



Language and culture instruction in a language endangerment context

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Language ideologies and inequality with a perspective on the Arctic

Ilisimatusarfik, Nuuk

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Igamsiqayugvikamsi tagikemsi quyakamsillu esghaqemsi!

Thank you for coming, it's good to see you!



Igamsiqanaghalek
How grateful I am

Igamsiqayugvikamsi, Sivuqaghhmiit.
Thank you to the people of Sivuqaq
(St. Lawrence Island).

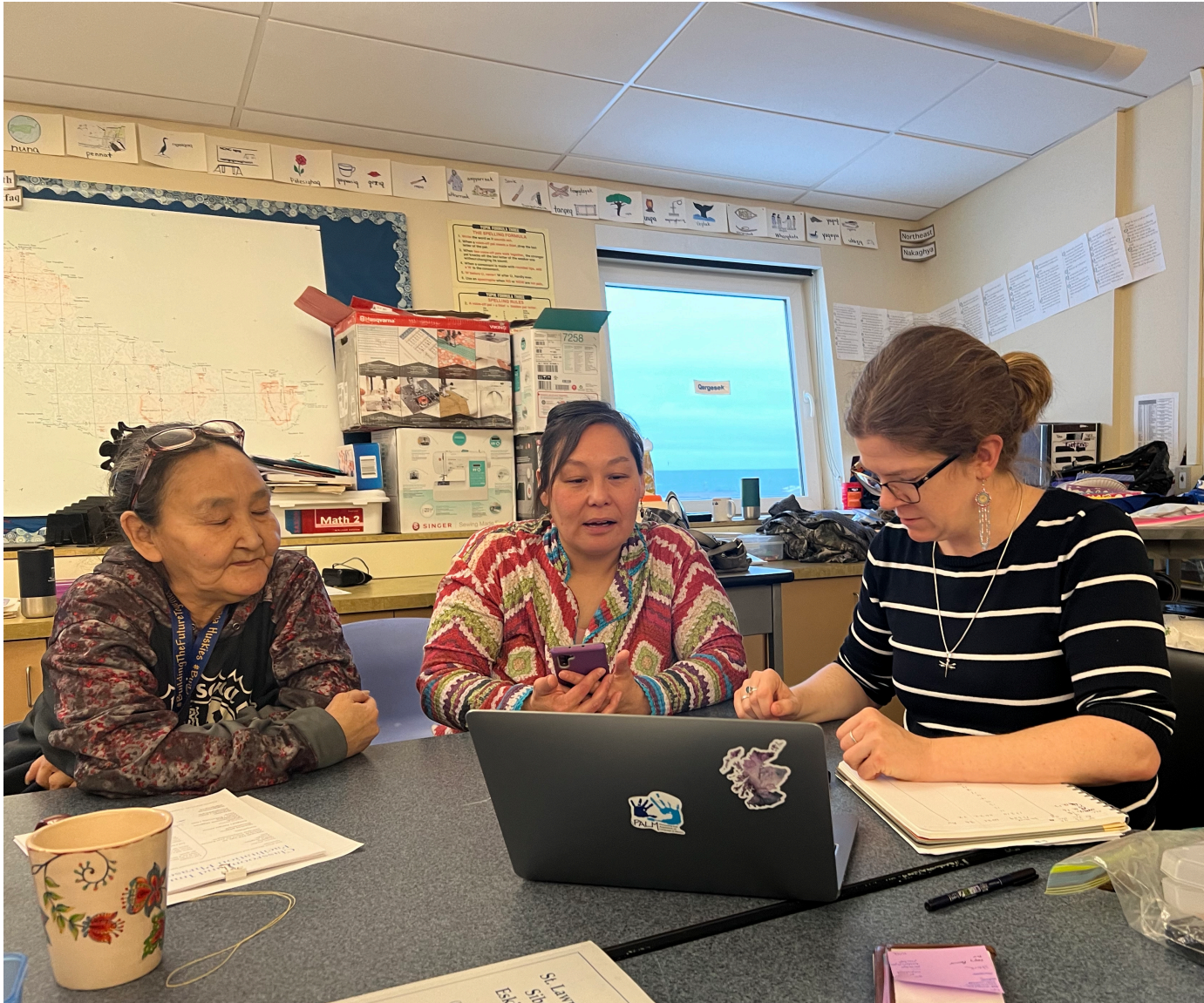
Aghneghmi

(today)

- Who are we?
- The Akuzipik project(s)
- Language and culture instruction of Akuzipik



Kinangusta? Who are we?



