



Capacity building through awareness

Sylvia L.R. Schreiner, George Mason University

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Igamsiqayugvikamsi tagikemsi quyakamsillu esghaqemsi!

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



Igamsiqanaghhalek

How grateful I am

I live and work as a grateful guest on the lands of the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, Nottaway, and Piscataway tribes.

Today I am grateful to be here on O'Odham and Yaqui land.

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

Aghneghmi

(today)

- Who am I/who are we?
- The Akuzipik project(s)
- Awareness from two sides: reciprocal capacity building/knowledge building/capacity recognition



Kinanguzinga? Who am I?



- IA, MN, AZ, MA, IL, VA
- Daughter, sister, mother
- Language documentation and reclamation/revitalization
- Research in formal syntax, morphology, semantics (Ancient Greek, Cherokee, Turkish, Scottish Gaelic, Akuzipik, Hawrami Kurdish)
- Work with speakers of Akuzipik, Scottish Gaelic, Hawrami Kurdish
- Tense and aspect cross-linguistically

Kinangusta? Who are we?



- NSF Documenting Endangered Languages Grants #BCS 1760977; and 1761680 (Lane Schwartz, PI)
- Mathy Junior Faculty Award in the Arts and Humanities
- George Mason University Presidential Scholarships
- GMU CHSS Faculty Research and Development Award
- 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, Avruuy Miriam Toolie, Nanik Joelaine Annogiyuk, Puni Carol Miklahook, Tasi Zinnia Nowpakahok, Kawaawen Edythe Oozevaseuk, Tagiikaq Maxine Ungott, Yaghaq Preston Apangalook, Sukaay Charlene Apangalook, and many others.

Project affiliates

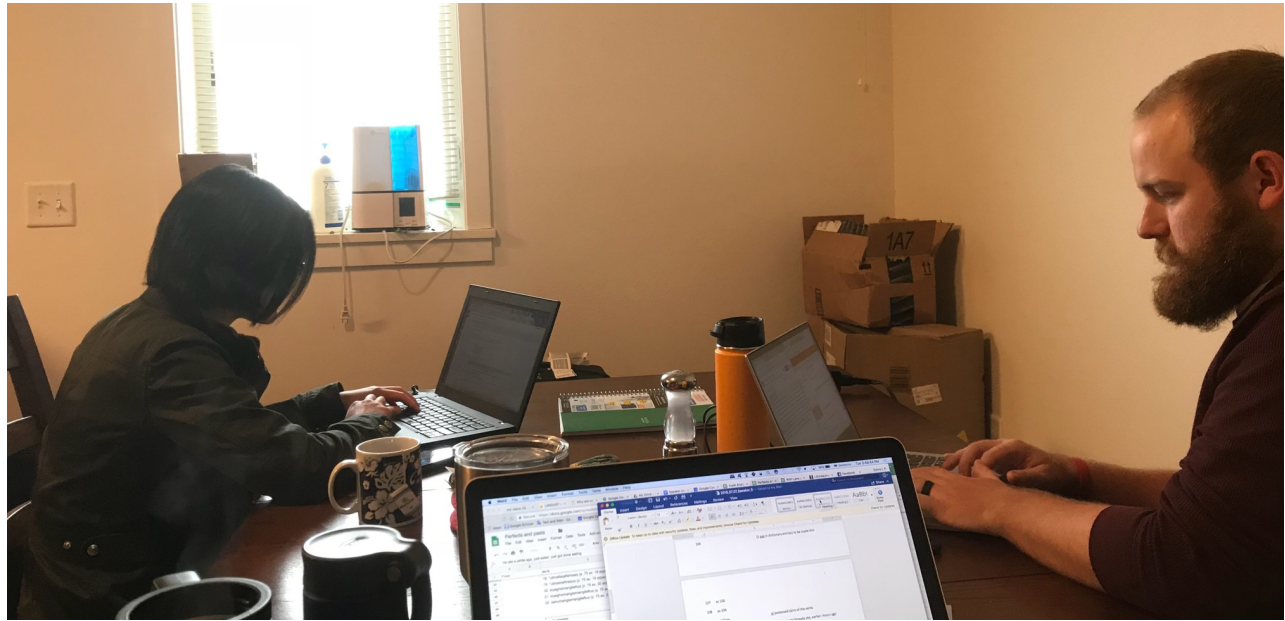
Faculty; PhD, MA, undergraduate, and high school students, retirees;
funded and volunteer
Linguistics and computer science

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

‘Capacity building’



Language
documentation &
revitalization
(within formal
linguistics)



- Colonialist “discovery”, “knowledge creation”
- Even “capacity building” (one-way street) – who says we don’t have capacity?

