Acquisition Sketch Project

Meeting 19:
Community report

10/11 June 2025

Community report

- Focus of previous seminars:
- How to produce an academic report of language acquisition in a community.

- Focus of today's seminar:
- How to report findings of your sketch back to the community.
  - Some factors to consider
  - Examples of outputs for communities

- 'Report'? 'Output'?
- Different, yes, but used somewhat interchangeably here. Both can be vehicles to **relay information** from your research **back to community members in a meaningful, context-appropriate way**; our focus for today.

Community report: necessary?

- A crucial part of the sketch writing process.
- It is imperative that knowledge gained is delivered back to the community.

- Findings from your sketch can be of great value to the community.

- But, as always, be careful not to generalize too much from your findings.
- Easier said than done- Reduced detail in community outputs.

Community report: what and how?

The language you choose for your sketch will have:

- Minimal research-based information on its acquisition, and
- (Likely) not many education resources

Despite these commonalities, there is no convenient one-size-fits-all way of appropriately feeding information back to communities.

- Entirely dependent on the specific language community you are working with and their particular needs and wants.

Community report: what and how?

A great deal of thought, consultation & care is needed to decide what form/s the feedback should take and how it should be provided to community members.

Many factors to consider when thinking of what might be most relevant for a community, e.g.

• levels of literacy

• the contexts of day-to-day use of the language

• And, most importantly, what community members themselves would like

Factors to consider: community preferences

- Community members might come to you with specific, achievable requests in terms of outputs (Brilliant!!!)

- Good idea to suggest some resources or outputs that you think might be useful for the community. This could prompt ideas or help flesh out/ narrow down rough ideas of what might be relevant.

- If there are any, look at what resources already exist to avoid doubling up, and to use as discussion for what does/does not work, what else is needed.

Factors to consider: levels of literacy

- For communities that are literate, a written report in non-academic language might be appropriate. The production of a children's book might also be highly valued.

- For communities with low levels of literacy, oral presentations or video reports might be suitable.

- (These options could of course be the most relevant for a community with high levels of literacy, too)

Picture story books

- Picture story book in Qaqet.
- Idea arose from discussions about children's stories/songs/games between Henrike Frye (researching CDL) and families she was working with.
- Book made for people to use at home rather than as a school resource.
- Such a success, more books are to be created and produced!
- https://lenapoint.com/story-book

Video reports

- Video reports on children's use of Warlpiri in 4 Aboriginal communities in Australia: Lajamanu, Nyirrpi, Willowra, & Yuendumu (1 video report per community)

- Carmel O'Shannessy

- These videos also formed the basis of numerous training workshops with Warlpiri educators in the following years focusing on oral language teaching & learning

Lajamanu report
www.youtube.com/watch?v=7nVry7Q_QG8

Factors to consider: institutionalized support

- Probably little/nothing available for the language in terms of developmental language assessment tools or similar resources that speech pathologists or maternal & child support services might use.

- Depending on the community such a resource could be very useful and highly valued.

Vocabulary checklists

ERLI

Early Language Inventory

- A local, short form adaptation of MacArthur-Bates Communicative Development Inventory (CDI)

- The 'Early Language Inventory' (ERLI, Jones et al., 2020), a checklist to assess vocab development in Indigenous Australian children growing up in multilingual and/or multidialectal homes in the Katherine Region in Northern Australia.

- In checklist: spoken words, gestures, hand signs

- Training video for using the checklist: https://www.youtube.com/watch?v=AoqFhm1Z2hU

English word options	Kriol word options	What do you say at home? What language is that?	Does child say....?	When you say... does s/he understand?
yucky, kuky-kuk, yuck	yaki, yakiwan		O	O
I, or me	ai, mi		O	O
this way	dijei		O	O
that way	tharrai		O	O
more, or another	najawan, mo		O	O
where?	weya, wijei		O	O
who?	hu		O	O
up	ap word:		O	O
	hand sign: (lifts arms to be picked up)		O	O
down	daun		O	O
behind	bihain		O	O
inside	insaid		O	O
there	deya word:		O	O
	hand sign: (point with finger or mouth)		O	O
on, on top	antap		O	O

Other hand signs:	How do you do this at home?	Do sign	Understand sign
yes (e.g. nods, or it could be a different hand sign)		O	O
gimme (e.g. hand out, palm up)		O	O
what (e.g. 'wanim' or 'weya yu gon' hand sign; rotates hand with index finger & thumb outstretched)		O	O
Other spoken words or hand signs? Please note any...			

In **English:**

bird

In **Kriol:**

berd   berdi   berdiberdi

Other words:

What do you call it at home?