- Sivungaq (Savoonga)
- Akuzipik language/Yupik culture instruction

Kinanguzinga? Who am I?



- Iowa
- Language documentation and reclamation/revitalization
- Formal syntax, morphology, semantics
- Work with speakers of Akuzipik, Scottish Gaelic, Hawrami Kurdish

Kinangusta? Who are we?



- NSF Documenting Endangered Languages Grants #BCS 1760977; and 1761680 (Lane Schwartz, PI)
- NSF CAREER Award #BCS 2142340

Sivuqaghhmiit Sivungaghmiitlu

Ayaka Anders Apassingok, Qergengaawen Lydia Apatiki, Petuwaq Christopher Koonooka, Qaguus Shem Rose Koonooka, Ukaall Crystal Aningayou, Amaghalek Beulah Nowpakahok, Apangaluq John Apangalook, Yupistek Aaron Iworrirgan, Yuka Ungwiluk, Puni Carol Miklahook, Tasi Zinnia Nowpakahok, Kawaawen Edythe Oozevaseuk, Tagiikaq Maxine Ungott, Yaghaq Preston Apangalook, Sukaay Charlene Apangalook, and many others.

Project affiliates

- Faculty; PhD, MA, undergraduate, and high school students, retirees; funded and volunteer
- Linguistics and computer science

Dr. Lane Schwartz, Dr. Harim Kwon, Dr. Emily Chen, Dr. Hyunji Hayley Park, Benjamin Hunt, Giulia Masella Soldati, Emma Evans, Preston Haas, Kaelynn Mae Kenny, David Ngo, Kai Pappas-Knowles, Arlee Pearlswig, Jared Purcell, Wills Davis, Peter Zuckerman, Wade Swede, Michael Carter, Silanur Inanoglu, Rebecca Jacobs, George Wright, Saja Alburaik, Shadden Alfadhil, Abdullah Alfaifi, Omar Alkhonini, Nicole Braccia, Kaila Diaz, Darlene Fahrenkrug, Nemesis Garcia, Yuting Gao, Logan Kehoe, Thomas Kurpit, Amy Field, Lexie Lucero-Carter, Andreea Sandu, Hannah Schwarz, James Stratton, Yamei Wang, Ashlie Devenney, Logan Kehoe, Matthew Letourneau, Edward Jahn, Becky Smith, Nilima Mow, Farah Tfaili, Jasmine Haskins, Pu Meng, Kendal Bryant, Aliah Showkatian, Zoe Eng, Summer Chambers, Marley Arrindell, Eric Taylor, Thema Greene



Sangan Sivuaq Akuzipiklu? Saaqestaa?

Why Sivuaq and Akuzipik? What are we doing?





Akuzipik (*Whangkutestun*/
Yupigestun/Yupik/ St.
Lawrence Island Yupik/
Siberian Yupik/Chaplinski
Yupik)

- Inuit-Yupik-Unangan
- Polysynthetic
- Verbs,
nouns, demonstratives,
particles; 600+ "postbases"

Spoken as a first language by
fewer than 1000 Yupiget

- On St. Lawrence Island,
Alaska;
- On the Chukotka Peninsula
of Russia; and
- In mainland Alaska (de
Reuse 1994; Schwartz, et al.
2020)

Sivuqag, Inc. 1963

Gambell

Sivungaq, Inc. 1969

Savoonga

St Lawrence
Island

- Speaker experiences through mid-20th century
- Change in children's home language 1990+