“The relationship between Inuit and the research community is replete with examples of exploitation and racism. Research has largely functioned as a tool of colonialism, with the earliest scientific forays into Inuit Nunangat serving as precursors for the expansion of Canadian sovereignty and the dehumanization of Inuit. Early approaches to the conduct of research in Inuit Nunangat cast Inuit as either objects of study or bystanders. This legacy has had lasting impact on Inuit and it continues to be reflected in current approaches to research governance, funding, policies, and practices.” (Inuit Tapiriit Kanatami National Inuit Strategy on Research, 2018, p. 7)

Figure 3: Where we need to go: Supporting Inuit self-determination in research

WHERE WE NEED TO GO: SUPPORTING INUIT SELF-DETERMINATION IN RESEARCH

✗ Stakeholders	✓ Rights holders
✗ Inequity	✓ Equity
✗ Invisible	✓ Visible
✗ Lack of Control	✓ Control
✗ Reactive	✓ Proactive
✗ Racism	✓ Respect
✗ Paternalism	✓ Agency
✗ Extraction	✓ Investment
✗ Exclusion	✓ Inclusion
✗ Frontier	✓ Homeland
✗ Competitive	✓ Collaborative



Sangan Sivuqaq Akuzipiklu? Saaqestaa?

Why Sivuqaq 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 individuals

- 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

Dramatic generational shift

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

Current situation:

- Most younger speakers are English- (or Russian-) dominant; Akuzipik taught as L2
- Some do not speak Akuzipik at all (Koonooka, et al. 2021)

