



Integrating Language Documentation in IPEd Implementation in the Philippines: The Case of Itneg Inlaud

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Outline:

1. Itneg Inlaud [iti] ethnolinguistic profile
2. Indigenous Peoples Education (IPEd) implementation
3. Integrating language documentation in IPEd implementation
 - The Itneg Inlaud Language Documentation project
 - Output supporting IPEd implementation
4. Conclusion & Recommendations



The Itneg Inlaud ethnolinguistic profile:

- Location: Ilocos Sur, Ilocos Norte and Abra
- Ethnic & speaker population: 9000 (SIL 2003)
- EGIDS level: 6b (Threatened); other speech communities have lower vitality
- Language development:
 - Ongoing IPEd program (in R1 and Abra) since 2015
 - Bible Translation (NT) © PBS 2022; Language Documentation 2022-2023

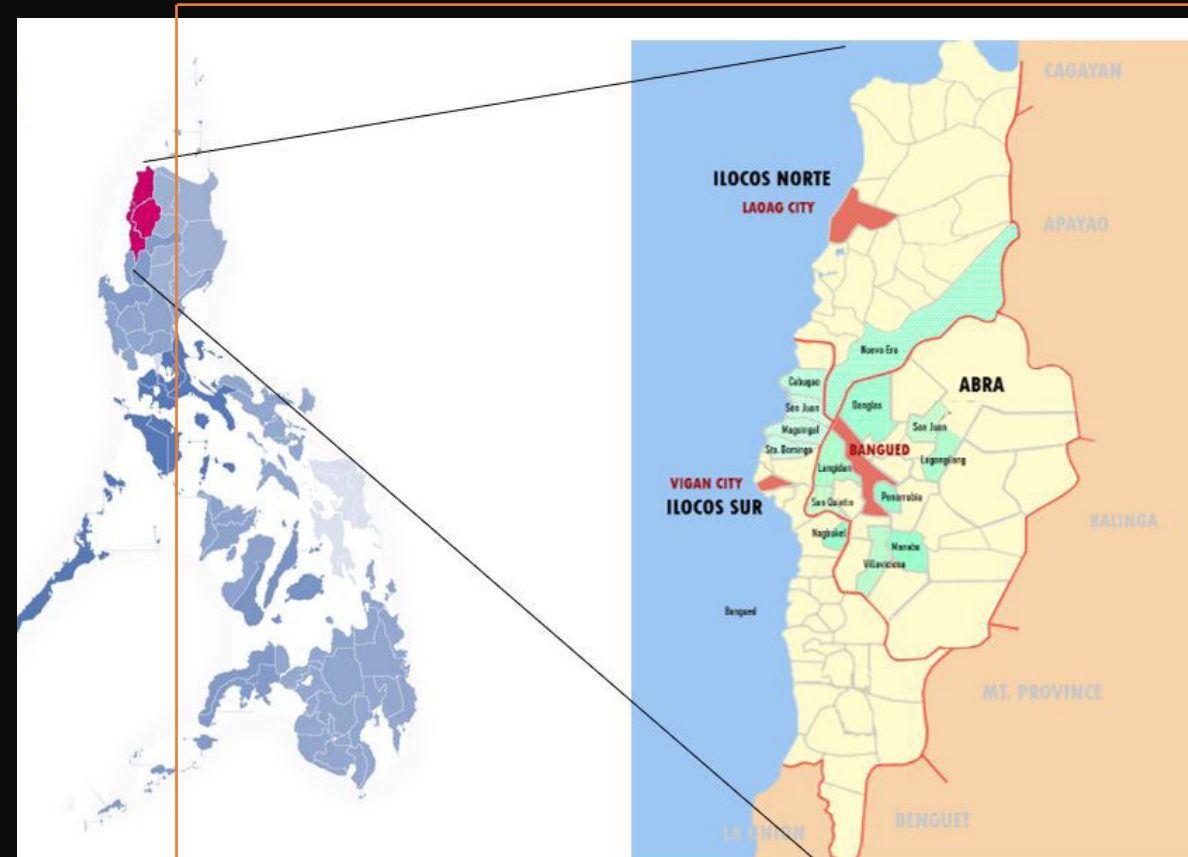
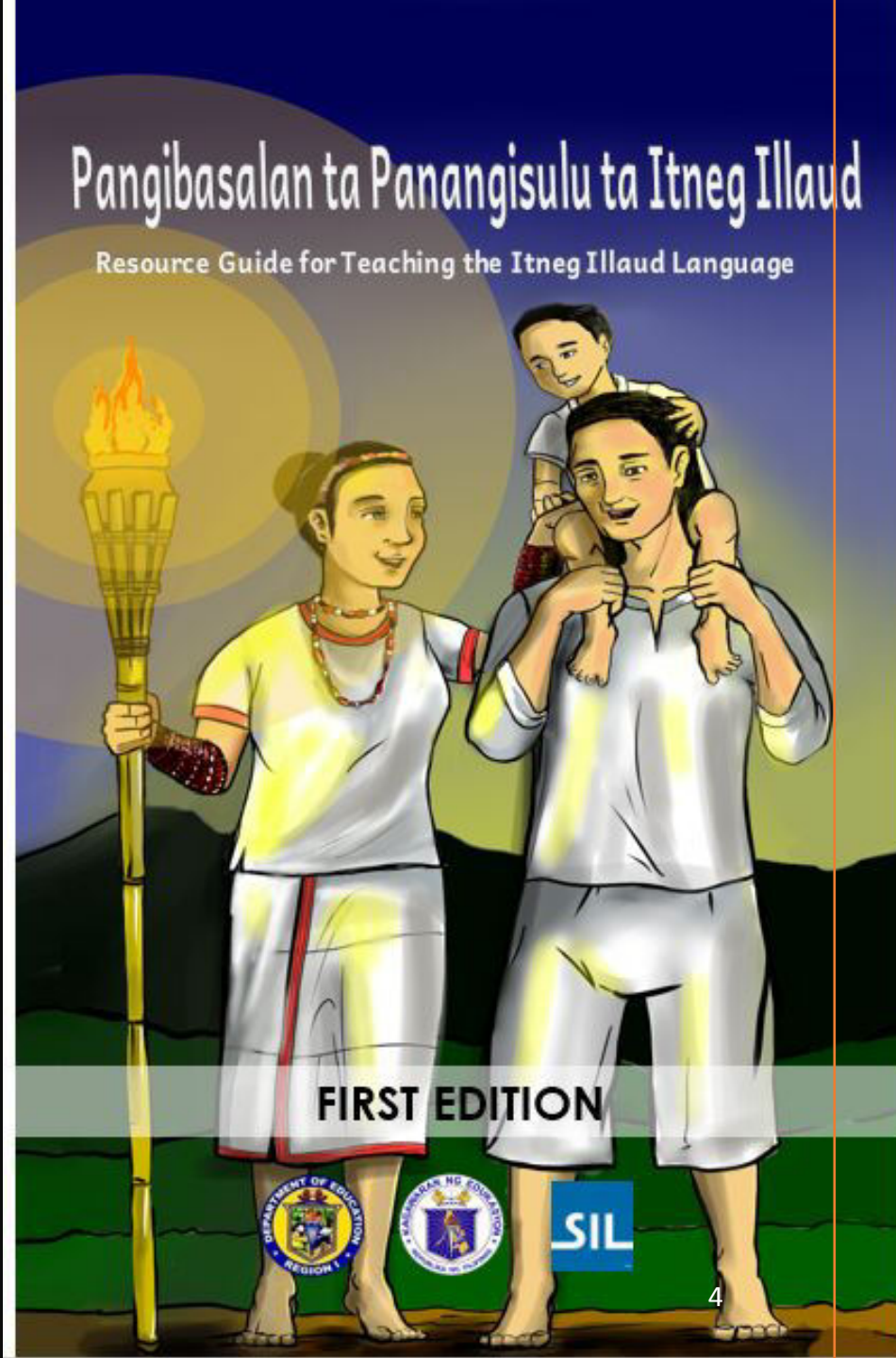


