous people," a "minority," or a "language"? Võro-language activists in Estonia have run into such obstacles in attempts to protect their regional language. Efforts to secure both legal recognition of Võro as a "language" and a place for regional-language study in the centralized curriculum occur in a context devoid of rights discourse and the legally-recognized categories of "regional language" and "regional-language speaker." Rather than drawing upon global discourses about rights, the regional-language policy discussion in Estonia occurs squarely within the rigid parameters established by scripts about national language and identity.

In this paper, I examine the discourse about regional-language law and education as a "site" where questions of contemporary national identity play a central role and the legal definitions of regional languages are established. I focus on the way two terms -- "enrichment" (rikkustamine) and "equality" (võrdsus) -- circulate within the conversation about regional-language policy to help establish the superior status of Estonian and its special place in legal framework. I conclude with an examination of the role of "possibility" and "choice" as rhetoric in undermining the development of legal guarantees for regional-language education. This discussion draws on ethnographic data collected in Estonia from 2001-2004. Interviews with policy officials, conversations with local government figures and the formal communication on policy development, including legal documents and policy texts, constitute the basis for my claims.

Codeswitching strategies as convergent and divergent accommodation in Maya-Mam

Wesley M. Collins

Sunday, March 5; 10:45 – 11:15 am; ICC 103

Since 1991, Fishman has carved out a "new" area of focus for research and linguistic activism—the Reversal of Language Shift (RLS)—within the general field of the Sociology of Language. In this article, I document a strategy for the development of RLS employed by speakers of Maya-Mam, an endangered language of Guatemala. Lesser educated Mam routinely codeswitch to Spanish, while educated speakers categorically do not. Communication Accommodation Theory (Giles and Powesland, 1975) offers a framework for accounting for this contrastive behavior through consideration of convergence and divergence strategies aimed at constructing positive social identities (Tajfel, 1974). I suggest that widespread Mam-Spanish codeswitching by lesser educated Mam constitutes a desire to converge toward Spanish speakers due to their perceived higher status. At the same time, the avoidance of code switching (divergent accommodation) by educated Mam is analyzed as a reaction against the inexorable wearing away of Mayan cultural prestige within the larger Guatemalan and Latin American social and political context. I briefly illustrate this codeswitching behavior in two abridged narrative texts, and I compare people's attitudes toward codeswitching in relation to how many years of formal education they've had. I suggest that the initiative of Maya-Mam teachers in "purifying the language" is supportive of their general goal of RLS and Mam linguistic and cultural revitalization. Finally, I suggest ways in which expatriate linguists can support and encourage RLS strategies pursued by speakers of endangered languages around the world.

What's past is prologue: Old manuscripts and contemporary documentation

Lisa Conathan

Saturday, March 4; 10:15 – 10:45 am; ICC 107

Discussions of best practices in endangered language documentation are usually geared toward collecting data in a fieldwork situation. It is rare, however, that a language has no prior documentation. In this paper I discuss benefits and challenges of incorporating existing materials into documentation projects.

I draw on my experience with the Arapaho language (Algonquian) in order to demonstrate that good documentation often involves a combination of archival material with contemporary fieldwork. Arapaho has been documented by missionaries, anthropologists and linguists since the late 19th century. Yet like many other North American languages, despite a 150 year written record of the Arapaho language, it cannot be said to be 'well-documented.' Much of the early material remains difficult to access because of inconsistent orthography, poor or absent translation, or limited physical access to the materials.

Native speakers are invaluable in interpreting early 20th century Arapaho material. This material also reminds speakers of vocabulary, pronunciation, grammatical constructions and genres that are no longer in daily use. This approach of 'total documentation' differs from the practice of elicitation-based description that flourished in the mid and late 20th century (exemplified by the "Grammar, Text and Lexicon" approach of Mary Haas), where earlier archival sources were often ignored.

Today, linguists working on endangered languages recognize the need to preserve long-term access to documentary materials and have the tools to do so. Contemporary documenters should therefore consider including older archival material within the scope of their projects.

Paper Abstracts

Breaking the barriers: The spread of mainstream linguistic change to minority speakers

Nathalie Dion and Shana Poplack

Sunday, March 5; 11:45 am – 12:15 pm; ICC 103

This paper describes a new project designed to assess the role of minority status and linguistic isolation in the diffusion of mainstream linguistic change. We exemplify with two Canadian urban centres in which anglophones not only represent a dwindling minority, but are also highly bilingual in French, factors which should make them resistant to external linguistic change (e.g. Britain in press; Milroy & Milroy 1985; Trudgill 1997). We investigate this hypothesis using as a diagnostic a variable involved in perhaps the most dramatic change in progress in the recent history of English: the spread of quotative *be like*, as in (1).

(1) When we actually saw the knee, we **were like** "Okay, call the ambulance right now!"
(QEC.QC.075.701)

Systematic analysis of thousands of quotatives in spontaneous speech confirms that young Anglo-quebecers have not only acquired *be like*, at rates strikingly similar to those of mainstream speakers, but have also acquired the grammar underlying its use. Because this variable is absent from the speech of older generations, these could only have been transmitted through expansion diffusion. This suggests that linguistic conditioning can be acquired in the absence of direct contact. We explore the implications of these findings for the transmission of linguistic change in different minority-language contexts.

Turkish in the Netherlands: Development of a new variety?

A.Seza Dogruoz and A.M.Backus

Sunday, March 5; 10:15 – 10:45 am; ICC 103

Languages in contact influence each other in various ways. Turkish as spoken in Netherlands (minority language) is a candidate for undergoing certain linguistic changes due to influence from Dutch (majority language).

The Turkish community is the largest minority group in the Netherlands and has its roots in labor migration starting in the 1960's. Migrant populations with subordinate status will often shift to the dominant language. Before the shift is completed, however their language is likely to undergo changes.

In this paper, we will look at the changes in various constructions in the immigrant variety of Turkish (Netherlands) compared to Turkish as spoken in Turkey. Constructions are defined as multi-word units which are treated as single units in the lexicon of the speaker (Goldberg, 1995). Usually the construction is centered on one or more fixed lexical elements and has a relatively fixed structure with its own conventional meaning. Language contact studies have never addressed this aspect before. What happens to translated idiomatic expressions in case of contact? Are their structures adapted to the receiving language or are they translated more literally bringing new structures into the language? That is, is structured change a by-product of borrowed construction?

In our analyses of spoken data from immigrant (Netherlands) and non-immigrant (Turkey) varieties of Turkish, we have observed structural changes in such constructions in the immigrant variety. Whether these changes are enough to justify the formation of a new variety or not will be discussed in the presentation.

Alternative Language, alternative Identities: Verlan in the French cité

Meredith Doran

Friday, March 3; 4:15 – 4:45 pm; ICC 108

This paper will examine the emergence, use, and continued evolution of a contemporary youth dialect of French called 'Verlan,' which is primarily spoken by multiethnic adolescents in the low-income housing suburbs of Paris and several other major French cities. Though originally a language game based on syllabic inversion (Verlan is derived from l'envers, meaning 'backwards'), Verlan has become, over the past 25 years, a recognizable language variety that diverges from standard French in a variety of ways, including significant borrowings from local minority languages. Based on an ethnographic study of adolescent speakers of Verlan in a particular suburban neighborhood outside Paris, it will be argued that this language variety is an important tool for the negotiation of identity among minority and working-class youth who are both literally and figuratively marginalized by mainstream urban French society. Linguistic features of the dialect—which involve metathesis, truncation, reduplication, borrowing, marked phonological traits, and certain highly lexicalized semantic domains—will be analyzed both as contestations of standard language normativity, and as creative integrations of the multiculturalism and multilingualism present in the local community. The strategic use of Verlan in particular social contexts will also be examined as a form of code-switching used to construct a local social sphere for minority and working-class youths at a cultural and linguistic crossroads.

Is it AAVE or Not? A Study of Puerto Rican English in Philadelphia

Tonya Wolford and Keelan Evans

Saturday, March 4; 1:15 – 1:45 pm; ICC 107

In previous studies of urban Puerto Rican English (PRE) (Wolfram 1974; Poplack 1978; Labov & Harris 1986) the use of phonological and grammatical features of African American Vernacular English (AAVE) has been reported. This is normally attributed to borrowing through intimate contact between Puerto Ricans and African Americans. This study focuses on Puerto Rican children and adolescents in Philadelphia living in a predominantly Puerto Rican neighborhood. Data from social surveys and interviews show that many of them have restricted contact with African Americans. However, many of them still use AAVE features, such as habitual "be", copula deletion, r-vocalization, and substitution of [f] for (th). Our data show that the use of these variables by the younger children is not due to borrowing from AAVE, but rather through transmission from older Puerto Rican adolescents in the community. Further, we present the results of a speech perception experiment designed to gauge how speakers interpret the use of AAVE features by Puerto Ricans. Test subjects (N=33) listened to short speech samples from Puerto Ricans, African Americans, and whites, and were asked to rate the ethnicity of each speaker on a three-way scale. The three Puerto Rican speakers who grew up in Philadelphia were consistently judged as African American in this test. These findings raise the question as to whether there is a discrete boundary between AAVE and PRE, or whether speakers in the North Philadelphia community we studied fall along a continuum regardless of race or ethnicity.

Linguistic Resources of Language Development: The Case of Blin in Eritrea

Paul D. Fallon

Sunday, March 5; 1:45 – 2:15 pm; ICC 105

Blin is a Cushitic language of Eritrea with 90,000 speakers. Almost all Blin are bilingual in Tigré or Tigrinya (and many speakers also know Arabic, Amharic, and English). Upon Eritrean independence from Ethiopia in 1993, the government guaranteed primary education in the mother tongue. For Blin, this has meant rapid language development in each of Ferguson's (1968) categories of development:

Paper Abstracts

graphization, standardization, and modernization. This paper will focus on the linguistic responses of graphization and in particular, modernization, through published sources and the author's fieldwork in Eritrea.