Dramatic generational shift

- Towards Russian beginning in the 1950s in Russia
- Towards English beginning in the 1990s in Alaska (Schwartz, et al. 2020)

The DEL Project



Objectives



Digitization & archiving



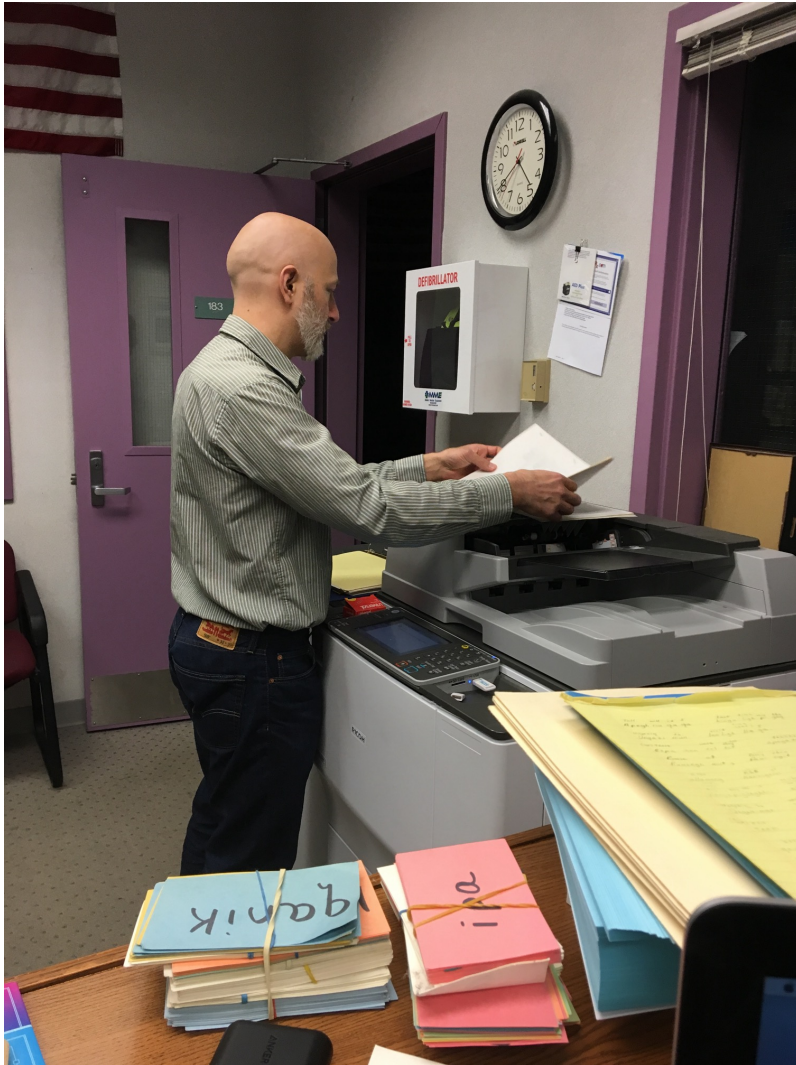
Computer tools



Language documentation



Supporting revitalization



ATEQ ANSWER SHEET

AGHVEPIK

1. Whanga (esghaghii - esghaghaqa) aghvepik.
2. ElIngan (esghaghaa - esghaghtuq) aghvepik.
3. Whangkuta (esghaghiinkut - esghaghagput) aghvepik.
4. Elpek (esghaghaqa - esghaghaten) aghvepiget.

