Institute on Collaborative Language Research

Project planning workshop

Week 1: 4.00-5.30 pm, Dauer 215

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Introductions

Margaret Florey

- **Founder *Resource Network for Linguistic Diversity***
  www.rnld.org

- **Director *Documenting and Revitalising Indigenous Languages
  Training Program* at RNLD from 2009-2017**

  - DRIL program provides training that builds the skills and agency of
    Aboriginal and Torres Strait Islander people to drive the revitalisation of
    their own languages

- **Earlier ....**

  - University lecturer in Australia for 14 years
  - Taught at InField / CoLang 2008 (Santa Barbara CA), 2010 (Eugene
    OR), 2014 (Arlingington TX), 2016 (Fairbanks AK)
  - Taught at CILLDI (Canadian Indigenous Languages and Literacy
    Institute) in 2009 and 2010 and in the First Nations Language Program,
    UBC in 2009
  - 20 years of international research and training programs in eastern
    Indonesia and the Netherlands

Introductions

Andrea Berez-Kroeker

- Associate Professor, Department of Linguistics, University of Hawai'i at Manoa
- PhD Linguistics, University of California, Santa Barbara

Mizuki Miyashita

- Associate Professor, Linguistics Program, University of Montana
- PhD Linguistics, University of Arizona

A bit more about CoLang ...

What are we trying to achieve?

What are some of the ways we go about it?

Why does it matter?

Making the most of this opportunity .....

- Network!

- Build your community of support to help you achieve your goals for language

BEFORE WE BEGIN

PDFs of all PowerPoints used in this workshop will be added each day to

- the Google Drive folder for this workshop

- & to my web site
    - http://margaretflorey.com/resources/project-planning-resources

DAY 1

Background and motivation for the workshop

Identify the features of a well-planned project

Explore project goals

Begin to sketch 100 word project summary

Background and motivation

The need for this workshop has come from:

- experience in working with community language activists & with junior researchers
  - Language work is often overwhelming!
  - Where do you start? When are you finished?
- experience in working with people preparing grant applications and in reviewing grant applications
  - The need / pressure / desire to obtain funding for language work often means that applications are often *before* the applicant has a clear idea of a project or has evaluated the needs of the community and prioritised the stages of the language project

Need to do foundational work possibly (not necessarily!) leading towards a funding application

How do we make projects manageable and achievable?

Let's look at some project ideas that we have seen and worked with

Project ideas

revitalize my language

create language resources

teach my language

create a Master-Apprentice program

develop a writing system for my language

get young people involved in language work

learn to speak my language

create an app for my language

raise awareness about Indigenous languages

make an online dictionary

document a language

start a language nest

write a grammar

write songs in language

get the names of geographic landmarks changed to their Indigenous name

make signs and publicity materials in language

make archival resources more accessible

raise literacy levels in my language

So ... what is a project?

Everyone is going to think differently about this

Random definitions from a Google search bring out some common features of projects:

- An individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim
- Planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations
- A temporary endeavor undertaken to create a unique product, service or result
- Sequence of tasks. Planned from beginning to end; Bounded by time, resources, & required results. Defined outcome and "deliverables"

Thinking about some of these key features ... let's look back at our list of projects

Which of these is a project?

Revitalize my language

Create language resources

Create an app for my language

Make an online dictionary

Write songs in language

Teach my language

Create a master-apprentice program

Learn to speak my language

Get young people involved in language work

Start a language nest

Raise literacy levels in my language

Develop a writing system for my language

Document a language

Write a grammar

Raise awareness about indigenous languages

Get the names of geographic landmarks changed to their indigenous name

Make signs and publicity materials in language

Make archival resources more accessible

Which of these is a project?

In fact, most of these ideas could be projects

Some of the project ideas are too general and <u>don't yet</u> have a clearly identifiable outcome: e.g.