In keeping with official government policy, non-Semitic languages of Eritrea were forced to use a Roman-based script, despite a 120 year tradition of writing Blin in the Ethiopic abugida. The script change thus forced a completely new orthographic representation, which is still undergoing fine-tuning (Zeraghiorghis 1999, Sulus 1999, Fallon 2004). The speech community is relatively homogenous linguistically, and thus standardization was not a major factor in the development of curricular materials (Daniel and Sullus 1997).

In response to the requirements of modernization, the language has created many neologisms which are spread to the speech community through a daily radio program, 'Voice of the Masses' (Zeraghiorghis 1999). Linguistic strategies employed in the creation of neologisms, include compounding, derivation, semantic change, use of obsolete words with new meanings, and borrowing (Sulus 1999, 2003). Such linguistic creativity has been widely adopted and is being transmitted to a new generation of speakers of a language that is nevertheless still subject to language shift.

Covert linguistic ideologies and grassroots language revitalization

Luciana Fellin

Saturday, March 4; 2:45 – 3:15 pm; ICC 103

In the changed political and social landscape of Europe, many European nation-states have witnessed a resurgence of local identities accompanied by a revival of local languages. This study investigates the language ideologies and practices underlying the dialect revival that is occurring in a multilingual community in the Italian Alps, where three languages are in contact: the national code Italian, the regional one Trentino, and the local vernacular Nones. Approaching language variation through a language ideology framework (Kroskrity, 2000), this work examines the articulation between speakers' explicit ideologies, i.e. metapragmatics (Silverstein, 1988), and the implicit ones surfacing in their practices in the area of child language socialization. My analysis focuses on caretaker-child interactions recorded in community primary schools and households. It highlights the role of overt and covert communicative practices in sustaining the resurgence of the local language after years of convergence towards Italian, the institutionally-mandated national standard. Fostering the dialect revival are code-switching, code-mixing, and other "prestigious practices" (Alvarez, 1991), strategically relied on by speakers to index authority, community-mandated rights and responsibilities and positive and negative affect. The sum of overt and covert ideologies and practices foster the transmission of the local variety to younger generations of speakers guaranteeing its vitality. This study contributes a new understanding of language revitalization processes from the speaker's perspective and indicates community-rooted strategies crucial for the support of endangered languages.

THE REVIVAL OF A MINORITY LANGUAGE IN MALAYSIA: The Dynamics between National Linguistic Ideology and Ethnic Linguistic Identity

Saran Kaur Gill

Sunday, March 5; 2:45 – 3:15 pm; ICC 105

The literature on minority language revival and maintenance raises two important perspectives. One is the strong version of linguistic rights which gives all languages equal rights. (Universal Declaration of Linguistic Rights, 1996) (Skutnab-Kangas, 2000) The other perspective draws in the realities of the sociolinguistic situation in member states, where the language policy of many states in these present

times is underpinned by the maintenance of national ideology in the face of rapid globalization and the science and technology ideology. (Spolsky, 2004; Wright, 2004; Tsui and Tollefson, 2004)

In the context of these dual perspectives, this paper seeks to examine the concerns of the state and that of the community, with a focus on the Punjabi community in Malaysia who make up a minority in Malaysia's dominant Malay population. The reality of establishing ethnic linguistic identity for this minority group has to be carried out in parallel with the national linguistic ideology and concerns of the state. The dynamics between these two realities is drawn out by examining the measures and processes undertaken by the Punjabi community in its efforts to revive its ethnic language in the context of the national political concerns of the state. The paper ends with recommendations of measures that need to be taken to move for a change in public policy to ensure space for the cultivation of both national and ethnic linguistic identities and concerns.

Endangered Language Varieties: Vernacular Speech in an Age of Linguistic Standardization

Gregory R. Guy and Ana M. S. Zilles

Friday, March 3; 2:45 – 3:15 pm; ICC 115

Endangered languages are commonly conceived as varieties associated with particular places or ethnic groups. But the same issues arise for varieties defined by the social status of their speakers, i.e., nonstandard, vernacular varieties. Indeed, such varieties may be especially at risk (because they lack names, written forms, and popular recognition), and especially valuable (for their lack of standardization and their potential to shed light on historical processes like creolization that are undervalued in the standard tradition).

We focus on vernacular varieties of Brazilian Portuguese, in a period of rapid development, global integration, and educational expansion. In contrast to standard Portuguese, vernacular BP shows heavy variability in agreement, restructuring of the pronominal system, and phonological processes not prescriptively accepted. These properties have provided evidence for numerous theoretical and historical claims, such as the effect of saliency on syntactic change, the parametric nature of change, and the presence of prior creolization, among others.

We demonstrate the influence of standardization on vernacular BP in three data sets (some apparent time and some real-time) showing lower class speakers increasing their use of standard verbal agreement. By contrast, a real-time study of speakers with post-secondary education shows they are stable in overall use of agreement, but changing towards increased use of a new pronoun ('a gente') for first plural which takes unmarked (third singular) verbal form. Recent studies of this change show this new pronoun has prestige exactly because it enables the speakers to achieve standard agreement without having to use agreement marking.

When words must be seen to be "heard": Oral Deaf students negotiating language and communication in mainstream classrooms

Arlene T. Hijara

Saturday, March 4; 3:30 – 4:00 pm; ICC 103

While a majority of deaf students choose to learn signs and are proud of their membership to a distinct culture and linguistic group, oral deaf students assert their right to become integrally part of the hearing world. Expressively, they communicate by speaking. Receptively, they rely on aided residual hearing and speechreading. Their speech, however, may not be readily intelligible to untrained listeners. Similarly, they have to make sense of compromised auditory signals and see, rather than hear, words to access information and interactions.

Paper Abstracts

This presentation is based on an ongoing ethnographic research of oral deaf students who previously attended a separate school where instruction was arranged around their unique requirements. During their first few years in mainstream classrooms, the challenges of language and communication become most pronounced as they compromise, conform and become creative in their interactions with hearing teachers and peers. Using discourse analysis, the researcher explores the D/discourses and complexities of mainstream classrooms as arena for learning for oral deaf students. This presentation examines the impact of language and communication on oral deaf students' constructions of social identities and academic competence in mainstream classrooms.

The Practice of Folk Lexicography: Dialect Commodification and Conservation

Sarah Hilliard

Saturday, March 4; 4:30 – 5:00 pm; ICC 103

While the commodification of minority dialects and languages in the form of such products as clothing, souvenirs, and public events has been documented and analyzed in several previous studies (e.g. Heller 2003, Johnstone 2000), one ubiquitous product of language commodification that has been minimally explored is the folk dictionary. Folk dictionaries are lexical inventories compiled by laypeople that purport to represent an insider perspective on a particular language variety. They are often produced as pamphlets to be sold at souvenir shops and visitor centers. This paper uses folk dictionaries as source material for examining the relationships that arise among language, authenticity, culture, and identity through the processes of linguistic commodification. Evidence of the particular construction of these relationships can be found in the authors' overt commentary within the dictionaries on their aims and motivations in producing such books. For instance, most folk lexicographers claim to contribute toward the preservation of local language, which they often view as threatened by increasing globalization. These same authors market their books as guidebooks or entertainment for outsiders, thus participating in the economic and societal structures that purportedly undermine the survival of the dialect. More subtle aspects of folk dictionaries also provide insight into language commodification, such as the degree to which they align with standard dictionary templates and the inclusion of such non-lexical information as cartoons, local recipes, and geographic and personal names. Folk dictionary data are valuable for exploring increasingly complex sociolinguistic relationships in the face of globalization.

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Level of endangerment of Oirat language in Xinjiang province (China)

Elena Indjieva

Saturday, March 4; 10:15 – 10:45 am; ICC 103

My brief paper is based on the data that I have collected during my field work on Oirat language in Xinjiang province (China) in summer, 2005 (1 June-18 August). Despite the fact that the total population of Oirats in Xinjiang is about 170,000, the situation in terms of its survival is grave. Recent language policies initiated and empowered by the local (Chinese) government have significantly diminished the chance of survival of Oirat language and culture.

1. Economically disadvantaged Oirats are urged to send their children to Chinese schools, which in their turn are more than ever before eager to accept influx of new students: presumably to create more

teaching positions for Chinese speaking personnel. As a result of such policies the number of Mongolian schools in Xinjiang has dropped drastically. According to the data from the ministry of Education in the beginning of 1990s there were 167 Mongolian schools in Xinjiang. However, by 2005 out of 167 schools 82 % have been closed. Based on my personal investigation, by summer 2005 in Xinjiang province there are only two monolingual Mongolian schools left.

2. In 1982 in order to create a unified educational system for all the Mongolian tribes in China, empowered by the authorities, there was a transition towards so-called 'standardized' Mongolian language. As a result, in all Mongolian schools traditional Oirat writing system was replaced with 'Classical Mongolian' writing system that seems to fail to reflect morpho-syntactic properties of Oirat language; textbooks are based on 'standardized' Mongolian.

The medium-of-instruction conundrum and 'minority language' development in Africa

Nkonko M. Kamwangamalu

Saturday, March 4; 3:30 – 4:00 pm; ICC 107

Over the past 40 years African countries have been grappling with two ideologies concerning the medium of instruction in public schools: the ideology of decolonization of education, which requires replacing ['economically majority'] ex-colonial languages with ['economically minority'] indigenous languages as media of instruction; and that of development, which requires continual use of ex-colonial languages in education. The question of the medium of instruction appears to arise from a wanting dichotomy: socio-economic development is possible only through the medium of European languages vs African languages are good only for preserving African cultures and traditions. This paper revisits this question against the background of recent theoretical developments in language-in-education policy and practice, especially the language ecology model (Mulhlausler, 1996; Hornberger, 2003); and in the light of current theories in language economics, which focus on the ways in which linguistic and economic variables influence one another (Grin, 2001). Drawing on these and related frameworks the paper argues against an "either/or" perspective to the issue of the medium of instruction in African education. Instead, it calls for policies that not only give both ex-colonial languages and indigenous African languages a place in education, but also recognize the link between language and the economy and ensure that African languages become, like ex-colonial languages, the languages of upward social mobility. In conclusion the paper explores ways in which such policies can be framed to avoid the pitfalls of past language policies.

