



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

CLT/CEI/DCE/209

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## DIRECTORY

# International cooperation programs for the protection and promotion of languages and linguistic diversity

### Key programs, organizations and resources

#### **Cambridge Endangered Languages and Cultures Group**

The Cambridge Group for Endangered Languages and Cultures (CELC) pursues an interdisciplinary approach to the theory, methodology and practice of endangered ...

[groups.pwf.cam.ac.uk/celc](http://groups.pwf.cam.ac.uk/celc)

#### **Childhood Bilingualism Research Centre - Bangor University (Wales, UK)**

The first research centre in the UK to focus specifically on bilingualism, including the areas of: Neuroscience , Experimental-Developmental, Corpus-Based, Survey & Ethnography, Speec, focusing on bilingualism

<http://www.bilingualism.bangor.ac.uk/>

#### **DoBeS - Volkswagen Foundation**

In 2000 the Volkswagen Foundation started the DOBES programme in order to document languages that are potentially in danger of becoming extinct within a few years time. Currently, 30 documentation teams are working, and it is the expectation that there will be calls for concrete documentation projects until 2007.

<http://www.mpi.nl/DOBES>

**International Mother Language Day - The World Association for Christian Communication (Ontario, Canada)**

WACC promotes communication for social change. WACC's key concerns are media diversity, equal and affordable access to communication and knowledge, media and gender justice, and the relationship between communication and power. *Activities:* advocacy, education, training, and the creation and sharing of knowledge. *Focus:* works with faith-based and secular partners at grassroots, regional and global levels, giving preference to the needs of the poor, marginalised and dispossessed. Mother Language Day calls for concerted action to protect linguistic diversity and to promote multilingualism.

<http://www.waccglobal.org>

**Linguistic Investigation – SIL Internationa (Dallas, Texas)**

Faith-based non-profit organization committed to serving language communities worldwide as they build capacity for sustainable language development. Promoting literacy in multilingual settings. Focus: Language development, linguistic analysis, multilingual education and literacy, research, training, materials development, translation, technology development, advocacy. Activities: research, translation, training and materials development

<http://www.sil.org/sil/>

**Endangered Languages Project (OREL) - Hans Rausing**

Online Resources for Endangered Languages - is a library of nearly 400 annotated and categorised links to web resources for those revitalising or documenting endangered languages. We aim to link to a wide variety of resources helping with all aspects of language revitalisation and documentation, from [technical and organisational issues](#), to [the ethics and law of language diversity](#), to the practicalities of [funding the process](#). We also seek to link to [educational resources that explain the issues at stake in language endangerment](#), or provide particularly illustrative examples of endangerment, documentation, or revitalisation. OREL is also [available in Arabic](#).

<http://www.ogmios.org/home.htm>

**Ecole et Langues Nationales - OIF**

the Francophonie, an organization of French-speaking polities

[http://www.francophonie.org/Language endangerment and revitalisation](http://www.francophonie.org/Language%20endangerment%20and%20revitalisation)

**(The) Ethnologue**

A searchable database of language resources

<http://www.ethnologue.com/>

**Foundation of Endangered Languages - Endangered Languages Foundation**

The aims of the Foundation are to raise awareness of endangered languages, to support the use of endangered languages in all contexts, to support the use of endangered languages in all contexts, to support the documentation of endangered languages, to collect together and make available information of use in the preservation of endangered languages. The Foundation awards grants to projects that further these aims, as and when funds permit.

**Linguamón – the House of Languages**

[http://www10.gencat.cat/casa\\_llengues/AppJava/en/index.jsp](http://www10.gencat.cat/casa_llengues/AppJava/en/index.jsp)

**Indigenous Languages and Technology (ILAT)**

Discussion list is an open forum for community language specialists, linguists, scholars, and students

[www.u.arizona.edu/~cashcash/ILAT.html](http://www.u.arizona.edu/~cashcash/ILAT.html)

### **Maaya - World Network for Linguistic Diversity**

A global Multistakeholders' network

<http://www.maaya.org/>

### **Multilingual Education Working Groups (London, Bangkok, Nairobi, Kampala, Addis Ababa, Manilla, Washington D.C.)**

<http://www.infed.org.uk/page1.asp?table=site&title=education>

### **National Association of Cameroonian Language Committees**

NACALCO, National Association of Cameroonian Language Committees, focuses on support and advocacy

<http://wn.com/NACALCO>

### **Open Language Archives Community**

Worldwide network of language archives developing standard protocols for interoperability.

[www.language-archives.org/](http://www.language-archives.org/)

### **Resource Network for Linguistic Diversity**

RNLD aims to advance the sustainability of indigenous languages and to increase the participation of Indigenous peoples in all aspects of language ...

[www.rnld.org/](http://www.rnld.org/)

### **Sorosoro – Chirac Foundation**

The project's primary development goals include: A digital encyclopedia of languages, an audiovisual database on threatened languages and cultures comprised of images and sound recorded specifically for the database or collected across the globe, then saved for posterity according to an ad hoc digitization and preservation program; A web-based television channel dedicated to languages with webcasts of short films, intended for the general public, based on the sounds and images collected for the database; The restitution of data to the communities concerned, which will enable them to take full ownership of them, namely for purposes of educating children in their native tongues and to facilitate transmission of knowledge of their traditional culture

<http://www.fondationchirac.eu/en/programs/preservation-of-cultural-diversity/sorosoro-so-the-languages-of-the-world-may-prosper/>

### **Terralingua**

International, nonprofit organization concerned about the future of the world's biological, cultural and linguistic diversity.

[www.terralingua.org](http://www.terralingua.org)

## **Language endangerment**

### **Anggarrgoon**

*Claire Bower*

A blog where a linguist documenting Australian languages recounts her experiences and discusses issues in language endangerment and documentation.

### **BABEL**

*Ole Stig Andersen*

A Danish-English bilingual site on endangered languages and language issues, often with multimedia.

### [Bibliography on language endangerment and language revitalisation](#)

*Tasaku Tsunoda*

A bibliography dealing with language endangerment, language death, language revitalisation, language policy and planning, and documentation.

### [The Birth and Death of Languages](#)

*David W. Lightfoot*

In this video, Dr. David W. Lightfoot discusses how and why languages live and die.

### [Centre d'Etudes des Langues Indigènes d'Amérique](#)

*CELIA*

Site includes back issues of the journal Amerindia.

### [Diversité linguistique et culturelle](#)

*ESCOM*

A variety of videos exploring endangered languages from an academic perspective.

### [Endangered Language Alliance](#)

*Bob Holman, Juliette Blevins, Dan Kaufman*

A New York-based non-profit organization whose mission is to further the documentation, description, maintenance, and revitalization of threatened and endangered languages, and to educate the public about the causes and consequences of language extinction.

### [Endangered Language Resources](#)

*David Nash*

David Nash's endangered language links.

### [Endangered Languages](#)

*SIL*

SIL on language endangerment and its policies on it.

### [Endangered Languages List](#)

*LINGUIST List*

A mailing list on endangered language issues.

### [Endangered Languages on Film, Video, and DVD](#)

*Ole Stig Andersen*

This overview lists, comments and links to a majority, the author believes, of the available TV/Film/Web-documentaries and features in/on endangered languages.

### [Endangered Languages: A Webguide to Government Information Resources](#)

*Anon.*

This webguide presents government information resources related to endangered and minority languages.

### [Enduring Voices](#)

*National Geographic & Living Tongues*

An interactive map of "language hotspots" intended to promote awareness of language loss.

### [Ethnologue](#)

*SIL International, Raymond G. Gordon*

An encyclopedic reference work attempting to catalogue all of the world's known living languages , 6,912 by its count.

### [The Intangible Heritage Messenger: Endangered Languages](#)

*UNESCO*

This special issue of the Messenger is devoted to UNESCO's Endangered Languages Programme, one of the main activities of the Intangible Heritage Section.

### [Jabal al-Lughat](#)

*Lameen Souag*

An eclectic linguistics blog focusing mainly on endangered languages in and around the Arab world.

### [Language Death Bibliography](#)

*United Bible Societies*

A bibliography of more than 300 works relating to language death.

### [Linguapax](#)

*UNESCO*

"Promotion of policies that protect language diversity and that foster the learning of several languages constitutes the basic orientation of the Linguapax Institute."

### [Living Tongues Institute for Endangered Languages](#)

*Living Tongues*

The mission of the Living Tongues Institute for Endangered Languages is to promote the documentation, maintenance, preservation, and revitalization of endangered languages worldwide through linguist-aided, community-driven multi-media language documentation projects.

### [Lost Tongues and the Politics of Language Endangerment](#)

*Salikoko S. Mufwene*

What are the factors that drive a language to the brink of extinction, and what allows others to prosper--or simply to survive? Salikoko Mufwene, professor and chair of the department of linguistics at the University of Chicago, explains how globalization, colonialism, politics, and race relations affect how and why we speak the way we do.

### [Salikoko Mufwene: Goodies](#)

*Salikoko S. Mufwene*

An extensive selection of online articles, many related to language endangerment and change.

### [Some 2000 Language Reference Resources](#)

*Harald Hammarström*

A bibliography of reference grammars available in the University libraries of Gothenburg, Stockholm, Uppsala, Leiden (incl. Kerns and KITLV), Kungliga Biblioteket or the EVA, MPG Library in Leipzig.

### [Sorosoro](#)

*Sorosoro*

A program intended to safeguard threatened languages.

### [Teaching Kids About Language Change, Language Endangerment, and Language Death](#)

*Kristin Denham*

"Every time I tell students in my classes about language death and language endangerment, they are surprised and shocked, not only at the information itself, but that they had never heard about it before... Students should have such basic knowledge about language change, language endangerment, and language death well before they happen upon that information in a college classroom."

### [Transient Languages & Cultures](#)

*PARADISEC*

A multi-authored academic blog dedicated largely to language endangerment and documentation, with special focus on the Pacific.

### ["Une langue disparaît tous les quinze jours"](#)

*Dominique Simonnet*

An interview with Claude Hagège, author of *Halte à la mort des langues*.

### [UNESCO Red Book of Endangered Languages](#)

*UNESCO*

The UNESCO Endangered Languages Programme has as its mission to promote and safeguard endangered languages and linguistic diversity as an essential part of the living heritage of humanity.

### [What Is An Endangered Language?](#)

*Anthony Woodbury, LSA*

Frequently asked questions about endangered languages for the non-specialist.

### [From Generation to Generation: Survival and Maintenance of Canada's Aboriginal Languages Within Families, Communities and Cities](#)

*Mary Jane Norris and Lorna Jantzen*

This paper explores the survival and maintenance of Aboriginal languages in Canada, focusing on the critical factor of language transmission from one generation to another. It also considers the challenges of language maintenance outside of Aboriginal communities within cities, and provides an overview and classification of endangered and viable Aboriginal languages, with demographic measures of language use, population size and average age of speakers. Factors affecting language survival and maintenance are explored.

## ***Language revitalisation***

### [The Aboriginal Language Program Planning Workbook](#)

*Barbara Kavanagh*

This workbook is meant to be used in conjunction with the Aboriginal Language Program Planning Handbook, to facilitate group discussions and activities related to the development and implementation of a language program.

### [Applying Computer Multimedia Storytelling Website in Foreign Language Learning](#)

*Wenli Tsou, Weichun Wang, and Yenjun Tzeng*

A multimedia storytelling website was designed as a teaching tool. The website contains the following feature modules: Accounts administration module, Multimedia story composing module, and Story re-playing module.

### [FirstVoices](#)

*First Peoples' Cultural Foundation*

Online language learning portals for a number of Native Canadian languages.

### [Guidelines for Strengthening Indigenous Languages](#)

*Alaska Native Knowledge Network*

The guidance offered in these pages is intended to provide assistance to the local language advisory committees created under Senate Bill 103 that are responsible for making recommendations regarding the future of the heritage language in their community.

### [Indigenous Language Institute](#)

*Indigenous Language Institute*

ILI is intended to facilitate community-based initiatives for language revitalization through collaboration with other appropriate groups and organizations, and promote public awareness of this crisis.

### [Indigenous Language Revitalisation: Encouragement, Guidance and Lessons Learned](#)

*Jon Reyhner and Louise Lockard (eds.)*

The contents of Indigenous Language Revitalization come from the 14th and 15th annual Stabilizing Indigenous Languages conferences, and are meant to help both linguists and community language activists advance the goal of Indigenous language revitalization.

### [Language Revitalisation Policy: An Analytical Survey, Theoretical Framework, Policy Experience and Application to Te Reo M?ori](#)

*Francois Grin, Francois Vaillancourt*

Examines the options for Maori language revitalisation.

### [Language Revival Links](#)

*Logoi.com*

Some links on language revival.

### [Languages of the Land: A Resource Manual for Aboriginal Language Activists](#)

*NWT Literacy Council*

This manual has been prepared as an active planning tool for Aboriginal language activists throughout the new Northwest Territories. It is based on the belief that the Aboriginal languages of the Northwest Territories can only be maintained and passed on to younger generations if there is a concerted effort by many individuals and organizations to revitalize the languages.

### [Myaamia Project](#)

*Miami Nation, Miami University*

The Miami language is part of the central Algonquian linguistic family and shares close features with Ojibwa-Potawatomi-Ottawa, Mesquaki-Kickapoo and Shawnee. Since 1995, the Miami Nation has been actively involved in language reclamation. We use the term reclamation because the last of our conversational speakers passed on in the early 1960s. Reclamation implies a reconstructive process, which for our case involves the use of written records of Miami-Illinois spanning nearly 300 years.

### [National Indian Telecommunications Institute](#)

*National Indian Telecommunications Institute*

NITI's goal is to employ advanced technology to serve American Indians, Native Hawaiians and Alaska Natives in the areas of education, economic development, language and cultural preservation, tribal policy issues and self-determination.

### [Native Languages of the Americas: Endangered Language Revitalization and Revival](#)

*Laura Redish*

A simple introduction to language revitalisation for the non-specialist.

### Revitalising Indigenous Languages

*ed. Jon Reyhner, Gina Cantoni, Robert N. St. Clair, and Evangeline Parsons Yazzie*

Revitalizing Indigenous Languages is a compilation of papers presented at the Fifth Annual Stabilizing Indigenous Languages Symposium on May 15 and 16, 1998, at the Galt House East in Louisville, Kentucky.

### RNLD: Resource Network for Linguistic Diversity

*Margaret Florey, Nick Thieberger*

The Resource Network for Linguistic Diversity aims to link people involved in language work who may be speakers of indigenous languages and their descendants, linguists, staff of language centres, educators (in many different educational settings), archivists, specialists in the development of appropriate technology, and key regional institutions (community, government, nongovernment).

### Rosetta Stone: Endangered Language Program

*Rosetta Stone*

Commercial technology development for endangered language revitalisation.

### Stabilizing Indigenous Languages

*Gina Cantoni (ed.), Northern Arizona University*

A set of essays on indigenous language endangerment, maintenance, and revitalisation in the United States.

### Te Kohanga Reo

*Te Kohanga Reo*

A Maori language and culture movement whose "language nest" method is considered one of the more successful approaches to revitalisation.

### Teaching Indigenous Languages

*Northern Arizona University*

At the heart of this site are 97 full text papers from the 1997 through 2003 Stabilizing Indigenous Languages conferences as well as the 2000 Learn in Beauty and 1989 Native American Language Issues conferences published in Nurturing Native Languages (2003), Indigenous Languages Across the Community (2002), Learn in Beauty: Indigenous Education for a New Century (2000), Revitalizing Indigenous Languages (1999), Teaching Indigenous Languages (1997), and Effective Language Education Practices & Native Language Survival (1990). In addition, there is a link to Stabilizing Indigenous Languages, which includes papers, session summaries, and other materials from the 1994 and 1995 conferences. This site also contains articles on Indigenous language policy, dropout prevention, and teacher training along with over 50 columns from the newsletter of the National Association for Bilingual Education and other related material.

### Technology-Enhanced Language Revitalisation

*University of Arizona*

A set of resources on uses of technology in revitalising Native American languages.

### Terralingua

*Terralingua*

Terralingua "supports the integrated protection, maintenance and restoration of the biocultural diversity of life - the world's biological, cultural, and linguistic diversity - through an innovative program of research, education, policy and on-the-ground action."

### Tuakana Teina

*Māori Language Commission*



The tuakana-teina project has been developed in response to an increasing demand for creative ways to learn to speak the Māori language, and for opportunities to use the language. The tuakana-teina project is based on the premise that each Māori speaker 'adopts' a person who wishes to learn to speak Māori. The Māori speaker assumes the 'tuakana' role in the relationship and continually speaks Māori to the person wishing to learn (the 'teina') as often as possible in everyday settings about everyday things.

#### [UNESCO Culture Sector – Safeguarding Endangered Languages](#)

*UNESCO*

The UNESCO Endangered Languages Programme has as its mission to promote and safeguard endangered languages and linguistic diversity as an essential part of the living heritage of humanity.

#### [UNESCO Register of Good Practices in Language Preservation](#)

*UNESCO*

The purpose of the Register of Good Practices in Language Preservation, a project of UNESCO's Endangered Languages Programme, is to identify, document, and render visible as well as accessible past and current practices that have proven to be successful in the protection of languages and language communities.

#### [Will Indigenous Languages Survive?](#)

*Michael Walsh, Annual Review of Anthropology*

This review explores efforts in language revitalisation and documentation and the engagement with Indigenous peoples.

### **Languages of Africa**

#### [Chadic Newsletter Online](#)

*Various*

News related to the study of Chadic languages.

#### [Ega Web Archive](#)

*Dafydd Gibbon*

A repository of recordings and information on Ega.

#### [Languages of Zambia](#)

*Lee S. Bickmore*

A bibliography of Zambian languages organised by location and language name.

#### [Tawalt](#)

*Madi Mohamed*

A forum and collection of materials on Berber/Tamazight languages, especially Libyan ones.

#### [Web Resources for African Languages](#)

*Jouni Maho*

An extensive collection of African language links, including a select bibliography.

### **Languages of America**

#### [Aboriginal Peoples Survey 2001 - initial findings: Well-being of the non-reserve Aboriginal Population](#)

*Statistics Canada*

Includes detailed statistics on Aboriginal language acquisition in Canada.

#### [Alaskool](#)

*University of Alaska Anchorage*

Online materials about Alaska Native history, education, languages, and cultures.

#### [Canada's Aboriginal Languages](#)

*The Atlas of Canada*

Maps and statistics on Aboriginal languages in Canada.

#### [Center for American Indian Languages](#)

*University of Utah*

The goals of CAIL include working with community members where languages and cultures are endangered, towards linguistic and cultural revitalization; urgent and ambitious work to document the endangered languages of Native America (where documentation means adequate grammar, dictionary, and abundant texts to represent the language in its many uses); and training students to address scholarly and practical needs involving these languages and their communities of speakers (and those whose heritage languages are involved).

#### [Center for the Study of Indigenous Languages of the West](#)

*University of Colorado*

The CSILW is devoted to conducting research on the Native American languages of the western United States, including the Siouan, Caddoan, and Arapahoan groups.

#### [Cheyenne Dictionary Project](#)

*Chief Dull Knife College*

A dictionary of Cheyenne, an endangered language of the western US.

#### [Dakota Language / Nakona Language Lessons](#)

*Fort Peck Community College*

Sells language learning materials for Dakota / Nakona; three sample lessons each are online.

#### [Dying Tongues](#)

*In-Forum*

A special report on the endangerment of the Mandan, Hidatsa, and Arikara languages for a popular audience.

#### [Etnolingüística: línguas indígenas da América do Sul](#)

*Various*

A discussion forum and extensive link library on Native South American languages.

#### [The First Nations Languages of British Columbia](#)

*Bill Poser*

More than thirty languages are spoken by the native people of British Columbia. This site provides information about these languages, much of it in the form of bibliographic information and links to other sites containing more detailed information on particular languages and other relevant topics.

#### [Indigenous Peoples in Brazil](#)

*Instituto Socioambiental*

Information about the indigenous peoples of Brazil, including extensive bibliographies and links.

### [J. P. Harrington Database Project](#)

*J. P. Harrington, Martha Macri, Victor Golla, Lisa Woodward*

The goal of the J. P. Harrington Project is to increase access to the linguistic and ethnographic notes on American Indian languages collected by J. P. Harrington during the first half of the twentieth century. The men and women he interviewed were often among the last remaining speakers of their languages.

### [Karuk Language Resources](#)

*Karuk Language Program et al.*

A set of resources developed by and for Karuk learners of Karuk.

### [Lakhota Language Consortium](#)

*Lakhota Language Consortium*

"Revitalising Lakhota, one child at a time."

### [Potawatomi Language and Culture](#)

*Donald Perrot*

A site dedicated to the preservation, revitalisation, and dissemination of the Potawatomi language.

### [Project for the Documentation of the Languages of Mesoamerica \(PDLMA\)](#)

*Terrence Kaufman, John Justeson and Roberto Zavala Maldonado, directors*

This site presents the aims, history, and results of research by the Project for the Documentation of the Languages of Mesoamerica, internally known as the "Snake Jaguar Project".

### [The Siouan Languages Bibliography](#)

*John P. Boyle*

The purpose of this web site is to bring together in one place a searchable bibliography of all the linguistic and language related work done on the Siouan-Catawban languages.

### [Siouan Texts](#)

*Jan F. Ullrich*

A large number of Lakota/Dakota/Assiniboin texts.

### [Yurok Language Project](#)

*Juliette Blevins, Andrew Garrett, University of California, Berkeley*

Includes a variety of interesting online materials for learning and studying Yurok, an endangered Native American language of California. It seeks "to develop a documentary corpus of Yurok that is as comprehensive as possible and contributes as much as possible to understanding the complexities of the Yurok language."

## **Languages of Asia**

### [Endangered Languages of Indigenous Peoples of Siberia](#)

*IEA RAS*

At least some 30 languages in the region of Siberia can be seen as endangered. This site includes descriptions and bibliographies, as well as data and technical devices.

#### [Formosan Language Archive](#)

*Academia Sinica*

The aims of this project are to collect, conserve, edit and disseminate via the world wide web a virtual library of language and linguistic resources permitting access to recorded and transcribed Formosan data collections.

#### [Forum for Language Initiatives](#)

*Forum for Language Initiatives*

Resource and training centre working to enable the language communities of northern Pakistan to preserve and promote their mother tongues.

#### [Himalayan Languages Project](#)

*George van Driem*

The Himalayan Languages Project, headquartered in Bern, has since 1983 represented the largest sustained language documentation effort in the greater Himalayan region. Members of the multi-national research team consist of both students and young linguists working towards their Ph.D. at Bern University as well as post-doc and senior researchers.

#### [Kardinal](#)

*Fauzan Helmi Sudaryanto*

Kardinal, stands for "Kamus Tradisional Online" (Online Traditional Language Dictionary), is intended as an integrated online dictionary for different languages of Indonesia.

#### [Richard Strand's Nuristan Site](#)

*Richard Strand*

This site contains previously unpublished material on the linguistics and ethnography of Nuristân and neighboring regions, collected and analyzed by Richard F. Strand over the last thirty years.

#### [South Asian Linguistics](#)

*John Peterson*

An online bibliography for seldom studied and endangered languages of South Asia. The main emphasis here is on recent linguistic works which may not yet be known to the larger academic community, although many older standard works have also been included as well as related non-linguistic material, where this is available. "South Asia" here includes India, Nepal, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Bhutan and Tibet.

#### [Tai and Tibeto-Burman Languages of Assam](#)

*Stephen Morey*

Searchable texts in languages of Assam, several endangered.

#### [Kattang Language Revitalisation](#)

*Many Rivers Aboriginal Language Centre*

An effort to help revive the Kattang language.

#### [Our Languages](#)

*Our Languages Mob*

Intended to become a place where people from all around Australia will be able to share and to come together in all manner of ways to support the 250 plus Aboriginal Languages that exist in Australia.

### [OzPapersOnline](#)

*Claire Bower*

A blog with notices of recent papers on the Indigenous languages of Australia.

## **Languages of Europe**

### [EuroLang](#)

*European Bureau for Lesser-Known Languages*

EuroLang® is a specialist niche news agency covering topics related to lesser-used languages, linguistic diversity, stateless nations and national minorities within the European Union.

