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ABSTRACTS

Important Features for Aboriginal Language Dictionaries

Ken Hansen

Our early dictionary work began in 1966 and was carried out while we lived in a caravan on various Pintupi-Luritja communities. We were learning to speak the language so we could understand it well and use it to communicate in depth. Our aim was to be involved with these Aboriginal people so we could understand their culture, worldview and anything else that was important to them in their changing community based life situations.

Language Stories

From the start we tape recorded the stories they felt would explain the things they valued in their lives. We transcribed and translated many of these recorded stories asking the speaker in detail what they meant by any new words which we had not defined before. All of the words, phrases and suffixes we learned in these stories and in every-day speech were recorded in the 1st, 2nd, 3rd and 4th versions of the Pintupi-Luritja dictionaries.

Accurate language writing

Accurate recording of words in their correct pronunciation meant we needed to know the range of language sounds used in the language and how to write them consistently. In this we were helped greatly by attending the Language Learning and Analysis Course held regularly by the Summer Institute of Linguistics.

Phrase, Sentence and Discourse Analysis

By continuing analysis of phrase and sentence grammar we slowly learned how the Pintupi-Luritja people embedded their thoughts and arguments about their lives, within the different variations of discourse.

Difference in range of meanings between languages

The context of a word or phrase is very important in Pintupi-Luritja as in other Aboriginal languages and English. The range of meaning of a word or phrase differs from language to language. One should not expect to find that a Pintupi-Luritja word has the same range of meaning as an English word that overlaps in one meaning. This is the reason that we in the 4th edition of the Pintupi-Luritja dictionary have given a number of language examples.

These examples with their English backtranslation illustrate the range of meaning of the word concerned in different verbal and cultural contexts.

Numerous features

There are numerous other features which are important when working with Aboriginal language dictionaries, too many to mention here.

Brendan Kavanagh,

**Language Lab: A Comprehensive Tool for Language Learning and Documentation
Resource developer, Highway Learning**

"Language Lab" is a comprehensive software suite designed to enhance language preservation, learning, and translation.

Equipped with intuitive data entry systems, it is a valuable tool for both linguists and lexicographers working with complex language data. With its innovative translation feature, Language Lab can help bridge language barriers, thus supporting contact linguistics and social empowerment through language.

The software's innovative design allows for efficient data entry, storing a wide array of language data systematically for easy retrieval. This stored data can be seamlessly converted into language learning resources such as dictionaries, worksheets, and digital games, offering a holistic solution for both learners and educators.

The presentation will feature a live demonstration of Language Lab, highlighting its capabilities and its potential to contribute to the fields of e-lexicography, learners' dictionaries, and social empowerment through language. Language Lab is an innovative step towards the digitalisation of language learning and preservation, especially beneficial in the context of endangered languages.

Fieldworks Language Explorer, two imports and two outputs for PDF, apps and online.

Ian K McQuay

SIL International – Pacific Digital Publishing

Digital publishing has opened up opportunities not available to previous generations in terms of creating multiple outputs from a single structured data source. SIL has developed tools and standards for lexicography that allow a progression from collected dataset to print and digital presentations. Fieldworks Language Explorer (FLEx) provides a great place to collect and manage the data, then export it in structured or presentation forms.

This presentation will cover how existing data can be imported into FLEx. The first method is via the Standard Format Markers (SFM or backslash codes) file. The second method is from a Lexical Interchange Format (LIFT) file, a format common to FLEx, WeSay, Solid, and LexiquePro.

Then the presentation will cover two export options and how they can be used. LIFT export provides an XML structured data export. It could provide a source for a PDF, but can also be used with Dictionary App Builder (DAB) to create minimally formatted Android or iOS app. XHTML export is a configured, styled data export that can be use with PrinceXML (not free) to create a print or PDF. When used with Dictionary App Builder the XHTML provides more styling and formatting options for the Android or iOS app content. FLEx can also directly upload to webonary.org to provide a searchable online dictionary, that can be easily updated.

Keywords: digital publishing, Fieldworks Language Explorer, FLEx, Webonary, Dictionary App Builder, DAB, online, XHTML, XML

Angkintjaka yunthitjika: Teaching dictionary use in Central Australian secondary classrooms

Jannette McCormack and David Moore, Alice Springs Language Centre

Dictionaries are a vital resource for the language classroom. In the last two decades there has been a flourish of dictionaries for Central Australian Aboriginal languages including the Eastern and Central Arrernte Second Edition (Henderson and Dobson 2021), Pintupi-Luritja Fourth Edition (Hansen 2022), Warlpiri (Laughren 2023) and Western Arrarnta (Moore and Roennfeldt 2023).

As the design of dictionaries varies according to the users, considerable research needs to be done to determine how dictionaries are used by students in classrooms. Users need guides for how reference words in the dictionary and they need to practice their referencing skills. The Western Arrarnta to English Dictionary has been devised for use in secondary school classrooms to support the reading and writing of Western Arrarnta.

This paper covers practical lexicography and examines ways in which dictionaries can be devised to make them easier to use. These include exercises and games which make dictionaries easier to use and ways in which they can be made more user-friendly for secondary classes.

Little Kids Learning Languages

**Carmel O'Shannessy¹, Vanessa Davis^{1,2}, Jessie Bartlett³, Alice Nelson³,
¹Australian National University, ²Tangentyere Research Hub, ³Red Dust Role Models**

Two of the National Agreement on Closing the Gap targets focus on early childhood and one focuses on language, yet little is known about young children's language development in Indigenous languages. This includes the language children hear directed to them and therefore learn. Contexts in which families regularly speak in more than one language are even less well understood.