The relative effectiveness of explicit and implicit feedback in correcting "kitchen" Korean

Hyun-Sook Kang

Saturday, March 4; 4:00 – 4:30 pm; ICC 107

This study investigates the relative effectiveness of explicit and implicit feedback on Korean heritage learners' improvement of accuracy. The explicit-implicit distinction has been made on the basis of the presence of deductive, metalinguistic rule instruction (Carroll, 2001; Doughty, 2001). The current literature on the relative effects of the two types of feedback shows conflicting results. Some studies (e.g., Carroll, 2001; Lyster & Ranta, 1997) show the advantage of explicit feedback whereas others demonstrate the benefits of implicit feedback (e.g., Doughty & Varela, 1998; Long, Inagaki, & Ortega, 1998). To investigate the role of explicit vs. implicit feedback on heritage learners' acquisition of the past tense form, the study employed a pretest-posttest design with picture description and grammaticality judgment test. The participants were twenty-three Korean-American adults, who had been exposed to Korean at home but used English in their social interactions. One week after the pretest, the heritage learners engaged in the task-based dyadic interaction with a native speaker and completed the posttest measures. Eleven learners in the explicit group were provided with metalinguistic rule presentation, evaluative judgment and contrastive negative evidence, while twelve learners in the implicit group received recasting, clarification

Paper Abstracts

requests and confirmation checks. The analysis revealed no significant difference between the explicit vs. implicit feedback in the learners' accuracy, which suggests that the provision of implicit feedback without interrupting the flow of the conversation would be as facilitative as explicit feedback in guiding the learners' attention to any difference between the target form and their own non-target-like form.

Reviving Karaim: An Endangered Language Torn Between Many Countries

Timur Kocaoglu

Sunday, March 5; 2:15 – 2:45 pm; ICC 105

Karaim (Karay) is an endangered language which belongs to the Turkic language family. Small Karay communities, belonging to the Karaite Jewish sect, live in seven different countries: Lithuania, Ukraine, Poland, Russia, Turkey, Israel, and the US. Out of estimated 30 thousand Karaims in the world, only five to six percent of them have an adequate knowledge of Karay, but only 200 can speak their mother tongue fluently. Many political, social, and linguistic developments in the twentieth century had left harmful impact on both the Karaim language itself and the language ability of the Karaims worldwide such as the political oppressions during the Soviet period (1924-1991), lack of communication between the scattered Karaim communities in different countries, the three distinct dialects of Karaim (the Trakai, Khalich, and the Crimean), the usage of different alphabets (Cyrillic, Latin, Hebrew), contacts with various foreign languages. The most decisive factor in jeopardizing the future of the Karaim language is the steady disappearance of the elder generation who has a better knowledge of the Karaim language and culture. The paper will discuss the major activities by several intellectuals and leaders of different Karaim communities in different countries in recent years to revive the Karaim language by offering language courses, publishing grammar books and texts, and establishing internet communication. Despite these individual attempts of meager language revitalization, however, Karaim is on the edge of a total language death.

Kunama: An endangered language in Ethiopia

Elizabeth Lanza and Hirut Woldemariam

Sunday, March 5; 2:45 – 3:15 pm; ICC 103

The Kunama people are believed to be an indigenous people of a region located at the border between Ethiopia and Eritrea. They speak a language genetically unrelated to Tigrinya, the dominant language of Eritrea and the Tigray Regional State of Ethiopia. Kunama is classified as a divergent language of the Nilo-Saharan Phyla while Tigrinya belongs to the Semitic family within the Afro-asiatic Phyla. The Kunamas are minorities in both Ethiopia as well as Eritrea. According to available census for Ethiopia (1994), the population of the Kunamas in Ethiopia numbered about 2000, while a relatively larger number of Kunamas is found in Eritrea. Many Kunamas have fled from Eritrea in recent years and now live in refugee camps in Tigray.

The survival of the Kunama language in Ethiopia can be questioned as the speakers are absorbed into a larger community of Tigrayans. In Ethiopia, the Kunamas themselves feel that their language and their culture are endangered. This paper aims to present a sociolinguistic overview of the Ethiopian Kunamas, by discussing the current language use and language attitude situation in the region. A point of departure will be results from a project, including fieldwork in the Kunama area, that investigates language use and language attitudes in the Tigray, based on an oral interview questionnaire administered to 5th grade school children, their parents and their teachers. The Kunama situation will also be discussed in light of various indicators of language viability as presented in the literature on language maintenance and shift.

No Longer “Extinct” – A New Classification System for Sleeping (and Other Highly Endangered) Languages

Wesley Y. Leonard

Friday, March 3; 4:15 –4:45 pm; ICC 104

The Ethnologue and other sources classify the Miami language as “extinct”, while often paradoxically noting that a revitalization process is underway – even that some families speak it! Conversely, the Miami community adopted the nicer term “sleeping language”, but even this is misleading in implying that the language still has no speakers.

Taking the Miami language as a model “formerly sleeping language”, this paper proposes a new system of better classifying highly endangered languages. Going beyond the commonly-cited criteria such as the number of speakers and/or level of intergenerational transmission, many social factors play into the potential for a language to be maintained or revitalized – e.g., how well the historically-spoken language was documented; the community’s level of commitment, economic stability, and land base; and the presence or lack of the factors that caused language loss in the first place. While these issues are often considered in the evaluation of language revitalization programs, there is no such formal mechanism for describing the endangered languages themselves.

Upon presentation of a “language endangerment continuum”, I will first propose a classification where “healthy languages associated with powerful nation-states” fall at one extreme (not endangered), and “(formerly) sleeping languages” fall at the other. (Truly extinct languages – those that are irretrievably lost – are off this continuum altogether.) Noting that umbrella categories such as “(formerly) sleeping” are vague, the second part of the paper will present a method of classification using the factors mentioned above to assess revitalization prospects and overall language stability from a comprehensive perspective.

Much ado about nothing: testing convergence in minority-language context

Martine Leroux and Lidia Jarmasz

Sunday, March 5; 11:15 – 11:45 am; ICC 103

It is often assumed that a minority language adopts the grammatical structure of a majority language with which it is in contact. To test this hypothesis, we examined cases of putative convergence between English and French in their respective minority settings in Canada, using the comparative method developed by Poplack and Tagliamonte (2001). The diagnostic used is a variable shared by both languages: the alternation between overt and null subjects, as illustrated in (1) and (2).

(1) ENGLISH: And the kids ... have done well. And Ø were all good. (QEP/OW/305/645-649) (2)
FRENCH: Quand je me suis faite opérer celui-là, six mois après Ø me suis faite opérer celui-là
(OH/108/845-846) (When I had that one operated on, six months later Ø got the other one operated on.)

Quantitative analysis of nearly 2000 tokens revealed that, despite surface similarities in form, the conditioning of variant choice differs considerably according to language. In English, null subjects are favoured primarily by same reference and conjoined clauses, while in French they are favoured largely by specific lexical verbs. These results hold true for both minority and majority settings. We therefore argue that the comparative analysis was essential to reveal distinctions in systems that superficially appeared to have commonalities and that could have otherwise been deemed as showing signs of linguistic influence.

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Paper Abstracts

Language endangerment in Tanzania: Any chance to maintain small and not-so-small languages"

Karsten Legère

Saturday, March 4; 11:15 – 11:45 am; ICC 103

Tanzania is mentioned by UNESCO and other sources as an African country where an unknown number of languages face a bleak future. Only for a couple of these languages the extent of endangerment is known. Among these Ngasa (also called Ongamo by some researchers) is almost dead. During fieldwork in February 2003 (within the framework of the Swedish funded "Languages of Tanzania" project) 15 semi-speakers of Ngasa were still identified in the Kilimanjaro area of Northern Tanzania.

Comprehensive research on the Vidunda language (approx. 9000 speakers in the core area of the Central Tanzanian) resulted in a bulk of information about language transfer and maintenance chances, linguistic data relevant for this so far undescribed language, and ethno-botanic material which portrays the vast knowledge of Vidunda people about plants. The Vidunda data offered i. a. a good opportunity to check the relevance of the nine endangerment and maintenance criteria elaborated by an expert group and adopted by UNESCO in March 2003. The paper argues that these criteria need a hierarchical arrangement, since some of them are more powerful than others. A summary of what is done for empowering Vidunda by e.g. reducing this language to writing and subsequently producing (for the first time in its history) texts as an attempt to support the language maintenance strategy concludes the paper.

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Evaluating Endangerment: Proposed Metadata and Implementation

M. Paul Lewis

Friday, March 3; 3:45 – 4:15 pm; ICC 104

A number of attempts have been made to categorize the state of the world's languages in regard to their level of endangerment. Most of these have been framed in relatively general terms with no rigorous systematic coding and categorization standards which would increase the comparability of the data wherever it is collected. This paper explores what an implementation of an explicit standardized system of categorization might look like using the proposed UNESCO framework (Brenzinger, Yamamoto et al., 2003) as a starting point. The important design considerations for such a system include comprehensiveness, consistency, validity, and feasibility. Proposals are offered and feedback is solicited

regarding metadata for: (1) Intergenerational language transmission; (2) Absolute numbers of speakers; (3) Proportion of speakers within the total population; (4) Loss of existing language domains; (5) Response to new domains and media; (6) Materials for language education and literacy; (7) Governmental and institutional language attitudes and policies; (8) Community members' attitudes towards their own language; and (9) Amount and quality of documentation. This discussion will likely serve as the basis for ongoing development of the Ethnologue research project in its documentation of the state of language endangerment.

The dynamics and patterns of a heritage language maintenance in an urban ethnic community

Jia Li

Sunday, March 5; 11:15 – 11:45 am; ICC 107

Chinese North American population continues to grow at a rapid rate due to the surge of immigration recent years (U.S. Census Bureau, 2000, & Statistics Canada, 2001). Children's education of Mandarin, the mother tongue for over 90% of Chinese, appears to be one of the most complex and controversial topics, evoking a wide range of opinions and mixed emotions among Chinese immigrants. Contrary to previous reports, parents who were once highly motivated now show increasing levels of reluctance towards Mandarin education.