- Digitizing ethnographies, folksongs and stories;
- Bilingual-bicultural pedagogical materials (current use)
- Building a searchable corpus


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foma.ess — foma ◀ make interactive — 100×30
???
foma[1]: apply up akeqiinga
akeqe-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~fnga[V→V][V][Intr][Opt][PRS][2Sg]
akeqe-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V][V][Trns][Opt][PRS][2Sg][1Sg]
akeqe-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~fnga[V→V][V][Intr][Opt][PRS][2Sg]
akeqe-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V][V][Trns][Opt][PRS][2Sg][1Sg]
akeqe-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V]-~fnga[V→V][V][Intr][Opt][PRS][2Sg]
akeqe-~i[V→V]-~i[V→V]-~i[V→V]-~i[V→V][V][Trns][Opt][PRS][2Sg][1Sg]
akeqe-~i[V→V]-~i[V→V]-~fnga[V→V][V][Intr][Opt][PRS][2Sg]
akeqe-~i[V→V]-~i[V→V]-~fnga[V→V][V][Intr][Opt][PRS][2Sg]
akeqe-~i[V→V]-~i[V→V][V][Trns][Opt][PRS][2Sg][1Sg]
akeqe-~i[V→V][V][Intr][Ind][1Sg]
akeqe-~i[V→V][V][Trns][Intrg][3Sg][1Sg]
akeqe-~i[V→V][V][Trns][Ind][3Sg][1Sg]
foma[1]: apply up akeqiinga
```