What language(s) is that?

Your child: Does s/he say ...?

Says

Your child: When you say ... does s/he understand?

Understands

Vocabulary checklists

- Another local adaptation of MacArthur-Bates CDI

- 'Little Kids Word List'- an assessment tool to better understand Indigenous children's vocab development in Central Australia.

- Eastern & Central Arrernte, Western Arrarnta, Warlpiri, Pitjantjatjara, Luritja, & varieties of English in the app.

- In word list: spoken words, gesture, alternate sign

- Audio and animation included in the app

- O'Shannessy et al. (2023)

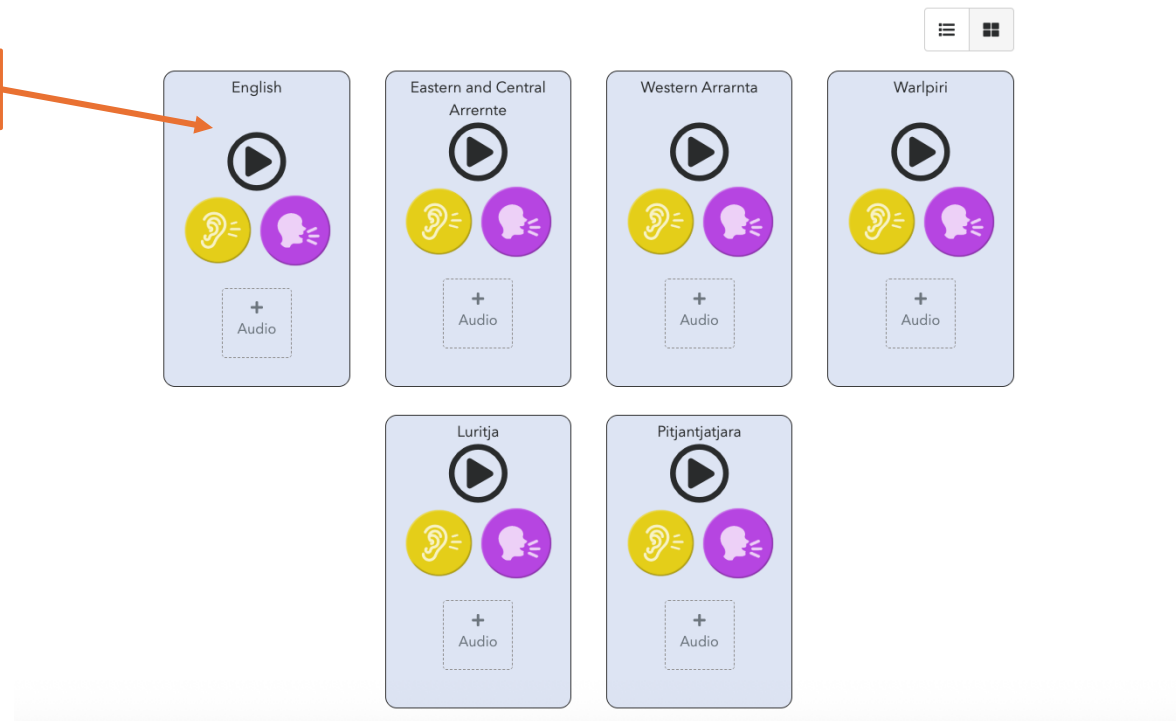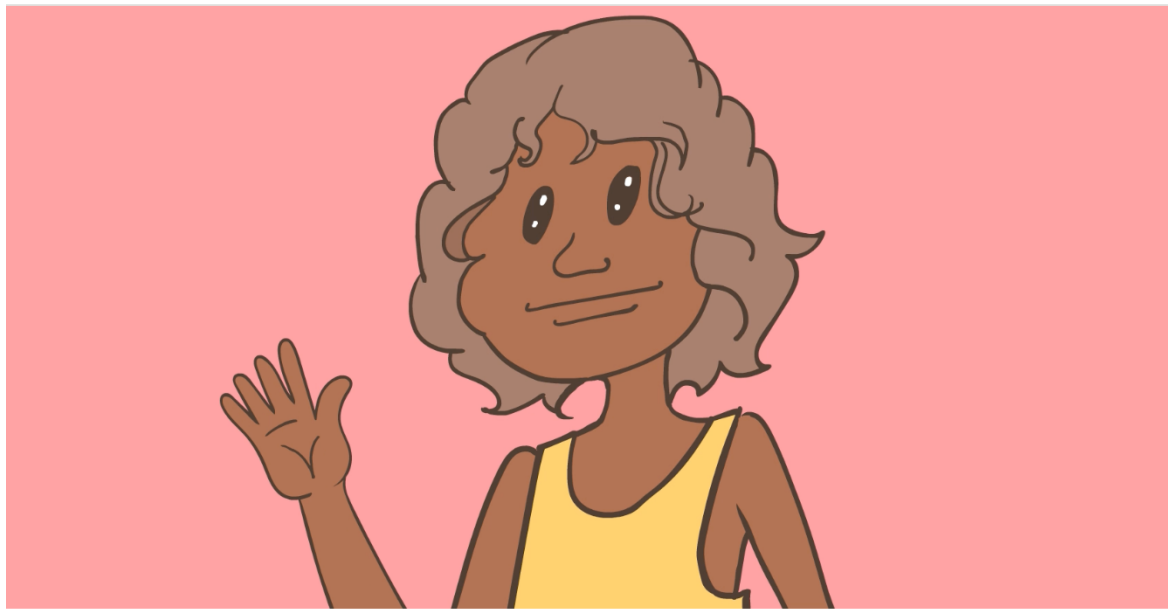 https://mywordlist.app/app/little-kids-word-list
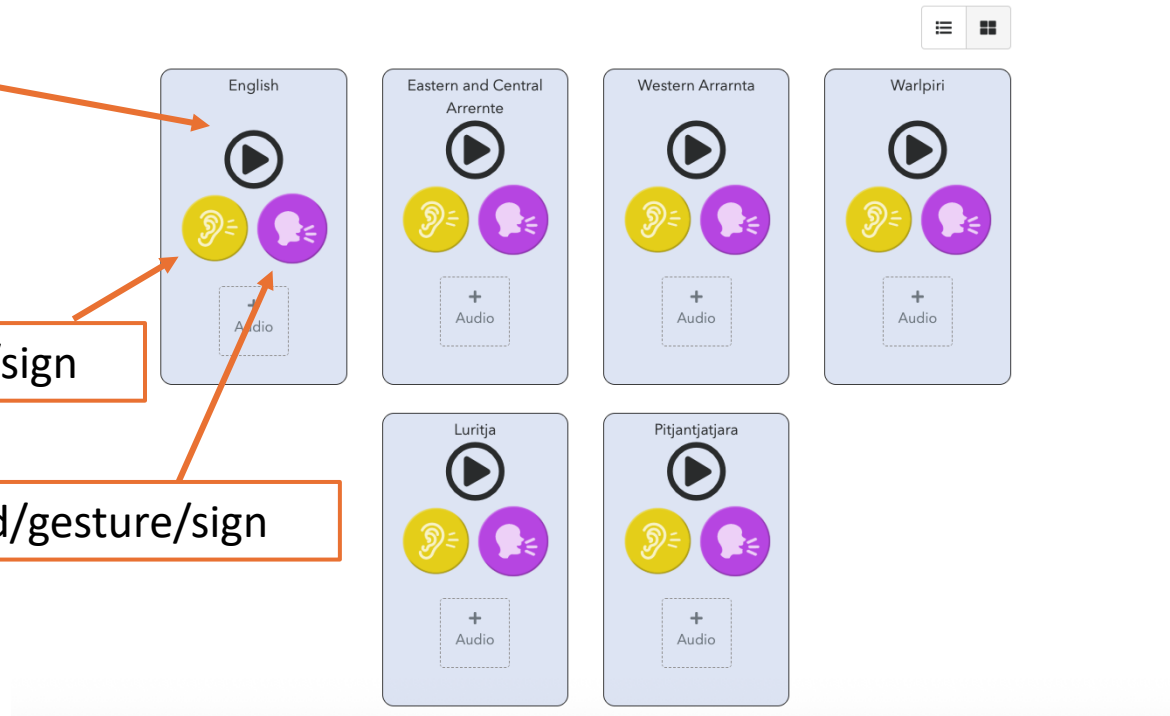
Screenshot from 'Little Kids Wordlist' app