### [EuroMosaic](#)

*European Commission*

In 1992, wishing to take stock of the situation of the various language communities in Europe, The Commission initiated a study on minority language groups in the European Union. The purpose of the study, entitled "Euromosaic", was to find out about the different regional and minority languages in existence and to establish their potential for production and reproduction, and the difficulties they encounter in doing so.

### [European Bureau for Lesser-Known Languages](#)

*European Bureau for Lesser-Known Languages*

The European Bureau for Lesser-Used Languages (EBLUL) is a Non-Governmental Organisation (NGO) promoting languages and linguistic diversity. It is based on a network of Member State Committees (MSCs) in all the 'old' 15 EU Member States and many of the new Member States that have joined the EU in May 2004.

## **Languages of Oceania**

### [Aboriginal Languages of Australia](#)

*David Nathan*

This site has annotated links to 231 resources for about 80 languages. About 35% of these resources are produced or published by Indigenous people.

### [AusAnthrop](#)

*Laurent Dousset*

The AusAnthrop site is dedicated to research and resources in anthropology, for academics as well as the layman. Special accent is on Aboriginal Australia, and more specifically on the Aborigines of the Western Desert cultural bloc.

### [Austronesian Basic Vocabulary Database](#)

*Robert Blust et al.*

This database contains 93,074 lexical items from 453 languages spoken throughout the Pacific region. These languages all belong to the Austronesian language family, which is the largest family in the world.

### [National Indigenous Languages Survey Report 2005](#)

*AIATSIS*

A review of the current state of Aboriginal and Torres Strait Islander language use across Australia as well as policy recommendations designed to improve those circumstances.

### [State of Indigenous Languages in Australia - 2001](#)

*P. McConvell and N. Thieberger*

This paper documents the state of Aboriginal languages and the efforts being made to maintain them.

### [EthnoER wiki](#)

*University of Melbourne*

These pages allow discussion of various models for online annotation and browsing of ethnographic media corpora.

## **Ethical issues**

### ***Documentation ethics***

#### [Essentials of Language Documentation: Resources on Ethics and Rights](#)

*Jost Gippert, Nikolaus P. Himmelmann, Ulrike Mosel (eds.)*

Links relating to issues of language documentation ethics and linguistic rights

#### [LSA Ethics Statement Discussion Blog](#)

*Linguistic Society of America*

In 2006 the LSA formed an Ethics Committee and charged it with drafting a statement of professional ethics on the Society's behalf. The Ethics Committee is now (as of 2008) seeking feedback from LSA members on its draft statement through means of this blog.

#### [Ethical practices in language documentation and archiving](#)

*Gary Holton*

A presentation on how to document a language ethically.

### ***Intellectual property***

#### [Emerging Issues in Intellectual Property](#)

*World Intellectual Property Organisation*

Various explanatory publications on emerging areas of current interest in intellectual property, from the WIPO.

#### [Intellectual Property Guide: Indigenous Cultural Expression, Knowledge and Copyright](#)

*Caslon Analytics*

An overview of indigenous IP issues with a list of some relevant laws and works.

#### [Legal, Ethical, and Policy Issues Concerning the Recording and Publication of Primary Language Materials](#)

*Mark Liberman*

The purpose of these background materials is to give workshop participants a general sense of the legal and regulatory context of language documentation projects in the United States, especially in academic settings.

#### [Report on the SALSA Special Colloquium on Archiving Language Materials in Web-Accessible Databases](#)

*Endangered Language Fund*

On ethical and legal issues surrounding digital archival of linguistic materials.

### [Software Tools for Indigenous Knowledge Management](#)

*Jane Hunter, DSTC Pty Ltd; Bevan Koopman, University of Queensland, Australia; and Jane Sledge, Smithsonian National Museum of the American Indian, USA*

Describes a set of open source software tools designed to enable indigenous communities to protect unique cultural knowledge and materials preserved through digitization.

### [Who Owns Native Culture?](#)

*Michael F. Brown*

Resources for understanding current debates about the legal status of indigenous art, music, folklore, biological knowledge, and sacred places.

## ***Linguistic rights***

### [L'aménagement linguistique dans le monde](#)

*Jacques Leclerc*

Details on the language policies and laws of the world's countries.

### [Bisharat: Basic documents on language policy in Africa](#)

*Osborn, Don*

This page attempts to bring together key documents relating to language policy in Africa. They begin with consideration of orthography in the colonial period. Over the years since independence, there have been a number of conferences and meetings addressing various aspects of language policy, from standardization of transcription to policies to favor development of African languages. And in Bamako in 2000 & 2002, one can see the beginnings of consideration of how the new technologies will accommodate Africa's multilingual realities. The reports, declarations, and plans issued from these events can be useful references in the consideration of diverse aspects of the meeting of African languages and the new ICTs.

### [FATSIL Guide to Community Protocols for Indigenous Language Projects 2004](#)

*Federation of Aboriginal and Torres Strait Islander Languages*

The aim of this document is to encourage positive relationships between Aboriginal and Torres Strait Islander communities and their (linguist) consultants.

### [James Crawford's Language Policy Web Site & Emporium](#)

*James Crawford*

This web site reports on the English Only movement, bilingual education, Native American language revitalization, minority language rights, demographic data on language usage, and related issues, with an emphasis on the author's own writings.

### [Linguistic Human Rights: A Sociolinguistic Introduction](#)

*Peter L. Patrick*

Issues of language rights have become increasingly prominent in the last decade, and are often raised in the context of more general human rights. Linguists have become involved in this area via diverse pathways – e.g., language endangerment, preservation and revitalization; language planning; forensic (=legal) linguistics; bilingual education and other school-centered language issues; action research with urban linguistic minorities; work with indigenous peoples, including land claims; refugee and asylum issues, and more.

### [MERCATOR :: Linguistic Rights and Legislation](#)

*Mercator Network*

As a research centre, Mercator-Legislation assembles a diversity of researchers and projects within the fields of sociolinguistics, glottopolitics and law. Its interdisciplinary character allows it to carry out a permanent monitoring work regarding the official recognition of languages, their juridical status and related regulation in force, or in process of development, that guarantee its public use.

#### [MOST Clearing House: Linguistic Rights](#)

*UNESCO*

To raise awareness about linguistic rights and to provide tools for decision-makers in governments, parliaments, and civil society, UNESCO's MOST Programme has collected the most relevant provisions in international conventions, declarations and multilateral treaties, which pertain to linguistic rights.

#### [Support for Minority Languages in Europe](#)

*European Bureau for Lesser-Known Languages, European Centre for Minority Issues*

The purpose of this report is to provide the necessary instruments for the orientation of European Union support to linguistic diversity. This issue is addressed in a broader context, characterised by the existence of other policies carried out at various levels (national, regional, local) aiming to protect and promote regional and minority languages (RMLs).

#### [Tove Skutnabb-Kangas: Articles for downloading](#)

*Tove Skutnabb-Kangas*

Fields of interest: Linguistic human rights, minority education, language and power, links between biodiversity and linguistic diversity, multilingualism, language policy, global (subtractive) spread of English, integration, ethnicity, racisms (including linguisticism, linguistically argued racism), gender issues.

#### [United Nations Permanent Forum on Indigenous Issues](#)

*United Nations*

The UN Permanent Forum on Indigenous Issues is an advisory body to the Economic and Social Council, with a mandate to discuss indigenous issues related to economic and social development, culture, the environment, education, health and human rights.

#### [Universal Declaration of Linguistic Rights](#)

*PEN International*

An effort, led by PEN International, to establish a set of linguistic rights analogous to the Universal Declaration of Human Rights.

## **Technology and techniques**

### ***Cartography***

#### [Language Map Server](#)

*Östen Dahl and Ljuba Veselinova*

Discusses issues relating to mapping languages using GIS systems.

#### [LL-MAP](#)

*LINGUIST List*

LL-MAP is a project designed to integrate language information with data from the physical and social sciences by means of a Geographical Information System (GIS).

#### [System of Exhibition and Analysis of Linguistic Data \(SEAL\)](#)



*Chitsuko and Yusuke Fukushima*

The SEAL system, developed and published by Chitsuko and Yusuke Fukushima first in 1983, works on a personal computer and can be used to process and analyze geolinguistic data and produce linguistic maps.

### [World Language Mapping System](#)

*Global Mapping International*

GIS language map data for the languages listed in Ethnologue, with an emphasis on Christian missionary applications.

## ***Character encoding***

### [The Absolute Minimum Every Software Developer Absolutely, Positively Must Know About Unicode and Character Sets \(No Excuses!\)](#)

*Joel Spolsky*

A simple introduction to Unicode for programmers.

### [Character Sets](#)

*i18nGurus.com*

A collection of character set related links.

### [Dan's Web Tips: Characters and Fonts](#)

*Dan Tobias*

A beginner's introduction to character set issues.

### [Getting Started: Unicode](#)

*Penn State University*

This page provides an overview of encoding foreign language text electronically and provide an overview of what kinds of utilities and fonts are needed to support individual languages.

### [The International Phonetic Alphabet in Unicode](#)

*John Wells, University College London*

A simple guide to displaying and using Unicode IPA characters.

### [Script Encoding Initiative](#)

*Deborah Anderson (University of California, Berkeley)*

The Script Encoding Initiative (SEI), established in the UC Berkeley Department of Linguistics in April 2002, is a project devoted to the preparation of formal proposals for the encoding of scripts and script elements not yet currently supported in Unicode (ISO/IEC 10646).

### [The secret life of Unicode](#)

*Suzanne Topping (BizWonk, Inc.)*

Discusses some of the weak points of the Unicode standard.

### [A Simple Character Entity Chart](#)

*Adrian Roselli*

Character entities for HTML.

### [TECKit](#)

*Jonathan Kew (SIL)*

A text encoding conversion toolkit allowing the creation of custom mappings between arbitrary encodings which can be used to automate file conversions.

### [Unicode Home Page](#)

*Unicode Consortium*

Full information on Unicode, together with technical reports and proposals.

### [XML and Unicode](#)

*Robin Cover*

An extensive collection of Unicode-related links.

## ***Digital archival***

### [ANA Native Language Preservation: A Reference Guide for Establishing Archives and Repositories](#)

*Administration for Native Americans*

The Native Language Preservation: A Reference Guide for Establishing Archives and Repositories is a book for sale explaining why language repositories are vital to long-term language preservation efforts, offers advice on what to preserve and how to think about cataloging, includes interviews with curators of large collections and descriptions of construction techniques that will assist in the preservation of irreplaceable treasures, includes policies for repositories and instructions on how to find materials that have already been saved in government and other collections, and contains information on how to develop a disaster plan.

### [Archivists' Toolkit: Appraisal and Accessioning](#)

*Archivists' Association of British Columbia*

Some links for appraisal and accessioning of archival material.

### [Ask an Expert](#)

*LINGUIST List*

Ask-An-Expert is a service provided by The LINGUIST List, as part of the E-MELD School of Best Practice. It is staffed by a panel of E-MELD advisors with technical expertise, who have volunteered to give their time to help fellow linguists follow recommended practices in digitizing language documentation.

### [Audio Preservation](#)

*Hannah Frost, American Library Association*

A bibliography and collection of links on audio preservation, particularly for librarians.

### [Barren Lands Digital Collection](#)

*J. B. Tyrrell, University of Toronto*

A digital collection consisting chiefly of material describing the two Barren Lands expeditions of 1893 and 1894 for the Geological Survey of Canada. It includes over 5,000 images from original field notebooks, correspondence, photographs, maps and published reports.

### [Basic Oral Language Documentation](#)

*Bird, Steven*

Training university students and literacy teachers to collect and curate oral texts from indigenous languages, with a focus on Papua New Guinea.

### [Cedars Guide to Digital Preservation Strategies](#)

*Cedars Project (University of Leeds, Oxford, Cambridge)*

A guide to technical approaches to digital preservation and archiving, aimed principally at librarians.

### [Cedars Project](#)

*Cedars Project (University of Leeds, Oxford, Cambridge)*

Cedars began in April 1998 and ended in March 2002. Its broad objective was to explore digital preservation issues. These range through acquiring digital objects, their long-term retention, sufficient description, and eventual access.

### [Chiricahua and Mescalero Apache Texts](#)

*Harry Hoijer, University of Virginia*

An electronic version of a volume of Apache texts, with some functionalities added.

### [Developing Linguistic Corpora: A Guide to Good Practice](#)

*ed. Martin Wynne, AHDS*

This Guide is aimed at those who are at some stage of building a linguistic corpus. Little or no knowledge of corpus linguistics or computational procedures is assumed, although it is hoped that more advanced users will also find the guidelines here useful.

### [Digital Curation Centre](#)

*Digital Curation Centre*

The Digital Curation Centre has been established to help solve the extensive challenges of digital preservation and to provide research, advice and support services to UK institutions.

### [Digital Endangered Languages and Musics Archives Network \(DELAMAN\)](#)

*DELAMAN*

The Digital Endangered Languages and Musics Archives Network was established in 2003 as an international umbrella body for archives and other initiatives with the goal of documenting and archiving endangered languages and cultures worldwide. Their aim is to stimulate interaction about practical matters that result from the experiences of fieldworkers and archivists, and to act as an information clearinghouse. DELAMAN is intended as an open organisation where any initiative actively contributing to documentation and archiving of endangered languages and musics can participate.

### [Digital Libraries](#)

*William Arms*

This online edition of Digital Libraries is an updated version of the book of the same name published by the M.I.T. Press in January 2000.

### [Digital Recordkeeping: Guidelines for Creating, Managing and Preserving Digital Records](#)

*National Archives of Australia*

Guidelines for digital recordkeeping

### [EMELD](#)

*Wayne State University, Eastern Michigan University, University of Arizona, Linguistic Data Consortium, Endangered Language Fund*

Electronic Metastructure for Endangered Language Data, a project with the objective of aiding in the preservation of endangered languages data and documentation and in the development of the infrastructure necessary for effective collaboration among electronic archives.

### [Ethnomusicological Video for Instruction and Analysis](#)

*Indiana University, University of Michigan*

The EVIA Digital Archive project is a joint effort of Indiana University and the University of Michigan to establish a digital archive of ethnomusicological video for use by scholars and instructors. It aims to preserve video recordings and make them easily accessible for teaching and research, providing an alternative to physical archives by creating a functioning digital repository and delivery system containing approximately 150 hours of digital video and accompanying metadata. Part of this metadata will include annotations and analysis of video content by the scholars who made the recordings.

### [Ethnomusicology Archive Report](#)

*UCLA Ethnomusicology Archive*

The EAR is an informal discussion of ethnomusicology archiving at UCLA and in the world, issued four times a year.

### [General Guide to Audiovisual Preservation](#)

*PrestoSpace*

If you have audiovisual media, it needs maintenance – or you will lose it. This guide shows how to maintain it.

### [International Council on Archives](#)

*International Council on Archives*

The mission of ICA is to promote the preservation and use of archives around the world.

### [ISO 639-2](#)

*Library of Congress*

The Library of Congress has been designated the ISO 639-2/RA for the purpose of processing requests for alpha-3 language codes comprising the International Standard, Codes for the representation of names of languages-- Part 2: alpha-3 code. Note that this standard will be superseded by ISO 639-3.

### [ISO/FDIS 639-3](#)

*SIL International*

This is the home page for Part 3 of the ISO 639 family of standards, Codes for the representation of names of languages. ISO 639-3 (which is currently a Final Draft International Standard) attempts to provide as complete an enumeration of languages as possible, including living, extinct, ancient, and constructed languages, whether major or minor, written or unwritten. Largely based on the Ethnologue codes.

### [Language Archives Newsletter](#)

*ed. David Nathan, Romuald Skiba, Marcus Uneson*

The Language Archives Newsletter provides news and informative articles about topics in endangered languages, especially archiving, fieldwork, language documentation, data and media management, computer tools, and developments in relevant technologies. LAN warmly welcomes submissions of news, reviews, and articles from anyone working in these areas.

### [Language engineering for the Semantic Web: a digital library for endangered languages](#)

*Shiyong Lu, et al., Wayne State University*

This paper describes describe the effort undertaken at Wayne State University to preserve endangered languages using the state-of-the-art information technologies. They discuss the issues involved in such an effort, and present the architecture of a distributed digital library which will contain various data of endangered languages in the forms of text, image, video and audio files and include advanced tools for intelligent cataloguing, indexing, searching and browsing information on languages and language analysis. Various Semantic Web technologies such as XML, OLAC, and ontologies are used so that the digital library is developed as a useful linguistic resource on the Semantic Web.

### [Lesser Known Languages of India](#)

*CILL, Mysore, and Uppsala University*

The aim of this project is to collect, organize and disseminate information on some lesser-known Indian languages, many of which are threatened with extinction. The project will include linguistic documentation (i.e. texts and speech files) as well as documentation anchoring this linguistic material to social and cultural aspects of these communities. Not much has been put online here so far.

#### [Linguistic Data Consortium](#)

*University of Pennsylvania*

The Linguistic Data Consortium supports language-related education, research and technology development by creating and sharing linguistic resources: data, tools and standards.

#### [LOCKSS](#)

*Stanford University Libraries*

LOCKSS (for "Lots of Copies Keep Stuff Safe") is open source software that provides librarians with a way to collect, store, preserve, and provide access to their own, local copy of authorized content they purchase, creating low-cost, persistent, accessible copies of e-journal content as it is published.

#### [The NINCH Guide to Good Practice in the Digital Representation and Management of Cultural Heritage Materials](#)

*Humanities Advanced Technology and Information Institute (HATII), University of Glasgow, and National Initiative for a Networked Cultural Heritage (NINCH)*

A guide to good practice in digital archival.

#### [Online Computer Library Center](#)

*Online Computer Library Center*

Resources and news for librarians.

#### [Open Language Archives Community](#)

*Open Language Archives Community*

OLAC, the Open Language Archives Community, is an international partnership of institutions and individuals who are creating a worldwide virtual library of language resources by: (i) developing consensus on best current practice for the digital archiving of language resources, and (ii) developing a network of interoperating repositories and services for housing and accessing such resources.

#### [PARADISEC](#)

*PARADISEC*

PARADISEC (Pacific And Regional Archive for Digital Sources in Endangered Cultures) offers a facility for digital conservation and access for endangered materials from the Pacific region, defined broadly to include Oceania and East and Southeast Asia. Its links page gathers together a number of useful resources relevant to digital archiving.

#### [Preservation: Audiovisual Carriers](#)

*Oxford University Library Services*

A guide to the preservation of various audiovisual media.

#### [RLG DigiNews](#)

*Cornell University Library*

RLG DigiNews is a bimonthly electronic newsletter that focuses on digitization and digital preservation.

#### [Securing Interpretability: The Case of Ega Language Documentation](#)

*Gibbon, Dafydd and Bow, Catherine and Bird, Steven and Hughes, Baden*

"The prime consideration in designing sustainable language resources is to ensure that they remain interpretable for coming generations of users. In this paper we adopt a new perspective on resource creation - securing the interpretability of data, using a case study of Ega, an endangered African language for which a small amount of legacy data is available. Basic steps to securing interpretability are to transfer files to durable media, and where possible, to convert all legacy data into XML files with Unicode character encodings. In the absence of agreed "best practice" standards, we propose a methodology of better practice to assist in the transition process towards this goal. We discuss a number of issues involved in securing interpretability of the lexicon, character encodings, interlinear glossed text, annotated recordings and nomenclature in linguistic descriptions, and describe our solutions."

#### [Sustainability of Digital Formats: Planning for Library of Congress Collections](#)

*Caroline R. Arms and Carl Fleischhauer*

The Digital Formats Web site provides information about digital content formats. The analyses and resources presented here will increase and be updated over time. They fall under four headings: Introduction, Sustainability Factors, Content Categories, Format Descriptions.

#### [TalkBank](#)

*Brian MacWhinney (Carnegie Mellon University)*

The goal of TalkBank is to foster fundamental research in the study of human and animal communication. It will construct sample databases within each of the subfields studying communication. It will use these databases to advance the development of standards and tools for creating, sharing, searching, and commenting upon primary materials via networked computers.

#### [Task Force to establish selection criteria of analogue and digital audio contents for transfer to data formats for preservation purposes](#)

*International Association of Sound and Audiovisual Archives*

Examines issues and strategies regarding priorities in digital transfer. (PDF)

#### [UCLA Phonetics Lab Archive](#)

*UCLA, Peter Ladefoged*

For over half a century, the UCLA Phonetics Laboratory has collected recordings of hundreds of languages from around the world, providing source materials for phonetic and phonological research. Many of these are available on the site, from Bahasa Aceh to Yoruba.

#### [UNESCO Archives Portal](#)

*UNESCO*

The UNESCO Archives Portal gives access to websites of archival institutions around the world. It is also a gateway to resources related to records and archives management and to international co-operation in this area.

#### [Using Text Encoding to Represent Linguistic Data](#)

*Gary Simons*

A glossary containing key terms related to text encoding. Basic definitions are supplemented with pointers to further information resources.

#### [Validation Manual for Written Language Resources](#)

*Oxford University*

A manual on the evaluation of the markup of written language resources.

### **Fieldwork**

#### [Anthropology/Linguistic Field Checklist](#)

*James A. Fox, Stanford University*

Some suggestions on what to bring for fieldwork.

#### Batteries in Fact and Fiction

*Hawaii Ham Radio Information Pages*

More than you need to know about batteries.

#### Eva's Solar Page

*Eva Lindholm*

How to make a portable solar power recharger for fieldwork.

#### Linguistic Discovery (Dartmouth College)

*Dartmouth College; ed. Lenore A. Grenoble, Lindsay J. Whaley*

An online journal dedicated to the description and analysis of primary linguistic data.

#### Linguistics Fieldwork Preparation: A Guide for Field Linguists

*University of Toronto*

Linguistic Fieldwork Preparation: a guide for field linguists is meant to be a comprehensive web-resource for the benefit of the linguistic community at large, from those who teach courses in field methods, endangered languages, and language revitalization, to those who do or wish to conduct field research. It includes an extensive bibliography of pertinent readings, access to an array of technological tools, leads on funding bodies as well as course syllabi for field methods and language endangerment courses.

#### Some background information for travellers, field workers and visitors to New Ireland (Papua New Guinea)

*Eva Lindstrom*

Travel tips for fieldworkers in Papua New Guinea (New Ireland.)

### **Fonts and keyboards**

#### Bisharat: A12N Gateway

*Osborn, Don*

African language encoding, fonts, keyboards: discussion fora and reference pages.

#### Alan Wood's Unicode Resources

*Alan Wood*

A variety of resources, including fonts and software, for Unicode.

#### Diacritics Project

*Filip Blažek*

Tips for typographers on how to design diacritics, with comments on usage.

#### Gallery of Unicode Fonts

*David McCreedy and Mimi Weiss*

This Gallery displays samples of available Unicode fonts by writing system (roughly Unicode ranges).

#### IPA: Fonts

*International Phonetic Association*

IPA font links, somewhat outdated.

### [Language Geek](#)

*Christopher Harvey*

A site offering keyboards, fonts, and summaries of the orthographies of a number of north American languages.

### [Linguist's Software](#)

*Linguist's Software*

Commercial font sets for linguists.

### [Microsoft Keyboard Layout Creator](#)

*Microsoft*

Extends the international functionality of Windows 2000, Windows XP, Windows Server 2003, and Windows Vista systems by allowing users to create new keyboard layouts from scratch

### [Microsoft Typography - Fonts and products](#)

*Microsoft*

Information about Microsoft fonts, including their code ranges.

### [SIL Fonts for downloading](#)

*Victor Gaultney (SIL)*

A number of downloadable Unicode fonts collectively covering the extended Latin, IPA, extended Arabic, Ethiopic, Burmese, Greek, Cyrillic, Hebrew, and Yi scripts.

### [Typography link pages](#)

*Luc Devroye*

Links to typefaces for a wide variety of languages, font editors, and other information about typography.

### [Unicode Font Guide for Free/Libre Open Source Operating Systems](#)

*Ed Trager*

This is a selective guide to Unicode-based fonts and script projects that contain Unicode CMAPs for mapping Unicode values to glyphs and can be downloaded and used legally for free.

## **Metadata**

### [Author-generated Dublin Core Metadata for Web Resources](#)

*Jane Greenberg, Maria Cristina Pattuelli, Bijan Parsia and W. Davenport Robertson*

This paper reports on a study that examined the ability of resource authors to create acceptable metadata in an organizational setting. The results indicate that authors can create good quality metadata when working with the Dublin Core, and in some cases they may be able to create metadata that is of better quality than a metadata professional can produce.