- Developing a suite of tools for use by researchers and speakers of the language (Schwartz, Chen)
- Aim: develop these tools in such a way as to promote use by community language activists (Hunt, Schreiner)



Akuzipigestun Sangaawa

A dictionary for St. Lawrence Island Yupik



qavaghtuq

Search

☒ Akuzipik Search

☐ English Search

Parse

qavagh + [Intr][Ind][3Sg]

Results for qavagh:

qavagh-, verb (қаваҕ-) /qavɑs/ to sleep; to fall asleep



Itemquulteki

Let's take them apart



esghaghaqa

Parse

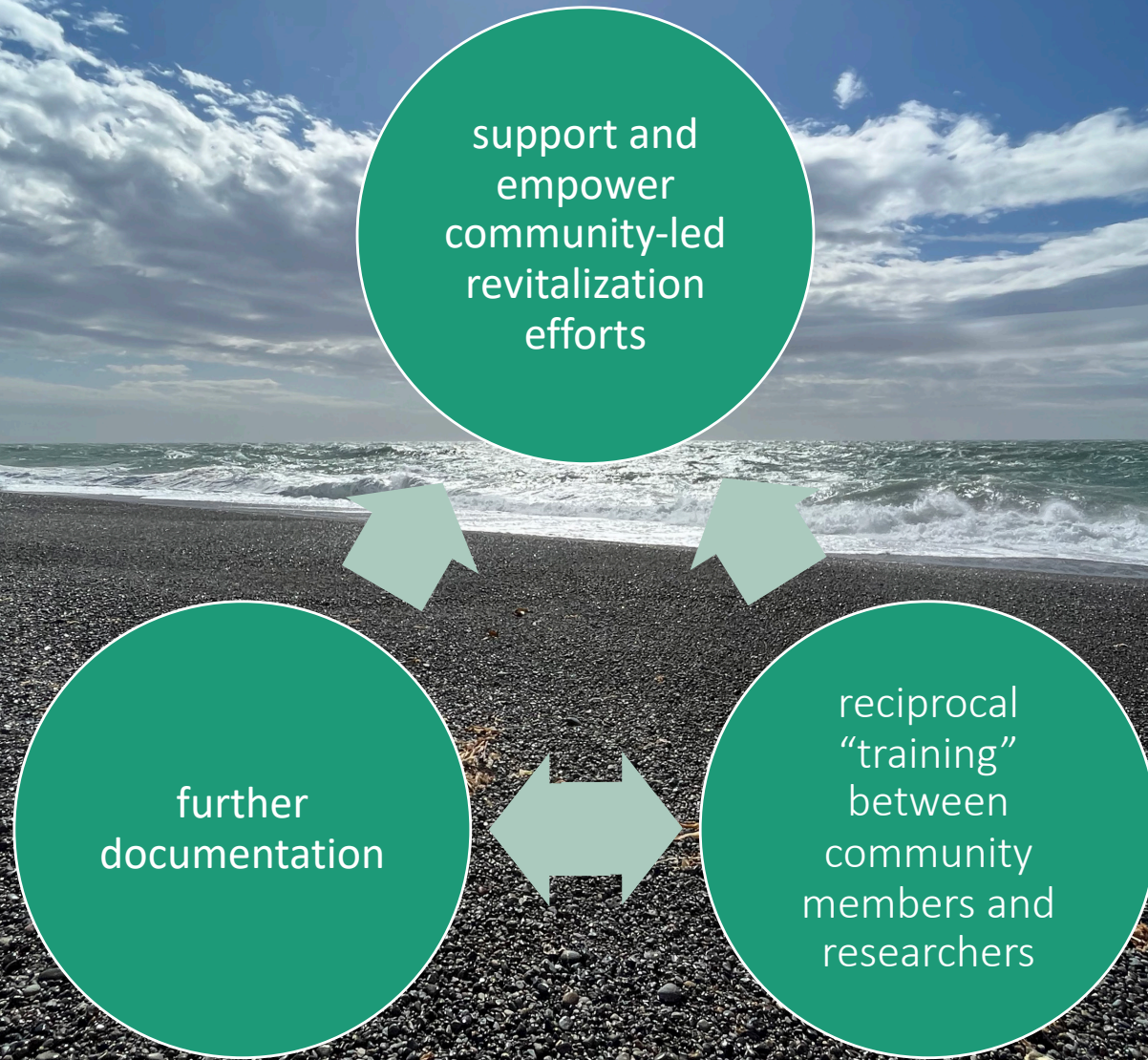
Possible analyses

• esghagh + ~(g)aqe[V→V] + [Intr][Intrg][3Sg]

• esghagh + [Trns][Ind][1Sg][3Sg]

Locating this resource online means community members can more easily access the dictionary

CAREER Project



“Training”

Reciprocal “training”: building awareness from both sides

- Three(+) “community linguists”
- Building awareness/recognition of speaker knowledge and capacity (in the speakers, in the researchers)
- Increasing understanding of speaker ways of knowing in the researchers
- Increase understanding of researcher ways of knowing and doing in the speakers insofar as it’s useful

Documentation

- Methods