Figure 1 Location map of Itneg Inlaud speech communities in Ilocos Norte, Ilocos Sur and Abra provinces (adapted from Wikipedia; www.pngitem.com; Deped and NCIP Abra 2016; N. Bringas and J. Azada (personal communication, January 19, 2021))

Indigenous Peoples Education (IPEd) Program implementation (2015-present)

- 2015~ Research on the Indigenous knowledge systems and practices (IKSPs) (DEPED Order 32, s2015).
- 2018~ Series of workshops on the development of the Four Minima which includes:
 - (1) Orthography
 - (2) Officially documented vocabulary
 - (3) Grammar book
 - (4) Things to read(DEPED Order 21, s2019)





Implementation challenges



1. Not enough time during workshops to produce quality and sufficient materials.
2. No adequate, organized, and readily available documentation of the IKSPs that the teachers could use.
3. Knowledgeable language and culture consultants (older generation) are decreasing in number and are difficult to bring to workshops.
4. No reference materials available for teachers use in teaching the language to the children (i.e., grammatical description and dictionary).
5. In some speech communities, Itneg children are no longer learning to speak the language,

Language Documentation

“...concerned with the methods, tools and theoretical underpinnings for compiling a representative and lasting multipurpose record of a natural language or one of its varieties.”
(Himmelman 2006)

Itneg Inlaud Language Documentation Project







Groundwork

- Project presentation to encourage support and partnership in the Language Documentation project and IPed/MTBMLE
- to Itneg Inlaud ICCs in Ilocos Sur, Ilocos Norte and Abra
 - to local government units
 - to other government agencies (i.e. National Commission on Indigenous Peoples, DEPED)



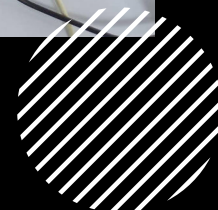
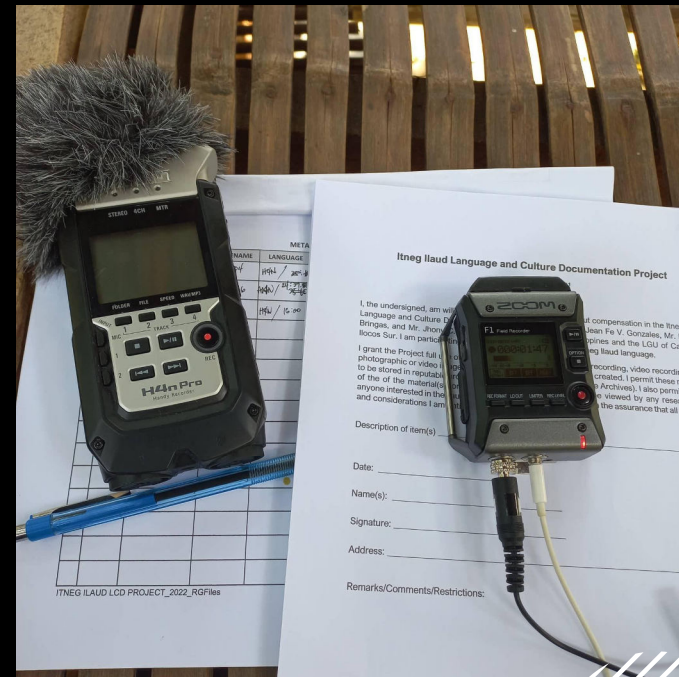
Goals

- ❖ Archive a multipurpose documentary corpus (at least a total of 15 hours' worth of recording)
 - a) Publish a wordlist or a beginning dictionary
 - b) Interlinearize sample texts
- ❖ Outside of the project: to publish linguistic papers on the language



Data Collection

- Data types: narratives, conversations, procedural discourse, and others.
- Topics or subject of language data collected usually depended on the community and local researchers' knowledge
- Elicitation and interviews were usually conducted in the L1.