To investigate the views of the Chinese community on the role and significance of heritage language, this paper reports a case study conducted among four children from four recent Mainland China immigrant families in Toronto, Canada, focusing on the intricate relationship between family attitudes toward Mandarin maintenance and its social contexts. The result of this study confirms the "hierarchy theory" – the patterns of dramatic decline in ethnic language skills. It determines the relevance of "direct promotion" in communication and the formal education in home countries as the crucial base in assisting the retention and development of heritage languages. Also analyzed in this study is the effect of the unfavorable micro-society of children, the immediate situation of parents, and the unsuitable existing Mandarin programs on their goal of maintaining Mandarin. Other significant factors discussed pertaining to the issue include the specific expressions and emotions in cultural context, and the differences between the Chinese and North American teaching approaches.

Language ideology and linguistic registers on Rapa Nui (Easter Island), Chile

Miki Makihara

Sunday, March 5; 1:15 – 1:45 pm; ICC 103

In recent years, new discourses and ideologies of language rights and endangerment have emerged in the context of rising indigenous and minority movements around the world. This paper provides a case study of political discourse in the bilingual, indigenous Polynesian community of Easter Island, where the local Rapa Nui language has been in the past marginalized and endangered by Spanish, the dominant, national language of Chile. I will analyze the ideologies of language maintenance and revalorization practiced in verbal interaction and embedded in the politics of Rapa Nui ethnic identity and indigenous movements. I focus on the recent development of a purist ideology and practice in the communicative acts of political leaders and individual speakers. I identify and contrast two salient linguistic styles found in Rapa Nui political discourse – syncretic and purist – and relate these to the interactional and institutional contexts which inform and invite their use as discursive strategies. I show how Rapa Nui speakers have not only constructed syncretic, and more recently purist, speech styles, but also how they deploy these speech styles as linguistic registers for political ends to perform stances and voice different but complimentary sets of values – those of democratic participation and those of primordialism and ethnic boundary construction. This case study illustrates the ways that the users of an endangered minority language have contributed to revalorizing and maintaining their language by establishing new linguistic registers, thereby adding extra sociolinguistic meanings to speech styles and increasing the linguistic heterogeneity of their language.

Paper Abstracts

The Linguistic Negotiation of Complex Racialized Identities by Black Appalachian Speakers: An Integrationist Perspective

Christine Mallinson

Saturday, March 4; 2:45 – 3:15 pm; ICC 107

Recently some sociolinguists have advocated employing an “integrationist” theoretical framework to more strongly relate constructivist analyses of individual and group-level identity construction to the broader social structures that inform these processes (Coupland 2001, Dodsworth 2005). This paper examines the construction of complex racialized identities in the black Appalachian community of Texana, North Carolina, within an integrationist perspective that draws on Giddens’ (1979, 1984) structuration theory and Collins’ (2000) intersectionality theory. Both sociological theories emphasize social structures’ interconnectivity, their existence on interrelated levels of analysis, and their effects on individual and group identities. Through this integrationist lens, I consider four speakers from Texana: Monica, a middle-aged black woman who identifies with urban life; Roger, a young black man who identifies with mountain culture; and Chris and Heather, black and white teenagers who negotiate their identities in the face of racialized othering by white outsiders. Data are drawn from unstructured interviews collected during three years of fieldwork in the community. Examinations of morphosyntactic and phonological variables diagnostic of African American English (e.g., copula absence, r-loss), productions of regionally salient vowels (/u/, /o/, and /ai/), and the use of lexical items, specifically self-reference terms, indicate how speakers may differentially employ symbolic vehicles in negotiating social and linguistic identities. In integrationist perspective, the social construction of race is thus revealed as a deeply situational process, comprised of fluid and shifting racializing social and linguistic practices, while still reflective and constitutive of macroideologies of race, region, gender, class, and language.

"9 to 5" Gaelic: Speakers, Context, and Ideology of an Emerging Minority Language Register

Emily McEwan-Fujita

Friday, March 3; 3:45 – 4:15 pm; ICC 115

Scottish Gaelic, a minority language spoken by approximately 1% of Scotland’s population, is currently the subject of language planning and revitalization efforts. A major challenge for Gaelic “language workers,” Gaelic-English bilinguals who work in positions directly involving the use and promotion of Gaelic, is to create and negotiate in practice a “9 to 5” white-collar Gaelic office environment. Two significant factors shape this effort and make it a challenge. The first is the fact that “Gaelic offices” are necessarily embedded in a social and cultural infrastructure dominated by English, where the majority language epitomizes modernity and middle-class professionalism. The second factor is that most Gaelic language workers also conceptualize Gaelic primarily as a spoken variety that indexes the rural, island-based “in-group.” Thus most Gaelic-English bilinguals associate English most strongly with the set of functions related to business, commerce, and the middle class, while they associate Gaelic most strongly with domesticity and rural labor. Overcoming this diglossia, by extending Gaelic into domains currently reserved for English, is one goal of Gaelic language planners. This paper describes the employees of a Gaelic language planning organization and their linguistic ideologies and practices in the distinctively Gaelic white-collar office workspace of the organization. These ideologies and practices include employees’ evaluations of other speakers’ perceived dialects, accents, and lexical choices; their attempts to do public speaking in Gaelic and overcome the “etiquette of accommodation” to English; and their own contributions to “professional Gaelic” register formation in areas such as greetings and lexical choices.

Compromise in the Acoustics: A Sociophonetic Analysis of Obstruent Devoicing in Pennsylvania Dutchified English

Vicki Michael Anderson

Saturday, March 4; 1:45 – 2:15 pm; ICC 107

While current models of language contact usually assume that a dominant variety wins out over time partially because the reduced model that older generations of speakers provide for younger generations leads to fuller and fuller convergence with the dominant variety, occasionally it is the case that those younger speakers actually reverse the pattern and instead choose a path of divergence by targeting aspects of their grandparents' speech. Such is the case for speakers of Pennsylvania Dutchified English (PDE), a dialect of English that has been heavily influenced by Pennsylvania German, spoken in south central Pennsylvania. PDE's pattern of obstruent devoicing and its acoustic correlates show vividly the reversal of language convergence by the youngest generation of adult PDE speakers. Using the durations of consonants produced by these speakers in phonological environments favoring devoicing and the ratio of the durations of these consonants to the durations of the vowels preceding them, this study compares tokens of /d/ from three generations of PDE speakers. The findings indicate that while the youngest speakers maintain the same ratios of consonant duration to preceding vowel duration that their parents and grandparents exhibit, they have shifted their consonant durations for /d/s in environments which favor devoicing back towards values exhibited by their grandparents, thus reversing the ongoing pattern of convergence towards the dominant variety. This compromise between the linguistic models presented to them by the two preceding generations provides an interesting look into the possibilities of composite systems arising in situations where contact between language varieties occurs.

Speakers living and Languages dying: The Endangeredness of !Xoo and #Hua in Botswana

Kemmony Collete Monaka

Friday, March 3; 4:15 – 4:45 pm; ICC 115

The !Xoo and the #Hua are the remnants of the Non-Khoekhoe languages of the San communities of Southern Africa. These languages are distantly related, and are classified under Southern San by linguists. Their fate, of speakers shifting to other languages, probably started long ago, perhaps from the time that the Khoekhoe speakers extended their influence in Southern Africa. These were followed by the Bantu who further marginalized and assimilated them, and are continuing to do so in Botswana. The acute endangered state in which the !Xoo and the #Hua languages find themselves in now is further exacerbated by the fact that in the modern socio-political situation of Botswana, San communities are ethnically grouped under linguistically and socially powerful Non-Khoisan groups as Tswana and Kgalagarhi speakers, who are the majority in the !Xoo and #Hua areas. This paper will discuss the current sociolinguistic dynamics of these San communities, and the need to mobilize them in promoting their languages. It will further argue for the codification of these languages to facilitate their development through research and literacy. In view of their having suffered a double tragedy of being 'colonized' twice, the paper will also argue for special considerations to be made for Khoisan languages in Botswana's education system in particular and also in language planning issues generally.

“Adaptive Responses” or “Ideologically Coerced Decisions”?: One Family’s Language Loss and Maintenance

Suhanthie Motha, Cecilia Motha, and Shelley Wong

Sunday, March 5; 10:15 – 10:45 am; ICC 107

Linguistic identity construction in postcolonial contexts has lately been represented in dichotomous resistance-or-compliance terms (May, 2005). However, does acquiring English inevitably imply the

Paper Abstracts

incorporation of associated ideologies of English supremacy (Phillipson, 2001; Skutnabb-Kangas, 2002)? Does embracing a “mother tongue” identity truly support “decolonising the mind” (Ngũgĩ, 1986)? In the context of their own complex and conflicted positioning towards both English and their heritage language, Tamil, mother and daughter co-presenters illustrate the complexities of decisions surrounding language choice and linguistic identity. The presenters argue for a more evolved understanding of choices about language maintenance, one that recognizes linguistic identity as inseparable from other dimensions of difference, including racial, gender, and particularly class identity. The presenters explore factors that compelled them and their forebears towards and away from Tamil language maintenance. For instance, following Sri Lankan independence from Britain, members of privileged classes found ways to circumvent educational policies that supported minority language maintenance. The presenters’ own family petitioned successfully to have their ethnic identity legally redefined in order to retain access to English language schooling and, consequently, economic opportunity. Was their choice a strategic “adaptive response” made freely or the “ideologically coerced decision” (Brut-Griffier, 2002) of naïve minorities who didn’t know any better? Within the framework of this intergenerational case study, the presenters explore such language loss factors as colonial paradigms and epistemologies, the malleability of ethnic definitions and affiliations, immigration policies, economic power, and the influences of globalizing forces (Luke, 2002). The third presenter will discuss implications for language policy.