 - Elicitation with community-created, culturally-specific storyboards
 - Being drawn by a community member
 - Recording of narratives and conversational dyads
 - Topics for discourse prompts determined in collaboration with the community revitalization group → documentation of traditional knowledge accomplished simultaneously



Documentation

- Output goals of documentation:
 - Recorded narratives and dyads for classroom and community use
 - Additional documentation of traditional knowledge
 - Storyboards and recordings for use in immersion contexts
 - Supporting L2-type adult learning



Currently

- Most younger speakers are English-dominant; Akuzipik taught as second language
- Some do not speak Akuzipik at all (Koonooka, et al. 2021)
- School situations (Sivuqaq, Sivungaq)
 - Instructors
 - Administrative turnover
 - School board

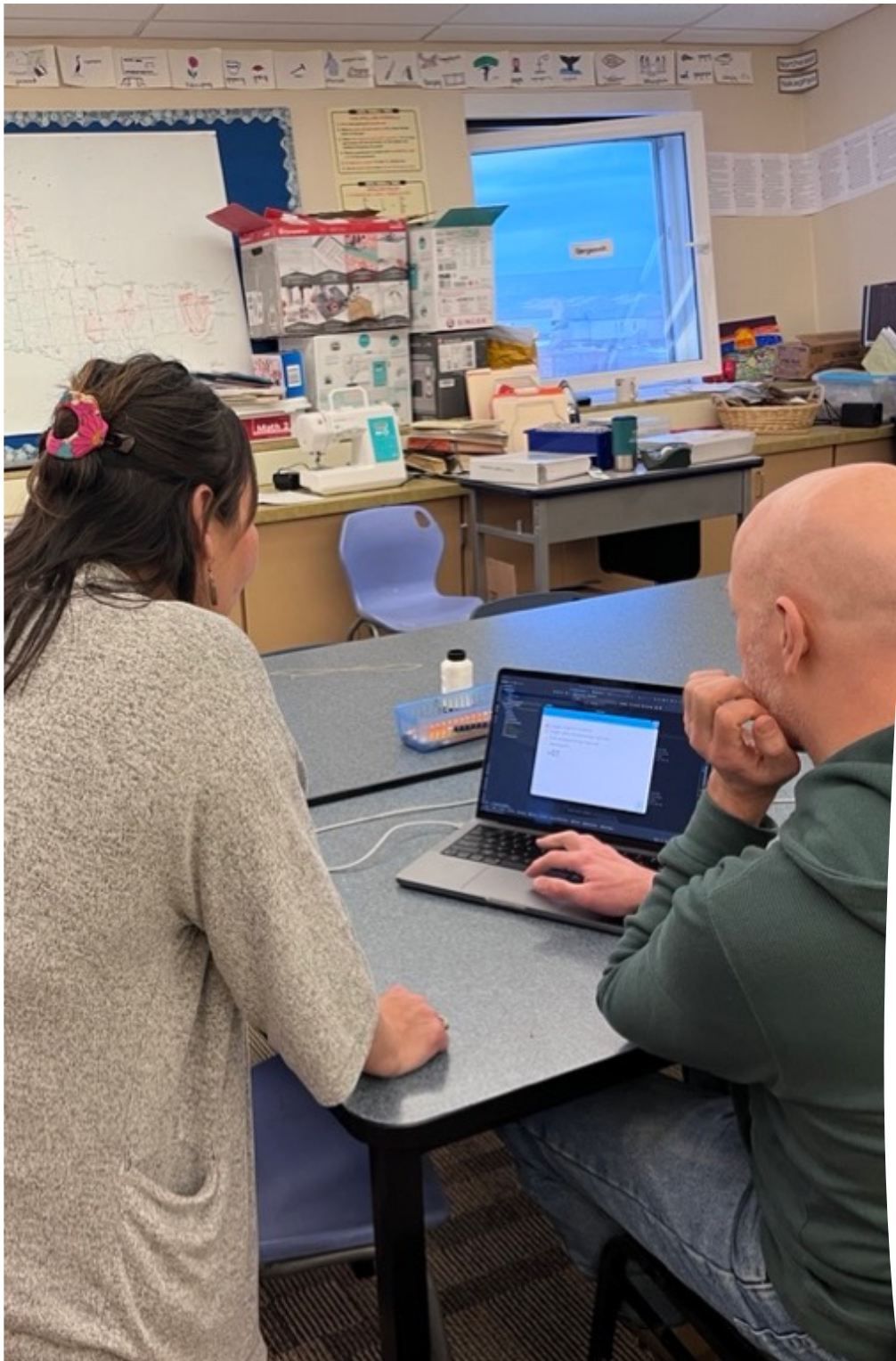


Community opinions and ideologies

- Overall support and concern
 - Across generations
- Language change
 - Differing opinions
- Akuzipik has more depth, meaning, emotions, life
- Part of *kiyaghtaalleq*—way of life, everything necessary for living

Instruction





- Bilingual/bicultural approach