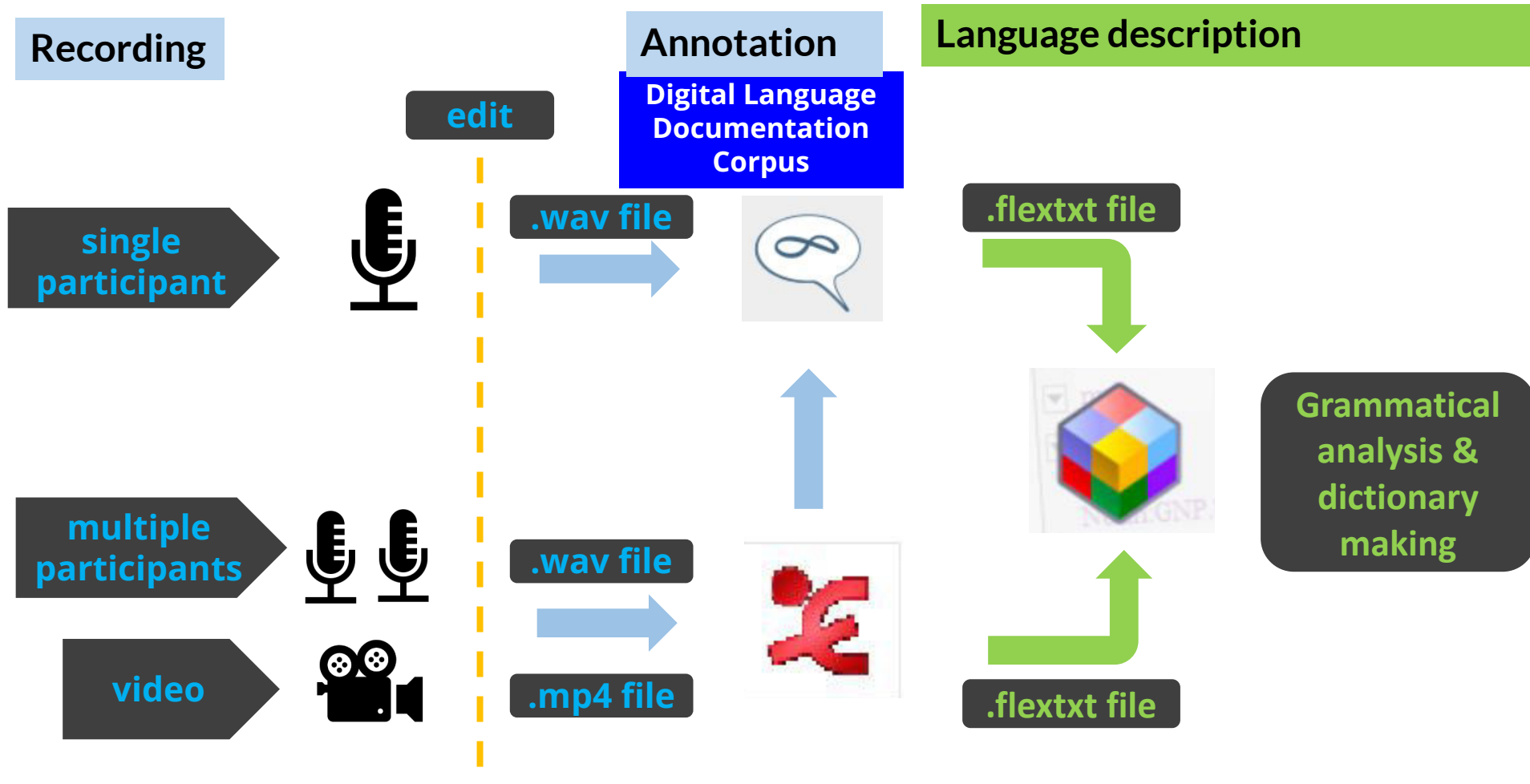




IPEd implementers and ICC leaders, as researchers, ensure that questions relevant to the community are asked and that the information collected fills the gaps in their understanding of their IKSPs, which is critical in the flourishing of their culture and well-being.

This is more important than what I want or need as a linguist or development worker.

Language Documentation Workflow



Language Documentation Output

- Digital corpus (archiving in process)
 - Almost 17 hours' worth of audio and video recordings of personal and cultural narratives, conversations, and procedural discourse
 - Wordlist
 - Sentence list
- ~90% is transcribed and translated in Tagalog/Filipino

Overview of the corpus from Saymore

Overview		
Sessions:	200	
People:	95	
Source Recording:	08:30:34	6.87 Gigabytes
Careful Speech:	00:00:31	2.62 Megabytes
Oral Translation:	00:00:00	---

Completed Stages	
Source Recording	168 sessions totaling 16:58:11
Careful Speech	0 sessions totaling 00:00:00
Oral Translation	0 sessions totaling 00:00:00
Transcription	183 sessions totaling 17:28:20
Written Translation	171 sessions totaling 16:02:27

Language Documentation Output

- Digital corpus (archiving in process)
 - Almost 18 hours' worth of audio and video recordings of personal and cultural narratives, conversations, and procedural discourse; Wordlist; Sentence list
- ~90% is transcribed and translated in Tagalog/Filipino

- Content for IPEd curriculum
- Material for books and other learning resources such as
 1. beginning dictionary/vocabulary
 2. grammatical description

- Published wordlist
- Linguistic papers presented in conferences

Conclusion

Integrating language documentation in IPEd implementation is challenging but worth the effort and resources in the long run (cost-effective).



