

<b>HAWAII TIME</b>	<b>ICLDC 7 SCHEDULE GRID (as of 2/25/21)</b>					
<b>THURS 3.4.21</b>	<b>ZOOM ROOM 1</b>	<b>ZOOM ROOM 2</b>	<b>ZOOM ROOM 3</b>	<b>ZOOM ROOM 4</b>	<b>ZOOM ROOM 5</b>	<b>ZOOM ROOM 6</b>
8:00-8:30am	Welcome					
8:30-9:45am	<b>Opening Plenary: Enacting Relational Accountability to Indigenous Languages and their Peoples, Communities, and Lifeways (Candace Kaleimamoowahinekapu Galla)</b>					
10:00-11:30am	<b>Workshop 5: Realizing relationships through the collection of spatial data in a documentary project</b>	<b>Talk Story 6: Developing relationships between public health specialists, linguists and indigenous communities</b>	<b>Workshop 3: Relating the past, present &amp; future: archiving language collections</b>	<b>Talk Story 1: Collaboration, communities, and relationship-building: Pushing the conversation forward</b>	<b>Talk Story 2: Enacting Relationality in Online Indigenous Language Education</b>	
11:45am-12:15pm	<b>Special Panel 1.1 Complex dynamics in relationships in sign language documentation</b>	<b>Paper Q&amp;A 2.1</b> • Online grassroots language revitalization: virtual communities as breathing spaces • Tháydehé Yatj Hóneneltén — Ancestral Dene Language Pedagogies: Relational kinship and community-led Indigenous pedagogies • Collection data management and repatriation of archival materials back to their source communities	<b>Paper Q&amp;A 3.1</b> • From little things, big things grow • River walks, Reef dives, and Rapid Word Collection workshops: Related and supportive methods to document linguistic and environmental knowledge	<b>Paper Q&amp;A 4.1</b> • Beyond binaries in community-centered research relationships • The University of the South Pacific's Diploma in Pacific Vernacular Language: Cook Island Māori Case Study	<b>Paper Q&amp;A 5.1</b> • Language documentation in Roam Research: Recognizing relationships in field notes • Using open-source, sustainable tools for language reclamation: Preliminary findings from building a digital corpus of Wendat • Legacy Text Collections and their Importance for Communities and Student Training	
12:30-1:00 pm		<b>Paper Q&amp;A 2.2</b> • Surveying community-based dictionary creators to develop a Relational Lexicography toolkit and framework • The Role of Input in Language Revitalization: Growing Students' Vocabularies • 'Ólelo Hawai'i: He Kūkulu, He Kahua (Hawaiian Language: A Pillar, A Foundation)	<b>Paper Q&amp;A 3.2</b> • Tunica in the Indigenous Language Manuscripts Interface: Transforming Handwritten Manuscript Accessibility through Community-Archive Collaboration • NETOLNEW "one mind, one people": Relationship and community-based ILR research in Canada • Creating a decolonial space within the university context through Numu language (Northern Paiute) classes	<b>Paper Q&amp;A 4.2</b> • Emergent multilingual identities among children learning Zapotec • Healing/Trauma-Informed Approach in the Language Documentation Process: Towards deeper relationships among elders and young learners in community • Documenting child language in an Indigenous Amazonian community	<b>Paper Q&amp;A 5.2</b> • Networks of Support: How Online Resources are Built, Maintained and Adapted for Community Language Revitalization Needs • Stakeholders in language development – opportunities and challenges • Knowing your why: Relationships and motivation in language revitalization contexts	
1:15-2:45pm	<b>Hula</b>					
	<b>DISCORD ROOM 1</b>	<b>DISCORD ROOM 2</b>	<b>DISCORD ROOM 3</b>	<b>DISCORD ROOM 4</b>	<b>DISCORD ROOM 5</b>	
6:00-7:00pm	<b>Posters Q&amp;A P1.1 (language and community, social media)</b> • Strengthening partnerships: the role of indigenous tourism in language documentation • Languages of covid-19 prevention, identity, and solidarity in Paiwan and Rukai Communities • Lessons in successful social media language conservation from Roviana and other indigenous language communities of Western Province Solomon Islands	<b>Posters Q&amp;A P2.1 (langdoc, collaborative work)</b> • Collaborative Transcription in Australian Aboriginal Communities • Kala Dictionary Making with the WOLF lexicography software: A Collaborative Effort • pglx: A 'pretty good' lexical service	<b>Posters Q&amp;A P3.1 (adventures, digital learning tools)</b> • The Ktunaxa Interactive Language Adventure: Interactive fiction and story-based games for community language engagement • 'Design Non-Proposals' for Relationship Building in a Tangible Technology Design Project for Language Revitalisation • Enriching ethnographic metadata with the help of native speakers	<b>Posters Q&amp;A P4.1 (place-based education, immersion)</b> • Kin Haal'á Áłchíni: Navajo Immersion Camp for Urban Indians • Situated Learning of Indigenous Language and Development of Sense of Place through Place-based Outdoor Education • Language Revitalization through Place-based Indigenous STEAM Education on River Ecology and Mythology and its effects on Indigenous Students' Cultural Identity	<b>Posters Q&amp;A P5.1 (digital tools for description, education)</b> • An Ethnic Community Local Organisation with Multifaceted Networks to Help Save an Endangered Language in North-West of China • Effects of Gender on Language Revitalisation & Documentation in the Ryukyus	