The DEL Project



Objectives



Digitization & archiving



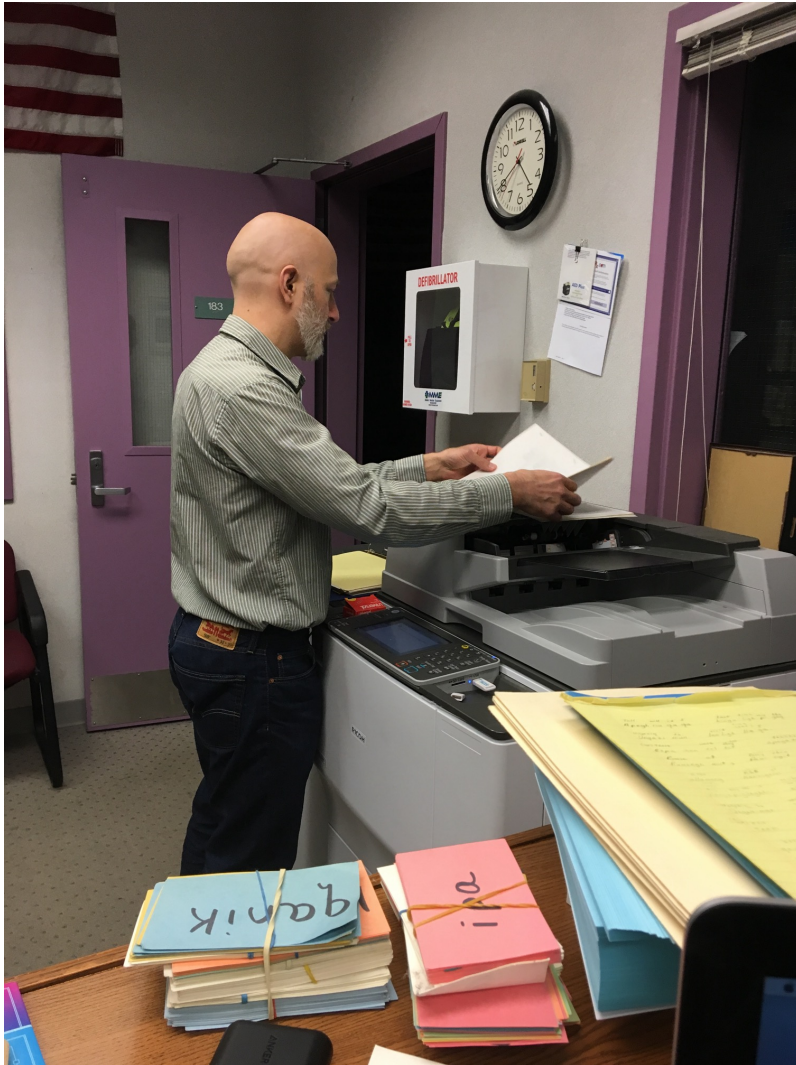
Computer tools



Language documentation



Supporting revitalization



ATEQ ANSWER SHEET

AGHVEPIK

1. Whanga (esghaghii - esghaghaqa) aghvepik.
2. Ellngan (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
- Developing a repository for these materials that is easily accessible by the community and supports development of language tools


```
???
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]~i[V→V]~fnga[V→V][V][Intr][Opt][PRS][2Sg]
akeqe~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][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 speakers of the language (Schwartz, Chen)
- Aim: develop these tools in such a way as to promote use by community language activists (Hunt)
- Digitization → larger corpus → more accurate morphological analyzer
- Accurate morphological analyzer → efficient corpus searching
- → ability to locate existing documentation of phenomena, and their contexts
- = ability to build more complex tools for community members



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 on the web means community members can more easily access the dictionary