Endangerment and Revitalisation: Issues with Authenticity and Standard in Irish, Scottish and Manx Gaelic

Tadhg Ó hIfeárnáin

Friday, March 3; 3:15 – 3:45 pm; ICC 115

Defining a target variety is central to language revitalisation. When a previously marginalised language abruptly takes on domains of usage from which it has been excluded for generations, such as when adopted as an official language of a polity, the power to choose the desired target variety moves from individuals and activist groups to state institutions, to the extent that access to the language, particularly in its written form, becomes through an official standard. Standard varieties in Manx and Scottish Gaelic are only now emerging as these languages take on newfound roles. Standard Irish was similarly driven by the needs of statehood and the role ascribed to Irish as the national and primary Official Language. It represents a fundamental paradox: the creation of one unified national language from an ideology of revitalizing “caint na ndaoine”, “the speech of the people”, a dialectally diverse language with an impoverished spread of domains. A synthetic variety, it cannot reflect fully the speech of all the Irish speaking communities. It is, nevertheless, the dominant if not only variety used in all areas of state activity, including education. The Standard is an essential tool, but its actual and perceived power and lack of authenticity can alienate native speakers in endangered speaker communities. Based on fieldwork, this paper will analyse aspects of Standard Gaelics in the context of revitalisation and will argue that they are not fully, but must become, compatible with the target language of Gaeltacht speakers and revivalists in Ireland, Scotland and Mann.

The LICHEN Framework: A new toolbox for the exploitation of corpora

Tapio Seppänen, Ilkka Juuso, Matti Hosio and Lisa Lena Opas-Hänninen

Saturday, March 4; 10:45 – 11:15 am; ICC 107

The Linguistic and Cultural Heritage Electronic Network (LICHEN) project focuses on the languages and cultures of the northern circumpolar region. The project aims to collect, preserve and disseminate information about the languages spoken there, thus also enabling research on them. Secondly, we are creating an electronic framework for the collection, management, online display, and exploitation of

existing corpora of these languages, which is also applicable to other corpora that represent other varieties of languages.

Humanities scholars have studied linguistic, educational and social questions related to minority speakers but have been held back by the inability to process and analyse large quantities of data in an effective manner. Although a number of tools have been developed, they suffer from various restrictions, e.g. applicability is restricted, importing data is laborious, user interfaces and encoding standards are outdated, no support for multilinguality is included, or they promise more than they offer.

The LICHEN framework will address all these problems. It is intended to be the equivalent of an extendable toolbox for corpus linguists. It attempts to offer much-needed functionality in an easy-to-use package, shaped and built-on according to real user needs. Initially emphasis is given to the implementation of the text capabilities of the system, but other modalities (such as audio and video) will follow. The idea is to facilitate queries into a multimodal database using both proven and novel ways of finding and displaying information. Metadata and metadata visualisation, particularly in conjunction with the new modalities, are essential in achieving this.

“Who’s King?”: Grandparents’ role in intergenerational transmission of hierarchy and honorifics

Eunjin Park

Sunday, March 5; 10:45 – 11:15 am; ICC 107

Intergenerational transmission of heritage language is the most effective and efficient way to preserve and even revive languages (Fishman, 1991, 2002; Skutnabb-Kangas, 1988). In immigrant families, grandparents are often the primary reason for using heritage language. However, only few studies have examined how grandparents affect on the process of language transmission in language-minority families. To fill the gap in research, this study examines the ways in which grandparents’ presence and interactions in Korean-American families influence on heritage language use at home.

It is an ethnographic and qualitative research, employing language socialization paradigm (Ochs and Schieffelin, 1984). Eighty-four hours of audio and video recordings of naturally-occurring conversations were collected from 6 three-generational families in a Korean-American community in New Jersey. Analysis focuses on the ways in which grandparents affect their grandchildren’s linguistic environment, particularly the patterns of the use of honorifics that indicate the hierarchical relationships of the interlocutors.

Analysis suggests that as occupying the highest status in hierarchical structure of Korean family, grandparents play an essential role to promote frequent use of Korean language: Grandparents’ presence demands parents and children to display their respect to them, which is only possible by using the honorific suffix –yo. Parents expect grandparents to be heritage language resource and it is reflected on their explicit teachings of children to use –yo when speaking with grandparents. This paper concludes with discussion of implications for communities, policymakers and educators wanting to nurture heritage language and promote diversity within the society.

Community Partnerships: Best Practices for Indigenous Language Documentation

Susan D. Penfield, Angelina Chtareva, Benjamin V. Tucker, Amelia Flores, Gilford Harper, Johnny Hill Jr., and Nora Vasquez

Saturday, March 4; 11:15 – 11:45 am; ICC 107

A model is presented for community and institutional collaborations in language documentation. The languages in focus are Chemehuevi, a Uto-Aztecan language with 3-8 fluent/semi-fluent speakers remaining, and Mohave, a Yuman language with approximately 30 remaining fluent speakers, both still in

Paper Abstracts

use on the Reservation where the project is being conducted. Tribal community members and university researchers are working together as a team to accomplish the documentation of these two languages by assigning specified roles to each group. These include tribal member responsibilities of data collection, learning basic descriptive linguistics, establishing protocols for access of archived materials and the university group's responsibilities of training CRIT participants in documentation, descriptive linguistics and archival methods while assuming the primary responsibility for electronic formatting and archiving of material. Working together, both groups are committed to using documented materials to support the tribe's desire to revitalize these languages. We present examples of text, audio, and video documentation developed by the team, as well as a sample of language lessons developed from archival material. We discuss some of the hurdles that the team faces as the documentation progresses. It is our hope that this model will serve as an example of fruitful collaboration between communities and linguists. This project aims to establish a set of recognized best practices for working for and with indigenous language communities interested in language documentation.

Language Planning Goals and the Development of a National Language Policy in the U.S.

Thomas Ricento and Carlos Martin Velez

Saturday, March 4; 1:15 – 1:45 pm; ICC 103

While planning goals for the promotion of heritage and foreign language learning in the U.S. are relatively uncontroversial (i.e., revival, reacquisition, acquisition, maintenance), the fundamental question of who supports these goals, and why, must be addressed by language planners who hope to fashion an approach to LPP that will attract national support. In the private sector, language planning has led to the development of heritage language schools and other community-based programs which involve some (or all) of the language planning goals previously mentioned. It is presumed that these programs are driven by locally-driven goals and desires to maintain and teach heritage/second languages. However, it is less clear what the rationale(s) for a nationally organized/centralized LPP initiative should be, since the involvement of the federal government in language planning has historically been quite limited. In this paper, I analyze position papers, mission statements, journal articles, and documents produced by proponents of the heritage language initiative in the U.S. over the past 5 years. I compare these with articles which appeared in the NY Times over the same 5 year period that deal with heritage/second/foreign language learning. The data show that while the discourses of the heritage language movement comprise both affiliational (identity) and instrumental (strategic) planning goals, the discourses in public media focus principally on the strategic goals and benefits of foreign language learning. The implications of these findings for language planning at the national level are discussed.

Steps towards Michif Revitalization

Nicole Rosen

Sunday, March 5; 1:15 – 1:45 pm; ICC 105

The goal of this paper is twofold: to describe the unique situation of revitalization in the Métis context, and to report on current initiatives being undertaken in the revitalization of Michif, a Métis home language still spoken by up to a few hundred people in Canada and the United States. The multilingualism of the Métis people was traditionally a source of cultural identity and pride, setting them in a privileged position in early 19th century society, as they were able to serve as interpreters, often speaking a combination of English, French, Cree and Saukteaux. Ironically, however, traditional Métis multilingualism has raised challenges in the revitalization process not seen in other First Nations communities. The Métis people by definition do not have one language and one culture, which results in additional community factionalization: which language is the 'real' Michif, and which language(s) get(s) funded? Terminological problems are present even today, and different Métis groups are working on revitalization of different languages. For example, the Métis National Council has declared Michif as the official language of the Métis Nation, and the Louis

Riel Institute in Manitoba is currently developing curricula for two adult Michif language courses. At the same time, Alberta Métis groups are promoting the teaching of the Métis dialect of Cree in its Michif revitalization efforts. Still other groups are promoting the maintenance of the Métis dialect of French. This talk will discuss problems associated with the multilingual nature of Métis people in the revitalization process, as well as outline revitalization initiatives currently being undertaken in Manitoba.

Language shift and endangerment in Singapore: Of sacrificial lambs and economic destiny

Rani Rubdy

Saturday, March 4; 2:15 – 2:45 pm; ICC 103

Singapore's language-in-education policy discourse places a premium on two of its four official languages – English and Mandarin. Given their strong potential for 'linguistic instrumentalism', this choice clearly reflects the city state's decision to prioritize economic destiny over cultural identity for its citizens, a trend that has already led to language loss and endangerment for many of the indigenous languages and their speakers in the four decades since its independence. This paper argues that the current Standard English-Singlish debate, like the Speak Mandarin Campaign before it, premised on the construction of a crisis of falling standards, which allows for oppositions ('the spread of the vernacular(s)' versus 'the erosion of the standard') to be set up and inevitably paves the way for government intervention, foregrounds Singapore's national cultural policy 'of erasing any complexities which hybridity and heteroglossia seem to pose, whether in matters related to race, religion, or language despite the fact that mixture and fusion in all cultural domains have been an integral component of everyday living in this multiracial society' (Kramer-Dahl, 2003). Moreover, it contends that the complicity of Singaporeans towards such official measures in the name of economic progress, largely derives from the logic of pragmatism which forms the general habitus of many Singaporeans and induces them 'to actively collaborate in the destruction of their instruments of expression' (Bourdieu, 1990). Finally, it examines the cost benefits of maintaining Singlish as a linguistic resource and weighs the damaging consequences of its eradication for speakers of Singlish in general.

Language Attitudes and the Academic Achievement of Students of Mexican-Origin

Raquel C. Sanchez

Saturday, March 4; 4:30 – 5:00 pm; ICC 107

Restrictive language education policies in California rest on the assumption that the achievement of language minority students is aided by cultural and linguistic assimilation. Research indicates, however, that first and second generation ethnic minority students who maintain strong ties to their native and culture may demonstrate higher levels of achievement than their more assimilated peers (Gibson, 1988; Ogbu, 1991; Portes & Rumbaut, 2001; Suárez-Orozco & Suárez-Orozco, 2001; Suarez-Orozco, 1991; Zhou & Bankston, 1998). This paper examines the relationship between language attitudes and academic achievement among middle school students of Mexican origin in the San Francisco Bay Area. Attitudes toward the Spanish language were elicited by means of a survey in order to examine how affective responses to the heritage language, as measured by these attitudes, may influence the academic achievement of this population. Of particular interest is whether attitudes toward Spanish language use and maintenance were related to academic risk factors. The data collected allow for generational comparisons and controls of language proficiency and other characteristics. The research questions addressed include:

- Do students of Mexican origin with a positive attitude toward Spanish language maintenance demonstrate higher rates of academic achievement in this population?