- Create an app for my language"?
    - What kind of app? Why is it needed? Who is it for?
- Create language resources"?
    - What kind of resources? Who for?

Other potential projects listed here have identifiable outcomes but differ greatly in their scope

- the number of stages or elements to the project

Compare *Write songs in language* with *Teach my language*

Both have an identifiable outcome, however there is a big difference in scope

Let's look at a flow chart to help identify the first stage of a language teaching project ...

Language teaching project – stage 1

Are there still speakers
of the language?

yes   **no**

Are some of the
speakers trained
as teachers?

CHANGE STAGE 1 to first build
a pool of speakers who could
become language teachers
(e.g. through Breath of Life,
Master-Apprentice program)

yes   **no**

Great, you can
start planning
the next stage

CHANGE STAGE 1 to plan how to
create a pool of speakers who are
trained language teachers. Identify
candidates, what training is available,
review timeline, etc.

Additional project stages

Even if you have a pool of trained language teachers, there are a lot of other steps you might need to take:

- negotiate with communities about where the language will be taught
- comply with community protocols
- understand and fulfil Department of Education regulations
- gain accreditation for your language program
- prepare teaching materials for each level of learner
- etc.

Complex projects & their stages

A program to teach a language is a good example of a complex project!

We just saw that it might not yet be possible to set *Create a language teaching program* as your first project

Don't give up on the goal! Be realistic about the preliminary steps for any project you want to undertake

Funders, project partners, community members, and academic supervisors all respond positively to plans that demonstrate realistically what you will be able to achieve at each stage

Planning is essential!

Motivation, *determination* and *perseverance* are essential characteristics typically shared by people working to reclaim and revive languages

However, the ability to *plan* and *prioritise* is a critical partner to these characteristics

It is this combination that will bring a project successfully to fruition

Features of a project

Let's start mapping out some of the features of a project

- Definable and realistic goal/s
- Clear objectives
- Outcomes that can be measured
- Meets a known need
- Fits into a larger strategic plan
- Has an identifiable target audience
- Sets out a workplan with stages and timeline with end date

We'll be building on and working with these features through the next few days to break the planning into manageable stages

Goals, objectives & outcomes

Goals are general statements that set out the overall purpose or direction of your project.

- We propose ...

Objectives define strategies, steps or activities that build cumulatively to reach the identified goals. They are specific, measurable, and have a defined completion date.

- We will ....

Outcomes provide the measurable effects the project will accomplish.

- We have ....

Outcome indicators are valuable tools (measures) that help to let us know when benchmarks for outcomes are being met. They provide evidence of achievements

Goals

Let's look at some examples of project goals from projects that were developed in this workshop at CoLang 2016

Example 1 from CoLang 2016

Project: Tunica Phonetic Readers

Elisabeth Mora, Kira Dell, Jean-Luc Pierite

Goal:

We propose to create and pilot a series of mini-books with an included smart pen for each age range of Tunica language learners which introduces and reinforces Tunica phonemes through methods tailored for the specific learning needs and interests for each learning level

Example 2 from CoLang 2016

Project: Teaching and Revitalization of Kristang in Singapore

Kevin Martens Wong

Goal:

Develop a critical mass of 10-15 interested, invested and committed Kristang learners from both inside and outside the Eurasian community with some basic command of Kristang

Example 3 from CoLang 2016

Project: Create a language documentation project

Tony Davis

Goal:

I propose to identify a not yet well-documented language and investigate whether that language community is interested in creating a partnership for a project to create a grammar for that language.

Example 4 from CoLang 2016

Project: Hän audio project

Shyanne Beatty, Jason Harris

Goal:

We propose to gather and digitize analog material for use with modern equipment to make accessible to the Han Hwech'in community.

Your project goal

Start thinking about the goal of your project

- It can be real or imagined
- You can partner with other people in the class on this project / activitiy
- I/We propose to ……

What will the outcome be?

- I/We will achieve/ produce/ demonstrate....
- be specific and reasonable