### [Dublin Core Metadata Initiative](#)

*DCMI*

The Dublin Core Metadata Initiative is an open organization engaged in the development of interoperable online metadata standards that support a broad range of purposes and business models.



### [EAD: Encoded Archival Description](#)

*Library of Congress*

The EAD Document Type Definition (DTD) is a standard for encoding archival finding aids using Extensible Markup Language (XML).

### [IMDI Metadata Tools](#)

*Max Planck Institute for Psycholinguistics*

With the IMDI browser you can explore existing corpora from the MPI, DOBES, CGN and others. The IMDI editor is used to create IMDI metadata structures and descriptions for language resources like media files and annotations.

### [Metacrap](#)

*Cory Doctorow*

A sceptical perspective on metadata in practice.

### [Metadata for your Digital Resource](#)

*Iain Wallace and Eileen Maitland, AHDS*

This paper discusses different forms of documentation, from unstructured information to resource discovery and preservation metadata. The paper is intended to enable anyone embarking on a digitisation project to make informed choices about how to successfully document their digital resources.

### [The Protégé Ontology Editor](#)

*Stanford Medical Informatics*

Protégé is a free, open source ontology editor and knowledge-base framework.

## **Photography**

### [Creating Digital Images: Digital Cameras](#)

*Technical Advisory Services for Images*

This document looks at the underlying technologies that drive the digital cameras available today and shows how these technologies influence how the camera works and will hopefully enable you to make the correct choice of digital camera.

### [Got a Digital Camera for Christmas? Learn How to Use it Here](#)

*Digital Photography School*

A series of tutorials intended to help new digital camera owners to get the most of their cameras.

### [Megapixel.net](#)

*Jupitermedia Corporation*

A digital camera review web magazine.

## **Presentation format**

### [AMBULANT Open SMIL Player](#)

*Centrum voor Wiskunde en Informatica*

An open-source media player with support for SMIL 2.1.

### [The Design of Online Lexicons](#)

*Sean Michael Burke*

This work is an introduction to topics in the design of online lexicons.

### [Dictionary making in endangered speech communities](#)

*Mosel, Ulrike*

This paper discusses a number of problems which are characteristic of lexicographic work in short-term language documentation projects and addresses the following issues: cooperation with the speech community, the selection of a dialect and the challenge to produce a useful piece of work meeting the scientific standards of lexicography in spite of limited resources of time, money and staff and the fact that the indigenous language is not well researched, the linguist does not have a thorough knowledge of the language and the indigenous assistants do not speak the lingua franca fluently.

### [Kirkkirk: software for the exploration of indigenous language dictionaries](#)

*Kevin Jansz, Christopher Manning, Nitin Indurkha, and many others*

Kirkkirk is a research project exploring the use of computer software for automatic transformation of lexical databases ("dictionaries"), aiming at providing innovative information visualization, particularly targeted at indigenous languages. It can generate networks of words automatically from dictionary data. Kirkkirk aims at a perceived gap in work being done elsewhere: while there is a lot of work on designing dictionary databases, and providing software for building and maintaining these databases, there is a dearth of work that exploits these databases to provide useful and fun tools for nontechnical end users.

### [Mātāpuna](#)

*Dave Moskovitz and the Māori Language Commission*

The Mātāpuna Dictionary Writing System is a free, web-based, multi-user, multilingual dictionary writing system. The system assists with many aspects of lexicography, including team collaboration, routine error and consistency checking, corpus searching, publishing, and progress monitoring in addition to the traditional headword and entry management.

### [Recipe for a Successful Website](#)

*Nathan Shedroff*

A simple introduction to web design.

### [Representing information about words digitally](#)

*Jane Simpson*

The growth in the use of computers has transformed all aspects of dictionary-making, from collecting data about word meanings and uses, creating a set of dictionary entries, and displaying, using, preserving and distributing these entries and the data on which they are based. This paper discusses the transformations, and considers the ways in which dictionaries for minority languages are leading or lagging in the electronic-dictionary age. Illustrations are taken mostly from the uses of digital sound in modern multimedia dictionaries.

### [The semantics of markup](#)

*Gary Simons, William Lewis, and Scott Farrar*

A method for mapping linguistic descriptions in plain XML into semantically rich RDF/OWL.

### [SMIL Authoring Tools](#)

*Sams Publishing*

Tools for adding multimedia to Web pages.

### [Usability Engineering Page](#)

*Craig Marion*

Usability engineering is a systematic approach to making software easier to use for the individuals who actually use it to get their work done. This page contains information on a variety of usability techniques and evaluation methods.

### [W3C Internationalisation Activity](#)

*World Wide Web Consortium*

The W3C Internationalization Activity has the goal of proposing and coordinating any techniques, conventions, guidelines and activities within the W3C and together with other organizations that allow and make it easy to use W3C technology worldwide, with different languages, scripts, and cultures.

### [The Web Developer's Handbook](#)

*Vitaly Friedman*

An extensive library of essential bookmarks for web-designers and web-developers.

### [What Native Communities Want from Web-Based Data](#)

*Doug Whalen*

Although the communities that make up or represent the native speakers of a language constitute potential users of a language database, they have concerns that go beyond those of a typical user. These include making it possible to download material easily into non-web formats; being able to place restrictions on who can access certain texts; and sharing in any tangible benefits that arise from their language material.

### [Wunderkammer and wkimport](#)

*Project for Free Electronic Dictionaries*

Wunderkammer is a Java ME MIDlet for storing and displaying multimedia electronic dictionaries on mobile phones. wkimport is an application for importing electronic dictionaries in a variety of formats into Wunderkammer.

## ***Regular expressions***

### [Natural Language Toolkit \(NLTK\)](#)

*Various*

NLTK — the Natural Language Toolkit — is a suite of open source Python modules, data and documentation for research and development in natural language processing.

### [Python Resources for Linguists New to Programming](#)

*Michael A. Covington*

Recommends resources for linguists new to programming trying to get to grips with Python, popular for text processing, corpus statistics, and the like.

### [The Regex Coach](#)

*Edi Weitz*

The Regex Coach is a graphical application for Windows which can be used to experiment with (Perl-compatible) regular expressions interactively.

### [Regular Expression HOWTO](#)

*A. M. Kuchling*

This document is an introductory tutorial to using regular expressions in Python with the re module.

### [Regular Expression Tutorial](#)

*Jan Goyvaerts*

A tutorial in writing and processing regular expressions.

## **Sound recording**

### **Akustyk**

*Bartłomiej Plichta*

A site offering, in addition to a vowel analysis program, discussions of recording equipment for linguists.

### **Audacity**

*Dominic Mazzoni et al.*

Audacity is "a free, easy-to-use audio editor and recorder for Windows, Mac OS X, GNU/Linux, and other operating systems."

### **Audio Field Recording Equipment Guide: Vermont Folklife Center**

*Andy Kolovos, Vermont Folklife Center*

This document is designed to offer guidance to researchers interested in obtaining audio recording equipment for conducting folklore, ethnomusicology, oral history and other ethnographic fieldwork projects.

### **Audio Media**

*Audio Media*

A professional audio technology magazine

### **The Broadcast Wave Format**

*R. Chalmers - European Broadcasting Union*

An introduction to BWF audio format.

### **Building the pod (Understanding Adobe Audition)**

*Bruce Williams*

A guided tour of how to use Adobe Audition

### **dbPowerAmp**

*illustrate*

A set of shareware audio software

### **Digital Editing of Field Audio**

*Andy Kolovos, Vermont Folklife Center*

A guide to digital editing of audio recorded in the field.

### **Digital Voice Player 2.1**

*Sony*

This is free, dedicated software for use with the DVF, ICS, MSV and WAV file types used by the ICD-BP100, ICD-BP120, ICD-MS1, ICD-R100 IC Recorders.

### **e-ARENA - Musiclab's Newsletter**

*Musiclab*

An Australian audio equipment newsletter.

### [Electronic Design Laboratory](#)

*Electronic Design Laboratory*

Commercial minidisc software for transferring tracks to PC and recovering data from corrupted minidiscs.

### [Equipment for Audio Recording of Speech](#)

*University College London*

This page provides advice in the selection of audio equipment for the recording of speech, targeted at linguists and phoneticians.

### [Handbook for Recording Aboriginal Languages Vol. 1](#)

*Philip Djwa*

This handbook is intended to provide a basic overview of video and audio recording techniques as they relate to Aboriginal languages. It includes specific suggestions for achieving high quality sound and video at a reasonable price, as well as tips for ensuring that the resources can be maintained and used over time.

### [HI-MD Renderer Program](#)

*Marcnet*

This program renders HI-MD minidisc files that have been uploaded via SongStage into a .wav file.

### [How to Transfer Cassette Tape to Computer](#)

*WikiHow*

A non-professional but handy set of tips for digitising cassette tapes.

### [Microphone Theory Links](#)

*Han-Kwang Nienhuys*

A variety of links relating to microphones and recording techniques.

### [Microphones for the TRV900](#)

*John Beale*

Advice on attaching microphones to video cameras.

### [Minidisc Frequently Asked Questions](#)

*Eric Woudenberg, minidisc.org*

A rather extensive FAQ on minidiscs.

### [Nick Thieberger's home page](#)

*Nick Thieberger*

Includes papers on audio concordances for linguists, notes for the computer-assisted language worker, and other useful resources.

### [Praat: doing phonetics by computer](#)

*Paul Boersma and David Weenink*

Praat is a program for speech analysis and synthesis written by Paul Boersma och David Weenink at the Department of Phonetics of the University of Amsterdam (links on the Contents page).

### [Recording directly to laptop?](#)

*Transom*

A discussion of how and whether to record audio directly to a laptop

### [A review of the Marantz PMD 660](#)

*Jeff Towne*

Examines and tests the Marantz PMD660, a solid-state recorder.

### [Roland US - Edirol](#)

*Edirol*

Audio recording equipment.

### [SemArch - Semitisches Tonarchiv](#)

*Ruprecht-Karls-Universit?t Heidelberg*

A set of field-recorded sound files for (mainly endangered) Semitic languages

### [7-Series Recorders](#)

*Sound Devices*

A commercial overview of a new recorder series.

### [The Sonic Spot: Sample Editors](#)

*The Sonic Spot*

A list of software that can play, edit, fine-tune and often record audio files. Some can also send and receive samples from an external sampler.

### [Speech and Spoken Language Resources - Bibliography](#)

*Joaquim Llisteri, Universitat Aut?noma de Barcelona*

A bibliography on sound recording for linguists, particularly in the context of corpora.

### [Stereo-Types](#)

*Jeff Towne*

Collecting stereo sound in the field seems to be one of the most perplexing topics for recordists, There are a myriad of options encompassing equipment, technique and mixing. Mic placement, pick-up patterns, phase relationships and many more issues come into play

### [Transom](#)

*Transom*

A showcase and workshop for new public radio, with a lot of useful information on technical and interviewing methods.

### [Transom Tools FAQ](#)

*Jeff Towne*

Frequently asked questions about sound recording tools.

### [WavePad](#)

*NCH SwiftSound*

This audio editing software is described as "a full featured professional sound editor for Windows."

### [What Microphone Do I Get?](#)

*Jeff Towne*

There are lots of different kinds of microphone types: dynamic, condenser, ribbon, boundary, binaural, M-S and more. There are a myriad of pick-up patterns, different-sized diaphragms, variations in frequency response, sensitivity, self-noise, susceptibility to handling noise, wind or plosives. This article clarifies the possibilities.

### [Working with audio and video data on your PC](#)

*University College London*

This page shows you how you can use free tools for sound and video capture and processing on your PC.

## **Transcription**

### [Audiamus](#)

*Nick Thieberger*

A tool for building corpora of linked transcripts and digitised media.

### [Linguistic Annotation Wiki](#)

*Linguistic Annotation Wiki*

This wiki describes tools and formats for creating and managing linguistic annotations. 'Linguistic annotation' covers any descriptive or analytic notations applied to raw language data. The basic data may be in the form of time functions -- audio, video and/or physiological recordings -- or it may be textual. The added notations may include transcriptions of all sorts (from phonetic features to discourse structures), part-of-speech and sense tagging, syntactic analysis, "named entity" identification, co-reference annotation, and so on.

### [MPI-PL Tools](#)

*Max Planck Institute for Psycholinguistics*

Software tools from the Max Planck Institute, including the audio/video annotator ELAN and the IMDI metadata suite.

### [Portability, Modularity and Seamless Speech-Corpus Indexing and Retrieval: A New Software for Documenting \(not only\) the Endangered Formosan Aboriginal Languages](#)

*Josef Szakos and Ulrike Glavitsch*

SpeechIndexer has two versions, one for the preparation of data and one for the search and sharing of the database. The researcher correlates the transcribed morphemes with the highlighted data from the authentic audio recording and creates indices. He/she can then string-search the database according to morphemes, grammatical tags, etc., depending on the indices prepared.

### [Speech analysis and transcription software](#)

*Joaquim Llisterra, Universitat Autònoma de Barcelona*

A set of links to speech analysis and transcription software.

### [Toolbox](#)

*SIL International*

Toolbox is a data management and analysis tool for field linguists. It is especially useful for maintaining lexical data, and for parsing and interlinearizing text, but it can be used to manage virtually any kind of data.

### [Transana](#)

*Chris Fassnacht, David C. Woods*

Transana is software for professional researchers who want to analyze digital video or audio data. Transana lets you analyze and manage your data in very sophisticated ways. Transcribe it, identify analytically interesting clips, assign keywords to clips, arrange and rearrange clips, create complex

collections of interrelated clips, explore relationships between applied keywords, and share your analysis with colleagues. The result is a new way to focus on your data, and a new way to manage large collections of video and audio files and clips.

### Transcriber

*Mathieu Manta, Fabien Antoine, Sylvain Galliano, Claude Barras*

Transcriber is a tool for assisting the manual annotation of speech signals. It provides a user-friendly graphical user interface for segmenting long duration speech recordings, transcribing them, and labeling speech turns, topic changes and acoustic conditions. It is more specifically designed for the annotation of broadcast news recordings, for creating corpora used in the development of automatic broadcast news transcription systems, but its features might be found useful in other areas of speech research.

## **Video recording**

### TalkBank Video Equipment

*TalkBank*

A list of equipment needed to record and capture digital video

## **XML**

### Alchemist

*Colin Sprague and Yu Hu*

"The original purpose of Alchemist is to allow you to read in raw text files and create morphological gold-standards in XML format. Using Alchemist, you can identify morphemes, along with a number of important characteristics of the morphemes, such as whether they are roots or affixes, the degree of analyst certainty, and allomorphs of the morpheme."

### Café con Leche XML News and Resources

*Elliotte Rusty Harold*

News and links for XML.

### Choosing an XML Editor

*Thijs van den Broek, Arts and Humanities Data Service*

With the increasing popularity of XML, the number of XML editors is also increasing and it can be difficult to choose the editor that best suits a particular user or task. The aim of this Information Paper is to provide an introduction to different features XML editors can have and the extent to which these features are implemented in various editors. It also presents the result of an evaluation exercise where different user groups tried a number of the editors.

### Free XML Tools

*Lars Marius Garshol*

An index of free XML tools, with much metadata about the tools to make them easier to locate.

### A Manager's Introduction to the Adobe XML Metadata Framework

*Adobe*

A very gentle introduction to XML and Adobe's software for it.

### Working with XML: The Java API for Xml Processing (JAXP) Tutorial

*Eric Armstrong*



A tutorial in the use of XML in general and the Java XML API in particular.

### [XSLT transforms library](#)

*J. M. Vanel*

This is a collection of XSLT transforms, models and reusable fragments under GPL, involving HTML tables, XML Schema, HTML GUI, MathML, SQL analogy, etc. This has been developed as part of the "Worldwide Botanical Knowledge Base" project.

### [Computational Resources for Linguistic Research](#)

*Bill Poser*

This page lists computational tools for doing linguistics, emphasising free software that runs on Unix systems

## Funding sources

### ***Projects funded by Endangered Languages Projects (ELDP) grants***

#### **A comprehensive comparative grammar of the Turung and Singpho languages of Assam**

Stephen Morey, La Trobe University . 2005-2007.

This project will document two related languages of the Jinghpaw group within Tibeto-Burman: Turung, with perhaps 1000 speakers and Singpho, with perhaps 2500 speakers. Both languages are under ... [more](#)

#### **A Conversational Database of the Arapaho Language in Video Format**

Andrew Cowell, The University of Colorado. 2008-2010.

This project will create a video database of Arapaho conversational interaction, with extensive linguistic and cultural annotation. The database will be created using the ELAN platform, which is part ... [more](#)

#### **A Corpus-based Reference Account of the Morphology of Puma**

Narayan Sharma, SOAS. 2010-2013.

This project aims to carry out in-depth analysis of a corpus-based reference account of the morphology of Puma (ISO 639-3 code:pum), a seriously endangered southern Kiranti language spoken mainly in ... [more](#)

#### **A Culturally Informed Corpus of Dalabon: Descriptions of the Person as a Body and as Kin**

Maïa Ponsonnet, Australian National University. 2010-2013.

Dalabon is a severely endangered Australian language of southwestern Arnhem Land (ISO-639ngk, -13.43, 133.94), numbering about five masterspeakers. As part of a team effort to document Dalabon (S. ... [more](#)

### **A Description and Documentation of Avatime**

Saskia Van Putten, Leiden University. 2008-2008.

The purpose of this project is to describe and document Avatime. Avatime is an underdescribed and undocumented language spoken in the Volta region of Ghana. The language is threatened by the regional ... [more](#)

### **A descriptive grammar of two Magar dialects: Tanahu and Syangja Magar**

Karen Grunow-Harsta, University of Wisconsin-Milwaukee. 2006-2007.

The project will result in a comprehensive grammar, dictionary and transcribed texts from two dialects of Magar: Syangja and Tanahu. Magar is an endangered Tibeto-Burman language of Nepal. It is a ... [more](#)

### **A dictionary of Eastern Penan**

Peter Sercombe, Northumbria University. 2003-2004.

Eastern Penan is a Western Austronesian language, exclusive to Sarawak in east Malaysia and neighbouring Brunei, in northeast Borneo. It is an endangered language with considerably less than 10,000 ... [more](#)

### **A documentation of North Ambrym, a language of Vanuatu and research into its possessive structures**

Mike Franjeh, SOAS. 2009-2012.

North Ambrym is an undocumented language spoken on Ambrym Island, Vanuatu. There are approximately 3000 speakers located along the coastal and inland areas of Northern Ambrym. The documentation aims ... [more](#)

### **A documentation of the Upper Belt variety of Minyong (Adi), Arunachal Pradesh, North East India**

Mark Post, James Cook University. 2010-2011.

This project will fund a six-month fieldtrip to document the Upper Belt variety of Minyong, a language of the Adi cluster of Eastern Tani languages (ISO-639 adi). Spoken by approximately 20,000 ... [more](#)

### **A first appraisal of Bainouk and its main contact language Mandinka**

Friederike Luepke, SOAS. 2008-2008.

The project consists of a sociolinguistic survey of the highly endangered Atlantic language Bainouk, and a first step towards its documentation, taking into account the main contact language ... [more](#)

### **A first Kayardild audiovisual text corpus, with prosodic annotations**

Louis Goldstein, Yale University. 2005-2005.

Kayardild has eight remaining fluent speakers, all elderly, on Mornington and Bentinck Islands, Australia. The language is described in a grammar, a dictionary, and an initial intonational phonology, ... [more](#)

#### **A pan-dialectal documentation of Laz (South Caucasian)**

René Lacroix, Max Planck Institute for Evolutionary Anthropology. 2010-2012.

This project will document the four dialects of Laz, a non-written South Caucasian language spoken in North-East Turkey (ISO-639 lzz, +41° 19' 12.39", +41° 15' 37.90"). Estimates of the number of ... [more](#)

#### **A pan-dialectal documentation of Wik-Ngatharr and Wik-Ngatharr: Cape York Peninsula, Australia**

Louise Ashmore, SOAS. 2010-2011.

Wik-Ngatharr and Wik-Ngatharr/Wik-Alken are Paman language varieties spoken on the west coast of Cape York Peninsula (CYP), Australia. Speaker numbers (approx. 100) have significantly declined as ... [more](#)

#### **A Pan-dialectal documentation of Wik-Ngatharr, Cape York Peninsula**

Louise Ashmore, School of Oriental and African Studies, University of London. 2007-2009.

The aim of the project is to document Wik-Ngatharr (also called Wik-Ngatharra, Wik-Alkanha or Wik-Elken), an endangered Paman language variety spoken in Cape York Peninsula, Australia. ... [more](#)

#### **A reference grammar of Choguita Raramuri (Tarahumara)**

Gabriela Caballero, The Research Foundation, Stony Brook University. 2008-2010.

The project seeks to describe and document Choguita Raramuri (Tarahumara), an endangered, underdescribed Uto-Aztecan language of the Tarachitan branch spoken in the northwest of Mexico. The ... [more](#)

#### **A text documentation of N|uu**

Tom Güldemann, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany. 2007-2010.

The project aims at a fuller text documentation of N|uu, the last South African San language and the only surviving member of the !Ui branch of the isolate family Tuu. The language is highly ... [more](#)

#### **Aleut Conversation Corpus**

Alice Taff, The University of Washington. 2003-2005.

The Aleut language, indigenous to the Aleutian and Pribilof Islands, Alaska, USA, is a branch of the Eskimo-Aleut language family. To preserve the manner and content of Aleut discourse, this project ... [more](#)

#### **An Arapaho analytical dictionary and concordance**

Lisa Conathan, University of California at Berkeley. 2004-2006.

Documentation and production of an analytical and cultural dictionary which include, in addition to English-Arapaho and Arapaho-English glosses, morphological analysis, etymology (including ... [more](#))

### **An Integrated Approach to Teotepac Chatino Language Documentation through History and Culture**

Justin McIntosh, University of Texas at Austin. 2010-2012.

This project will produce an integrated corpus of transcribed and analyzed texts from Teotepac Chatino, a highly endangered Otomanguean language of Oaxaca, Mexico. A strong emphasis on speaker ... [more](#)

### **Arandic Songs project**

Myfany Turpin, University of Queensland. 2006-2008.

This project will record and document ceremonial performances from the northern Arandic group of languages of Central Australia as a resource for maintaining traditions and for appropriate research. ... [more](#)

### **Barupu grammar and lexicography**

Miriam Corris, University of Sydney. 2003-2005.

Ms Corris aims to complete her doctoral dissertation; a descriptive grammar of Barupu, including glossed texts and a word list. Barupu is a previously undescribed non-Austronesian language, spoken by ... [more](#)

### **Ceq Wong and Mah Meri: the documentation of two Asian languages of the Malay Peninsula**

Nicole Kruspe, University of Melbourne. 2005-2007.

Documentation of Ceq Wong, producing a comprehensive grammatical description, trilingual dictionary and text collection. Documentation of Mah Meri will produce a shorter grammar, text collection and ... [more](#)

### **Ceremonial song-poetry of the Arandic region in Central Australia**

Dr Myfany Turpin, Queensland Conservatorium Griffith University. 2010-2010.

Awelye is a genre of women's songs of Central Australia. The genre is highly endangered and the ceremonies struggle to find a place in contemporary society. In the past people learnt through frequent ... [more](#)

### **Cha'pala Documentaion Project**

Connie Dickinson, Universidad San Francisco de Quito. 2006-2006.

The project will document the culture and language of the Chachi, an indigenous group living in northwestern Ecuador. Videos from a wide range of contexts and genres will be transcribed, translated, ... [more](#)

### **Choguita Raramuri (Tarahumara) documentation and description**

Gabriela Caballero Hernandez, University of California, Berkeley. 2006-2008.

Choguita Raramuri (Tarahumara) is an underdescribed, endangered Uto-Aztecan language spoken in Northern Mexico. In cooperation with community members, this project will produce documentation in the ... [more](#)

### **Cicipu documentation: five festivals of the Acipu people**

Stuart McGill, School of Oriental and African Studies. 2011-2011.

This project aims to augment an existing corpus of the Cicipu language, spoken by approximately 20,000 people in northwest Nigeria (ISO 639-3 awc, co-ordinates roughly 11.0 N, 5.6 E). The project ... [more](#)

### **Classical song traditions of contemporary Western Arnhem Land in their multilingual context**

Linda Barwick, University of Sydney. 2006-2009.