The dictionary employs the parser, so users can search for an inflected word

Atankuk naankuk neghtuk.



Neghi, qikmiq, neghi!





NEKEVGHAVIGANUN, **ATAASIQ**
NUNAGHLLAK ASINGANI



Documentation:

- Un(der)documented morpheme attachment rules, lexical items (→parser errors)
- Conflicting information in existing literature
- Un(der)documented syntactic, morphological, and phonetic phenomena



CAREER Project



Documentation

- Documenting temporal contrasts
 - Important for L2 learning situations
 - Difficult if not impossible to do with traditional interview or corpus methods
 - Not well documented



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

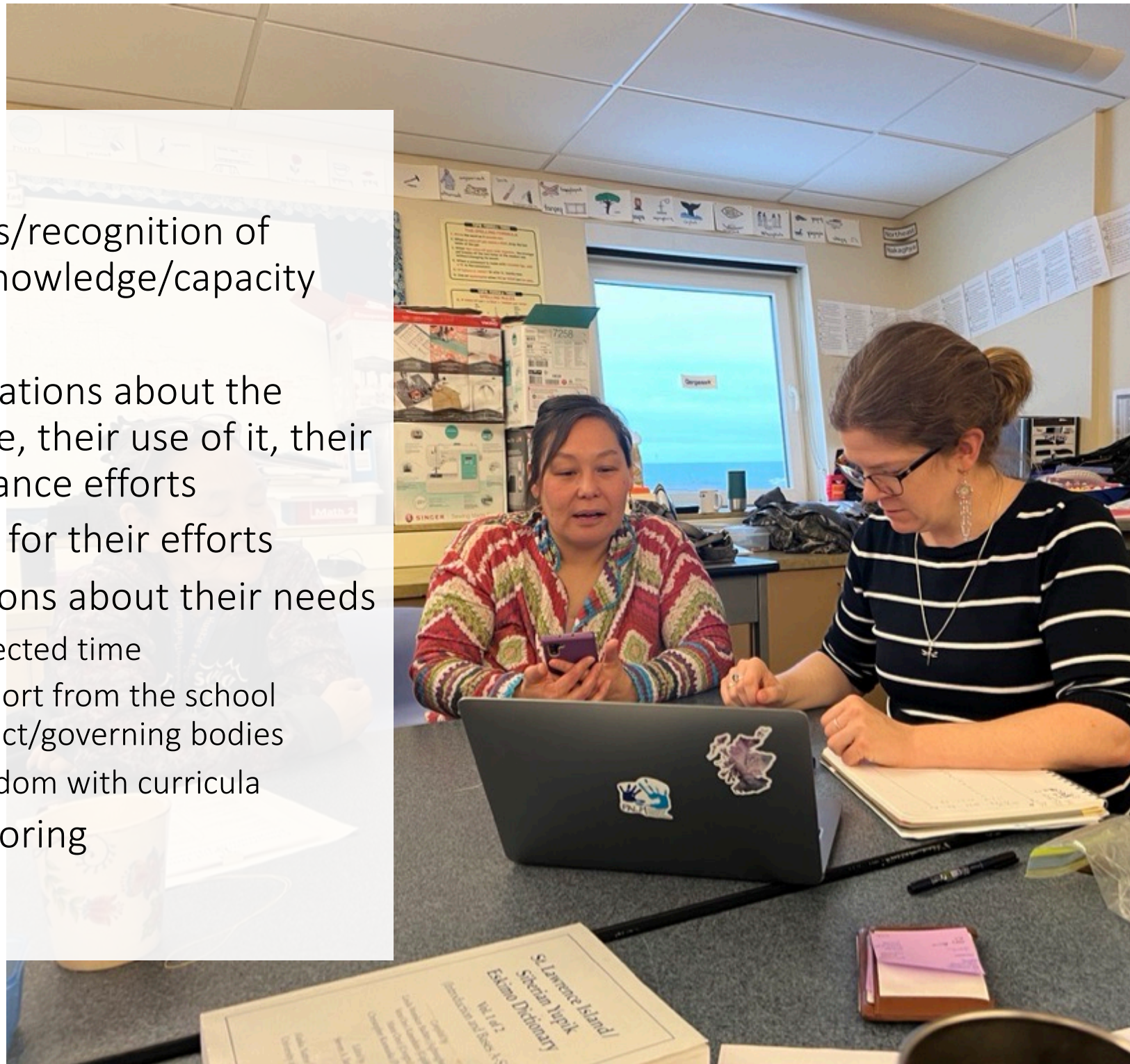
- Output goals of documentation:
 - Supporting L2-type adult learning
 - Storyboards for use in immersion contexts
 - Recorded narratives and dyads for community/L2 use
 - Additional documentation of traditional knowledge

“Training”

Reciprocal “training”: building awareness from both sides

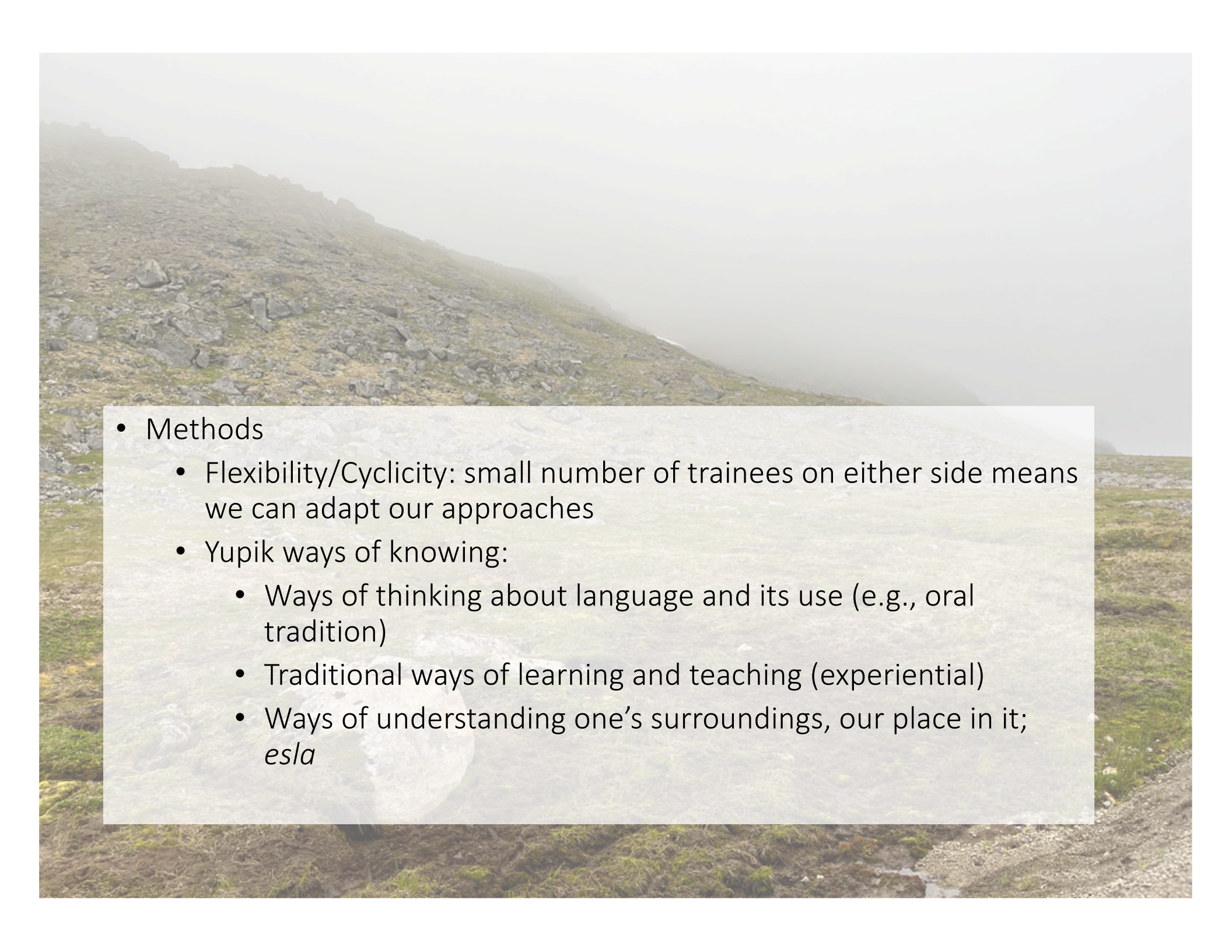
- Three(+) “community linguists”
- Building awareness/recognition of speaker knowledge and capacity (in the speakers, in the researchers)