Paper Abstracts

- Do more linguistically assimilated students demonstrate fewer risk factors associated with dropping out of school.

Other researchers have suggested that relatively low academic achievement among Latinos is a form of resistance to linguistic and cultural assimilation through schooling. This interpretation will be discussed in light of the findings presented.

When is an endangered language not an endangered language?: The case of Kannada

Harold Schiffman

Friday, March 3; 2:45 – 3:15 pm; ICC 104

According to the Indian census of 1991, Kannada is the official language of Karnataka State, India. Karnataka has a population of some 44 million people, of which between 65% and 70% are speakers of Kannada; significant minorities of Kannada speakers can be found in the adjacent states of Tamilnadu, Andhra Pradesh, and Kerala, as well as in Bombay and in Maharashtra State. This means that Kannada has a population of at least 30 million speakers. In recent months, claims have been made that according to UNESCO, Kannada occupies the '28th position' on a list of languages 'on the verge of extinction.' It seems clear that this is not what would be classified as 'endangerment' in the usual sense, but perhaps represents a feeling of malaise about the future of the language, particularly in the capital, Bangalore, where the presence of the dot-com IT industry relegates Kannada to minority status. As states in India go, Karnataka has a very high percentage (35%) of non-dominant language speakers, with 10% of the population reporting Urdu as a mother-tongue, and 7% reporting Telugu. Tamil, the language usually seen as the greatest 'threat' to Kannada historically, is not numerically the strongest 'minority' language. Other press reports target English as the main culprit in endangering Kannada, especially a new policy designed to introduce English earlier in elementary education. This paper examines these issues and attempts to sort out the various claims being made and provide an interpretation of the claim of 'endangerment' that is rooted more in the politics of language in contemporary South India, rather than in actual fears of 'endangerment.'

No Minority Language Speaker Left Behind?: Heritage Language Maintenance in the 'No Child Left Behind' Era

Sarah J. Shin

Saturday, March 4; 5:00 – 5:30 pm; ICC 107

This paper investigates the impact of testing-driven educational policies on minority language maintenance. High-stakes testing has come to exert a growing pressure on American education since the passage of the No Child Left Behind Act (NCLB), which holds schools accountable for the academic progress of all students through annual testing in reading and math in grades 3 through 8. While NCLB has the potential to close the achievement gap between minority and poor students and their mainstream peers by holding schools accountable for the academic progress of all categories of students including limited English-proficient (LEP) students, a number of researchers have suggested that its exclusive focus on English is likely to discourage the development of languages other than English (e.g., Wong Fillmore, 2003; Wright, 2005). In this paper, I report the results of in-depth interviews of over 30 immigrant parents and 30 public school teachers (mainstream and ESL) which examined how the parents' and teachers' attitudes and practice toward native language maintenance are influenced by test-driven policies. While the full impact of NCLB is yet to be seen in the coming years, teachers felt an urgency to teach children as much English as possible so as to help them pass tests that are built on English-only principles. In addition, while the parents were largely unaware of American educational policy and the

consequences of high-stakes testing on their children and schools, they were genuinely worried about their children not learning English quickly enough and falling behind in school.

The endangered languages of Burkina Faso

Stuart D. Showalter

Saturday, March 4; 10:45 – 11: 15 am; ICC 103

This paper will discuss the endangered languages of Burkina Faso (West Africa) by examining sources of current endangerment, government language policy, local language support activity in minority language communities, and prospects for survival of minority languages. Beginning with an overview of the striking linguistic diversity of this economically impoverished nation, the author will examine specific language communities in the country with a view to current categorization schemes of endangerment (Krauss 1992, Wright 2004). He will discuss the sources of endangerment currently affecting minority linguistic communities and will present case-studies in on-going language shift. The paper will conclude with a discussion of future prospects for minority languages in the country using Edwards' (1992) predictive typology of variables, and a call for a deeper sociolinguistic understanding of the stable bilingualism and positive attitudes toward local languages found in many African nations such as Burkina Faso.

What about the creoles? Language ideologies and the classification of "endangered" varieties

Peter Snow

Friday, March 3; 3:15 – 3:45 pm; ICC 104

This paper examines the classification of "endangered" languages as a site for the investigation of language ideologies. More specifically, the paper considers the role that language ideologies play in the omission of creole varieties from discussions of language endangerment. By linking two sets of interrelated beliefs about marginalized languages - one set articulated by speakers of the Bastimentos variety of Panamanian Creole English, one set articulated by linguistic experts - the paper explores the ideological dimensions of defining and classifying "endangered" languages. The paper proposes that the interpretation of the meaning, function, and value of creole varieties by both linguists and lay speakers is largely responsible for the fact that creole varieties go virtually unmentioned in language endangerment discourses. These language ideologies may be subsumed under two related analytic categories. The first category, "language structure and lexical relationships", considers the linguistic relationship between creole varieties, the languages that provide the majority of their lexicons, and the national languages in countries where creoles are spoken. The second category, "ethnic identity and creole heterogeneity", examines the cultural link between the heterogeneous nature of creole identity and claims of ownership by transplanted groups. The intertwined perspectives of linguistic scholars and creole speakers index a complex history of scientific claim and local contestation. Attending to the ideologies that are produced - and reproduced - in both academic and creole communities invites us to think about why creole varieties have historically been disregarded in endangerment discourses and why they should be included.

American Sign Language: Endangered and Endangering?

Miako Villanueva, Michele Bishop, and K. Nicole Meyer

Saturday, March 4; 4:00 – 4:30 pm; ICC 103

This paper evaluates the classification of signed languages as endangered. Linguistic study of signed languages began in the 1960s and has mainly focused on national signed languages in North America, Western Europe, and other developed countries. Despite growing concern about the increasing loss of

Paper Abstracts

linguistic diversity, signed languages and the communities that use them have often been overlooked or forgotten. Signed languages face many of the same threats as spoken languages (economic, political, educational, and social). Additionally, even in those countries that recognize their Deaf communities, signed languages are frequently not considered true languages or rich contributors to linguistic diversity and thus come under intense pressure to assimilate to hearing society. The current study focuses mainly on American Sign Language (ASL), the most linguistically studied signed language in the world. We consider Fishman's (1991) Graded Intergenerational Disruption Scale (GIDS) and its applicability to ASL in order to determine the degree to which ASL is an endangered language. We analyze the aspects of Fishman's model that are not applicable to ASL and determine how efforts to reverse language shift differ when working with signed languages as compared to spoken languages. We also propose an alternative to GIDS that can be applied more readily to signed languages. Finally, we discuss the reality of many smaller indigenous signed languages that are under far greater threat than ASL. We also explore the ways that ASL exerts endangering pressure on other signed languages, as ASL is becoming a lingua franca in the global Deaf community.

“Appropriate” Uses of Contracting Languages

Suzanne Wertheim

Friday, March 3; 3:15 – 3:45 pm; ICC 108

A language undergoing the process of multigenerational shift can be seen as contracting along multiple dimensions: the number of speakers, the functional domains in which it is used, and the range of stylistic options available to speakers. Both promotive policies and grassroots revitalization may combat this contraction by attempting to redefine when and how it is appropriate to use the language. In this talk, I use the specific case of Tatar in Tatarstan, a contracting language that has been ceding ground to Russian for decades, to examine varying conceptions of the “appropriate” use of a language that cultural and political activists are deeply invested in revitalizing. I analyze the linguistic etiquette of present-day Tatarstan and the behavior of those Tatar speakers who violate this linguistic etiquette. This transgressive behavior, which can be seen as counter-hegemonic, is set against a backdrop of linguistic purism. Some Tatars choose ideology over communication, and mark themselves as Tatar nationalists by violating sociolinguistic norms and speaking Tatar in situations that ordinarily require Russian. These speakers are also standards-keepers who both assess and correct the linguistic performance of their peers – and they are overwhelmingly male. In addition, the linguistic purism prevalent among these culturally and politically active Tatars, when combined with the use of “pure” speech to consciously construct ethnic identity, may in fact limit the domains of unmixed speech. The code-mixed and code-switched styles used when not “performing” minority identity may in fact lead to a less pure minority language over time.

Haro: A disappearing language of Ethiopia

Hirut Woldemariam

Saturday, March 4; 11:45 am – 12:15 pm; ICC 103

The Kunama people are believed to be an indigenous people of a region located at the border between Ethiopia and Eritrea. They speak a language genetically unrelated to Tigrinya, the dominant language of Eritrea and the Tigray Regional State of Ethiopia. Kunama is classified as a divergent language of the Nilo-Saharan Phyla while Tigrinya belongs to the Semitic family within the Afro-asiatic Phyla. The Kunamas are minorities in both Ethiopia as well as Eritrea. According to available census for Ethiopia (1994), the population of the Kunamas in Ethiopia numbered about 2000, while a relatively larger number of Kunamas is found in Eritrea. Many Kunamas have fled from Eritrea in recent years and now live in refugee camps in Tigray.

The survival of the Kunama language in Ethiopia can be questioned as the speakers are absorbed into a larger community of Tigrayans. In Ethiopia, the Kunamas themselves feel that their language and their culture are endangered. This paper aims to present a sociolinguistic overview of the Ethiopian Kunamas, by discussing the current language use and language attitude situation in the region. A point of departure will be results from a project, including fieldwork in the Kunama area, that investigates language use and language attitudes in the Tigray, based on an oral interview questionnaire administered to 5th grade school children, their parents and their teachers. The Kunama situation will also be discussed in light of various indicators of language viability as presented in the literature on language maintenance and shift.