The classical song traditions of Western Arnhem Land are amongst the foremost examples of verbal art in the nine endangered languages of the region, but few people are now competent to perform or ... [more](#)

### **Comparative Documentation of the Myene language cluster**

Dr Mark Van de Velde, Llacan (UMR 8135 of the CNRS). 2010-2013.

The comparative documentation of the Myene language cluster will result in a large and diverse set of recorded and transcribed communicative events, a lexicological database and a dialectological ... [more](#)

### **Corpus and Lexicon development: Endangered genres of discourse in Tu'un isavi (Mixtec) of Yoloxochitl, Guerrero**

Jonathan D Amith, Gettysburg College. 2008-2009.

This project focuses on endangered discourse genres and threatened domains of cultural knowledge in Yoloxochitl Mixtec to create the first extensive, archival quality corpus of recorded and expertly ... [more](#)

### **Corpus and lexicon development:: Endangered genres of discourse and domains of cultural knowledge in Tu'un isavi (Mixtec) of Yoloxochitl, Guerrero**

Dr Jonathan Amith, Gettysburg College. 2010-2013.

This project focuses on endangered genres of discourse and threatened domains of cultural knowledge in Yoloxóchitl (16° 48' 58"N, 98° 41' 12"W) Mixtec (xty), spoken in four villages within a 12 km ... [more](#)

### **Corpus of grammar and discourse strategies of deaf native users of Auslan (Australian Sign Language)**

Trevor Johnston, Macquarie University . 2004-2007.

Auslan (Australian Sign Language) is the native signed language of the deaf community in Australia. It has evolved from forms of British Sign Language, which were brought to Australia in the 19th ... [more](#)

### **Cross-Varietal Documentation and Descriptive Study of Tamang**

Tom Owen-Smith, School of Oriental and African Studies (SOAS). 2010-2013.

Tamang (ISO-639: taj) is a Tibeto-Burman language spoken over a large but sparsely populated area in Central and Eastern Nepal (27°5'N, 85-86°E), and exhibiting considerable geographical variation ... [more](#)

### **Dalabon Oral Histories Project**

Sarah Cutfield, Monash University. 2006-2008.

Dalabon is a severely endangered Australian Aboriginal language of a diaspora population which lives in southern and western Arnhem Land, Australia. As a result of the grantee's contact with this ... [more](#)

### **Dene Text Collection with a Special Focus on the Relationship between the Language and the Land**

Ingeborg Fink, University of Cologne. 2011-2011.

The overall goal of the research is to begin work for my Ph.D. dissertation on the grammar of space. In order to do this I will work with an ongoing project in Déline, Canada to establish a multimedia ... [more](#)

### **Description and documentation of Ashéninka Perené (Arawak)**

Elena Mihas, University of Wisconsin-Milwaukee. 2015-2014.

The objective of this doctoral dissertation project is to complement the results of initial description and documentation and carry out later stages of documentation as part of the long-term program ... [more](#)

### **Description and Documentation of Ayutla Mixe**

Rodrigo Romero Mendez, University at Buffalo . 2005-2005.

This project seeks to collect data for the description and documentation of Ayutla Mixe. This language is spoken in the southern Mexican state of Oaxaca, and belongs to the Mixean branch of the ... [more](#)

### **Description of Apurinã (Arawak)**

Sidney Facundes, Universidade Federale do Pará. 2003-2005.

The purpose of the project is to accomplish detailed description and documentation of the Apurinã language (Arawak family). This highly endangered language is spoken in the Amazon region of ... [more](#)

### **Dictionary of Archi (Daghestanian) with sound files and cultural materials**

Greville Corbett, University of Surrey. 2004-2007.

Our purpose is to create a dictionary of Archi, a highly endangered language spoken in one village of a remote mountain region in Daghestan. Archi is remarkable both for linguistic reasons, and in ... [more](#)

### **Digital Archiving Yami Language Documentation**

Der-Hwa Victoria Rau, Providence University, Taiwan . 2005-2007.

The goal of this project is to prepare digital archive materials, with a team from Providence University in Taiwan, to document the Yami language and facilitate preservation and dissemination of the ... [more](#)

### **Digital Documentation of Jul'hoan Language and Culture: Field research for Audio, Video and Text Archives**

Megan Biesele, University of Texas at Austin. 2008-2009.

This project in digital documentation of Jul'hoan San language and culture is the culmination of 37 years of audio/video recording and language activism by anthropologist Megan Biesele, Jul'hoan ... [more](#)

### **Discovering Mafea: texts, grammar, and lexicon**

Valérie Guérin, University of Hawai'i at Mānoa. (UHM) . 2005-2007.

This project proposes to record and describe Mafea, an Austronesian language spoken by about 200 people on Mafea island, northern Vanuatu. To date, the only publication about the language is a ... [more](#)

### **Documentation and analysis of Haisla and Henaaksiala (North Wakashan) of Kitamaat Village, British Columbia**

Emmon Bach, SOAS. 2004-2006.

The primary purpose of the project is to gather and analyze new materials on Haisla and Henaaksiala, Northern Wakashan language varieties (dialects) of Kitamaat Village, British Columbia. The project ... [more](#)

### **Documentation and Analysis of Kabardian as Spoken in Turkey**

Ayla Applebaum, University of California, Santa Barbara. 2008-2011.

Kabardian is a typologically rare and threatened Northwest Caucasian language. Preliminary research by the author established phonetic differences between Kabardian spoken in Russia and Turkey, and ... [more](#)

### **Documentation and Comparative Study of two Endangered Languages in Tibet: Wutunhua, Daohua**

Yeshe Vodgsal Acuo, University of Nankai. 2004-2006.

Daohua and Wutunhua are isolated linguistic islands within the vast Tibetan-speaking area. Daohua is spoken by approximately 2,600 people in eastern Tibet, and Wutunhua is spoken by about 2000 people ... [more](#)

### **Documentation and description of Bierebo, a Southern Oceanic language of Vanuatu**

Peter Budd, School of Oriental & African Studies . 2005-2007.

Bierebo is an undescribed Oceanic language spoken on the island of Epi in Vanuatu. There are an estimated 800 speakers who live in several villages mainly on the west coast. Working in conjunction ... [more](#)

### **Documentation and Description of Cappadocian (Asia Minor Greek)**

Mark Janse, University of Patras. 2007-2007.

Cappadocian (also known as Asia Minor Greek) is a Greek-Turkish mixed language thought to have died in the 1960s until its rediscovery in 2005. According to our present knowledge, there are an ... [more](#)

### **Documentation and description of Dulong**

Ross Perlin, SOAS. 2008-2010.

Dulong is a Tibeto-Burman language variety spoken in Gongshan Nu and Dulong Autonomous County, Yunnan Province, China, in villages alongside the Nu and Dulong rivers. With under 10,000 speakers, the ... [more](#)

### **Documentation and Description of Dulong**

Ross Perlin, Leiden University

... [more](#)

### **Documentation and description of Ikaan, a language in Southern Nigeria**

Sophie Salfner, SOAS. 2007-2008.

The project aims to produce a collection of annotated audio recordings of Ikaan, a Benue-Congo language spoken in Southern Nigeria. Ikaan is only sparsely described but a documentation and more ... [more](#)

### **Documentation and description of Karo, Brazil**

Nilson Gabas Jr. , Museu Paraense Emilio Goeldi. 2004-2006.

The aim of this project is to document and continue the description of Karo, a Tupian language spoken by approximately 130 Arara Indians in the Amazon region of Brazil. Although Karo is still ... [more](#)

### **Documentation and Description of Kove**

Hiroko Sato, University of Hawai'i. 2010-2011.

This project focuses on documenting Kove (ISO639-3:kvc), spoken in Papua New Guinea. According to the 2007 National Census, about 8,000 people live in Kove in Northeastern New Guinea (5°32'S ... [more](#)



### **Documentation and description of Kuna: a community-based approach to documentation and grammar-writing.**

Wikaliler Smith, University of Texas at Austin. 2009-2011.

This project is a response to the limited documentation and description available to the community members of Kuna, a Chibchan language spoken mostly in the Panamanian-Colombian border area, with ... [more](#)

### **Documentation and Description of Malto**

Chaithra Puttaswamy, School of Oriental and African Studies. 2005-2006.

The aim of this project is to document and describe Malto. Malto is spoken around the Rajmahal hills in Eastern India. The low literacy rate and absence of written documents often confines the ... [more](#)

### **Documentation and Description of Numèè, an endangered language of Southernmost New Caledonia**

Sophie Rendina, SOAS. 2007-2009.

Numèè is a poorly described language of Southernmost New Caledonia, whose speakers (1814 in 1996) are shifting to French and Tayo (Creole). Working with the community, the cultural centre and the ... [more](#)

### **Documentation and description of Papitalai, an Oceanic language of Papua New Guinea**

Jessica Cleary-Kemp, University of California, Berkeley. 2010-2013.

Papitalai [ISO-639 pat] is an Oceanic (Austronesian) language spoken by several hundred people on Manus Island, approximately 200 miles off the north coast of the Papua New Guinea mainland (2°03'S, ... [more](#)

### **Documentation and Description of Sia Pedee, Ecuador**

Jorge Gomez Rendon, University of Amsterdam. 2007-2007.

The aim of the project is to continue the documentation of the Sia Pedee language (Embera, Choco) as part of a long-term revitalization process. The main goals include: (1) time-aligned annotation of ... [more](#)

### **Documentation and description of sign language in Côte d'Ivoire**

Tano Angoua Jean-Jacques, University of Cocody at Abidjan. 2010-2013.

Like in several countries in West Africa, at least two sign languages are used in Ivory Coast. American Sign Language (ASL) is used in Deaf education and by educated Deaf adults. Deaf people with no ... [more](#)

### **Documentation and Description of the Fas language of Papua New Guinea**

Tom Honeyman, Australian National University. 2011-2012.

This project is to build a corpus of materials on the Fas (or Momu as it is referred to locally) language. Fas is spoken in Sandaun Province, Papua New Guinea. There are approximately 5000 speakers ... [more](#)

#### **Documentation and Description of the Nahavaq Language**

Laura Dimock, Victoria University of Wellington. 2007-2008.

The aim of this project is to document and describe the Nahavaq language of Malakula, Vanuatu (approximately 600 speakers, no first-language literacy). The goals are to collect 20 hours of recorded ... [more](#)

#### **Documentation and Description of the South Eastern Huastec, a Mayan Language from Veracruz, Mexico**

Ana Kondic, University of Sydney. 2007-2008.

This project aims to provide a comprehensive documentation of the Southeastern Huastec (HSF) Language by creating a detailed grammatical description, a trilingual Huastec-Spanish-English word list ... [more](#)

#### **Documentation and Description of the Yanomama of Papiu, an Endangered Yanomami language of Brazil**

Helder Perri Ferreira, CNRS - CELIA. 2010-2010.

The project aims to continue the documentation and support of the Yanomama of Papiu, Brazil. The main goals are: (1) to record, transcribe and translate 20 hours of audio and/or visual material of a ... [more](#)

#### **Documentation and description of Thok Reel – a fieldwork trip to Southern Sudan.**

Tatiana Reid, The University of Edinburgh. 2010-2011.

The project is concerned with documentation and description of Thok Reel – a minority language of Southern Sudan spoken by approximately 50,000 people known as Atuot (Lakes State, Yirol West; ... [more](#)

#### **Documentation and description of Ukaan, a language of Southern Nigeria**

Sophie Salffner, SOAS. 2006-2007.

The project aims to produce a collection of audio and video recordings of Ukaan, a Benue-Congo language spoken in Southern Nigeria, which is yet undocumented and only sparsely described. All ... [more](#)

#### **Documentation and Description of Wanyjirra, a language of Northern Australia**

Chikako Senge, The Australian National University. 2009-2013.

Wanyjirra (ISO 639:gue) is a little-known and endangered Pama-Nyungan language spoken in the Northern Australia. At least two fluent speakers currently live in Halls Creek, Western Australia (located ... [more](#)

#### **Documentation and establishment of a local archive for Milang, an endangered Tibeto-Burman language of North East India**

Yankee Modi, James Cook University. 2010-2011.

To document Milang, a highly endangered and virtually unknown Tibeto-Burman language of North East India. Spoken by around 2,000 people in the far north-east of Arunachal Pradesh State at around +28 ... [more](#)

### **Documentation and grammatical description of Chechen including the Cheberloi dialect**

Zarina Molochieva, University of Leipzig. 2007-2008.

The goal of this project is twofold: (a) to complete a reference grammar of Chechen (of which 20% is already drafted), which will be submitted as a PhD dissertation at the University of Leipzig; (b) ... [more](#)

### **Documentation and Grammatical Description of the Shabo Language: A Very Endangered Isolate Language of Southwestern Ethiopia**

Kibebe Tsehay, Addis Ababa University. 2010-2012.

This project aims at documenting and describing the seriously endangered language Shabo (also called Mikeyir, Mekeyer). Shabo (ISO 639-2/3 Cod: sbf) is a language of Ethiopia spoken by about 600 ... [more](#)

### **Documentation of Ayere, an endangered and undocumented minority language of the Nigerian Middle Belt**

Anja Moemeke-Choon, SOAS. 2007-2009.

The purpose of this project is a documentation and description of Ayere, a minority language in Nigeria, which is highly threatened by Yoruba and mainly undocumented and undescribed. Work already ... [more](#)

### **Documentation of 3-4 Endangered Non-Austronesian Languages of Alor and Pantar, Eastern Indonesia**

Louise Baird, Leiden University. 2004-2004.

All of the languages in this project are previously undescribed non-Austronesian languages spoken in the Alor archipelago in south-eastern Indonesia. Klon is spoken by approximately 5,000-6,000 ... [more](#)

### **Documentation of a Dialect of Mongghul and a Dialectological Survey of Mongghul**

Burgel Faehndrich, University of Hawaii at Manoa. 2006-2007.

The goal of this project is to produce a sketch grammar of one variety of Mongghul, including a description of phonetics, phonology, morphology, syntax and a wordlist. Information on language contact ... [more](#)

### **Documentation of A'inage (Cofan)**

Rafael Fischer, University of Amsterdam. 2008-2009.

The main aim of this project is to compile a dictionary of A'ingae and to produce language materials pertaining to various types of media. These include audio and video recordings, a collection of ... [more](#)

### **Documentation of archaic Akha, the register of the shaman, with a comparison to modern spoken Akha**

Jake Terrell, University of Hawaii. 2009-2010.

This project focuses on documenting archaic Akha, a code that is not mutually intelligible with modern Akha (ISO 639-3: akh). There are about 500,000 speakers of Akha in Burma, China, Laos, Thailand ... [more](#)

### **Documentation of Baba'1, a Bantu language from the Grassfields of Cameroon**

Anne Vilain, University Stendhal/Institut de la Communication Parlee, Grenoble, France. 2006-2006.

Baba'1 is a non-written language spoken by a community of people in the village of Baba'1, in the Ndop plain, North West province of Cameroon. Work has started on the phonetics and phonology of the ... [more](#)

### **Documentation of Basket song, verbal art and ceremonial language**

Yvonne Treis, La Trobe University. 2011-2013.

Basket (bst) is a little known Omotic language spoken by about 60,000 speakers at the fringes of the Ethiopian highlands in the Southern Nations, Nationalities and Peoples' Region of Ethiopia (6.34N ... [more](#)

### **Documentation of Bedik**

Adjaratou Sall, Institut Fondamental d'Afrique Noire (IFAN) Dakar University. 2008-2010.

The Bedik are an ethnic minority comprising about 3500 inhabitants living in villages on the mountains of eastern Senegal. Bedik is classified as a member of the Mande branch within the Niger-Congo ... [more](#)

### **Documentation of Bésiro, the endangered language of the Chiquitano people of Lowland Bolivia**

Pierric Sans, Laboratoire Dynamique Du Langage (DDL) UMR 5596 (CNRS/Université Lyon2). 2010-2013.

This project aims at documenting and describing Bésiro (ISO-639: cax), an under-described language spoken by the Chiquitanos in the Bolivian lowlands (Lat: -16, 7; Long: -61, 4). The collection ... [more](#)

### **Documentation of Betta Kurumba**

Gail Coelho, School of Oriental & African Studies . 2005-2006.

Betta Kurumba is an endangered Dravidian language spoken in the Nilgiri-Wynaad region of southern India. The Betta Kurumbas (pop. 2-6,000) lived for centuries in relative isolation as a ... [more](#)

### **Documentation of Blablanga, Santa Isabel, Solomon Islands**

Radu Voica, SOAS. 2007-2010.

Blablanga is an endangered and undescribed Oceanic language with about 1800 speakers on Santa Isabel, in the Solomon Islands. This project aims to create a transcribed, translated and annotated ... [more](#)

#### **Documentation of Central Tzeltal: creation of a broad corpus for multiple uses**

Gilles Polian, CIESAS-SURESTE. 2006-2006.

This project proposes documentation of Central Tzeltal (a Mayan language spoken in Chiapas, Mexico), a language that has been the focus of a previous linguistic research but without any available ... [more](#)

#### **Documentation of Chatino, an Otomanguean language group of Oaxaca, Mexico**

Anthony Woodbury, University of Texas at Austin. 2007-2010.

Chatino is a group of closely related language varieties belonging to the Zapotecan branch of the Otomanguean language family. It is spoken by most of the 29,000 Chatinos of Oaxaca, Mexico's, Sierra ... [more](#)

#### **Documentation of Chuxnaban Mixe: Texts, Dictionary and Grammar**

Carmen Jany, California State University, San Bernardino. 2008-2009.

The project aims at documenting and describing Chuxnaban Mixe, a previously undocumented Mixe language spoken by 900 people in one village in Oaxaca. Bilingualism with Spanish is on the rise, as ... [more](#)

#### **Documentation of Desano - Eastern Tukanoan**

Wilson Silva, University of Utah. 2008-2009.

The goal of this project is to undertake fieldwork to document Desano, an endangered Eastern Tukanoan language. Desano is spoken in both Brazil and Colombia; this project, for various practical ... [more](#)

#### **Documentation of Effutu**

Nana Agyeman, SOAS. 2010-2013.

This project seeks to document one of the three dialects of Effutu, (ISO-639: afu, estimated population: 20-30 thousand), which is spoken in Winneba, a coastal town in the Central Region of Ghana, ... [more](#)

#### **Documentation of endangered Tungusic languages of Khabarovskij Krai**

Elena Kalinina, Lomonosov Moscow State University. 2004-2005.

Recording extensive text data and providing comprehensive grammar descriptions and dictionaries for unified documentation of the four ... [more](#)

#### **Documentation of endangered Tungusic languages of Khabarovskij Krai**

Elena Kalinina, Moscow State University. 2007-2009.

The project aims at the fullest possible documentation of three Tungusic languages: Negidal, Kur-Urmi and Ulcha. The main objectives of the project are: a) recording an extensive text corpus in ... [more](#)

#### **Documentation of Enets: digitization and analysis of legacy field materials and fieldwork with last speakers**

Bernard Comrie, Max Planck Institute. 2007-2010.

The project will document Enets, an almost extinct Northern Samoyedic language spoken on the Taimyr Peninsula, Siberia (about 30 speakers, all over 45). It will be devoted both to digitizing of ... [more](#)

#### **Documentation of five Paman languages of Cape York Peninsula, Australia**

Jean-Christophe Verstraete, University of Leuven. 2006-2009.

The aim of the project is to document five highly endangered Paman languages of Cape York Peninsula (Australia): Kugu Muminh, Kuku Thaypan, Umbuygamu, Umpila and Wik Ngathan. The project is a team ... [more](#)

#### **Documentation of formal and ceremonial discourses in K'ichee'**

Telma Can Pixabaj, University of Texas at Austin. 2010-2013.

This project will document formal and ceremonial discourses in natural contexts in three K'ichee' (q'uc) communities: Santa Catarina Ixtahuacán, Nahualá, and Santa Lucía Utatlán, Sololá (14° 46'26'' ... [more](#)

#### **Documentation of four moribund Moluccan languages**

Margaret Florey, Monash University. 2003-2005.

This project will provide rich descriptions of four languages from the eastern Indonesian province of Central Maluku — a region with both high linguistic diversity and the highest level of language ... [more](#)

#### **Documentation of four varieties of Baima**

Katia Chirkova, International Institute for Asian Studies. 2007-2009.

The project aims at the fullest possible audio, video and text documentation of all four varieties of Baima, an endangered Tibeto-Burman language spoken in the South West of China, in the ... [more](#)

#### **Documentation of Gavião and Suruí Languages in whistled and instrumental speech**

Julien Meyer, Fundacao Instituto para o Desenvolvimento da Amazonia. 2008-2010.

The project is to undertake the linguistic documentation and analysis of highly endangered traditional speech practices in two endangered Tupian languages of Brazilian Amazon: Gavião and Suruí. ... [more](#)

#### **Documentation of Glavda in rural and urban contexts**

Jonathan Owens, University of Bayreuth. 2009-2010.

This project documents Glavda, a small, largely unstudied Central Chadic language of considerable phonological, morphological and syntactic complexity spoken in Northeastern Nigeria. Beyond ... [more](#)

### **Documentation of Goemai**

Birgit Hellwig, SOAS, University of London. 2003-2005.

This project documents the Goemai language (a West Chadic language spoken in Central Nigeria) in the form of a reference grammar, a dictionary and an annotated text corpus. The grammatical analysis ... [more](#)

### **Documentation of Inati, an Endangered Negrito Language of the Central Philippines**

Jason Lobel, University of Hawai'i. 2009-2009.

This project aims to create archive-quality audio and video recordings of Inati, an endangered Negrito language on Panay Island in the Philippines. Speakers are bilingual in neighbouring lowland ... [more](#)

### **Documentation of Ingrian: collecting and analyzing fieldwork data and digitizing legacy materials**

Fedor Rozhanskiy, University of Tartu. 2011-2014.

The project will document Ingrian, a Finnic language spoken in the Leningrad district of Russia (~150 speakers, average age is 80, ISO 639-3: izh; 59°43' N, 28°28' E). The main goals of the project ... [more](#)

### **Documentation of Kanamari Language and culture**

Stefan Dienst, Johann Wolfgang Goethe University. 2010-2012.

Kanamari (knm) is a language of the Katukinan family spoken by 2,000 people in Brazil's Amazon region (7°3'30"S 69°41'30"W). This documentation will include audio and video recordings, especially of ... [more](#)

### **Documentation of Moor, an Austronesian language of Cenderawasih Bay, Indonesia**

David Kamholz, University of California, Berkeley. 2010-2013.

Moor (ISO-639 mhz) is a virtually undescribed Austronesian language spoken by about 1000 people in southeast Cenderawasih Bay. It is under heavy influence from Indonesian and the youngest ... [more](#)

### **Documentation of mythology and shamanic songs of the Nahua, Panoan speaking of Peruvian Amazon**

Conrad Feather, University of St. Andrews. 2008-2010.

I will work with Nahua language assistants to complete the transcription of over 130 hours of myths, shamanic healing songs, laments and love songs. The result will be the first ever substantial ... [more](#)

### **Documentation of N'kep (north Vanuatu): Structure and variation**

Miriam Meyerhoff, University of Auckland. 2010-2013.

This project documents the use and structure of N'kep, a variety of Sakao (ISO 639-3 sku), spoken by c.800 people at Hog Harbour, Vanuatu (15° 8' 0" South, 167° 6' 0" East). N'kep is typologically ... [more](#)

### **Documentation of Nalu, Tristão islands, Guinea (Atlantic, Niger-Congo)**

Frank Seidel, University of Florida. 2010-2012.

Nalu (ISO 639-3: naj) is an endangered Atlantic language spoken on the littorals of Guinea and Guinea-Bissau. In Guinea, most Nalu speakers live north of the river Nuñez on the Tristão islands, ... [more](#)

### **Documentation of Ongota**

Graziano Sava, Università degli Studi di Napoli "l'Orientale". 2008-2010.

Ongota is the traditional language of a hunter-gatherer community in Ethiopia. It is being abandoned in favour of neighbouring Ts'amakko (Cushitic) and is only spoken by Ongota elders. The language ... [more](#)

### **Documentation of Ratahan, an endangered Austronesian language of North Sulawesi**

Anthony Jukes, School of Oriental & African Studies . 2005-2007.