- Increasing understanding of speaker ways of knowing in the researchers
- Increase understanding of researcher ways of knowing and doing in the speakers insofar as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

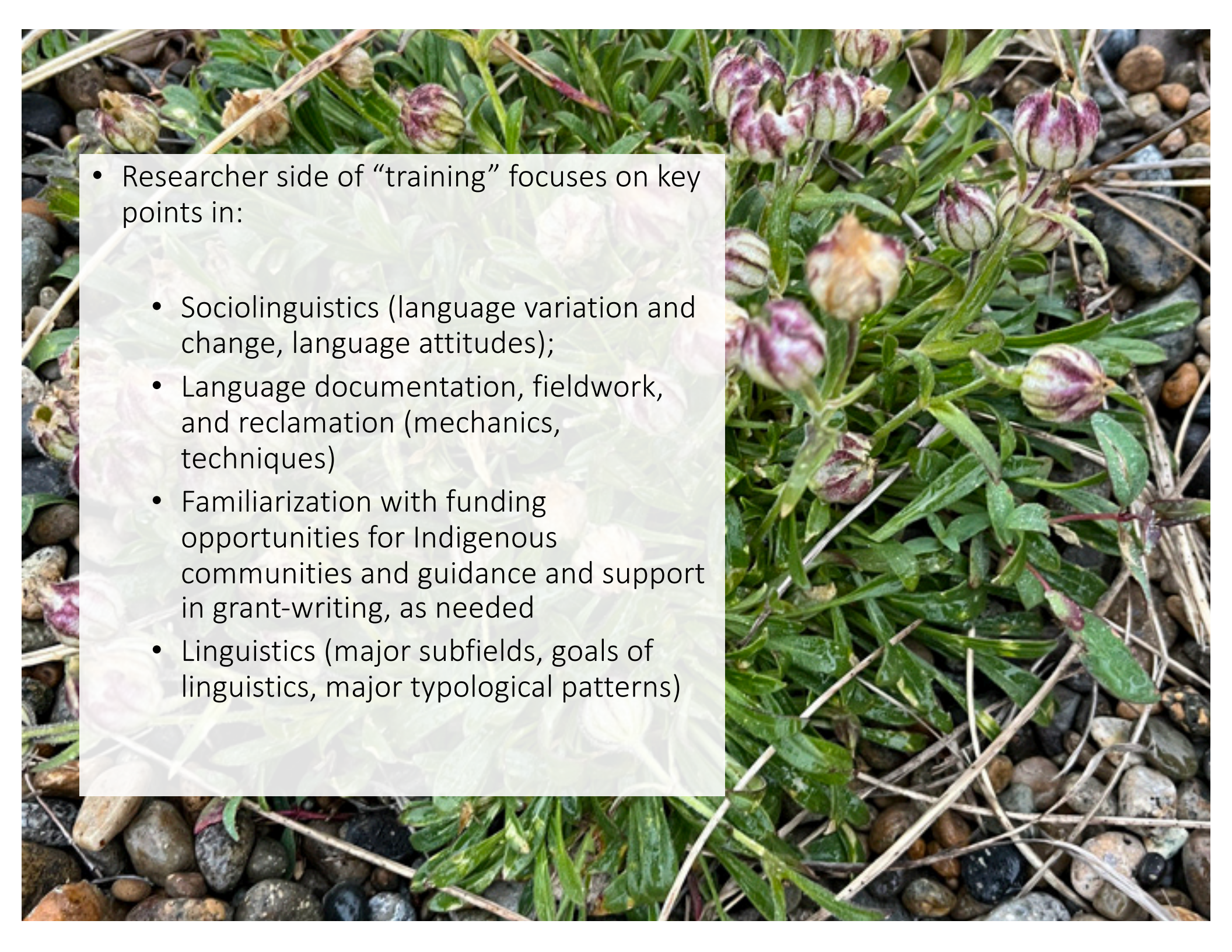
- Awareness/recognition of speaker knowledge/capacity
- Conversations about the language, their use of it, their continuance efforts
- Support for their efforts
- Discussions about their needs
 - Protected time
 - Support from the school district/governing bodies
 - Freedom with curricula
- Co-authoring



- Increasing researcher understanding of Yupik ways of knowing (the language, and otherwise)
 - What does the language mean to you?
 - What relationship do you have with it?
 - How is that relationship maintained (or changing)?



- 
- The background image shows a rugged, rocky mountain slope under a thick, grey mist or fog. The terrain is covered with dark grey rocks and patches of low-lying green and brown vegetation. The mist obscures the upper parts of the mountain and the sky, creating a somber and atmospheric scene. A semi-transparent white rectangular box is positioned in the lower-left to center area of the image, containing a bulleted list of text.