Play audio

Screenshot from 'Little Kids Wordlist' app

Play audio

Child understands word/gesture/sign
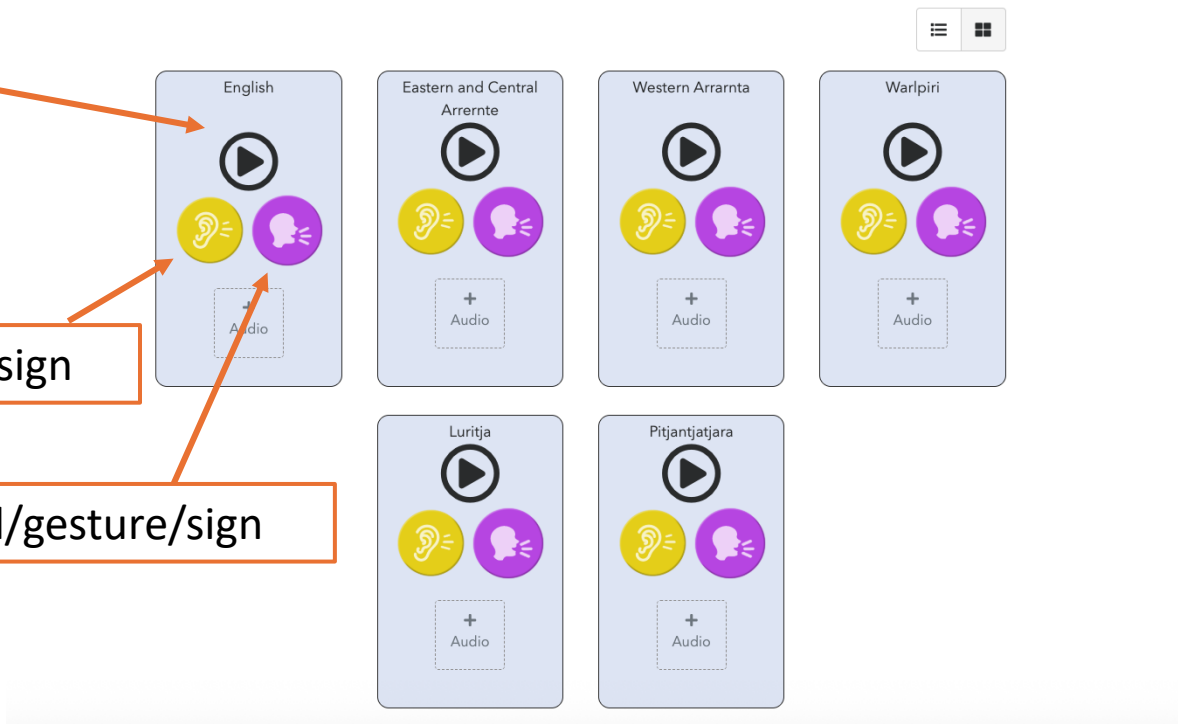
Child also produces word/gesture/sign

English

Eastern and Central Arrernte

Western Arrarnta

Warlpiri

Luritja

Pitjantjatjara

+ Audio

Play audio

English

Eastern and Central Arrernte

Western Arrarnta

Warlpiri

Luritja

Pitjantjatjara

+ Audio

+ Image

Child understands word/gesture/sign

Child also produces word/gesture/sign

Factors to consider: contexts of language use

For communities that teach or wish to teach the language, sketch findings could be used to develop or adapt language teaching materials.

- e.g. graded readers for children, or a report for teachers on what to expect regarding stages of language development.

Where the language is widely spoken in the community but is **not** taught/used at school

- The production of language learning materials may or may not be useful.
- It also might impact how readily accessible the feedback/output is.

Pitjantjatjara teacher training

Planned/in-progress outputs:

• workshops for teachers & early years educators

• videos

• written reports

To show that caregivers use strategies when communicating with their children that are common crosslinguistically and are research supported.

And that children are excellent communicators, with age-appropriate mastery of Pitjantjatjara.

• Capacity reinforcement in a deficit context.

Factors to consider: vitality of language

Community members might wish to learn about the extent to which children use the language.

- The sketch could be used to provide a picture of the current language situation.

Findings from the sketch could potentially be used to create materials for language revitalization purposes, such as language nests.

- Routines and patterns that occur in your sketch data between caregivers and children could be very useful for this context of language teaching, e.g. carrier phrases to introduce new words.

Community report: when?

- We suggest that you discuss and plan what outputs you will develop for and with the community **while you are undertaking your sketch**, rather than leaving it until after you have finished it.

- In fact, we encourage you to **include a summary in your sketch** of your reporting-back activities to the community. This will help your non-academic work can have an even broader impact, hopefully inspiring others.

Community report in the sketch: Inuktitut

(Lee & Allen, 2023, p. 209-210)

6 Community report

This research adds to the body of knowledge on the stages of language development in Inuktitut. As such, it can be used to create or adapt language assessment tools, which can be used to implement or add to speech-language pathology interventions specific to Inuktitut. The data reported here, together with the larger data set from which it was sampled, has been used for this purpose.