Toratán (Ratahan) is spoken by the older generation in a handful of villages located in southern Minahasa, North Sulawesi, Indonesia. It is an isolated member of the Sangiric language family, ... [more](#)

### **Documentation of Reyesano, an almost extinct language of Bolivia (South America)**

Antoine Guillaume, Institut des Sciences de l'Homme. 2004-2006.

The project is to undertake linguistic documentation of Reyesano, the most endangered and least known language of the Takana family from the Amazonian rainforests of northern Bolivia and eastern ... [more](#)

### **Documentation of San Jerónimo Acazolco Otomi, Ocoyoacac, Mexico**

Nestor Hernandez-Green, Universidad Autónoma de Querétaro. 2009-2010.

This project aims to document the Otomi linguistic variant spoken in San Jerónimo Acazolco, Ocoyoacac, Mexico, including tales, instructions, rituals, and routine descriptions. This Otomi language ... [more](#)

### **Documentation of Santa Ana Hueytlalpan Otomi, Tulancingo, Mexico**

María de Jesús Selene Hernández Gómez, Universidad Autónoma de Querétaro. 2010-2010.



This pilot project aims to document the Otomi language spoken in the community of Santa Ana Hueytlalpan, (Tulancingo, Hidalgo, Mexico). This is a language belonging to the Otomi linguistic family of ... [more](#)

### **Documentation of Seke (Ske) - an undescribed and endangered language of Pentecost Island, Vanuatu**

Kay Johnson, SOAS. 2007-2009.

Seke is an undescribed, Austronesian language of Pentecost Island, Vanuatu. It is spoken by approximately 600 people in an area surrounded by speakers of the dominant local language. The project aims ... [more](#)

### **Documentation of the BOGON (Cala) language**

Ulrich Kleinewillinghöfer, Mainz University. 2005-2006.

BogoN is a Gur language spoken by the Chala people in Ghana. The language is poorly documented and severely threatened with extinction. In all but one of the five locations in the Volta Region where ... [more](#)

### **Documentation of the Ese Eija language of the Amazonian region of Bolivia**

Marine Vuillermet, CNRS. 2007-2007.

About 1200 Ese Eijas live in the Amazonian region of Bolivia and Peru. Though declining fast, language vitality is still high in Portachuelo, their Bolivian nucleus where the documentation will be ... [more](#)

### **Documentation of the language and lifestyle of the Galesh, province of Golestan, Iran**

Helen Jahani, Uppsala University. 2008-2009.

The Galesh are herdsmen in the Alborz mountains. Their total number is unknown, but diminishing rapidly due to the modernisation of the Iranian society. This project attempts to find out if the ... [more](#)

### **Documentation of the Mayoruna languages of western Amazonia: A compilation of recordings of oral history narratives and other speech genres**

Dr David Fleck, University of Oregon. 2010-2013.

Of the five extant languages in the Mayoruna branch of the Panoan family, only Matses and Matis have been described, but even for these no archived recordings or text databases are available. ... [more](#)

### **Documentation of the Namuyi Language**

Chenglong Huang, Institute of Ethnology and Anthropology, Chinese Academy of Social Sciences. 2008-2010.

This project is a comprehensive multi-media documentation of Namuyi, an endangered Qiangic language of the Tibeto-Burman family spoken along the lower reaches of the Yalong River in south-western ... [more](#)

### **Documentation of the Neverver language, Malakula, Vanuatu**

Julie Barbour, University of Waikato. 2004-2007.

This project will focus on the documentation of the Neverver language of Malakula, spoken by fewer than 1000 people in two inland villages. The intention of this project is to provide a detailed ... [more](#)

### **Documentation of the Ofayé Language**

Eduardo Ribeiro, Universidade Federal de Goiás. 2003-2006.

The main purpose of this project is to document the Ofayé language (Macro-Jê stock), spoken by approximately fifteen individuals in Mato Grosso do Sul, Brazil. Ofayé is an extremely endangered ... [more](#)

### **Documentation of the Paresi-Haliti Language (Arawak)**

Glauber Romling Da Silva, Federal University of Rio de Janeiro (UFRJ). 2009-2011.

The project will document the Paresi-Haliti language (Arawak), variant of Formoso River, spoken in Southern Brazilian Amazonia. This language shows clear signs of endangerment, especially in the ... [more](#)

### **Documentation of the Qatareu language, Lakona Bay, Gaua Island, Vanuatu**

Hans Schmidt, University of Hamburg. 2004-2006.

Lakona Bay lies in a remote part of Gaua island in North Vanuatu. Its 300 inhabitants live along the coast and still speak the languages (or dialects) of their original hamlets in the interior. The ... [more](#)

### **Documentation of the Saru dialect of Ainu**

Anna Bugaeva, Chiba University. 2007-2009.

I propose to undertake a two-year documentation of the Saru dialect of Ainu which is nearly extinct at present, as only a couple of persons aged 80-90 on the South of Hokkaido Island in Northern ... [more](#)

### **Documentation of the Southern Tujia Language of China**

Shixuan Xu, Chinese Academy of Social Sciences. 2004-2007.

This project will investigate and document one of the endangered languages of China: Southern Tujia. This language is spoken in the mountainous area of central south China, and has no literate ... [more](#)

### **Documentation of the Syntax and Specialized Uses of Q'anjob'al (Maya)**

Eladio Mateo-Toledo, The University of Texas at Austin. 2005-2007.

This project will document the syntax of complex predicates and endangered specialized uses of Q'anjob'al. The syntactic description focuses on complex predicates such as adverbial clauses, ... [more](#)

#### **Documentation of the Vurës Language, Vanua Lava, Vanuatu**

Catriona Hyslop, La Trobe University. 2004-2006.

This project will focus on the documentation of Vurës, an Austronesian language spoken by approximately 1,000 people on the island of Vanua Lava in northern Vanuatu. Proposed outcomes are ... [more](#)

#### **Documentation of the Ye'kwana language in the Caura Basin**

Natalia Caceres, CNRS, Universite Lumiere Lyon 2. 2008-2009.

The Ye'kwana are a geographically extended group of about 6,000 people in the Amazonian region on the border between Venezuela and Brasil. Through still vital, the community is already being ... [more](#)

#### **Documentation of three dialects of Helong: an endangered language of eastern Indonesia**

John Bowden, Australian National University. 2007-2010.

The primary aim of this project is to compile a comprehensive documentation of Helong, an endangered language spoken by a few thousand people in the region of Kupang, in eastern Indonesia. An ... [more](#)

#### **Documentation of Traditional Warlpiri Ceremony**

Carmel O'Shannessey, Regents of the University of Michigan. 2008-2009.

In response to expressed wishes of community elders, the project will record on video a traditional annual Warlpiri ceremony in Lajamanu community. During the ceremony the men sing and the women ... [more](#)

#### **Documentation of two Eastern Tukanoan languages: Wanano and Waikhana (Piratapuyo)**

Kristine Stenzel, Museu Nacional, Federal University of Rio de Janeiro, Brazil. 2007-2011.

This project will document Wanano and Waikhana (Piratapuyo), two closely related Eastern Tukanoan languages spoken in north-western Amazonia. The project is designed to be both highly ... [more](#)

#### **Documentation of Two Gelao Varieties: Zou Lei and A Hou, South West China**

Jin Fang Li, Central University of Nationalities. 2006-2010.

The project will document Zou Lei and A Hou, two varieties of Gelao, a member of the Tai-Kadai family in South West China. One of the most endangered languages in China, Gelao is now used by only ... [more](#)

#### **Documentation of Two Mayan Languages of Guatemala: Uspanteko, Sakapulteko**

Nora England, OKMA. 2003-2006.

This project seeks to document two of the most severely threatened Mayan languages for which inadequate documentation exists: Uspanteko and Sakapulteko, both of the K'ichee' branch. A reference ... [more](#)

### **Documentation of Under-Represented Genres of Passamaquoddy-Maliseet Linguistic Practice**

Conor Quinn, Massachusetts Institute of Technology Department of Linguistics and Philosophy. 2006-2008.

This two-year project will document under-represented genres of speech, particularly conversation, in Passamaquoddy-Maliseet, an Eastern Algonquian language with approximately 500 speakers (all forty ... [more](#)

### **Documentation of Urgently Endangered Tupian Languages**

Dennis Moore, Museu Paraense Emilio Goeldi/MCT. 2003-2006.

This project aims at the study and documentation of five of the most urgently endangered native languages of Brazil, which have no other possibility for documentation. These languages are: Mondé, ... [more](#)

### **Documentation of Yan-Nhangu, an undescribed language of North-Eastern Arnhem Land, Northern Australia**

Claire Bowern, Australian National University. 2004-2006.

Yan-nhangu is spoken by members of a few families at Milingimbi Aboriginal Community in Eastern Arnhem Land, in Australia's Northern Territory. It is the least described language of the area, with ... [more](#)

### **Documentation of Zacatepec Chatino language and culture**

Stéphanie Villard, The University of Texas at Austin. 2010-2013.

This project will produce transcribed and analyzed texts from Zacatepec Chatino (CTZ), a moribund and highly conservative Chatino language desperately lacking description. It is only spoken in San ... [more](#)

### **Documentation of Zenzontepec Chatino Language and Culture**

Eric Campbell, University of Texas at Austin. 2009-2011.

This project will produce transcribed and analyzed texts from Zenzontepec Chatino (CZN), the most divergent Chatino language (Otomanguean), spoken in the southern Sierra Madre of Oaxaca, Mexico ... [more](#)

### **Documentation of Ös: A Turkic Language of Siberia**

Gregory Anderson and David Harrison, Swarthmore College. 2005-2008.

The Siberian Turkic language known to its speakers as Ös (the name they also call themselves and the river which they live along) is known to science as "Middle Chulym." Both the language and its ... [more](#)

### **Documenting and Analysing Uncunwee - An Endangered Sudanese Language**

Robert Williams P.I., Angelika Jakobi, Jade Comfort, Abdelbagi Daida, American University in Cairo. 2008-2011.

This project works to describe and document Uncunwee, an endangered and underdescribed dialect of the Kordofan Nubian dialect cluster, primarily spoken in an area south of the town of Dilling in the ... [more](#)

### **Documenting and describing Ecuadorian Siona**

Martine Bruil, LUCL, Leiden University. 2011-2011.

Ecuadorian Siona [snn] is a highly endangered language with less than 200 speakers left. It is spoken in six communities in the Cuyabeno reserve and on the banks of the Aguarico, the Eno and the ... [more](#)

### **Documenting Bih, an Austronesian language of Vietnam**

Tam Nguyen, University of Oregon. 2008-2010.

Bih is a Chamic language spoken in the Southern highlands of Vietnam, closely related to Ede (also called Rade, Rhade). Bih is spoken by only around 1000 speakers and is nearly undocumented. The ... [more](#)

### **Documenting Caac, an endangered language spoken in the north of New Caledonia**

Aurélie Cauchard, University of Manchester. 2010-2013.

The project will document Caac (ISO 639-3 msq), a Southern Oceanic language spoken by the Mwelebeng people (1050 speakers in 2003) living in the region of Hoot ma Waap, northern New Caledonia (21 30 ... [more](#)

### **Documenting conversation and the pragmatics of the Kiksht**

Nariyo Kono, Portland State University. 2008-2010.

This project will document conversation among several speakers of the highly endangered language: Kiksht. The project team will overcome the enormous challenge of producing a natural-discourse ... [more](#)

### **Documenting endangered Tseltal cultural activities: an Ethnographic and Discursive Audiovisual Corpus**

Gilles Polian, CIESAS-SURESTE. 2007-2010.

This project will gather an audiovisual corpus of 300 hours (100 hours transcribed and translated, 50 hours fully annotated) of endangered speech practices (prayers, speeches related to traditional ... [more](#)

### **Documenting Kurtoep in a Historical Perspective: a Grammar, Dictionary and Texts**

Gwendolyn Hyslop, University of Oregon. 2007-2009.

This discourse-based descriptive and historical grammar of the endangered Kurtoep language will provide one of the first descriptions of language in Bhutan. The proposed research will be conducted in ... [more](#)

#### **Documenting Oral Genres in the Bolga Dialect of Gurene (Northern Ghana)**

Samuel Atintono, University of Manchester. 2010-2011.

The project aims to collect an audio-visual corpus of oral genres in the Bolgatanga dialect of Gurene (ISO 639-3: gur), a Gur language in northern Ghana spoken by about 22,000 people. The ... [more](#)

#### **Documenting Pilagá language (Guaycuruan): Bilingual dictionary with grammatical and ethnographic notes**

Alejandra Vidal, Universidad Nacional de Formosa . 2005-2006.

This project intends to complete the necessary research for a Pilagá-Spanish bilingual dictionary. Building on Vidal's PhD work, the tasks to be undertaken are recording, text-glossing and the ... [more](#)

#### **Documenting Ririo and Papapana: the two most highly endangered Northwest Solomonian languages**

Bill Palmer, University of Newcastle Australia. 2010-2013.

The project will document the two most endangered languages of the Northwest Solomonian region: Ririo (79 speakers, Solomon Islands), and Papapana (120 speakers, Bougainville). These languages share a ... [more](#)

#### **Documenting Rongga**

I Wayan Arka, Australian National University . 2004-2006.

Rongga is a marginalized small language of south-central Flores, Indonesia This three-year documentation project, based at the Australian National University, aims to set up a comprehensive ... [more](#)

#### **Documenting Tabaq, a Hill Nubian language of the Sudan, in its sociolinguistic context**

Gerrit J. Dimmendaal, University of Cologne. 2011-2013.

Tabaq (kko) is a Hill Nubian language spoken by 800 speakers in the Nuba Mountains (N 11°55'53" E 29°26'34") of the Sudan. This entire region is characterized by an extreme linguistic diversity, ... [more](#)

#### **Documenting the Bayot language (a west-African language of the Joola group)**

Mbacké Diagne, Centre National de la Recherche Scientifique . 2004-2006.

Bayot is a Niger-Congo, West-Atlantic, Bak language of the Joola sub-group. This language is spoken in a Senegalese South-West zone that covers the prefecture of Nyassia, and mainly comprises three ... [more](#)

#### **Documenting the Krim and Bom Languages of Sierre Leone (DKB)**

Tucker Childs, Portland State University. 2007-2009.

The DKB will document two dying languages spoken in the coastal tidelands of south-eastern Sierra Leone. Only a few score speakers use Krim while even fewer know Bom; all are bilingual in Mende. ... [more](#)

### **Documenting the Mandaean's Rituals**

Sabah Aldihisi, School of Oriental and African Studies, University of London. 2008-2009.

To record transcribe and translate speech and rituals of the Mandaeans with the aim of preserving these for future generations and to enable young members of the Mandaean community to learn the ... [more](#)

### **Documenting the moribund language Mmani, a Southern Atlantic language of Niger-Congo**

Tucker Childs, Portland State University. 2004-2006.

This project will produce vital records for the dying language Mmani, once widely spoken in the coastal Samou region of Guinea (Conakry) and Sierra Leone. Many other of the less widely spoken ... [more](#)

### **Endangered Language Situation of the Upper-Lozva Voguls in Ivdel, North-West Siberia, Russia**

Gabor Szekely, University of Pécs . 2005-2006.

Vogul (Mansi) language belongs to the Uralic family of languages. The Voguls used to have a dominant role in domesticating horses in the Uralic region in the first millennium BC and in fur hunting in ... [more](#)

### **Enriching the media corpus for Western Pantar (Lamma), a Papuan outlier language of Eastern Indonesia**

Gary Holton, University of Alaska Fairbanks. 2008-2008.

This project will enrich primary linguistic data in support of efforts to assemble comprehensive documentation of Western Pantar (Lamma), a Papuan outlier language of Eastern Indonesia. The project ... [more](#)

### **Expanding the Documentation and Description of Hupa (Athabaskan)**

Amy Campbell, The Regents of the University of California. 2008-2010.

With fewer than five first-language speakers remaining, Hupa (Pacific Coast Athabaskan) is a critically endangered language traditionally spoken in Hoopa Valley in Northern California. Although Hupa ... [more](#)

### **Indigenous language documentation in Guernsey, Channel Islands**

Julia Sallabank, SOAS. 2009-2010.

There are probably 2-300 (mainly elderly) fluent speakers of Dgernesiais, the indigenous language of Guernsey, Channel Islands, which is categorized by the 2009 UNESCO Atlas as 'severely endangered'. ... [more](#)

### **Initial Documentation of Na'ahai, a language of Malakula, Vanuatu**

Anastasia Riehl, University of South Pacific. 2008-2009.

Na'ahai is an undescribed language of the southwest coast of Malakula Island in Vanuatu, spoken by less than 1000 people. There are two central aims to this project. One is to undertake initial ... [more](#)

### **Investigation and documentation of the morpho-syntax of Anindilyakwa**

Marie Van Egmond, University of Sydney. 2009-2011.

The two aims of this project are: (1) to document the morpho-syntax of Anindilyakwa, spoken by about 1500 people living on Groote Eylandt, Gulf of Carpentaria, Australia; and (2) create a basic ... [more](#)

### **Investigation of an endangered village sign language in India: a pilot study**

Sibaji Panda, University of Central Lancashire. 2001-2030.

The pilot study investigates an endangered sign language in a southern Indian village in Karnataka. 250 people in the village are deaf out of a population of 14,000. The sign language used in the ... [more](#)

### **Iquito Language Documentation Project**

Nora England, University of Texas, Austin. 2003-2006.

The ILDP continues the documentation of Iquito, a Zaparoan language of the Peruvian Amazon spoken by 25 people. It is partnered with ongoing language revitalisation efforts in the Iquito community of ... [more](#)

### **Jawoyn Cultural Texts, Dictionary and Grammar (southern Arnhem Land)**

Francesca Merlan, Australian National University. 2003-2005.

The aim is to complete and make available an extensive corpus of material on Jawoyn, a language of southern Arnhem Land. Professor Merlan has prepared a large corpus of materials on Jawoyn, an ... [more](#)

### **Kalmyk/Oirat; Development of teaching materials for Kalmyk national schools; Comparative studies of Kalmyk and Oirat**

Elena Indjieva, University of Hawaii . 2005-2006.

Over the last century the linguistic and cultural heritage of Kalmyks (a small nation in Russia) has been rapidly disappearing. The recent socio-linguistic studies indicate that the proportion of ... [more](#)

### **Kari'nja Dictionary and Video Documentation**

Raquel Yamada, University of Oregon. 2007-2008.



This project will produce 3 short films documenting the Areyry dialect of Kari'nja as well as cultural practices. Films will be recorded, edited, transcribed, translated, and subtitled. In ... [more](#)

### **Knowledge of endangered languages in the Sudanese Community, Melbourne Australia**

Simon Musgrave, Monash University. 2008-2009.

Large parts of Sudan are currently inaccessible to researchers, in particular the southern region of the country and the Darfur region. In both of these areas, but especially in the south, there are ... [more](#)

### **Kokama-Kokamilla: texts, grammar and lexicon**

Rosa Vallejos, University of Oregon. 2006-2007.

Kokama-Kokamilla is a deeply endangered language spoken in the Peruvian Amazon. The need for documentation is urgent as nearly all of the estimated 1500 remaining speakers are elderly people, and ... [more](#)

### **Kubeo Documentation Project**

Thiago Chacon, University of Utah. 2010-2011.

Kubeo (cub) is spoken in the multilingual region of the Vaupes and Ayari rivers, upriver from Sao Gabriel, Brazil, and downriver from Mitu, Colombia (lat.0-1, 75N, long.69>71W). The ELDP grant will ... [more](#)

### **Lakota grammar**

Regina Pustet, Institute of General and Typological Linguistics . 2005-2006.

The goal of this project is the completion of an almost finished grammar of Lakota (Siouan language family, North America), which will be between 700 and 1000 pages and thus, the most complex ... [more](#)

### **Language and Culture of the Urarina People**

Knut Olawsky, La Trobe Univerisity. 2003-2005.

Urarina is a language isolate spoke by less than 3000 people in the Province of Loreto, Peru. Recent contact with oil companies and traders has led to cultural loss and linguistic shift to Spanish in ... [more](#)

### **Language Practices of the Coushatta Tribe of Louisiana: A Documentation of Koasati**

Stephanie Hasselbacher, The College of William and Mary Grants and Research Administration. 2011-2012.

Koasati (ISO 639-3:cku) is the language of the Coushatta Tribe of Lousiana, still spoken fluently by approximately 200 people, the majority of whom live on or near the Coushatta Reservation outside ... [more](#)

### **Langue des Signes Malienne: documentation and description**

Victoria Nyst, Leiden University. 2007-2010.

African sign languages are severely under researched. This project aims at documenting the Langue des Signes Malienne (LSM). In the absence of deaf education, LSM has emerged naturally. Once deaf ... [more](#)

### **Linguistic and cultural documentation of the Miahuatec Zapotec of San Bartolome Loxicha**

Rosemary Beam de Azcona, University of California. 2008-2010.

This project will document the San Bartolomé Loxicha variety of Miahuatec Zapotec. Digital video recordings will be made with multiple speakers on a variety of subjects and in different contexts (at ... [more](#)

### **Linguistic and Cultural Documentation of Urgently Endangered Sadu Language in Yuxi City**

Xianming Xu, Yuxi Normal University. 2011-2014.

Sadu group, with a population of 1,505 (2009), live in three villages of Yuxi Municipality, Yunnan Province, China, roughly at longitude of 102°17'32"E and latitude of ... [more](#)

### **Linguistic and Ethnographic documentation of Akuntsú**

Carolina Coelho Aragon, University of Utah. 2010-2011.

Akuntsú (a Tupían language) is spoken by only six people, all monolinguals, located near the Omerê River in Rondônia, Brazil (S.12.49'49.0" W.61.06'31.4"). The six are the only survivors of ... [more](#)

### **Linguistic and Ethnographic documentation of Kayardild**

Erich Round, Yale University. 2006-2007.

The Kayardild language of the Queensland, Australia is the last of the Tangkic languages to be spoken. The four remaining, elderly speakers are also the last people well versed in many areas of ... [more](#)

### **Linguistic and ethnographic documentation of the Baram language**

Kansakar, Tribhuvan university. 2007-2010.

This project aims to document Baram, a seriously endangered language of Nepal, for its preservation and promotion. For this purpose, we will m...#develop a corpus of the various texts of the Bara [more](#)

### **Linguistic Documentation of Garuwi**

Gerardo Barbera, SOAS. 2007-2009.

The goal of this project is to document Southern Baškardi (Hormozgan, Southeast Iran), focusing on the endangered dialect of Garu. Baškardi has received very little attention in Iranian studies so ... [more](#)

### **Linguistic Documentation of Pingilapese Language**

Ryoko Hattori, University of Hawaii at Manoa. 2006-2007.

This project will document Pingilapese, a language spoken by approximately 2,000 speakers mainly in the Federated States of Micronesia. To date there has been very little documentation of ... [more](#)

### **Linguistic Fieldwork in Northern-Ural: A Comprehensive Documentation and Description of Upper-Lozva Mansi Language**

Gabor Szekely, University of Pecs. 2007-2008.

The project aims to produce a collection of digital sound and video recordings of Vogul language (they call themselves Mansi) as the result of three field trips to the eastern part of the ... [more](#)

### **Linguistic Fieldwork in Sanduan Province, Papua New Guinea**

Matthew Dryer, University at Buffalo. 2003-2006.

This project involves the continuation of field research that has already begun on two languages in Sandaun Province in Papua New Guinea. The primary goals of the project are twofold: to complete a ... [more](#)

### **Lower St'at'imcets Documentation**

Kimary Shahin, Simon Fraser University. 2009-2011.

The Lower St'at'imcets Documentation project will document the extremely endangered Lower dialect of St'at'imcets, an Interior Salish language. Lower St'at'imcet has only a handful of fluent ... [more](#)

### **Mawng Dictionary Project**

Ruth Singer, University of Melbourne. 2008-2009.

The aim of the field trip is to collect data that will extend the existing Mawng dictionary shoebox database. Some of the data collected will take the form of both texts recorded in order to collect ... [more](#)

### **Multimedia Documentation of Ixil Maya Ritual Speech**

Maria Luz Garcia, University of Texas at Austin. 2011-2012.

This project joins with community initiatives to document public performances of Ixil Maya traditional ritual discourse. These forms have been scarcely documented and include poetic forms, lexical ... [more](#)

### **Multimedia documentation of the endangered Vasyugan and Alexandrovo Khanty dialects of Tomsk region in Siberia**

Andrey Filchenko, Tomsk State Pedagogical University. 2007-2008.