- Methods
 - Flexibility/Cyclicity: small number of trainees on either side means we can adapt our approaches
 - Yupik ways of knowing:
 - Ways of thinking about language and its use (e.g., oral tradition)
 - Traditional ways of learning and teaching (experiential)
 - Ways of understanding one's surroundings, our place in it; *esla*

- 
- Researcher side of “training” focuses on key points in:

- Sociolinguistics (language variation and change, language attitudes);
- Language documentation, fieldwork, and reclamation (mechanics, techniques)
- Familiarization with funding opportunities for Indigenous communities and guidance and support in grant-writing, as needed
- Linguistics (major subfields, goals of linguistics, major typological patterns)

A photograph of a black sand beach. In the foreground, a fishing net with several white floats is laid out on the dark, pebbly sand. The net is tangled with some seaweed. In the background, the ocean is visible with a small wave breaking. The sky is overcast.

Goals

- Facilitate the kinds of continuance/revitalization activities the community wants to undertake
- Share whatever knowledge and skills (and people-hours) are of use to the community
- Encourage language workers: you aren't alone, others are going through and have gone through this



Looking ahead

An aerial photograph of a coastal landscape. In the foreground, there is a large, dark blue body of water, possibly a bay or a large pond, surrounded by a light brown, sandy or muddy shore. To the right of the water, there is a small, dark, rocky hill or island. In the background, a small town or village is visible on the coast, with several buildings and a few tall, thin structures that might be towers or chimneys. The sky is a pale blue with some light clouds. The overall scene is a mix of natural and human-made elements.

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”**



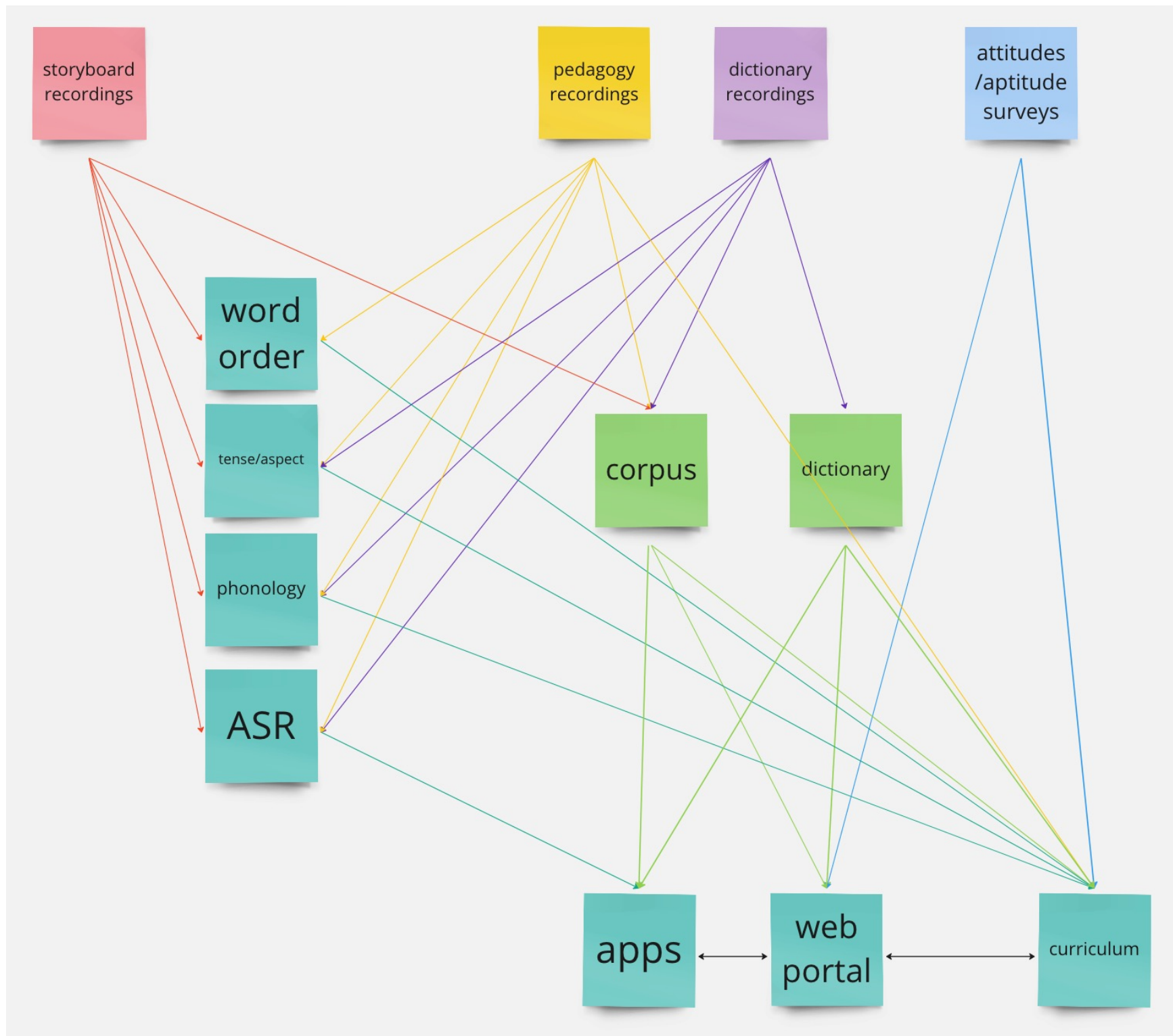
Community initiatives

- Revitalization group
- Language-learning group (how it started vs. now; grants)
- Survey(s)
- Language nest
- Curriculum development
- (Outsider status)

What now?

- Connected projects







For more information...

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