- Adapted the Language Assessment Remediation & Screening Procedure for Inuktitut (InuLARSP); includes more focus on morphology than LARSP adaptations for other languages because of the polysynthetic structure of Inuktitut (Allen et al., 2019)
- Adapted the MacArthur-Bates Communicative Development Inventory (CDI) for Inuktitut (Allen et al., 2017)

Name:	Date of birth:	Date of recording:
Therapist:	Age:	Remarks:

A. **Unanalyzed**	**Problematic**	B. Total number of utterances:
Unintelligible:	Incomplete:	Analyzed utterances:
Symbolic Noise:	Ambiguous:	MLU(m):
Deviant:	Stereotypes:	

Minor	*Responses*	*Vocatives*	*Other*	*Problems*
Stage I	'N'	'V'	Other	Baby Words

		Questions		*Commands/Statements*					*Word + Morph*
	Syntax	*Word*	*Inflections*	*Clause/Phrase*	*Nominal Elements*	*Nominal Inflections*	*Verbal Elements*	*Verbal Inflections*	
Stage II	Q	*suna* *nauk*	Q+inf		LOC *maani* EMPH *-aluk* Greeting *-ai* NZ *-juq*	ABS (1Ssg) *-ga*	Polite *-lauq-*	IMP (2sS/3sO) *-guk* IMP (2sS) *-git* PAR (3sS) *-juq*	X+1 X+2 X+3
Stage III		*kina*	ENCL *-li*	SV/VS OV/VO CS/SC AX/XA	CONJ *-li* CONJ *-lu*	LOC (SG) *-mi* ALL (SG) *-mut* POSS (SG) *-up* ABS (PL) *-it*	PASS *-jau-* COP *-it-* AV *-guma-* NEG *-nngit-*	IMP (1dS) *-luk* CTG (1sS) *-gama*	X+4
Stage IV					DEM *uminga* DEM *ukua* PRO *uvanga* DIM *-apik* ADJ *-nnguaq*		FUT *-langa-* FUT *-laaq-* AV *-nnguaq-* COP *-u-* CAUS *-tit-*	IMP (3sS) *-li* IND (1sS) *-vunga* PAR (1sS) *-junga* PAR (1sS/3sO) *-jara* CTG (3sS) *-mmat*	X+5 X+6
Stage V	QX	*nani*	INT (2sS) *-vit*	XYZ V Vsub NPoss N Det N	DEM *kanna* NZ *-jaq*	ABS (2Ssg) *-it* ABS (3Ssg) *-nga*	PAST *-kainnaq-* PAST *-lauq-* FUT *-niaq-* AV *-gunnaq-* VZ *-qaq-*	IND (3sS) *-vuq*	X+7

Errors	missing inflection:	missing tense morpheme:	overuse of pronoun:	filler morpheme:	other:

Figure 12.1 InuLARSP Chart

Language Assessment Remediation & Screening Procedure

Section of CDI adapted for Inuktitut

3. ᐅᒪᔪᐃᑦ (ᓈᓇᐅᑦᓯᐅᑎᓄᑦ ᐱᖕᖑᐊᕐᔪᕐᓱᑎᒍᑎᓘᓃᖅᑐᓄᑦ) (ANIMALS (Real or Toy))

☐ ᐁᕙᖅ [walrus]	☐ ᑐᓗᒡᕿᖅ [raven]	☐ ᓂᕐᓕᖅ [goose]
☐ ᐊᒪᕈᖅ [wolf]	☐ ᑐᒃᑐ [caribou]	☐ ᓄᐄᐅᕝᕕᒃ [fly]
☐ ᐅᒥᖕᒪᒃ |muskox]	☐ ᑲᓇᔪᖅ [sculpin]	☐ ᕿᓚᓗᒡᕿᖅ [beluga]
☐ ᐃᖃᓗᒃ [fish]	☐ ᕿᑐᕐᓂᐊᖅ [mosquito]	☐ ᕿᒻᒥᐊᕋᖅ [puppy]
☐ ᐅᑲᓕᖅ [rabbit]	☐ ᒥᑎᖅ [duck]	☐ ᕿᒻᒥᖅ [dog]
☐ ᐅᑉᐱᒃ [owl]	☐ ᓇᑦᓯᖅ [seal]	☐ ᕿᒻᒥᕈᐊᖅ [horse]
☐ ᐅᕕᓗᖅ [mussel]	☐ ᓇᓄᖅ [polar bear]	☐ ᑐᓚᓄᐊᖅ [bird]
☐ ᐳᓯ [cat]	☐ ᓇᑦᓯᖅ [seal]	☐ ᑐᐱᕐᖅ [insect]

Questions & Discussion

Next session:
9/10 September 2025
Acquisition sketches: works in progress