Field documentation of language data and meta information of two adjacent and related endangered dialects of Khanty in the Tomsk region of Russia: Vasyugan and Alexandrovo (under 100 speakers). ... [more](#)

### **Nar and Phu (Tibeto-Burman, Nepal): Field Research for an Audio-Visual Archive of Comparative Lexical and Discourse Material**

Kristine Hildebrandt, Southern Illinois University Edwardsville. 2010-2011.

Nar-Phu (Ethnologue: NPA, ca. 500 speakers, 84°15E; 28°40N) is a Sino-Tibetan language of Nepal which has shown a sharp decline in speakers due to emigration and the influence of national and other ... [more](#)

### **Narrative art: multimodal documentation of speech, song, sign, drawing and gesture in Arandic storytelling traditions from Central Australia**

Jennifer Green, University of Melbourne. 2011-2013.

In Central Australia the expressive potentials of verbal and visual art forms are combined in multimodal narratives that incorporate speech, song, sign language, gesture and drawing. These stories ... [more](#)

### **Natural Discourse of the warm Springs Last Speaker of Kiksht**

Nariyo Kono , Portland State University. 2007-2007.

This project will document the natural discourse of a highly endangered language: Kiksht; overcoming the enormous challenge of producing this context with only a few speakers. Based on 'best ... [more](#)

### **Northern (Masset) Haida Toponymy and Geographic Knowledge**

Marianne Ignace, Simon Fraser University. 2006-2006.

The Haida language, spoken by the indigenous people of Haida Gwaii, British Columbia, Canada, has only about 30 remaining fluent speakers, almost all in their 70s and 80s. This project will document ... [more](#)

### **Palawan-Tagalog-English Dictionary**

Charles Macdonald, CNRS. 2006-2007.

The aim of this project is to prepare a 3000 entries (citation forms) lexicon (vocabulary) of the Palawan language of Palawan Island, Philippines, as a preliminary stage to completing a 5000 to 10000 ... [more](#)

### **Palawan-Tagalog-English Dictionary**

Charles Macdonald, Centre National de la Recherche Scientifique. 2008-2008.

This is an application for phase two of the Palawan-Tagalog-English Dictionary project-phase one of the same project has already been supported by the ELDP for the year 2006-2007 and has been ... [more](#)

### **Paunaka documentation project (PDP)**

Swintha Danielsen, University of Leipzig; Institute of Linguistics. 2011-2013.

Paunaka is a critically endangered Southern Arawakan language, spoken in the Bolivian Chaco (16°46'15" S, 61°27'15" W). Until recently Paunaka (ISO-Code non-existent – qpa?) and its possibly close ... [more](#)

### **Pilot Project for Koegu, a highly endangered language of the Lower Omo Valley, South Western Ethiopia**

Moges Yigezu, Addis Ababa University. 2007-2007.

Koegu is a highly endangered language spoken in the rift valley of south-western Ethiopia. The overall aim of this project is to do a survey on the last surviving speakers of Koegu living amongst the ... [more](#)

### **Preservation of Lakota Language: Translation of Songs and Speeches**

Jurgita Saltanavičiute, University at Oklahoma . 2005-2006.

The Lakota language is an endangered Native American language still spoken in North and South Dakota, Nebraska, Montana, and Minnesota. At the end of the twentieth century Lakota was spoken by 6,000 ... [more](#)

### **Preservation of the spoken Jewish Iraqi – Phase 2**

Eli Timan, School of Oriental and African Studies. 2010-2011.

The project adds to my previous work on Jewish Iraqi by actively involving the speaker community in the preservation of the language. A second generation Jewish Iraqi will be trained in Israel in ... [more](#)

### **Preservation of the spoken language of Iraqi Jews**

Eli Timan, School of Oriental and African Studies, University of London. 2008-2009.

To record, transcribe and translate speech and customs of the Iraqi Jewish community. After 2,500 years of continued existence in Mesopotamia (Iraq), no Jewish human or culture trace is left there. ... [more](#)

### **Sakun (Sukur) Language Documentation Project**

Michael Thomas, University of Colorado, Boulder. 2010-2011.

The Sakun (Sukur) Language Documentation Project will provide a discourse-based corpus of an endangered and undocumented language of the Mandara mountains, Nigeria. Sakun is spoken by approximately ... [more](#)

### **Seeing Voices: Documenting the Gitskan Narrative**

Tyler Peterson, University of British Columbia. 2006-2006.

Gitksanimx is the language spoken by the First Nations people who live in northwestern British Columbia, Canada. Gitksan is known to have different speech registers, manifested through a variety of ... [more](#)

### **Shangaji. A Maka or Swahili Language of Mozambique. Grammar, texts and wordlist**

Maud Devos , Leiden University. 2004-2006.

The project aims at an extensive documentation of Shangaji, a Bantu language spoken in the Nampula province of Mozambique. Shangaji is an endangered language and hitherto undocumented. This project ... [more](#)

### **Signing in a "deaf family" - documentation of Mardin Sign Language, Turkey**

Professor Ulrike Zeshan, University of Central Lancashire. 2010-2012.

Mardin Sign Language exists in a unique setting, a group of ca.40 members of an extended family with a high incidence of hereditary deafness over five generations. "Dilsiz" is the Turkish word for ... [more](#)

### **Sketch grammar, texts and dictionary of Enawene-Nawe (Arawak, Brazil)**

Ubiray Nogueira de Rezende , Universidade Federal do Rio de Janeiro (UFRJ) . 2005-2007.

This project aims at documenting, as full as possible, the Enawene-Nawe language, which belongs to the Arawak family, the largest group of indigenous language in South America. Enawene-Nawe is the ... [more](#)

### **Stories from the Saltwater as told by the old Marra ladies**

Greg Dickson, Australian National University. 2010-2011.

There are five elderly Marra (ISO:mec, location: -15/135.5) speakers who are defying language shift in the Roper River region of Northern Australia, where all other Marra people now use Kriol, an ... [more](#)

### **Summer School on Documentary Linguistics in West Africa**

Felix Ameka, Leiden University. 2008-2008.

Documentation Training Event July 16-27 2008 held at University of Education, Winneba, Ghana. Participants are from Cameroon, Burkina Faso, Senegal, Togo, Benin, Sierra Leone, Cote d'Ivoire, Ghana ... [more](#)

### **Surel and Sunwar narratives (Nepal). Four books with CDs**

Dorte Borchers, Humboldt-Universitat zu Berlin. 2008-2009.

Surel and Sunwar are closely related, threatened Tibeto-Burman languages spoken in different regions of Eastern Nepal. This project will produce books and audio-CDs with Surel and Sunwar texts with ... [more](#)

### **Talyshi documentation and description**

Gerardo De Caro, SOAS. 2006-2007.

The project aims to produce a collection of audio and video recordings of Talyshi, a North-western Iranian language spoken on the Caspian coastline between Iran and Azerbaijan. The language is ... [more](#)

### **Talyshi Documentation Project (Completion)**

Gerardo De Caro, SOAS. 2008-2009.

Completion of the documentation project on Talyshi, a North-Western Iranian language spoken along the Caspian coastline on the border between Iran and Azerbaijan. The project focuses on the dialects ... [more](#)

### **Temporal Reference in Lakandon Maya**

Henry Bergqvist, School of Oriental & African Studies . 2005-2006.

Lakandon Maya is an endangered and underdocumented language belonging to the Yukatekan branch of the Mayan language family. The Lakandones have been the subject of many publications devoted to their ... [more](#)

### **Textual and Lexical Documentation of Ixcatec, a highly endangered Otomanguean language of Oaxaca, Mexico**

Denis Costaouec, University de Paris - Rene Descartes. 2009-2011.

Ixcatec is a highly endangered language belonging to the Popolocan branch of the Otomanguean language family. There are 9 fluent speakers all of whom reside in Santa Maria Ixcatlan, Oaxaca, Mexico. ... [more](#)

### **The analysis of Golpa stories**

Juliane Kabisch-Lindenlaub, Leipzig University . 2011-2012.

The aim of the project is to produce an annotated and illustrated Golpa story book about the Golpa people, their land and culture. Golpa is a severely endangered Yolŋu language spoken on Elcho ... [more](#)

### **The Documentation of Gujjolaay Eegimaa an Atlantic-BAK Joola Language**

Serge Sagna, University of Manchester, UK. 2008-2010.

This documentation of Gújjolaay Eegimaa (an Atlantic language of Southern Senegal) aims at providing a representative digital corpus of audio and video data of 30 hours transcribed, annotated ... [more](#)

### **The documentation of Gurindji Kriol, an Australian mixed language**

Felicity Meakins, University of Manchester. 2008-2010.

Gurindji Kriol (GK) is an endangered mixed language (ML) spoken in Australia. It fuses Gurindji (Pama-Nyungan), with Kriol (English-lexifier) to create a unique system. GK is an important language to ... [more](#)

### **The documentation of Rama: a very endangered language of Nicaragua**

Colette Grinevald, Institut des Sciences de l'Homme (ISH). 2004-2006.

Production of a dictionary, a digitized collection of taped texts, videotaped samples of language use, and a DVD documentary for class use. The main focus will be a trilingual Rama – English – ... [more](#)

### **The Maku'a Pilot Project**

Aone van Engelenhoven, Leiden University. 2003-2003.

This project intends to: collect and edit all existing material on Maku'a in Portugal and in East Timor; assess the quantity and quality of remaining speakers in and around Tutuala (East Timor); ... [more](#)

### **The painter's eye, the painter's voice: Language, art and landscape in the Gija world**

Eva Schultz-Berndt, University of Manchester, School of Languages, Linguistics and Cultures. 2008-2011.

The goal of the project is to document significant aspects of the encyclopaedic knowledge of the natural and cultural world of the Gija, with a focus on the mythological, historical and ecological ... [more](#)

### **The Pite Saami Documentation Project**

Joshua Wilbur, Humboldt-Universität zu Berlin. 2008-2010.

Pite Saami (also known as Arjeplog Saami) is one of around ten Saami languages (Finno-Ugric). It is spoken in the northern Swedish municipality of Arjeplog and has suffered severely under the ... [more](#)

### **The System of Nominal classification in Gújjólay Eegima**

Serge Sagna, School of Oriental and African Studies. 2005-2006.

The goal in undertaking this fieldwork is to complement the data collected in 2004 on the nominal classification system of Gújjólay Eegima, and undocumented Joola language of Senegal. The fieldwork ... [more](#)

### **The Tiefó Language: Grammar sketch, lexicon and collection of texts.**

Ibrahima Ouattara, Institut des Sciences de la Société (INSS). 2008-2009.

The linguistic project aims to document the Tiefó language, a highly endangered language spoken in and around the main village of Daramandougou, Burkina Faso. The last speakers will soon be ... [more](#)

### **Traditional biological and ecological information encoded in the Sholaga language**

Aung Si, Australian National University. 2010-2011.

The Sholaga people (ISO: sle) of Karnataka (+11° 59' 5.28", +77° 8' 35.76"), India, are a community of around 24,000 speakers. Traditionally a hunter-gatherer people, they have been relocated by the ... [more](#)



### **Transmission and Continuity of Mexican Sign Language**

Claire Ramsey, The Regents of the University of California (San Diego). 2007-2009.

In Mexican Sign Language, transmission among deaf people, especially across generations, is undependable, posing a threat to continuity. Most of the world's sign languages potentially face this ... [more](#)

### **Tundra Nenets Grammar**

Tapani Salminen, Finno-Ugrian Society. 2003-2006.

Tundra Nenets belongs to the Samoyed branch of the Uralic language family. It is spoken by approximately 25,000 people in Arctic Russia and north-western Siberia. The grammar of Tundra Nenets, ... [more](#)

### **Typological aspects of Inuit Sign Language (Canada)**

Joke Schuit, University of Amsterdam. 2010-2011.

Inuit Sign Language is native to the culture of the Inuit of Nunavut, Canada's Arctic territory. It is the primary language of about 50 deaf Inuit, and the secondary language of many of their ... [more](#)

### **Typological, comparative and historical study of languages of the Southern Chaco**

Veronica Grondona, Eastern Michigan University. 2003-2006.

The main goal of this three year project is documentation of Chorote, Nivaclé and Kadiwéu, three poorly known endangered languages of southern Chaco (South America). Three specific needs guide the ... [more](#)

### **Vanishing Voices of the Great Andamanese**

Anvita Abbi, Jawaharlal Nehru University, New Delhi, India. 2004-2007.

Great Andamanese, a highly endangered language of the fifth language family of India, is a mixed language of ten disparate groups of a tribe that once inhabited the entire region of the Andaman ... [more](#)

### **Vedda Language Project**

Philip Baker, University of Westminster. 2003-2004.

The Veddas were established in Sri Lanka before the Sinhalese arrived (500 BC). Most have since become absorbed into the Sinhalese population but 200+ Veddas near Dambana have resisted this trend. ... [more](#)

### **Waorani Documentation Project**

Casey High, Goldsmiths, University of London. 2010-2013.

The collaborative Waorani documentation project aims to provide a comprehensive documentation of the still unclassified language and culture of the approximately 2,000 Waorani living in the ... [more](#)

### **Western Acipa documentation and description**

Stuart McGill, School of Oriental and African Studies. 2006-2007.

This project aims to produce a collection of audio and video recordings of Western Acipa, a West Kainji language spoken in northwest Nigeria. The language is undescribed apart from a 228-item ... [more](#)

### **Wichi: Documentation, Description and Training**

Veronica Grondona, Eastern Michigan University. 2007-2010.

This project proposes documentation of Wichi (northern Argentina, southeastern Bolivia; c.25,000 speakers), focusing on Central Pilcomayo Wichi. The project has extensive community support and a high ... [more](#)

### **Yakima language documentation and grammar**

Joana Jansen, University of Oregon . 2005-2006.

Yakima (or Yakama) Sahaptin is a Penutian language spoken in central Washington State, USA. Only a handful of fluent speakers remain, although there is growing interest in teaching and preserving ... [more](#)

## ***National and International Funding opportunities provided by rnlid (Resource Network for Linguistic Diversity)***

### **International applications**

The following international agencies fund language documentation and/or revitalization work regardless of the country of citizenship of the applicant.

- [The Christensen Fund](#) is a US philanthropic organization created by the Christensen family and based in California. Applications are due [August 31](#) and [March 31](#).
- [DoBeS](#) (Volkswagen Foundation) funds language documentation projects. Applications are due [September 15, 2010](#).
- [Earth Action Network](#) Endangered Languages Program is a non-profit international organization interested in supporting the preservation and restoration of Native languages and the Earth-honoring worldview at their core. Applications are due [May 16](#).
- [Endangered Language Fund](#) is a small, US based grant program. Applications are due [April 20, 2011](#).
- [EuroBABEL](#) promotes empirical research on underdescribed endangered languages. No current call for applications.

- [Firebird Foundation For Anthropological Research Inc.](#) is offering supplemental Grants for the Collection of Oral Literature.
- [Ford Foundation](#)'s overall mission is to reduce poverty and injustice and to promote democratic values, international cooperation and human achievement.
- [Foundation for Endangered Languages](#) is a small, UK based philanthropic foundation. Applications are due on December 31, 2010.
- [Hans Rausing Endangered Languages Project](#) is supported by [Arcadia](#) and is based at the School of Oriental and African Studies in London. HRELP offers four grant schemes. Applications open 10 February 2011 and are due 28 March 2011.
- [International Funders for Indigenous Peoples](#) provide information on a range of grant schemes and activities.
- [Toyota Foundation](#)'s founding philosophy is to contribute to the realization of a human-oriented society for the sake of greater human happiness. Applications under various grant schemes are due 7 May 2010 (by email) or 12 May 2010 (by post).
- [Wenner-Gren Foundation](#) has a variety of grant programs for anthropological research and scholarship that are open to applicants irrespective of nationality or country of residence.
- [World Oral Literature Project](#) supports local communities and fieldworkers engaged in the collection of oral literature by funding original research, and organising workshops and training in digital archiving methods. There is no application form and no deadline for the Supplemental Grants Programme - proposals are evaluated on a rolling basis year-round.

## Country specific funding agencies

Funding for work on endangered languages is also available through government agencies which (primarily) fund their own citizens. Some agencies are listed below under each country.

### Australia

- [Australian Research Council \(ARC\)](#)
- [Australian Institute for Aboriginal and Torres Strait Islander Studies \(AIATSIS\)](#)
- [Foundation for Young Australians \(FYA\)](#)

- The Hoffman Foundation ([downloadable Word document](#))
- [Maintenance of Indigenous Languages and Records](#) (MILR)
- NSW Government [Community Languages Assistance Program](#) - due 11 June 2010
- [Philanthropy Australia](#)

#### Canada

- **Canadian Heritage** administers a range of funding opportunities, including
  - **Aboriginal Languages Initiative (ALI)**
  - **Aboriginal Languages Initiative Innovation Fund**
  - **Canada/Territorial Cooperation Agreements for Aboriginal Languages**
  - **Cultural Connections for Aboriginal Youth**
- **First Peoples' Cultural Foundation** manages the
  - **Aboriginal Languages Initiative (ALI)** (due 11 June 2010)

**First Peoples' Heritage Language and Culture Centre** (FPHLCC) offers a range of funding opportunities for BC languages, including

- - **BC Language Initiative** (due 18 June 2010)
  - **Master-Apprentice Program** (due 30 June 2010)
  - **Language Authority and Language Plan Development** (due 9 July 2010)
  - **Pre-school Language Nest Program** (due 9 July 2010)
- **Social Science Humanities Research Council** (SSHRC) administers a range of funding programs, including
  - **Research grants**
  - **Community-University Research Alliances** (due 17 September 2010)
  - **Partnership Development Grants** (due 25 November 2010)
  - **Partnership Grants** (due 31 January 2011)

#### Germany

- [Deutsche Forschungsgemeinschaft](#) (DFG) funds research projects of high scientific quality and originality, carried out at an international level

#### Norway

- [Forskingsrådet](#), the Research Council of Norway

#### United Kingdom

- [Arts and Humanities Research Council](#) (AHRC)

#### United States

- [Administration for Native Americans](#) (ANA)
- [American Philosophical Society](#)
- [Chamiza Foundation](#), New Mexico USA. Applications are due [1 March 2011](#) and [6 June 2011](#).
- [Documenting Endangered Languages](#) (DEL), National Science Foundation and the National Endowment of the Humanities
  - **NSF Grant Proposal Guide**, January 2010
- [First Nations Development Institute](#)
- [Jacobs Research Funds](#)
- [Lannan Foundation](#)
- [Lewis and Clark Fund](#)
- [National Endowment for the Humanities](#)
- [Native Voices Endowment](#), 15 October, 2010
- [Philips Fund for Native American Research](#)
- [Seventh Generation Funds](#)
- [Sociological Initiatives Foundation](#)

## ***Grants for the Safeguarding of Endangered Languages***

Grants for the documentation and revitalization of endangered and indigenous languages are available from the following organizations (last updated in February 2011).

HRELP/Hans Rausing Endangered Languages Project (SOAS)

NSF/National Science Foundation

FEL/Foundation for Endangered Languages

ELF/The Endangered Languages Fund

GbS/Gesellschaft für bedrohte Sprachen

Volkswagen Stiftung

Australian Government, Department of the Environment, Water, Heritage and the Arts, Maintenance of Indigenous Languages and Records Sacred Earth Network Endangered Languages Program Please see below for more information and links.

### **HRELP/Hans Rausing Endangered Languages Project (SOAS)**

HRELP provides the following grants to individuals and researchers for the documentation of endangered languages. Please click on the relevant link below for more information.

Small Grants (SG)

Individual Graduate Scholarships (IGS)

Major Documentation Project (MDP)

Individual Postdoctoral Fellowship (IPF)

#### **Small Grants (SG)**

Small grants can be used for a range of purposes related to the documentation of endangered languages (e.g. to carry out fieldwork, develop a pilot project, or complete a project already begun). The maximum grant awarded is £10,000.

#### **Individual Graduate Scholarships (IGS)**

IGS applications are invited from individuals seeking scholarship funding for up to 3 years. Individual Graduate Scholarship projects last for 12 to 36 months; field trips are normally involved.

#### **Major Documentation Project (MDP)**

MDP funding can cover elements including fieldwork costs, equipment, researchers' salaries, and graduate students' stipends (stipends should be included only for activities contributing to the project while in the field or processing the documentation materials). Project duration is from 6 to 36 months. Funding for these projects typically ranges from less than £40,000 up to £130,000 (the maximum is £150,000).

#### **Individual Postdoctoral Fellowship (IPF)**

IPF grantees are typically researchers at an early stage in their academic career (e.g. who have held a PhD less than 5 years), with qualifications in linguistics and experience in linguistic fieldwork. IPFs are available for 12 to 24 months.

**Website:** <http://www.hrelp.org/grants/>

### **NSF/National Science Foundation**

This multi-year funding partnership between the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) supports projects to develop and advance knowledge concerning endangered human languages. Made urgent by the imminent death of an estimated half of the 6000-7000 currently used human languages, this effort aims also to exploit advances in information technology. Funding will support fieldwork and other activities relevant to recording, documenting, and archiving endangered languages, including the preparation of lexicons, grammars, text samples, and databases. Funding will be available in the form of one- to three-year project grants as well as fellowships for up to twelve months. At least half the available funding will be awarded to projects involving fieldwork.

**Website:** [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=12816](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12816)

### **FEL/Foundation for Endangered Languages**

The Foundation for Endangered Languages offers financial assistance to support the documentation of endangered languages. Proposals to the Foundation are in two parts: a Case for Support (the main statement of why the support is needed) and an Application Form (a summary of the applicant's details, what work will be done and what support is being asked for).

**Website:** [www.ogmios.org](http://www.ogmios.org)

### **ELF/The Endangered Languages Fund**

The Endangered Language Fund provides grants for language maintenance and linguistic field work. The work most likely to be funded is that which serves

both the native community and the field of linguistics. Work which has immediate applicability to one group and more distant application to the other will also be considered. Publishing subventions are a low priority, although they will be considered. Proposals can originate in any country. The language involved must be in danger of disappearing within a generation or two. Endangerment is a continuum, and the location on the continuum is one factor in our funding decisions. Eligible expenses include consultant fees, tapes, films, travel, etc. Overhead is not allowed. Grants are normally for a one year period, though extensions may be applied for. The ELF expects grants in this round to be less than \$4,000 in size, and to average about \$2,000.

**Websites:** <http://www.endangeredlanguagefund.org/>  
<http://www.endangeredlanguagefund.org/request.html>

### **GBS/Gesellschaft für bedrohte Sprachen**

The GBS is a non-profit organization that provides funding for the documentation and maintenance of endangered languages and dialects to either individuals or organizations. Funding is available, for instance, for field trips or publication projects. It is also possible to apply for additional funding for part of a larger project, if the use of the additional funding is specified in detail. Except in well-justified, exceptional cases, funding provided by the GBS will not exceed a total of 1.500 Euros.

**Website:** <http://www.uni-koeln.de/gbs/index.html>

### **Volkswagen Stiftung**

Two types of projects are funded by the Volkswagen Stiftung: (a) Documentation projects which collect, process and archive linguistic and cultural data for (at least) one endangered language lacking sufficient documentation. Existing field material (audio, video, film, photo, texts) may be integrated into the planned documentation, but should be combined with new data collections. (b) Documentation projects which use the DobeS archive for scientific purposes for example for comparative studies but also to detect new research questions connecting documentation linguistics with other branches of linguistics. The project period may span up to three years, but shorter term applications can be submitted, too. A follow-up for a second project phase is possible, but the total project period should not exceed 5 years. The budget applied for should not exceed the amount of 300,000 Euros. Note that the Foundation can provide funds only to academic institutions, but not to individuals. Applications from abroad are equivalent to German ones although, in order to be considered, they must demonstrate a defined and substantial cooperation with academic institutions and scholars in Germany in the working plan. German postdoctoral students are especially welcome to ask for funding if their project is hosted by an academic institution.

**Website:** <http://www.volkswagenstiftung.de/index.php?id=172&L=1>

### **Australian Government, Department of the Environment, Water, Heritage and the Arts, Maintenance of Indigenous Languages and Records**

Applications may be made by individuals, groups or organizations working on the revival and maintenance of Australian Indigenous languages. The applicant must have an Australian Business Number (ABN) and be registered for GST if required to meet Australian Tax Office obligations. Please refer to the program guidelines at [http://www.arts.gov.au/indigenous/indigenous\\_funding\\_2010-11](http://www.arts.gov.au/indigenous/indigenous_funding_2010-11) for up-to-date information for this year.