Minority languages on the WWW

Sue Wright

Saturday, March 4; 5:00 – 5:30 pm; ICC 103

The role of print publishing in the standardisation and spread of standard languages is well known (c.f. Anderson 1983). The effect of publishing on the Internet, however, is not yet established. There have been contradictory predictions: some expect that the medium will encourage more use of English, as users communicate across language borders and employ the current lingua franca; some suggest that the relative ease and low cost of publishing on line may encourage users of regional or minority languages (RML) to do so. To discover whether this latter hypothesis has any grounding in practice, the Web presence of a numbers of European RMLs was investigated. The study assessed the content and purpose of sites, their authors and funding, and their intended audience. The language communities studied were divided between those that have some legal status, state funding and some presence in the non-digital public domain (in Italy, Netherlands and Spain) and those that are confined to the private sphere (in France and Greece). The findings indicate that where the Web is used extensively for official and formal publication, the medium is influential in establishing a standard, in the same way as print publishing. Where Web presence consists mainly of informal, amateur sites, transdialectal chatrooms and blogs, the Web seems to permit, maybe even promote, heterography.

References:

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POSTER ABSTRACTS

(LISTED BY FIRST AUTHOR'S LAST NAME)

* The poster session will be held from 12: 45 to 2:45 pm on Saturday, March 4 in ICC Galleria.

incidencia del vocabulario basico de los ninos popti' en el nivel de la comprensi'on de la lectura inicial

Rudy Osiel Camposeco

Como iniciativa por contribuir en la disciplina sociolingüística, se presente el resumen del estudio realizado en la Comunidad Maya Popti' de Jacaltenango, departamento de Huehuetenango, Guatemala. Mucho se ha hablado incluso, pese a los grandes aportes y las instituciones que se dedican al estudio y fomento de la educación maya en Guatemala; sin embargo la dinámica social y la no conciencia de que los idiomas son un valioso aporte para la educación, hoy se presente este estudio. El mismo se llevó a cabo en escuelas de la Región Huista, de habla Popti' en el lugar mencionado, en el que se utilizó la experimentación con un plan de estudio. Se utilizó un método bastante conocido para obtener los cuadros estadísticos.

The Spanish of Hispanic heritage speakers from Houston before formal instruction: A descriptive analysis of oral and written data

Marta Fairclough

Houston is the fourth largest city in the United States in total population and in Hispanic population. It is home to almost a million Hispanics, the majority of which reported speaking Spanish at home. Although the largest number of Hispanics in Houston is of Mexican origin, most Spanish-speaking countries are represented in this metropolis. A number of quantitative studies have explored specific linguistic phenomena of language contact and change in Houston (Gutiérrez 1994, 1995, etc.; Hernández 1997, Mrak 1998, 2000; Fairclough 1999, 2000), and a study conducted by Lipski (1993) analyzed the Spanish spoken by transitional bilinguals from this area; however, to the best of my knowledge, no research describing the Spanish of Houston has been published so far. This study attempts to describe the Spanish linguistic system of Hispanic heritage speakers from the Houston area before any attempts are made to formally study the language. The diagnostic evaluation is based on 35 hours of recorded interviews and written samples produced by U.S. born Spanish/English adult bilinguals from diverse backgrounds. The analysis of the data indicates that the Spanish linguistic system of the participants includes: (a) language gaps, (b) dialectal forms, and (c) language-contact forms. These phenomena appear at all linguistic levels from spelling and pronunciation, to oral and written discourse. Samples to illustrate the most salient features as well as teaching suggestions are included. Knowing specifically what linguistic knowledge Hispanic heritage learners bring to the classroom will aid in offering the best type of instruction to suit their needs.

Buryat Music and Language Shift: Ongoing Research on an Indigenous Language of Siberia

Kathryn Graber

My research is concerned with how indigenous minority languages are maintained and transformed, especially through indigenous-language music in its contemporary forms. Working with Buryat- and Russian-speaking communities in southern Siberia, I am investigating revitalization and maintenance

efforts for the Buryat language as a case study for indigenous language preservation within the Russian Federation.

Within the ethnographic tradition of linguistic anthropology, I am looking at language use, musical conventions, and media circulation in order to explore the role music plays (or can play) in indigenous language preservation and language shift. Buryat- and Russian-language music circulates through historically-Buryat regions and affects local Buryat identities in complicated ways, both reflecting and impacting the relative prestige of different languages and cultures. Contemporary Buryat-language music has incorporated elements from across geopolitical boundaries and from across time. Musical conventions of Soviet-era “national ensembles” may be combined with contemporary genres like hip-hop or with other elements that are seen as ancient, indigenous, “real,” or “preserved.” What do these different geopolitical and temporal influences index? How does music mediate ways of “being Buryat” and of speaking Buryat? How and where does Buryat-language music circulate as a marketable commodity, both through performances and through recordings?

This poster will present my ongoing research on these questions, including preliminary research conducted June-August, 2005, in the Republic of Buryatia and in the Aginskoe Buryat Autonomous Region (Aga), south of Chita. This work should contribute to our understanding of indigenous language maintenance and shift, both in the contemporary Siberian context and more generally.

Kenyan Sign Language: An endangered language?

Julie Guberman

This paper explores the issue of ‘endangered languages’ as it pertains to sign languages, with focus on Kenyan Sign Language (KSL), the natural language of the deaf population in Kenya. I will provide an ethnographic description of language situations between deaf and hearing Kenyans. My data is derived from two years of living in Kenya and observing language use in educational and work settings. KSL emerged after the founding of residential schools for the deaf in the 1960's. After the 1960's, deaf people began coming together in larger numbers and KSL began to develop. In the late 1970's the first graduates started entering the job market. This meant deaf people gathered in the cities, creating more opportunities for interaction. This new urban concentration along with the growth of residential schools created a new community, the Deaf community. Deaf people began to identify themselves as Deaf and preferred KSL as their means of communication. Lexical variation can be found among users with different levels of education, from different regions based around schools for the deaf, and of different ages. However, Signed English and oralism are used in schools because teachers, often hearing, expect deaf pupils to learn the language of the school: English. Literacy skills of the general deaf population are low, rendering written communication useless. The oppression of deaf people, use of artificial sign systems and oralism in the schools, and introduction of foreign sign languages all indicate that KSL may be an endangered language.

Minoritized Ecuadorian Languages: A continuous struggle for survival...

Marleen Haboud

Ecuador, one of the smallest South American countries is characterized by its social, linguistic and cultural complexity. In addition to Spanish and its linguistic variations, eleven distinct indigenous languages are still in use; however, in everyday situations, they continue to be subordinated and their vitality is permanently challenged.

On the basis of qualitative and quantitative data gathered during interviews with native speakers, participant and non-participant observation, national demographics and ongoing research, this work aims to:

Poster Abstracts

- describe the sociolinguistic situation of indigenous Ecuadorian languages in their relationship to the mainstream society and several processes of modernization and globalization,
- describe some of the official and non-official strategies recently developed to favor multilingualism and interculturality,
- demonstrate the urgent need Ecuador has to develop, along with the speakers and academic groups, local and regional actions that can lead us to a better understanding and reinforcement of the minoritized languages of Ecuador.

The Influence of African American English on Writing Skills: Implications for Developmental Expectations and Pedagogical Practices

Lennette J. Ivy

This presentation will present findings that suggested there are potential developmental characteristics in the use of African American English features in writing. Results from an investigation into the frequency of occurrence of five African American English features in spoken and written language indicated there may be expected hierarchical skills of acquisition in the development of writing, as it relates to the continual influence of African American English. The African American English features that were examined were verbal –s absence, plural – s absence, possessive – s absence, past tense – ed absence, and copula absence. This presentation will be based on results obtained from third- and eighth-grade subjects, who were African American English speaking children. The results suggested that educators can expect the use of dialectal features not only in speech, but also in the writing of students' whose heritage language is African American English. The findings suggested which of the five African American English features teachers can expect to be the most prevalent in African American students' writing at third-grade and eighth-grade levels. Also, the results revealed which features can be expected to decrease in use as grade level increases. Finally, the results supported the concept of a period when writing is expected to resemble speech, and a period when an expected developmental shift should occur in that children learn to differentiate what is acceptable in speech versus acceptable in writing. These results are important to educators' knowledge base to ensure best practices in teaching writing to African American students.

Endangered and Minority Languages and Language Varieties of Nepal

Rajendra Thokar

Nepal the Himalayan kingdom though quite small area contains multiethnic, multi- religious, multi-cultural and multi-lingual communities. The census report (CBS, 2001) has indicated 92 languages in Nepal. Among these, most of the languages are in condition of endangerment. The categorization of these languages is presented below:

(i) Safe languages Tamang, Magar, Newar, Tharu, Maithali, Awadhi. Kham. Sherpa, Bantawa, Gurung, Yolmo, Limbu, Rajbanshi etc.

(ii) Endangered languages; Ghale, Chantyal, Thakali, Chepang, Danuwar, Byansi, Thami, Kaike, Lohurong, Mece, Nachhiring, Kumal, Jirel, Bahing etc.

(iii) Seriously endangered languages: Kusunda, Hayu, Lepcha, Raute, Dumi, Mugali, Yamphu, Puma, Chhintang etc. are seriously endangered languages.

(iv) Moribund languages: Kagate, Dura, etc are moribund languages.

The above mentioned languages are unwritten. They are but oral-based. And these languages are in the way of loss.

To preserve and promote these languages, from the point view of documentation, "Linguistic Survey of Nepal" should be immediately done as far as possible.

The processes for developing are as follows:

- a. The documentation and linguistics studies should be carried out.
 - b. The development of multi-lingual dictionaries, grammar (descriptive, reference, pedagogical) should be done.
 - c. The developments of primers, texts (formal and non-formal education) should be carried out.
- Language revitalization campaigns to give the languages a strong presence in the education and to provide the languages with a written form to encourage literacy and improve access to electronic technology, should be promoted. From this perspective, the main goal is as fostering the health and vigour of human societies, their cultures and their languages.

The Role of Bilingual Education in the Revival and Maintenance of Euskara: Data from the Spanish Basque Country

Joanna Thurlow

The establishment of the bilingual educational system in the Spanish Basque Country has been fundamental in the maintenance and revitalisation of the Basque language, Euskara. Upon the death of Franco in 1975, Euskara was virtually a dead language; only 23% of residents in the Basque Autonomous Community claimed to be able to speak Euskara, in comparison with 83% at the beginning of the 20th century (Lasagabaster 2001). However, with the establishment of bilingual schooling, the number of Basque speakers has risen substantially every year.