	<b>ZOOM ROOM 1</b>	<b>ZOOM ROOM 2</b>	<b>ZOOM ROOM 3</b>	<b>ZOOM ROOM 4</b>	<b>ZOOM ROOM 5</b>	
7:15-8:45pm	<b>Workshop 6: Regenerating Hawaiian Speakers: Recognizing Relationships &amp; Challenges</b>	<b>Talk Story 3: Resilient relationships: Lessons from working collaboratively at a distance</b>	<b>Talk Story 5: Approaches to prescriptivism in language revitalization</b>	<b>Talk Story 4: Ahu kupanaha ka lā i mānā: Facing the challenge of online indigenous language immersion schooling</b>	<b>Talk Story 7: Reflection and collaboration for culturally responsive visual design in language resources</b>	
9:00-9:30pm	<b>Paper Q&amp;A 1.3</b> • Gesture in Video Language Documentation • Using an Intermediary Language in Fieldwork: A Gap in Our Training?	<b>Paper Q&amp;A 2.3</b> • Community members make a more comprehensive documentary record • An account of how critical information about privacy is missing in indigenous languages of India and ways to avoid it • The Se:wey Čahnu project: Designing a pidgin for language revitalization	<b>Paper Q&amp;A 3.3</b> • Language documentation and Capacity building: Challenges from 'tribal' Jharkhand • From CV to OLAC • Developing an app for learning Mangarrayi	<b>Paper Q&amp;A 4.3</b> • The Lakota Language and its revitalization - Lakota Summer Institute • Maithili language viability and Visibility: Impact of the Eighth Schedule of the Indian Constitution • Language attitudes in two Barayin recordings		



<b>HAWAII TIME</b>	<b>ICLDC 7 SCHEDULE GRID (as of 2/25/21)</b>					
<b>SAT 3.6.21</b>	<b>ZOOM ROOM 1</b>	<b>ZOOM ROOM 2</b>	<b>ZOOM ROOM 3</b>	<b>ZOOM ROOM 4</b>	<b>ZOOM ROOM 5</b>	<b>ZOOM ROOM 6</b>
9:00-9:30am	<b>Paper Q&amp;A 1.8</b> • Gesture in Numerals in Three Indigenous Nigerian Sign Languages • Collaborative corpus work at a distance: Building a remote workflow around YouTube / • Resources for Reclamation: Creating a Relational Dictionary Knowledgebase	<b>Paper Q&amp;A 2.8</b> • Zooming through the Pandemic with the Advocates for Indigenous California Language Survival • Deepening Relationships in Order to Document and Promote our African Languages • What if Babel was just a myth?	<b>Paper Q&amp;A 3.8</b> • Corpus Phonetic Investigation into Seneca Accentuation • Demystifying the Reclamation of Reawakening Languages: A Case Study of Tunica • Kou-d-min pou Kouri-Vini: Helping Hands for Louisiana Creole	<b>Paper Q&amp;A 4.8</b> • Living Legends: Adapting Centuries-Old Lakota Stories for Use in Contemporary Educational Settings • Recalibrating Relationships: New Roles for University/Community Partners in Pandemic Times	<b>Paper Q&amp;A 5.8</b> • The Life of a File from Creation to CoRSAL: An Interdisciplinary Approach to Managing Language Documentation Materials • Auto-Documentation: Recognizing new relationships • From speakers to stakeholder: Ecuadorian experiences in collaborative language documentation	
9:45-11:15am	<b>Workshop 8: How to document small-scale multilingualism? Theory and practice of an emerging approach to language documentation</b>	<b>Talk Story 6: Developing relationships between public health specialists, linguists and indigenous communities</b>	<b>Workshop 4: Semi-automated transcription for Language Documentation with Elpis</b>	<b>Talk Story 1: Collaboration, communities, and relationship-building: Pushing the conversation forward</b>	<b>Workshop 1: The spirit of the language</b>	<b>Talk Story 2: Enacting Relationality in Online Indigenous Language Education</b>
11:30am-12:00pm	<b>Paper Q&amp;A 1.9</b> • Learning to Live Our Language: Zapotec Elders and Youth Fostering Intergenerational Dialogue through Cellphims • Real barriers, real solutions: grassroots activists creating Nsyilxčn fluency • Caseidyneēn Saēn: The collaborative creation of open educational materials as a pedagogical practice and act of resistance	<b>Paper Q&amp;A 2.9</b> • Jejeuo talking dictionary: A collaborative online database for language revitalization • A double-edged sword: Is Social media merely a distraction or does it have a meaningful role in Indigenous Language Revitalization? • 'Alongsiders': walking alongside language communities in Community-based Language and Identity Development	<b>Paper Q&amp;A 3.9</b> • ȺŁЄЄŁ SČȺ: Intersecting