**Website:** <http://www.arts.gov.au/indigenous/MILR>

### **Sacred Earth Network Endangered Languages Program**

Grant requests range from roughly \$500 to a maximum of \$3000. SEN supports projects working towards preserving and teaching endangered Native languages. SEN accept proposals both from individuals and from non-profit organizations working directly on the program (not to “passthrough” organizations).

**Websites:** <http://sacredearthnetwork.org/>  
<http://sacredearthnetwork.org/elp/elp-rfp.htm>

## ***Other***

### **Aboriginal Community Languages Assistance (Grants) Program**

*Aboriginal Languages Research and Resource Centre*

The Language Centre administers the Aboriginal Community Languages Assistance Program. This grants program provides one-off grants of up to \$25,000 to Aboriginal community organisations to help them undertake language revitalisation.

### **Aboriginal Languages Initiative**

*First Peoples' Cultural Foundation*

The overall goal of the Aboriginal Languages Initiative (ALI) is to support preservation and promotion of Aboriginal languages for future generations of Aboriginal peoples and other Canadians.

### **Administration for Native Americans**

*US Department of Health and Human Services*

ANA provides project funding to eligible applicants for the purpose of assisting Native Americans to assure the survival and continuing vitality of their languages.

### **DoBeS**

*Volkswagen Foundation*

In 2000 the Volkswagen Foundation started the DOBES programme in order to document languages that are potentially in danger of becoming extinct within a few years time. Currently, 30 documentation teams are working, and it is the expectation that there will be calls for concrete documentation projects until 2007.

### **Documenting Endangered Languages (DEL)**

*National Science Foundation*

This multi-year funding partnership between the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH) supports projects to develop and advance knowledge concerning endangered human languages. Funding will support fieldwork and other activities relevant to recording, documenting, and archiving endangered languages, including the preparation of lexicons, grammars, text samples, and databases. Funding will be available in the form of one- to three-year project grants as well as fellowships for up to twelve months. At least half the available funding will be awarded to projects involving fieldwork.

### **Endangered Archives**

*British Library, supported by Arcadia*

The Programme's aim is to contribute to the preservation of archival material that is in danger of destruction, neglect or physical deterioration world-wide. The main means by which the Programme achieves this is through the creation of digital or microfilm copies of endangered materials and the relocation of the originals to a safe local archival home. Grants are awarded to applicants for these purposes on an annual recurring basis.

### **Endangered Language Fund**



*Doug Whalen, Yale University*

The Endangered Language Fund is devoted to the scientific study of endangered languages, the support of native efforts in maintaining endangered languages, and the dissemination, to both the native communities and the scholarly world, of the fruits of these efforts .

### **EuroBABEL: Better Analyses Based on Endangered Languages**

*European Science Foundation*

The main purpose of the EUROCORES programme EuroBABEL is to promote empirical research on underdescribed endangered languages, both spoken and signed, that aims at changing and refining our ideas about linguistic structure in general and about language in relation to cognition, social and cultural organization and related issues in a trans-/ multi-disciplinary perspective.

### **Firebird Foundation For Anthropological Research Inc.**

*George Appell*

The unique oral literatures of indigenous peoples are rapidly being lost through the death of the traditional practitioners and through the schooling of the next generation. The Program for Oral Literature of the Firebird Foundation has initiated a project to fund the collection of this body of rapidly disappearing literature. This literature may consist of ritual texts, curative chants, epic poems, musical genres, folk tales, songs, myths, legends, historical accounts, life history narratives, word games, and so on.

### **Endangered Languages Documentation Programme**

*Hans Rausing Endangered Languages Project*

Our Endangered Languages Documentation Programme offers up to UK£1million in grants each year for the documentation of endangered languages.

### **Foundation for Endangered Languages**

*Foundation for Endangered Languages*

The aims of the Foundation are to raise awareness of endangered languages, to support the use of endangered languages in all contexts, to support the use of endangered languages in all contexts, to support the documentation of endangered languages, to collect together and make available information of use in the preservation of endangered languages. The Foundation awards grants to projects that further these aims, as and when funds permit.

### **National and International Funding opportunities**

*Resource Network for Linguistic Diversity*

A list of funding opportunities for endangered languages, including non-subject-specific funding sources.

### **Gesellschaft für Bedrohte Sprachen**

*Gesellschaft für Bedrohte Sprachen*

A group of German linguists founded the Society for Endangered Languages in November of 1997 together with the members of the work group "Endangered Languages" of the German Society for Linguistics in Cologne. The goal of this non-profit organization is to further the use, preservation, and documentation of endangered languages and dialects.

### **Indigenous Documents in Asia**

*Toyota Foundation*

Under the Asian Neighbors Program Special Subject, "Preservation, Utilization, and Transmission of Indigenous Documents in Asia", the term "indigenous documents" applies to all handwritten materials chronicling the histories, customs, or worldviews of people in Asia. Under this Special Subject the program provides grant support for projects aimed at preserving, utilizing, and transmitting such documents.

### **Maintenance of Indigenous Languages and Records**

*Australian Department of the Environment, Water, Heritage and the Arts*

The Maintenance of Indigenous Languages and Records (MILR) program addresses the steady erosion and loss of Australia's estimated 250 original Indigenous languages by providing support for the maintenance and revival of these languages.

### **Native American Language Grants**

*Native Languages of the Americas*

Native Languages of the Americas has a small amount of funding available to make grants supporting the survival of Amerindian languages.

### **Native Languages Initiative (Minnesota)**

*Grotto Foundation*

Funds community projects to preserve and restore Native American languages of Minnesota.

### **Phillips Fund Grant for Native American Research**

*American Philosophical Society*

Funds community projects to preserve and restore Native American languages of Minnesota.

### **Sacred Earth Network Endangered Languages Program**

*Sacred Earth Network*

Concentrating on indigenous languages that are endangered in North America and Siberia. A key part of the Program is grants dissemination for projects directly working on preservation/rebirth of these languages.

### **World Oral Literature Project**

*University of Cambridge*

A global initiative to document and make accessible endangered oral literatures before they disappear without record.



## Academic Programs

### *Africa*

#### **Botswana – University of Botswana**

The Department of African Languages and Literature at the Faculty of Humanities offers (Post)graduate programmes in African Languages and Literature.

[http://www.ub.bw/learning\\_faculties.cfm?pid=594](http://www.ub.bw/learning_faculties.cfm?pid=594)

#### **Cameroon – Université de Dschang**

The Department of Linguistics and African Languages offers courses in Ghomala, Yemba and Fulfulde at the BA and MA level.

<http://www.univ-dschang.org/>

#### **Cameroon – Université de Yaoundé 1**

The Department of African Languages and Linguistics offers courses in Duala, Ewondo, Fulfulde, Basaa and Swahili at the BA level

<http://www.uy1.uninet.cm>

#### **Nigeria – Adeyemi College of Education**

The Department of Nigerian Languages offers courses in Yoruba at the BA level.

<http://www.adeyemieduportal.com/institution.asp>

#### **Nigeria – University of Calabar**

The Department of Linguistics offers BA courses in Efik, Ibibio and Igbo. MA and PhD courses are offered in Efik and Ibibio.

<http://www.unical.edu.com/>

#### **Nigeria – University of Ibadan**

The Department of African Languages offers courses in Yoruba and Igbo at the BA, MA and PhD levels.

<http://www.ui.edu.ng/>

#### **Nigeria – University of Jos**

The Department of Languages and Literatures offers courses in Yoruba, Hausa and Igbo at the BA, MA and PhD levels.

<http://www.unijos.edu.ng>

#### **Nigeria – University of Nigeria, Nsukka**

The Department of Linguistics and Nigerian Languages offers BA courses in Igbo; MA courses in Igbo, Yoruba and Igala; PhD courses in Igbo, Yoruba and Hausa.

<http://www.unn.edu.ng/>

### **Nigeria - Obafemi Awolowo University, Ile-Ife**

The Department of African Languages and Literature offers courses in Yoruba at all levels (BA, MA and PhD).

<http://www.oauife.edu.ng/>

### **Nigeria – University of Uyo**

The Department of Linguistics and Nigerian Languages offers BA courses in Ibibio, Oro, Anaang, Iko, Ekit and Obolo. MA courses are offered in the Lower Cross Languages.

<http://www.uniuyo.edu.ng/>

### **Zimbabwe - University of Zimbabwe**

The Department of African Languages and Literature offers courses in Ndebele and Shona at all levels (BA, MA and PhD).

<http://www2.uz.ac.zw/>

### **Democratic Republic of Congo – University of Kinshasa**

The Department of Languages and African Literature offers BA and MA courses in Ciluba, Kikongo, Swahili and Lingala.

<http://www.unikin.cd/>

### **Eritrea – University of Asmara**

The Department of Eritrean Languages and Literature allows students the possibility to take courses in Tigrinya and Giiz at the BA level.

<http://www.uoa.edu>

### **Ethiopia – Addis Ababa University**

The Department of Linguistics allows students to take courses in Ge'ez, Amharic, Tigrinya and Orominya at the BA level and Ge'ez at the MA level. The Undergraduate and (Post)graduate Programmes in Linguistics have the following objectives:

1. To train linguists who can assist in:

(a) the description, codification and standardization of vernacular languages in order that the uses of these languages may be expanded

(b) the recording, documentation and preservation of minority languages before they die out

2. To train linguists who can teach linguistics courses in higher institutions of learning;

3. To provide consultancy service to organization working in the area of language and culture, and to organize workshops and /or short-term training for people involved in providing mother-tongue education;

4. To promote collaborative research on Ethiopian languages with foreign institutions.

<http://www.aau.edu.et/index.php/linguistics>

### **Ghana – University of Ghana**

The Department of Linguistics offers BA courses in Akan, Ewe, Ga and Dagaare. MA courses are offered in Akan, Ewe, Ga, Dagaare and Gurune. PhD courses are offered in Akan, Ewe, Dagaare, Buli and Gurune.

[www.ug.edu.gh](http://www.ug.edu.gh)

### **Ghana – University of Cape Coast**

The Department of Ghanaian Languages offers BA courses in Akan, Ewe and Ga. MA courses are offered in Ewe and Akan.

<http://www.ucc.edu.gh/>

### **Kenya – Maseno University**

The Department of African Languages offers BA courses in Dholuo, Ekegusii, Luluhya and Kalengin.

Department of African Languages, P.O.Box 333, Maseno, Kenya. Website: <http://www.maseno.ac.ke/>

### **Malawi – University of Malawi**

The Department of African Languages and Linguistics offers an Undergraduate Programme in African (Malawi) languages and also hosts the Centre for Language Studies (<http://www.sdn.org.mw/research/cls/csl.html>) where research is conducted on Malawian languages such as Chichewa, Chitumbuka, Chiyao, Chisena, Chiitonga, Chilomwe, etc.

[http://www.chanco.unima.mw/department/department.php?DepartmentID=14&Source=Department of African Languages and Linguistics](http://www.chanco.unima.mw/department/department.php?DepartmentID=14&Source=Department_of_African_Languages_and_Linguistics)

### **Morocco - Université Ibn Zohr d'Agadir**

The 3 year/6 semester programme at the Université Ibn Zohr d'Agadir allows students to obtain a *licence* (bachelor) in the area of Amazigh language and literature. One of the main goals of this programme is to integrate the language and Amazigh culture in the Moroccan educative system, so that serious pedagogic and didactic difficulties (e.g. standardization of the language, instruction of teachers, elaboration of basic pedagogical instruments, etc) may be overcome.

[http://www.univ-ibnzohr.ac.ma/index.php?option=com\\_content&view=article&id=52:formation-flsh&catid=34:uiz&Itemid=57](http://www.univ-ibnzohr.ac.ma/index.php?option=com_content&view=article&id=52:formation-flsh&catid=34:uiz&Itemid=57)

<http://www.bladi.net/etudes-amazighes-faculte-agadir.html>

### **Morocco – Royal Institute of Amazigh culture**

CAL (Centre de l'aménagement linguistique): The objective of CAL is to standardize the Amazigh language so that it can be used in the education system, in the media and in public life. This centre attempts to standardize the Amazigh language, particularly in the domains of lexicon and grammar. In the short term, the objectives of CAL are to standardize the spelling, to make a dictionary of basic Amazigh, to create terminology on specialized modern vocabulary and to collect vocabulary on traditional vocabulary.

<http://www.morocco.com/blog/royal-institute-of-the-amazigh-culture>

### **Namibia – University of Namibia**

The Department of African Languages has BA courses in the following languages: Oshikwanyama, Oshindonga, Otjiherero and Khoekhoegowab.

<http://www.unam.na/>

### **Russian Federation – Yakutsk State University**

The Faculty of Yakut Philology and Culture (<http://www.y-su.ru/content/div/1127/>) and the Faculty of Philology, Chair of Philology of the Peoples of the North (<http://www.y-su.ru/content/div/1125/112508/>) offer courses on the languages and cultures of the

indigenous peoples of the Russian North.

#### **Russian Federation – Tomsk State Pedagogical University**

The Department of Siberian Indigenous Languages has a strong emphasis on the study of languages and cultures of indigenous peoples of Siberia. The Department's research profile is centred around descriptive and theoretical ethnolinguistic and ethnographic research of endangered languages of aboriginal peoples of Siberia (Selkup, Ket, Khanty, Chulym (Turkic), Nganasan, Dolgan). The Department has the officially certified graduate degree programs “The Languages of the Peoples of Russian Federation: Nganasan, Selkup, Tatar, Ket, Khanty” and “Comparative-historical, typological and contrastive linguistics”.

<http://www.policy.hu/filtchenko/Lab/index.htm>

#### **Rwanda - Université Nationale du Rwanda**

The Department of Languages and African Literature offers courses at the BA and MA level in Kinyarwanda and Swahili.

##### **Address:**

National University of Rwanda  
University Avenue  
P.O. Box: 56 BUTARE RWANDA  
Tel: +(250) 530122  
Fax:+(250) 530121

#### **South Africa – University of Cape Town**

The School of African Languages and Literature at the University of Cape Town offers intensive African language courses. The languages offered are Sotho, Swahili, Xhosa and Zulu.

<http://www.uct.ac.za/>

#### **South Africa – North West University**

The Department of African Languages offers courses in Setswana and isiZulu at all levels (BA, MA and PhD).

<http://www.nwu.ac.za/>

#### **South Africa – University of Stellenbosch**

The Department of African Languages offers BA courses in Xhosa and Zulu; MA courses in isiXhosa, isiZulu, Sesotho, Sepedi, Setswana, Tshivenda and Xitsonga; PhD courses in isiXhosa, isiZulu, Sesotho, Sepedi and Setswana.

<http://www.sun.ac.za/>

#### **South Africa - University of Kwazulu-Natal**

The isiZulu Department offers Undergraduate and (Post)graduate Programmes in isiZulu Language and Culture. This programme specialises in the teaching of African Literature, Culture and Linguistics for all students of different backgrounds. The mother-tongue courses are strictly for isiZulu; isiXhosa, siSwati and isiNdebele language speakers. IsiZulu Studies courses are for non-speakers of isiZulu.

<http://www.ukzn.ac.za/Homepage.aspx>

### **Swaziland – University of Swaziland**

The Department of African Languages and Literature offers courses at the BA level in siSwati and Southern Soto. University of Swaziland, Department of African Languages and Literatures, Private Bag 4, Kwaluseni, Swaziland. Website: <http://www.uniswa.sz/>

### **Tanzania – University of Dar es Salaam**

The Institute of Kiswahili Research offers courses in Kiswahili at all levels (BA, MA and PhD). <http://www.udsm.ac.tz/>

## ***Arab States***

## ***Asia and the South Pacific***

### **Australia – Batchelor College**

The Centre for Australian Languages and Linguistics offers various courses (Diploma of Arts in Australian Languages, Diploma of Arts in Language and Linguistics, Advanced Diploma of Arts in Language and Linguistics, and a BA in Language and Linguistics) which provide Indigenous people with the skills and knowledge to engage with professional linguists in Australia and abroad, to take up careers as professional linguists, and to be actively involved in the retention, reinforcement and reclamation of Australian languages.

BA in Language and Linguistics: [https://www.batchelor.edu.au/files/file/SEASS\\_Courses/BA\\_Language.pdf](https://www.batchelor.edu.au/files/file/SEASS_Courses/BA_Language.pdf)

### **Australia – James Cook University**

The BA in Indigenous Studies is designed to give students a deeper understanding of Aboriginal and Torres Strait Islander peoples and their histories, environment, cultures, languages, politics and economies. The course is offered to both Indigenous and non-Indigenous students. It recognises the significance of Indigenous languages and cultures as an important part of the heritage of all Australians.

[http://www-public.jcu.edu.au/courses/course\\_info/index.htm?userText=10110-BAR-IAS-2010](http://www-public.jcu.edu.au/courses/course_info/index.htm?userText=10110-BAR-IAS-2010)

### **Australia – Monash University**

The (Post)graduate Programme in Language Endangerment aims to provide linguists, language maintenance practitioners and speakers of minority languages with specialist training in documenting endangered languages in the particular social and political contexts in which they are spoken. Courses range from Masters level to Graduate Certificate, and it is possible to enrol in a course even if you have not completed high school.

<http://arts.monash.edu.au/linguistics/ugrad/index.php#requirements>

### **Australia – Pundulmurra College**



The Certificate and Advanced Certificate of Aboriginal Language Work aim to:

- (1) Give Aboriginal people the necessary skills to organise and run language programmes in their own communities
- (2) Help Aboriginal people make informed decisions about their own languages and take control of their language programmes
- (3) Develop language workers as trainee linguists with an understanding of the structure of Aboriginal languages
- (4) Develop culturally relevant resource materials to help language workers to become effective teachers
- (5) Promote an awareness of Indigenous Australian languages and assist in the development of Aboriginal Language programmes
- (6) Provide training to Aboriginal people who are employed in language programmes, language centres and other community based programmes/organizations

Pundulmurra College, PO Box 1, South Hedland, WA, 6722; Tel: (08) 91 585627, (08) 91 585629; Fax: (08) 91 585639

Contact: Lorraine Injie, Indigenous languages lecturer; Email: [injiel@pundy.training.wa.gov.au](mailto:injiel@pundy.training.wa.gov.au), [burgma@pundy.training.wa.gov.au](mailto:burgma@pundy.training.wa.gov.au)

### **Australia – University of South Australia**

The MA in Aboriginal Studies aims to assist students to develop a broad general understanding of the nature of Indigenous cultures and societies within contemporary Australian society, the kinds of theoretical models which have been utilised in constructing these understandings, and the relevance of these understandings to professional practice in Indigenous contexts.

<http://www.unisanet.unisa.edu.au/programs/program.asp?Program=DMAG>

### **China – Minzu University of China**

The Minzu University of China is a major ethnic minority university in Beijing, China, which is known for its outstanding anthropology, ethnic studies and minority language programmes. BA, MA and PhD courses are offered at the university. The university offers “The Chinese Minority Languages Programme” which provides instructions on languages such as Tibetan, Uygur, Kazakh, Miao, Manchu, Mongolian, Korean, Yi, Dai, Zhuang, Hani, Bai, Naxi and so on, and “Introduction to Ethnic Minorities in China” which provides courses on Chinese minorities, in such areas as Chinese ethnology, Chinese south-west minorities, Chinese north-west minorities, Chinese southern minorities, Chinese northern minorities and so on.

<http://www.admissions.cn/cun/index02.htm>

### **India – University of Delhi**

The Department of Modern Indian Languages and Literary Studies is engaged in the teaching of Indian Languages – Assamese, Bengali, Gujarati, Kannada, Malayalam, Manipuri, Marathi, Oriya, Sindhi, Tamil and Telugu – and also literatures, written in different Indian languages, at different levels starting from the under-graduate to PhD programme.

<http://www.du.ac.in/index.php?id=4>

### **Japan – University of Tokyo**

The Department of Dynamic Linguistics offers courses in Multilingualism, Language Endangerment, Field Linguistics, Linguistic and Cultural Minorities.

[http://www.u-tokyo.ac.jp/res03/i\\_info04\\_01\\_e.html](http://www.u-tokyo.ac.jp/res03/i_info04_01_e.html)

### **New Zealand - University of Auckland**

Undergraduate and (Post)graduate programmes offer courses such as Asian Studies, Cook Islands Maori, Development Studies, Linguistics, Latin American Studies, Maori Studies, Pacific Studies, Samoan and Tongan.

<http://www.arts.auckland.ac.nz/uoa>

<http://www.arts.auckland.ac.nz/uoa/home/about/subjects-and-courses/linguistics>

### **Thailand - Mahidol University**

The Institute of Language and Culture for Rural Development (ILCRD) offers MA and PhD Programmes in Linguistics, an MA Programme in Culture and Development and an MA Programme in Language and Culture for Communication and Development. In carrying out its main tasks, the ILCRD's research activity has been focused on the language and cultural study throughout Thailand and South East Asia. Some extensive projects include a diverse range of studies of ethnic groups in Thailand. In particular, the ILCRD's researches emphasize social structure, folk beliefs, traditions, public health, music, language, communication, rural development and cultural changes.

<http://www.mahidol.ac.th/>

### ***Europe and North America***

#### **Belgium – Ghent University**

The Undergraduate and (Post)graduate Programme in African Languages and Cultures offers courses in African languages, history and anthropology, as well as on a variety of wider social and economic topics. In the domain of linguistics, the study of two African languages is central. Apart from practical language proficiency, the program offers insights in the complex linguistic patterns as well as in the theory and method of language description and comparison.

<http://www.africana.ugent.be/en>

#### **Canada – University of Alberta**

The School of Native Studies offers Undergraduate Programmes in Native Studies. Individual courses can be grouped in four main programme areas: language and culture; land and resources; self-governance; community-based research and applied skills.

<http://www.ualberta.ca/NATIVESTUDIES/>

#### **Canada – University of British Columbia**

The Linguistics Department offers a course at Undergraduate level on the “Languages of the World”. This course surveys the linguistic map of the world, examining how languages are genetically classified and how different languages evolve. It examines the principles underlying different writing systems and the decipherment of historical documents, as well as issues of languages in contact, minority language endangerment, language death and the role of English as a world language.

<http://www.students.ubc.ca/calendar/courses.cfm?code=LING>

The Linguistics Department offers a course at (Post)graduate level on the “Native Languages of the Americas”. This course surveys the indigenous languages of the Americas, studies the basis of genetic classification and areal similarities, the structure of representative languages and the present status of American Indian languages.

<http://www.students.ubc.ca/calendar/courses.cfm?code=LING>

### **Canada – Lakehead University**

The BA in Native Teacher Education Programme prepares the student to meet the social and cultural needs of Native communities, taking into account such factors as heritage and language.

<http://education.lakeheadu.ca/?display=page&pageid=217>

### **Canada – University of Lethbridge**

Students enrolling in the BA in Native American Studies have an excellent opportunity to study the Native perspective and how it relates to disciplines involving art, law, philosophy, politics, history, gender studies, ecology, business, customs, and language. All of the classes in Native American Studies are taught from the Native perspective. The majority of the courses are taught by Native American and First Nations' instructors who are professionals in their fields with real-world experience, many of whom are known nationally and internationally.

<http://www.uleth.ca/fas/nas/>

### **Canada - University of Saskatchewan**

The Department of Native Studies offers Undergraduate and (Post)graduate Programmes in Native Studies. The University of Saskatchewan actively supports the promotion and definition of Native Studies as an independent field of study that has at its core the scholarly enquiry into Aboriginal society and societies. The Department of Native Studies seeks to provide an intellectual milieu where teaching and research are well grounded in the priorities and knowledge of Saskatchewan's Aboriginal communities, all the while placing them within the larger fabric of the Canadian Aboriginal experience and the emergent global, social phenomenon of indigeneity.

<http://www.usask.ca>

### **Canada – University of Toronto**

A course entitled “Revitalising Languages” is offered at (Post)graduate level. It is a study of language endangerment and language revitalization efforts, focusing on the Aboriginal languages of Canada. Topics include language classification and a survey of major features of the languages, what it means for a language to be endangered, the factors that contribute to language shift, and efforts to reverse language shift, including discussion of literacy and dictionaries.

