

**CENTRAL UNIVERSITY OF KERALA
DEPARTMENT OF LINGUISTICS
M.A. LINGUISTICS AND LANGUAGE TECHNOLOGY**

CORE COURSE					
COURSE CODE	COURSE TITLE	CONTACT HRS/WEEK			CREDITS
		LEC	FIELD	TUT	
LLT5402	LANGUAGE DOCUMENTATION AND LANGUAGE PEDAGOGY	3	1	1	4

Lec = Lecture, Tut = Tutorial, FIELD = Fieldwork

LLT5402 LANGUAGE DOCUMENTATION AND LANGUAGE PEDAGOGY

India is a land of hundreds of languages yet our knowledge is limited to only a handful of these. By documenting and learning more about the many minority and indigenous languages, we can learn more about our collective histories, ethnographies, and cultures. In addition, the linguistic structures in these languages would be useful for increasing our knowledge of language and this information would be used universally for typological investigation. Finally, we know that children do much better in school when learning in their native language in the early years. We must teach literacy in mother tongue to make literacy in other languages stronger.

Course Objectives:

1. To understand how languages are endangered why and how.
2. To understand the languages in India and Indian Linguistics.
3. To develop dictionaries, grammars, text collections, audio visual documentation.

Learning Outcomes:

After successfully completing this course students will be able to

1. Surveys of Language Endangerment and teaching programs in India for unwritten languages.
2. Annotate and preserve them using annotation Software.
3. Translating Documentation and preparing for language Pedagogy.
4. Orthography development for language revitalization.
5. Materials development for tribes of India.

UNIT I

Introduction to Language endangerment; what is it, how bad is it; why does it happen? Why should we care? Types of Endangerment; introduction to survey of languages in India and Indian linguistics; Methods I: Language documentation (dictionaries, grammars, text collections, audio visual documentation);

UNIT II

Methods II: Surveys of Language Endangerment and teaching programs in India for unwritten languages; Guest lecture: Tools of Language Documentation: Software for annotation; Methods III: Data Management;

UNIT III

Methods III: Archiving; Methods IV: Community organizing and training; Translating Documentation for language Pedagogy: speaking and listening;

UNIT IV

Translating Documentation for language Pedagogy: reading and writing Guest Lecture: Grant funding for revitalization; Orthography development for language revitalization;

UNIT V

The role of literature and the media schools and materials development for tribes of India; Ethics of documentation, archiving, and open access; Conclusions; Student presentations

Texts for the course:

CoRSAL online curriculum at <https://corsal.unt.edu/>

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Chelliah, Shobhana. 2021. *Why Language Documentation Matters*. In review @ Springer Publications.

Further Readings

Arkhipov, A. and Thieberger, N. (2018). Reflections on software and technology for language documentation. In McDonnell, Bradley, Andrea L. Berez-Kroeker, and Gary Holton. (Eds.) *Reflections on Language Documentation 20 Years after Himmelmann 1998*. Language Documentation & Conservation Special Publication no. 15. [PP 140-149] Honolulu: University of Hawai'i Press.

Bradley, D., & Bradley, M. (2019). *Language Endangerment*. Cambridge: Cambridge University Press.

Chelliah, S. (2018). The design and implementation of documentation projects for spoken languages. In Kenneth. Rehg and Lyle Campbell (eds.), *Oxford University handbook on endangered languages*, 147-167. Oxford: Oxford University Press.

Chelliah, S. (2018). Reflections on language documentation in India. In Bradley McDonnell, Andrea L. Berez-Kroeker, and Gary Holton. (Eds.) *Reflections on Language Documentation 20 Years after Himmelmann 1998*. Language Documentation & Conservation Special Publication no.15., 248-255. Honolulu: University of Hawai'i Press.

England, Nora C. (2018). Training Language Activists to Support Endangered Languages. *The Oxford Handbook of Endangered Languages*. Edited by Kenneth L. Rehg and Lyle Campbell. Online Publication
Date: DOI:10.1093/oxfordhb/9780190610029.013.39

- Good, J. (2011). Data and Language Documentation. In Peter Austin and Julia Sallabank (eds.), *The Cambridge Handbook of Endangered Languages*, 212-234. CUP.
- Good, J. (2018). Ethics in Language Documentation and Revitalization. Kenneth L. Rehg and Lyle Campbell (eds), *The Oxford Handbook of Endangered Languages*. DOI: 10.1093/oxfordhb/9780190610029.013.21
- Henke, R and Andrea L. Berez-Kroeker. (2016). A Brief History of Archiving in Language Documentation, with an Annotated Bibliography. *Language Documentation & Conservation* 10. 411-457.
- Lupke, F. (2011). Orthography development In Peter Austin and Julia Sallabank (eds), *The Cambridge Handbook of Endangered Languages*, 312-336. CUP.
- Lüpke, Friederike. (2011). Orthography Development. In *Handbook of endangered languages*, Publisher: Cambridge University Press, Editors: Austin, Peter K and Sallabank, Julia, pp.312-336
- Podesva, R. and Zsiga, E. (2013). Sound recordings: Acoustic and articulatory data. *Research Methods in Linguistics*, ed. by Robert J. Podesva and Devyani Sharma. Cambridge: Cambridge University Press, pp. 169-194.
- Woodbury, A. (2011). Language Documentation. In Peter Austin and Julia Sallabank (eds.), *The Cambridge Handbook of Endangered Languages*, 159-186. CUP.
- Woodbury, A. C. n.d. What is an endangered language?
- Woodbury, A. (2014). Archives and audiences: Toward making endangered language documentations people can read, use, understand, and admire. In David Nathan & Peter K. Austin (eds) *Language Documentation and Description*, vol. 12: Special Issue on Language Documentation and Archiving. London: SOAS. pp. 19-36.