Four linguistic models were established in the Basque educational system with differing language objectives and results. Students can choose between only studying Basque as a subject (Model A), studying Basque and Spanish equally (Model B), studying Basque full-time with Spanish as a subject (Model D), or not studying Basque at all (Model X). For a variety of socio-cultural reasons, enrolment trends in each model have shifted over the last two decades. Model A, formerly the most popular, has seen a significant decrease, while more and more students are opting for Model B and especially Model D. Consequently, an increasing number of people are claiming to be proficient in Euskara (EUSTAT 2003).

This poster will show the longitudinal correlation between choice of linguistic model and proficiency in Euskara, using data from sociolinguistic surveys. As a point of departure for further studies, it will explore the possible reasons for the change in enrolment trends, while analysing the important role of the school in language maintenance and revival.

Istrian Vlashki Documentation Project: An Immigrant Community's Story

Zvezdana Vrzic

This paper reports on the fieldwork on Vlashki or Istro-Romanian language in an immigrant community in New York City. Vlashki is a severely endangered Balkan-Romance language spoken by less than 200 speakers in a region of Croatia bordering with Italy. All speakers are bilingual and often dominant in the Croatian language. A significant number of speakers left their villages after WWII to move to United States. About 200 speakers, almost a half of the estimated number of speakers, live in Queens in New York City. Vlashki is regularly used in this tightly knit community by the first and even second generation. The reason why the language of the New York Vlashki speakers is much better preserved than the language of their peers in Croatia are discussed, such as the insularity of the community and lack of competition from a second native language. The successful effort to have the scholarly goals of documentation and analysis of the language feed into community-based goals of awareness-raising,

Poster Abstracts

expansion of domains of language use, and community stabilization is also reported on. Interviews, conceived as community histories and carried out between family members or friends, feed into two community-based projects engaging community volunteers and exposing speakers to the written form of their language for the first time: a) An “album” of interview excerpts, transcripts, and photos is managed on the project website, and b) an electronic cookbook with traditional recipes and narratives about food traditions is put together based on the materials obtained during interviews.

"MEET THE EDITORS"

GURT 2006 JOURNAL EDITORS' ROUND TABLE

Dear GURT 2006 Participants:

Join us on Sunday morning for a special Round Table event, **'Meet the Editors'**.

Editors of three leading journals in our topic field, *Linguistics and Education*; *Journal of Language, Identity, and Education*; and *Language Policy*, will present their journals, including specific focus areas and the types of papers solicited for publication, as well as discuss the submission process and individual publication ideas with attendees.

This is a great opportunity to have small-group and individual interaction with the editors - and to gain some momentum for your next publication via first-hand advice!

When: Sunday March 5th, 8:15-8:55 am

Where: ICC 105

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PETER LADEFOGED (1925-2006)

It is with great sadness that we share the news of the passing of Peter Ladefoged, one of the world's leading phoneticians, scheduled to present at our conference this year. We are thankful for his innumerable scientific contributions, notably in the field of language documentation. His GURT talk was to be titled 'Archiving endangered languages: A phonetician's point of view.' To honor his memory, we here include an abridged version of the obituary published by The LINGUIST List on February 1st, 2006 (by kind permission of the author **Sean A. Fulop** and The LINGUIST List):

Peter Ladefoged died of a stroke on January 24, 2006 in London, England while en route to his Los Angeles home. He had been in India conducting phonetics research, and thus fulfilled his goal of pursuing his work until his final day.

Peter was born in 1925 in Sutton, Surrey, England. After military service, he earned his M.A. at the University of Edinburgh in 1951. In 1953, Peter became an Assistant Lecturer in Phonetics at Edinburgh; he also married Jenny Ladefoged (MacDonald) that same year, to whom he was still married upon his death. His first journal articles appeared in 1956; he was awarded a Ph.D. by the University of Edinburgh in 1959.

After a one-year position at the University of Ibadan in Nigeria, Peter obtained a grant to conduct a large-scale phonetic survey of West African languages. It turned out to be the largest phonetic survey ever conducted at once (and so it remains), and covered sounds of 61 languages, complete with a wide variety of instrumental phonetic analyses that required an absurd amount of heavy laboratory equipment to be dragged into the field.

In 1962, Peter began his long career as professor of phonetics at UCLA. His first seminal monograph was *A Phonetic Study of West African Languages* (1964), which documented his survey in Nigeria. The work presented to the world one of Peter's most important scholarly principles - that we should not be satisfied to contemplate what we have heard as linguists, before we have traveled the world to hear what there is to be heard.

Peter's most well-remembered consulting job came to him shortly after his arrival at UCLA, when he was hired by a Hollywood studio to give advice for the film "My Fair Lady," a musical adaptation of Shaw's "Pygmalion." Peter was uniquely qualified to serve in this capacity, and he did his best to show lead actor Rex Harrison how to act like a phonetics professor. He also wrote phonetic symbol charts for the set, and his voice producing cardinal vowels appears to come from an old phonograph during one scene of the movie.

The list of Peter's accomplishments in phonetic research is too long to enumerate, and though the raw number of publications he amassed is staggering, the true value of his work lies with its constant and continuing impact on the field. In 1975 there appeared Peter's most famous textbook *A Course in Phonetics*, now in its 5th edition (2006) and still bearing the standard for how to conduct a general phonetics course. Peter once said "if you want to get really famous, you've got to do a textbook," forgetting to add that it helps if your textbook is the best one, the one every teacher wants to use.

In all his work, Peter never supported the common separation between phonetics and phonology which treats the former as the data and the latter as the theory. He called his chief subject "linguistic phonetics," and enjoyed promoting its own special theory and its multi-faceted connection to phonology.

Following his retirement from his position at UCLA in 1991, Peter actually stepped up the pace of his research work and book writing activities. One fruit of this period was his magnum opus with Ian Maddieson, *The Sounds of the World's Languages* (1996). Ten years after its appearance, it is no exaggeration to say that this book is perhaps the single most important publication in the history of phonetics.

Peter had a distinctive cultured English baritone voice that traveled a long way down the halls at UCLA; his contribution to linguistics and his rich legacy of scholarly work will still be resonating for many generations of scholars who will never have had the privilege of working with him, or of hearing his voice.

GURT 2006 SCHEDULE AT-A-GLANCE

Friday, March 3				
2:45-4:45	Room: ICC 104, Defining 'endangered'	Room: ICC 108, Bi- and multilingual societies: Ideologies and practices	Room: ICC 115, Language endangerment, revitalization and standardization	
4:45-5:00	Break			
5:00-6:15	<i>Plenary Address, Bunn Intercultural Center (ICC) Auditorium*</i> , Suzanne Romaine, Merton College, University of Oxford, "Planning for survival"			
6:15-7:30	ICC Galleria - Opening Reception			
Saturday, March 4				
8:30-9:00	Continental Breakfast (ICC Galleria)			
9:00-10:00	<i>Plenary Address, Bunn Intercultural Center (ICC) Auditorium*</i> , Walt Wolfram, North Carolina State University, "Language diversity and the public interest"			
10:00-10:15	Coffee break			
10:15-12:15	ICC 103, Endangered languages: Field reports	ICC 107, Documenting endangered languages and varieties	ICC 108, Colloquium – The media and minority languages: Messages of divergence, cohesion, conflict, and development	ICC 115, Invited Symposium – Ideologies, Structures, and Pedagogies: Spanish in the United States
12:15-1:15	On-site Lunch (ICC Galleria)			
12:45-2:45	Poster Session (ICC Galleria)			
1:15-3:15	ICC 103, Language planning and policy	ICC 107, Minority language varieties in the U.S.	ICC 108, Colloquium – Evolution of competence and usage in the historical languages in the six Autonomous Communities in Spain with linguistic normalization programs	ICC 115, Invited Symposium – Indigenous language policies worldwide: Case studies in language regensis and linguistic human rights
3:15-3:30	Break (Snacks in ICC Galleria)			
3:30-5:30	ICC 103, Multi-modal language use*	ICC 107, Instruction, education and minority languages	ICC 108, Colloquium – From field to archive to access: Current best practice in endangered language documentation	ICC 115, Invited Symposium – Heritage languages in the United States: Reconstructing the 'resource' framework
5:30-5:45	Break			
5:45-6:45	<i>Plenary Address, Bunn Intercultural Center (ICC) Auditorium*</i> , Nancy Hornberger, University of Pennsylvania, "Voice and biliteracy in indigenous language revitalization: Contentious educational practices in Quechua, Guaraní, and Maori contexts"			
6:45-7:15	Happy (Half) Hour and local beer tasting in the ICC Galleria (dinner on your own)			
Sunday, March 5				
8:15-9:00	Continental Breakfast (ICC Galleria)			
8:15-8:55	Roundtable with Journal Editors (ICC 105) <i>All are welcome.</i>			
9:00-10:00	<i>Plenary Address, Bunn Intercultural Center Auditorium*</i> , Elana Shohamy, Tel Aviv University, "At what cost? Methods of reviving, maintaining and sustaining endangered and minority languages"			
10:00-10:15	Coffee Break			
10:15-12:15	ICC 103, Language contact and change	ICC 107, Language socialization and family language policy	ICC 108, Colloquium – Threat and endangerment*	ICC Auditorium, Invited Symposium – Globalization and language rights: The case of Catalan, Mapuche and Mayan languages: Part I
12:15-1:15	On-site Lunch (ICC Galleria)			
1:15-3:15	ICC 103 Language attitudes and ideology	ICC 105 Language revitalization processes	ICC 108 Colloquium – Tzotzil, Kaqchikel and Maya: Transnational migrants in California and language change	ICC 115 Invited Symposium – New voices - new visions: Nordic minority language policies in transition
3:15-3:45	Break			
3:45-5:00	<i>Plenary Address, Bunn Intercultural Center Auditorium*</i> , William Labov, University of Pennsylvania, "Unendangered dialects, endangered people"			