[http://www.artsandscience.utoronto.ca/ofr/calendar/crs\\_lin.htm](http://www.artsandscience.utoronto.ca/ofr/calendar/crs_lin.htm)

### **Canada – University of Victoria**

The goal of the Certificate in “Aboriginal Language Revitalization” is to develop the student's understanding of the complex context and characteristics of language loss, maintenance, and recovery while also providing the student with practical strategies that strengthen their ability to work within Aboriginal communities to preserve and revitalize threatened languages. This program is designed to honour traditional knowledge and practices, to recognize and accommodate the realities and needs of diverse communities, and to provide a foundation for both language revitalization activities and for further study in linguistics, education, and/or cultural resource management.

<http://www.uvcs.uvic.ca>

### **Canada – University of Western Ontario**

The Undergraduate Programme in First Nations Studies crosses traditional disciplinary boundaries to explore the role of First Nations peoples in Canadian society, with special emphasis on the Hudenosaunee (Iroquoian) and Anishnabwe (Ojibwe, Delaware, Potawatomi) traditions of southwestern Ontario. Some courses are offered within the First Nations Studies Programme. Others are cross-listed from Social Science, Arts, FIMS and the professional schools. The programme engages political, legal, cultural and linguistic perspectives on the First Nations, insofar as possible through the standpoints and voices of Aboriginal people. Native and non-Native students are welcomed to share their perspectives.

<http://anthropology.uwo.ca/firstnations/>

### **France – INALCO Paris (Institut National des Langues et Civilisations Orientales)**

A number of indigenous languages from all over the world are taught at the following levels: *diplômes* (diploma), *licence* (bachelor) and *master* (master).

<http://www.inalco.fr/>

### **France – Ecole des Hautes Etudes en Sciences Sociales (EHESS)**

An interdisciplinary research programme “Anthropologie et Linguistique”, which focuses on language contact, linguistic aspects of cognitive anthropology, linguistic ideologies and bilingualism.

<http://ehess.anthropologielinguistique.fr/library/66/>

### **France – Université de Lyon, Lyon 2**

The research centre DDL (Laboratoire Dynamique du Langage) focuses on the interface between linguistic diversity and the universality of the cognitive dimensions of language. The dynamic aspects of language are studied from three main perspectives: time, space and individual.

<http://www.ddl.ish-lyon.cnrs.fr>

The AALLED project (Afrique Amérique Latine Langues en Danger) has the following objectives:

- to systematize the new discipline which is currently recognized on a worldwide level, but which does not yet have many worldwide institutional establishments in the world, and certainly not in France.
- to contribute to the production of linguistic descriptions and to develop documentation actions in view of archiving.
- to add to research on typological linguistics.

<http://www.ddl.ish-lyon.cnrs.fr/aalled/>

### **France - Université Paris 8 Vincennes - St. Denis**

Courses are offered in minority languages like Berber, Breton, Occitan, Nahuatl, Quechua, Basque and Tamil.

[http://www.univ-paris8.fr/masterslangues/spip.php?rubrique1,](http://www.univ-paris8.fr/masterslangues/spip.php?rubrique1)

### **Germany - Humboldt University Berlin**

The African Studies Department is part of the Institute of Asian and African Studies and comprises three disciplines: African linguistics, African literatures and cultures, and history in Africa. Both Undergraduate and (Post)graduate Programmes are offered at

the university.

<http://www2.hu-berlin.de/asaf/Afrika/index.html>

### **Netherlands – Leiden University**

MA programmes in a number of minority languages are offered by the Faculty of Humanities. These include MA courses in “African Linguistics”, “Hebrew and Aramaic Languages and Cultures” and “Languages and Cultures of Mesopotamia and Anatolia”. For a full list of available courses, please consult their website.

<http://www.hum.leiden.edu>

<http://hum.leiden.edu/prospective-students/master/masterlist.html>

### **UK - Cardiff University, Wales**

The School of Welsh offers Undergraduate and (Post)graduate programmes in the Welsh language and literature. There are two major aspects to the School’s research: the linguistic (the development of the Welsh language; the influence of English on the Welsh language; Welsh dialects, past and present; the sociolinguistics of Welsh in Wales and in Patagonia; language and society; language planning and language policy in Wales, Europe and Canada) and the literary (medieval Welsh prose; the Welsh narrative tradition; cynghanedd poetry; the hymn and the ballad; women’s studies; the literature of the Valleys; theory and literary criticism; various aspects on contemporary Welsh literature).

[http://www.cf.ac.uk/cymraeg/english/croeso/english\\_index.shtml](http://www.cf.ac.uk/cymraeg/english/croeso/english_index.shtml)

### **UK - SOAS (School of Oriental and African Studies)**

The MA in Migration and Diaspora Studies is a broad based degree for students who want to receive specialised research training in issues of migration and diaspora, including a relevant language, which will prepare them to proceed to advanced postgraduate research in Migration and Diaspora Studies at SOAS or elsewhere.

<http://www.soas.ac.uk/>

### **USA - Arizona State University**

The BS in American Indian Studies presents unique opportunities to evaluate issues of American Indian nations within a domestic and international context. The AIS degree encompasses two areas of emphasis: Legal Policy and Community and Economic Development; and Arts, Languages, and Cultures.

<http://www.asu.edu/clas/americanindian/>

### **USA - University of California at Davis**

The Department of Native American Studies offers Undergraduate and (Post)graduate Programmes in Native American Studies. These programmes offer the opportunity to understand and learn from the history and traditions of the indigenous peoples of North, Central and South America. Drawing from the philosophy, politics, social values and arts of Native cultures, the major will provide the student with insight into a diverse population of people. The student will develop the research capabilities and critical

thinking skills to foster a broad understanding of the human experience.

<http://nas.ucdavis.edu/>

#### **USA - University of California at Santa Barbara**

The Department of Linguistics offers a BA in Linguistics. The Department is recognized as a leader in the discipline. The faculty is known both for its innovative research and active work in the field with speakers of unusual languages, particularly North American Indian languages, Mesoamerican languages, Asian languages (especially Chinese, Japanese, and Korean), Himalayan languages, and Austronesian languages of the Philippines, Indonesia, and Malaysia. There is also a special interest in spoken American English.

<http://www.linguistics.ucsb.edu/>

#### **USA - Columbia University, New York**

Columbia University offers Undergraduate and (Post)graduate Programmes in Yiddish Studies. The tragedies of the twentieth century, the decimation of European Jewry in the Holocaust and the repression of Jewish cultural life in the Soviet Union, drastically reduced the number of Yiddish speakers in the world; linguistic assimilation in the United States and other countries has meant that few people today are acquainted with the treasures of Jewish history and literature written in Yiddish. At Columbia, it is hoped that the Yiddish Studies Programme, through instruction in Yiddish language and literature on both the Undergraduate and Graduate levels, will educate both university students and the general public about the "golden tradition" of Yiddish literature and culture.

<http://www.columbia.edu/>**USA - University of Hawaii**

The Department of Hawaiian and Indo-Pacific Languages and Literatures offers an Undergraduate Programme in Hawaiian and Indo-Pacific Languages and Literature. It provides an opportunity without parallel elsewhere in the country for students to acquire an in-depth knowledge of the languages and cultures of that part of the world that encompasses more than 25 percent of the Earth's population and an unusual diversity of peoples. Language offerings include Arabic, Cambodian (Khmer), Chamorro, Filipino, Hawaiian, Hindi, Ilokano, Indonesian, Maori, Samoan, Sanskrit, Tahitian, Thai, and Vietnamese.

<http://manoa.hawaii.edu/ipll/>

#### **USA - University of Iowa**

The American Indian and Native Studies Programme (AINSP) offers a certificate in American Indian and Native Studies at both the Undergraduate and (Post)graduate levels. AINSP is a broad, interdisciplinary area of research and scholarship that focuses on the indigenous inhabitants of the Americas. It includes (but is not limited to) subject areas such as history, legal policy, culture, literature, and art. The diversity of cultures represented in this field is vast, as is the temporal depth of these societies. One goal of the University of Iowa's AINSP is to foster greater awareness of the richness of Native cultures, among Native and non-Native students. Given the dominant position of non-Natives in American society, American Indian and Native Studies takes the political stance of presenting material from a Native perspective as much as possible.

<http://www.uiowa.edu/~ainsp/>

#### **USA - University of Kansas**

The Centre for Global Indigenous Nations Studies offers a (Post)graduate Programme in Global Indigenous Nations Studies. The mission of the Global Indigenous Nations Studies Programme at the University of Kansas is to foster and promote scholarship

focused on understanding the experiences and improving the lives of Indigenous peoples around the world. The programme accomplishes this goal by supporting faculty research, student training, and applied efforts. It promotes cross-cultural perspectives by encouraging critical thinking and the generation of new knowledge concerning issues such as globalization, decolonization, empowerment, tribal sovereignty, ethnic and legal identity, social injustice, traditional beliefs, languages, public health, environmental resource management, and human rights. The programme prepares students for careers in education, research, and applied disciplines by providing them with an interdisciplinary perspective on the study of Indigenous peoples.

<http://www.ku.edu/~insp/>

### **USA - University of South Dakota**

The Undergraduate Programme in American Indian Studies gives the student the education, research and experience to prepare for living and working in a multicultural world. The Department's interdisciplinary foundation provides opportunities to utilize an independent and distinct approach to research and teaching. The program's interdisciplinary curriculum includes American Indian thought, anthropology, art history, criminal justice, education, English, history, Lakota language, pre-law, pre-medicine, oral history, philosophy, political science, sociology, psychology, Siouan Tribal Culture, and women's studies. While some disciplines have the tendency to view Indigenous peoples from the outside looking in, American Indian Studies attempts to understand from within and disseminate and share knowledge, from a native perspective.

<http://www.usd.edu/iaais/>

### **USA - University of Texas at Austin**

The Department of Anthropology offers a (Post)graduate Programme in Linguistic Anthropology. Graduate students select and combine from a broad range of expertise when developing a programme of study, including an ethnographically constituted, discourse-centred approach to language, culture, and society; the close analysis of talk-in-interaction across a range of settings and contexts; the analysis of gesture, body comportment, and semiotic uses of space; language endangerment and the role of the anthropologist in threatened communities; issues in language contact and language change; verbal art and the aesthetics of language production, including humour, narrative and poetics; expressive culture, folklore, and cultural studies; institutional language and its role in the reproduction of culture and the nation-state; Mayan languages and hieroglyphic writing; Visual Anthropology and the use of video in Linguistic Anthropology.

<http://www.utexas.edu/cola/depts/linguistics/>

## ***Latin America and the Caribbean***

### **Brazil – Universidade de Brasilia**

The Department of Linguistics, Portuguese and Classical Languages offers a MA and a PhD in “Language and Society”. For this MA and PhD, there is a course on the Indigenous Languages of Brazil. A particular emphasis is given to the more practical side of this area (e.g. through courses on linguistic documentation and data collection, for example). In this course, it is hoped that one may present and discuss new perspectives and find the methodological tools needed for carrying out research on indigenous languages at an international level.

[http://ppgl.unb.br/site/index.php?option=com\\_content&task=view&id=4&Itemid=6](http://ppgl.unb.br/site/index.php?option=com_content&task=view&id=4&Itemid=6)

### **Colombia - Universidad Nacional de Colombia – sede Bogota**

The Department of Linguistics offers a 4-year BA course in Linguistics, in which the linguistic structure of Spanish, indigenous and creole languages is analysed. Language is studied in relation to its social, cultural and communicative context, as well as in relation to its semiotic context. One of the main objectives of this course is to form researchers of the discipline that will be able to bring solutions to national linguistic questions (allowing them to lead and define linguistic policies of Spanish and also contribute to the safeguarding of indigenous languages).

<http://www.humanas.unal.edu.co/cms.php?id=1050>

### **Ecuador - Pontificia Universidad Católica del Ecuador (PUCE)**

The Department of Communication, Linguistics and Literature offers a MA in Applied Linguistics on Andean Cultures and Languages.

<http://www.puce.edu.ec/index.php?pagina=facultad10>

### **Mexico - Universidad Nacional Autónoma de México**

A (Post)graduate programme is offered in Mesoamerican Studies. The idea of the programme is to build specialists in Mesoamerican indigenous cultures from pre-colonial to present times, mainly in history and literature, and to work in teaching and research, including deciphering, translating and safeguarding indigenous texts (pre-colonial, colonial and present-day texts).

<http://www.filos.unam.mx/POSGRADO/programa/estmes.htm>

### **Peru - Pontificia Universidad Católica del Perú PUCP**

The Department of Linguistics and Literature offers two courses at BA level (Quechumara 1 and Quechumara 2), which specialize in Quechua and Aymara grammar, phonetics and the linguistic bond between these sister languages.

[http://www.pucp.edu.pe/facultad/letras\\_ciencias\\_humanas/index.php?option=com\\_detalle&task=view&secc=14&cat=56&cont=127&Itemid=86](http://www.pucp.edu.pe/facultad/letras_ciencias_humanas/index.php?option=com_detalle&task=view&secc=14&cat=56&cont=127&Itemid=86)

## **Additional programs, links and resources**

### **Acalan**

The African Academy of Languages founded in 2001.

<http://www.acalan.org/>

### **Adocacy toolkit for Multilingual Education**

Produced by UNESCO/Bangkok, this kit is designed to raise awareness on the importance of mother tongue-based multilingual education (MLE). It presents key arguments and facts about MLE and provides important insights about the value and benefits of providing education in learners' mother tongue. The kit also presents ideas, research findings and concrete examples that you can use to think about your own situation and suggests steps for taking actions to make your school system more responsive to linguistic diversity.



The kit will be especially valuable for policy makers, education practitioners and specialists who want to improve access to and quality of education for those excluded by language. It will also be helpful for speakers of ethnic minority languages who want to improve the education situation in their own communities.

### **Aménagement linguistique dans le monde (Linguistic planning in the world)**

This French language website presents linguistic situations in 354 states and autonomous territories in 194 officially recognized countries. The website is browsable by countries or regions, by language, by people or by type of linguistic policy.

<http://www.tlfq.ulaval.ca/axl/index.shtml>

### **American Indian Language Links**

This website, hosted by the Jatibonico Taino Tribal Nation of Boriken (Puerto Rico), provides links to information on Native American Indian languages.

<http://www.taino-tribe.org/langlinks.htm>

### **Comprehensive bibliography on language endangerment by Professor Tasaku Tsunoda**

This bibliography was compiled and is regularly updated by Tasaku Tsunoda, Professor at the Department of Asian and Pacific Linguistics at Tokyo University. He is specialized in language endangerment, language typology and Australian Aboriginal linguistics.

<http://tooyoo.l.u-tokyo.ac.jp/BibLE/>

### **Department of the North and Siberia, IEA RAS (Institute of Ethnology and Anthropology of the Russian Academy of Sciences)**

Information and resources on the endangered languages of indigenous peoples of Siberia, Russian Federation.

<http://lingsib.iea.ras.ru/en/languages/>

### **DOBES database of Max Planck Institute of Psycholinguistics**

The database DOBES, hosted by the Max Planck Institute of Psycholinguistics in Nijmegen (Netherlands), one of the research institutes of the German Max Planck Society, consists of a data archive covering sound material, video recordings, photos, and various textual annotations. The framework for this project was originally proposed to the Volkswagen-Stiftung by members of the Committee on Endangered Languages of the Deutsche Gesellschaft für Sprachwissenschaft. The work of this committee is nowadays continued by the Gesellschaft für bedrohte Sprachen (GBS).

<http://www.mpi.nl/DOBES/>

### **Endangered Languages Fund**

The Endangered Language Fund is devoted to the scientific study of endangered languages, the support of native efforts in maintaining endangered languages, and the dissemination, to both the native communities and the scholarly world, of the fruits of these efforts.

<http://www.endangeredlanguagefund.org/>

### **Ethnologue database**

The Ethnologue database has been an active research project for more than fifty years and is a comprehensive listing of information about the currently-known languages of the world. It is sponsored and provided by Summer Institute of Linguistics (SIL), a non-governmental institution based in Dallas (Texas, U.S.A.).

\* Ethnologue Database by region and country: [http://www.ethnologue.com/country\\_index.asp](http://www.ethnologue.com/country_index.asp)

\* Ethnologue Database by language:

[http://www.ethnologue.com/language\\_index.asp](http://www.ethnologue.com/language_index.asp)

### **EUROLANG**

Contains detailed information and bibliographies on endangered languages in Europe.

<http://www.eurolang.net/>

### **European Bureau for Lesser Used Languages (EBLUL)**

The European Bureau for Lesser Used Languages (EBLUL) provides a database of regional and minority languages of the European Union.

<http://www.eblul.org/>

### **Foundation Chirac - Sorosoro, so the languages of the world may prosper!**

The SOROSORO program aims at defending the cultural diversity and participating in the race to safeguard endangered languages, making use of digital technologies now available in collaboration with international researchers who are already engaged in the effort.

<http://www.fondationchirac.eu/>

### **Foundation for Endangered Languages**

The aims of the Foundation are:

- \* to raise awareness of endangered languages,
- \* to support the use of endangered languages in all contexts
- \* to monitor linguistic policies and practices, and to seek to influence the appropriate authorities where necessary;
- \* to support the documentation of endangered languages,
- \* to collect together and make available information of use in the preservation of endangered languages;

<http://www.ogmios.org>

### **Gesellschaft für Bedrohte Sprachen**

The goal of the German Association for Endangered Languages (Gesellschaft für bedrohte Sprachen – GBS) is to further the use, preservation and documentation of endangered languages and dialects.

[http://www.uni-koeln.de/gbs/e\\_index.html](http://www.uni-koeln.de/gbs/e_index.html)

### **Hans Rausing Endangered Languages Project at School of Oriental and African Studies (SOAS, London)**

HRELP is a project set up with a donation of £20 million from Arcadia (formerly the Lisbet Rausing Charitable Fund) to support the documentation of endangered languages. Some of HRELP's objectives include: providing grants to document the world's most endangered languages, training language documenters and preserving and distributing endangered language documentation.

<http://www.hrelp.org/>

### **LACITO Archive** (Langues et Civilisations à Tradition Orale, CNRS, France)

LACITO Archive contains over 200 documents in 44 languages, annotated by some twenty specialists.

<http://lacito.vjf.cnrs.fr/archivage/>

### **Language Maps Collection**

The collection of language maps (by continents, regions, countries, languages) has been compiled by Ljuba Veselinova, researcher at the Department of Linguistics, Stockholm University.

<http://www.ling.su.se/staff/ljuba/maps.html>

### **Language Museum**

The Language Museum is a linguistic website which offers the samples of 2000 languages in the world. Every sample includes 4 parts: a sample image, an English translation, the speaking countries and populations and the language's family and branch. The Language Museum is constructed and maintained by Zhang Hong, an internet consultant and amateur linguist in Beijing, China.

<http://www.ilinative.org/>

### **Linguapax Institute**

Promotion of policies that protect language diversity and that foster the learning of several languages constitutes the basic orientation of the Linguapax Institute. Linguapax was born as a UNESCO initiative stemming from an experts meeting in Kiev (1987) and it soon turned into a philosophy that inspires the activities of several institutions in the fields of sociolinguistics and language education

<http://www.linguapax.org>

### **Linguist List**

The LINGUIST List is dedicated to providing information on language and language analysis, and to providing the discipline of linguistics with the infrastructure necessary to function in the digital world. LINGUIST maintains a web-site with over 2000 pages and runs a mailing list with over 17,500 subscribers worldwide. LINGUIST also hosts searchable archives of over 100 other linguistic mailing lists and runs research projects which develop tools for the field and recommendations of best practice for digitizing endangered languages data. LINGUIST is a free resource, run by linguistics professors and graduate students.

<http://www.linguistlist.org/sitemap.html>

### **LSA/CELP Database of Endangered Languages**

This database is provided by the Linguistic Society of America (LSA) and their Committee on Endangered Languages & Their Preservation (CELP). The summary report includes 109 language researchers reporting on 151 languages/dialects.

<http://www.ilinative.org/>

### **MERCATOR: Linguistic Rights and Legislation**

The main objective of the Mercator network is to make available for students, researchers, scholars and opinion and policy makers, a specialized resource centre and an information service devoted to European minoritized languages. Accordingly, it also intends to create a space aimed at interchanging experiences and documentation between the different European language communities.

[http://www.ciemen.org/mercator/Menu\\_nou/index.cfm?lg=gb](http://www.ciemen.org/mercator/Menu_nou/index.cfm?lg=gb)

### **Oral Tradition Journal**

This free, open-access electronic journal edited by the Center for Studies in Oral Tradition at the University of Missouri is devoted to oral traditions and expressions, including an archive of 10,000 pages of back issues (since 1986).

<http://journal.oraltradition.org>

### **Pacific and Regional Archive for Digital Sources in Endangered Cultures (PARADISEC)**

PARADISEC (Pacific And Regional Archive for Digital Sources in Endangered Cultures) offers a facility for digital conservation and access for endangered materials from the Pacific region, defined broadly to include Oceania and East and Southeast Asia (Universities of Sydney, Melbourne and Australian National University, Australia). At March 2008 PARADISEC's collection contains 1926 hours of digital audio and video files on 3.45 TB of disk space. A catalogue of this material is available at the link given in the right hand frame of this page.

<http://paradisec.org.au>

### **Rosetta Stone Endangered Language Programme**

A programme working closely with endangered language communities engaged in language revitalisation to produce Rosetta Stone software in their language for their use only.

<http://www.rosettastone.com/global/endangered>

### **Script Encoding Initiative**

The Script Encoding Initiative was set up at the Department of Linguistics of the University of California at Berkeley to fund proposals for those scripts currently missing in Unicode (and its ISO counterpart, 10646), the universal character encoding standard. It was officially established in April 2002.

<http://linguistics.berkeley.edu/~dwanders/>

### **Task Force on Aboriginal Languages and Cultures**

A Foundational Report for a Strategy to Revitalize First Nation, Inuit and Métis Languages and Culture

[http://aboriginallanguagestaskforce.ca/rpt/rpt\\_toc\\_e.html](http://aboriginallanguagestaskforce.ca/rpt/rpt_toc_e.html)

### **Teaching Indigenous Languages (University of Arizona)**

This web site is an outgrowth of a series of annual conferences started in 1994 at Northern Arizona University (U.S.A.) focusing on the linguistic, educational, social, and political issues related to the survival of the endangered Indigenous languages of the world. It contains papers from the 1997 through 2003 conferences on indigenous language teaching, revitalizing and preserving and lots of additional information and links.

<http://jan.ucc.nau.edu/~jar/TIL.html>

### **Terralingua**

Terralingua supports the integrated protection, maintenance and restoration of the biocultural diversity of life - the world's biological, cultural, and linguistic diversity - through an innovative program of research, education, policy and on-the-ground action.

<http://www.terralingua.org>

### **Typological tools for fieldworkers**

This website, hosted by the Department of Linguistics at the Max Planck Institute for Evolutionary Anthropology (Leipzig), contains tools for use in field linguistics and language description. These tools include questionnaires and elicitation kits, which are designed to assist a field worker in data collection.

<http://www.eva.mpg.de/lingua/tools-at-lingboard/tools.php>

### **UNESCO Red Book on Endangered Languages**

The UNESCO Red Book of Endangered Languages is hosted by the Department of Dynamic Linguistics at Tokyo University. It provides information on endangered languages listed by continents.

<http://www.tooyoo.l.u-tokyo.ac.jp/Redbook/index.html>

### **Virtual Linguistics Campus**

The VLC Language Index allows users to examine more than 450 languages (most of them with standardized audio support) in several ways: via interactive maps with various search parameters (typology, cognates, language families) or via a pull-down list. Furthermore, users can add information or even create new language entries. To access the Index, users have to register (for free). As soon as they login, they will see "My VLC". Clicking on the "VLC Toolbox" link will enable the user to reach the VLC Language Index.

<http://www.linguistics-online.com>

### **The Endangered Languages Academic Programme (ELAP)**

The Endangered Languages Academic Programme is situated within SOAS' Department of Linguistics and offers an MA in Language Documentation and Description and a PhD in Field Linguistics. The main focus of this programme is postgraduate teaching and research on the theory and practice of language documentation and description. Their goal is to train the next generation of language documenters and to develop the skills of those currently engaged in language documentation, especially those working on endangered languages in collaboration with language communities.

<http://www.hrelp.org/>

<http://www.hrelp.org/courses/>