relationships in sustainable language reclamation • Towards a Revitalization Helpdesk: A digital platform for knowledge-sharing and relationship-building • Emotion and Motivation in Language Reclamation	<b>Paper Q&amp;A 4.9</b> • Contemporary Digital Linguistics and the Archive: An Urgent Review • Documentation of Minority and Low Resource Languages: Towards Building a Global Infrastructure and Capacity	<b>Paper Q&amp;A 5.9</b> • Sustaining Minoritized Languages of Europe (SMiLE) II: Impact from case studies in community responses to revitalization • Developing language learning tools for Nobiin • From Mayrinax Atayal to Matu'uwal: Recognizing relationships among language activists, language community and documentary linguist in the documentation of a "well-studied" Formosan language	
12:30-4:00pm	<b>He 'Ōlelo Ola Hilo Field Study</b>					
4:30-6:00pm	<b>Workshop 5: Realizing relationships through the collection of spatial data in a documentary project</b>	<b>Talk Story 3: Resilient relationships: Lessons from working collaboratively at a distance</b>	<b>Talk Story 7: Reflection and collaboration for culturally responsive visual design in language resources</b>	<b>Talk Story 5: Approaches to prescriptivism in language revitalization</b>	<b>Workshop 2: Revitalization at a distance: Engaging digital archives for language reclamation</b>	<b>Talk Story 4: Ahu kupanaha ka lā i mānā: Facing the challenge of online indigenous language immersion schooling</b>
<b>SUN 3.7.21</b>	<b>ZOOM ROOM 1</b>	<b>ZOOM ROOM 2</b>	<b>ZOOM ROOM 3</b>	<b>ZOOM ROOM 4</b>	<b>ZOOM ROOM 5</b>	
9:00-10:30am	<b>Workshop 6: Regenerating Hawaiian Speakers: Recognizing Relationships &amp; Challenges</b>	<b>Talk Story 6: Developing relationships between public health specialists, linguists and indigenous communities</b>		<b>Talk Story 1: Collaboration, communities, and relationship-building: Pushing the conversation forward</b>	<b>Workshop 3: Relating the past, present &amp; future: archiving language collections</b>	
	<b>DISCORD ROOM 1</b>	<b>DISCORD ROOM 2</b>	<b>DISCORD ROOM 3</b>	<b>DISCORD ROOM 4</b>	<b>DISCORD ROOM 5</b>	
10:45-11:45am	<b>Posters Q&amp;A P1.2 (indigenous teaching, place-based, language maintenance)</b> • Teaching Grammar Through Language In Our Comprehensible Input-Based Hawaiian Class • Aikanā phonology, orthography and lexicography reform • Utilizing Hawaiian Language Newspapers for Place- and Culture-based Geoscience Education • Models of language revitalization: processes and outcomes	<b>Posters Q&amp;A P2.2 (digital tools, NLP, COVID)</b> • Combining description and documentation: a digital Boasian trilogy • Building networks of language digital activists for peer learning and knowledge exchange • How inclusive are NLP technologies for African minority languages? A case study of Ewondo-French pair development in Apertium • virALLanguages bridging new and traditional media in Cameroon for the fight against Covid-19	<b>Posters Q&amp;A P3.2 (archiving)</b> • New AILLA Collections from Two Multilingual Regions of South America • The Language Archive: Latest Developments • Archiving Tundra Nenets materials: towards designing a balanced Tundra Nenets corpus • Curation as a distinct academic activity – a perspective from working with legacy materials	<b>Posters Q&amp;A P4.2 (digital corpus, documentation)</b> • Digital Corpus of St. Lawrence Island Yupik for the Yupik Community • Phonetic description of stop laryngeal contrasts of endangered Dawoodi (Indo-Aryan) • Interlinearization in ELAN	<b>Posters Q&amp;A P5.2 (techniques in langdoc, elicitation)</b> • Towards an Assessment of Kapampangan Language Vitality • Spatializing endangered intangible knowledge: towards systematic integration of "where" in a legacy documentation collection of Southeast Asia	
	<b>ZOOM ROOM 1</b>	<b>ZOOM ROOM 2</b>	<b>ZOOM ROOM 3</b>	<b>ZOOM ROOM 4</b>	<b>ZOOM ROOM 5</b>	<b>ZOOM ROOM 6</b>
12:00-1:30 pm	<b>Workshop 7: How to build-your-own practical A.I. tools for language maintenance</b>	<b>Talk Story 3: Resilient relationships: Lessons from working collaboratively at a distance</b>	<b>Workshop 2: Revitalization at a distance: Engaging digital archives for language reclamation</b>	<b>Workshop 8: How to document small-scale multilingualism? Theory and practice of an emerging approach to language documentation</b>	<b>Workshop 1: The spirit of the language</b>	<b>Talk Story 2: Enacting Relationality in Online Indigenous Language Education</b>

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1:45-3:00pm	Closing Plenary: Language Reclamation Through Relational Language Work (Wesley Y. Leonard)					
3:00-3:15pm	Closing					
<b>LEGEND:</b>	Plenary	Workshop	Talk Story	Paper	Poster	
	Hilo Field Study	Panel				