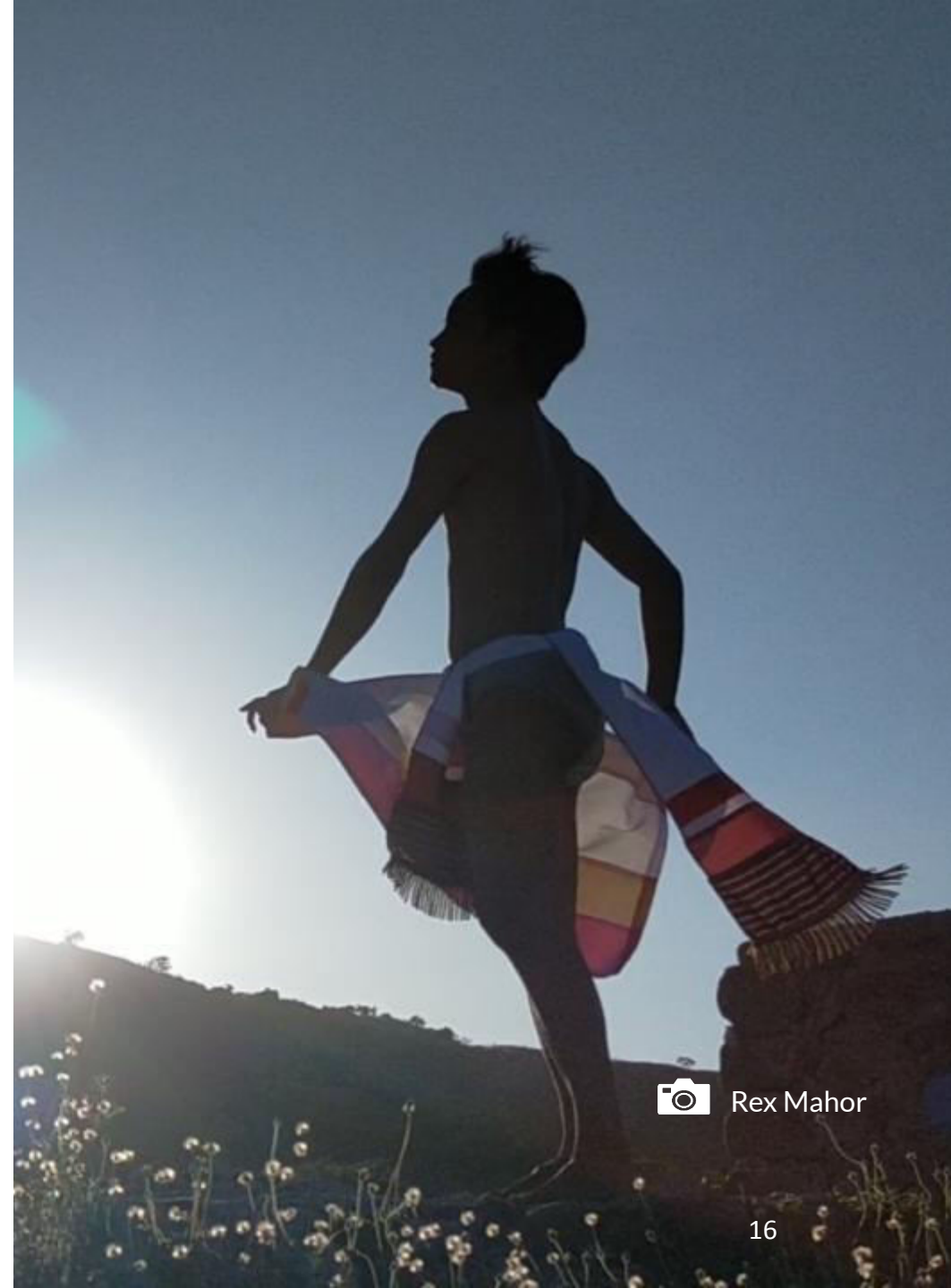
Language preservation and development, especially for IP languages

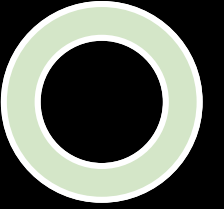


Accessible language & cultural resources for curriculum content & materials development

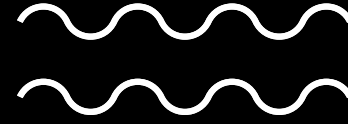


Encouraging communities & other stakeholders to participate & take action

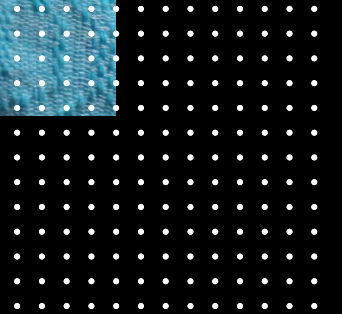




Recommendations



- If a language does not have available resources prior to IPEd implementation, include language documentation as an initial activity
- Involve linguists in planning, training, and project implementation
- IPEd implementers/ local researchers because they know the research gaps and the community research protocols
- Strengthen the role/involvement of the community and other stakeholders and build a good relationship where everybody is mutually accountable.





In closing...

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