In Central Australia many Indigenous children grow up hearing and learning more than one language. Using words from more than one language in a sentence or conversation is common.

The Little Kids Learning Languages project aims to

- develop a Communicative Development Inventory (children's early word list) for languages in Central Australia
- learn more about the language young children hear spoken to them, and the kinds of interactions they engage in with their families
- learn more about the children's language development
- develop information materials that will help health and education professionals to talk with families and assess children's language development.

In this talk we will discuss how we developed the Little Kids' Word List app in 4 languages (with a 5th being added), and some aspects of how adults and children talk with each other.

Lindsey Stevenson

Lexicographical legitimisation in écriture inclusive debates

Debates in France surrounding inclusive writing, or 'écriture inclusive' were reignited in 2017 when a school textbook was published using the reforms. In the intervening years, the discussion has taken hold of public consciousness, particularly in terms of its legitimisation through lexicography, and by institutions like dictionaries, governments and the Académie Française. Écriture inclusive consists of a variety of strategies which primarily aim to elevate the level of visibility of the feminine, and rid the language of embedded sexism. Due to pervasive ideologies of both language and gender, attitudes towards the legitimisation of these strategies have become highly controversial. Further, due to an ever changing landscape of cultural identity, language evolution occurs at a rate that has not been matched by the slow process of official debate and language sanctioning. This study aims to consider public attitudes towards écriture inclusive as found in French news media and subsequently to identify the underlying ideological roots which may contribute to attitudes towards lexicographical solutions to gendered language

Indigenous Languages of Australia loanwords in Standard Australian English

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Indigenous Languages of Australia (ILA) provided a significant number of words that can be found in Standard Australian English (SAusE) today. These cover a great variety of lexical fields, from flora and fauna (for the most part) to more complex concepts referring to the Dreaming. Based on a corpora consisting of loanwords from ILA, I aim to show how the phonology of source language might have been maintained when entering SAusE

vocabulary. I use dictionary data, following the Guerrian school approach, that is not strictly a school but his students following his work (Fournier, Abasq, P. Fournier, Dabouis, Martin, Girard), in addition to oral data collected via different processes (field work, online survey, extraction from YouTube videos). Major references are the Macquarie Dictionary (MD), from different editions, and Australian Aboriginal Words in English: their origin and meaning (Dixon et al. 2006). I led my study for three parameters: lexical stress, consonants and vowels. Based on different perspectives (time, location, lexical field, phonology), this presentation aims to show the pathway followed by those words as they became incorporated into SAusE vocabulary. I will trace their path based on the time they entered the dictionary, the language they originated from and the lexical field they refer/belong to. I will focus on a particular parameter – vowel or consonant gemination – that can be seen as a phonological feature maintained in SAusE. Crucially, I will show that the history of colonization aligns with the ‘history’ of the borrowings from ILA. Restricted bibliography: Dixon, R. M. W., Moore, B., Ramson, W. S., & Thomas, M. (2006). Australian Aboriginal Words in English: Their origin and meaning (Oxford University Press). Oxford University Press. Guierre, L. (1979). Essai sur l’accentuation en anglais contemporain [PhD]. Macquarie Dictionary (fifth edition). (2009). Pan Macmillan. Macquarie Dictionary (eighth edition). (2020). Pan Macmillan. Macquarie Dictionary (online). (s. d.). Pan Macmillan.

The lexicon of cooking in Aboriginal Australia

Michael Walsh

There was no tradition of metalwork or pottery in Aboriginal Australia so there were limits on implements that could be used in connection with cooking. A common cooking term like ‘boiling’ presents a challenge as Australian Languages needed to adapt to post-contact situations. Such languages also had to confront terms like: stew, cook, seethe, scald, parboil, simmer etc. One of the more obvious strategies is to borrow from English e.g. Alyawarr “pwarlemelevel“ *v.t.* boil something. *From: English 'boil' ”*. *For outsiders this borrowing might not seem so obvious!* This paper will consider some of the strategies employed by Australian Languages in post-contact situations to extend the lexicon of cooking.

Dictionaries in the Service of Revivalistics

Professor Ghil’ad Zuckermann, The University of Adelaide

This keynote address will explore revivalistic lexicography, which is different from traditional dictionary making. For example, Unlike in documentary linguistics; in revivalistics, dictionaries and grammars ought to be written for the language owners/custodians, in a user-friendly, accessible way, avoiding Latinisms and other highfalutin scholarly terms. This keynote address will analyse the complexity of writing dictionaries for a Dreaming Sleeping Beauty tongue, i.e. no longer spoken language. For example, although the professional lexicographer may know, with ample evidence, that the seat of emotions in a

specific Aboriginal language is the *stomach* (e.g. Barngarla *warna*), contemporary indigenous custodians – influenced (subconsciously) by the colonizers' English – may feel, as the traditional owners of the languages, that the *heart* (e.g. Barngarla *yoolgoo*) is the seat of emotions within the traditional language.

Thus, the address would cast light on the REVIVALISTIC PARADOX: (1) Whereas documentary linguists put the language at the centre, revivalists put the language custodians at the centre. But (2) Whereas in documentary linguistics the Indigenous/minority people have the knowledge of the language, in the revivalistic case of reclamation, the revivalist is the one with that knowledge.

The address will end with a plea: to train as many language custodians/owners as possible to be professional revivalistic lexicographers themselves.