- Instilling a love of the language
- Lessons based on the seasons (summer is for picking and camping, fall is for hunting seal and walrus, etc.),
- Traditional values (including love, respect, and patience)
- Traditional activities (for example, hunting, picking, putting away food, sharing with elders).



- Needs
 - Protected time (no standardized materials)
 - Ideological and material support from the school district/governing bodies
 - Freedom with curricula



Looking ahead



Kaalguq

**“Akuzipigelta Uluvut Igleghasqelluku
Uluvut Quyakusiqaghput
Uluvut Nangaghneqaghput
Uluvut Yupigulqaghput
Uluvut Unguvasiqaghput”**

**“Let’s Speak Our Language For It To Go On
Because
Language has spirit
Language Is Our Way of Life
Language Is Our Identity
Language Is Our Soul”**

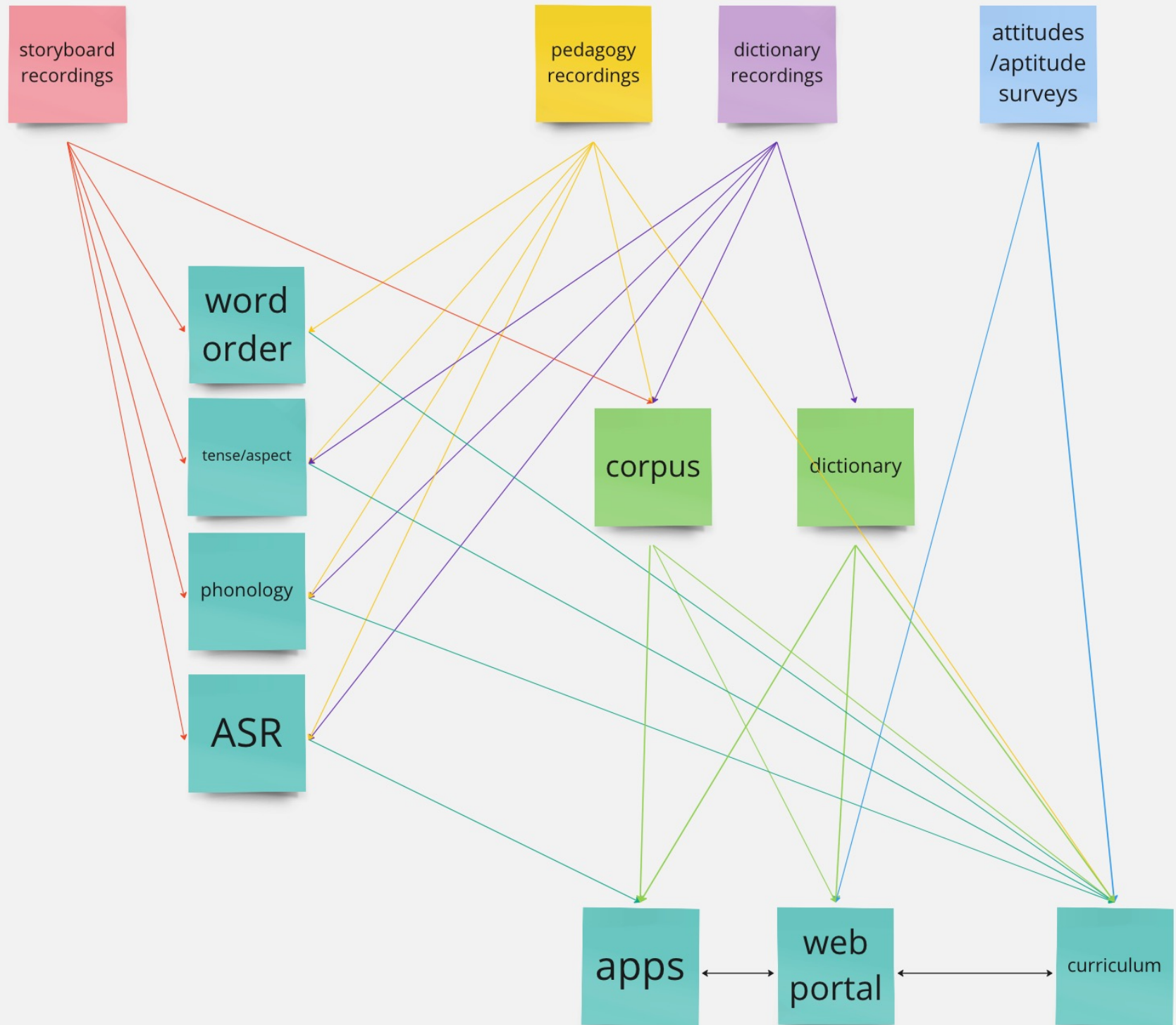


Community initiatives

- Revitalization group
- Language-learning group (how it started vs. now; grants)
- Survey(s)
- Resolution
- Language nest + challenges
- Curriculum development/immersion (challenges)

- Further materials
- Connected projects







For more information...

<https://ldl.linguistics.gmu.edu>

