# "How Do You Say This?": Tools for Community-Made Language Materials

Darren FLavelle & Jordan Lachler

(CILLDI; University of Alberta)

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In this presentation, we discuss two of the key challenges faced in carrying out documentation and revitalization from an emic perspective. First, community members have often been excluded from the planning stages of documentation work by outsider linguists. Second, there is often a significant lag time between documentation and the production of useful resources for the community.

To address these methodological challenges, we developed a set of offline, browser-based tools called Documentation Revitalization And Generation Of New Speakers Lab Generator Of Language Data (DRAGONS Lab GOLD) tools, and used them in our work with the multilingual community of Oroha in the Solomon Islands. Community members in Oroha speak a range of languages including Oroha, Sa'a, and Solomon Islands Pijin. Pijin is the language of wider communication and often the first language of all younger people in the community. Oroha is spoken by folks of all ages, though monolingual conversations are mainly conducted by elders.

These tools present speakers with visual prompts, both written and photographic, and then allow them to record their interpretations in their own language. We worked with speakers to customize the prompts to the local context, using photos taken onsite in the community in addition to stock photos.

The tools also allow for audio prompts in the language of wider communication, which can then be interpreted into the traditional language.  In the case of Oroha, because of the community's familiarity with written English, and their desire to streamline the documentation process, they elected to rely solely on the written and photographic prompts already provided by DRAGONS GOLD.

The outputs included a collection of Oroha utterances, narratives and conversations linked to specific photographs and written prompts. Because community members were involved in the planning stages, the process fits with the current documentary needs of the community to support their language maintenance efforts.  In other contexts, these tools can be used to create learner-focused materials simultaneously with the documentation itself, thereby ensuring that communities do not need to wait to see the benefits of their work.