

*in*Field

## Grant writing for language activists and linguists

University of California at Santa Barbara, June 24-28, 2008

**Margaret Florey**

*Monash University*

**Spike Gildea**

*University of Oregon*

**Knut Olawsky**

*Mirima Dawang Woorlab-Gerring Language and Culture Centre*

**Susan Penfield**

*University of Arizona*

## Day 3

- Grant structure
  - *We will first review the essential information that is commonly required by funding agencies.*
  - *Students will select an appropriate funding agency for their project.*
  - *The grant-writing process will commence with outlining the project goals and objectives, drafting a summary, selecting keywords, and identifying project participants.*

## Day 3— exercise 1 (~30 minutes)

- Work in the pairs to which you were assigned yesterday. Examine a sample grant proposal and
  - identify the key sections in each proposal
  - try to determine what the proposals from different funding agencies have in common and where they differ
  - look for the "hook sentence" which gives the key goal of the project. Where is it first written in the proposal?
  - find what kind of arguments the applicants make for the urgency of need to fund this project
  - how the applicants argue for the level of endangerment of the language

## Day 3— exercise 2 (~15 minutes)

- Working in an assigned small group
- Funding agencies
  - Share with the group which funding agency you think is most appropriate for your project and why.
  - If you're co-writing a proposal with other people in this workshop, try to come to an agreement about a suitable funding agency.
  - How does your project fit the funding guidelines of that agency?

## Day 3— exercise 3 (~20 minutes)

- Working in a small group
- Project objectives
  - What are you going to propose to do?
  - Write down three major objectives for your grant.

### **Florey et al ELDP**

- This proposal addresses the urgent need for documentation by building a team of four researchers, two research assistants, and eight Community Language Workers to provide rich descriptions of four languages indigenous to CM — Amahai (Seram Island), Haruku (Haruku Island), Allang and Tulehu (both of Ambon Island). Outcomes will include a grammar, dictionary, and corpus of texts for each language, to be published in print and multimedia formats, including web-based materials.

### **Rau et al ELDP**

- The goal of this project is to prepare digital archive materials, with a team from Providence University in Taiwan, to document the Yami language and facilitate preservation and dissemination of the Yami materials collected since 1994 by the principal applicant and her Yami language consultant.
- In addition to digitally archiving the 20 narratives, reference grammar, trilingual dictionary with 2000 entries, and multimedia pedagogical materials, the principal applicant will also collaborate with the Yami Radio Station to select 20 representative radio programs (including story telling, interviews, and talk shows) for transcription to increase the repertoire of genres.

**Florey et al ARC**

- This project represents the first large scale investigation of Eastern Indonesian languages, and assembles an international team to examine language evolution through the interface between linguistic typology, language contact and language shift. This ground-breaking work includes a cross-linguistic analysis of structural features in ten Central Moluccan languages. It will test current theories of contact and shift through an innovative comparative analysis of data from speakers in the homeland and the Dutch diaspora. Outcomes will include grammars of six undescribed languages and crucial new insights about language cognition and simplification. Improved knowledge of this closely-neighbouring region will strengthen Australia's Asia-Pacific relations.

**June 24-28, 2008****Gildea NSF**

- Lowland South America is one of the least studied linguistic areas of the world, and in South America, the indigenous languages of Guyana are among the least known. We propose to create the first comprehensive reference grammar of an indigenous language of Guyana, Akawaio (Cariban). The PI has conducted field work on 11 Cariban languages in Venezuela and Brazil, has written a book on comparative Cariban grammar, and has directed/is directing students in writing descriptive grammars of South American languages. The co-PI, Desrey Fox, is a native speaker of Akawaio who is in the early stages of writing her Ph.D. dissertation in linguistics/anthropology at Rice University. Fox's dissertation will include a large component of transcribed and glossed texts of various genres. This three-year project will make it possible to: (1) create — and publish on the web — an annotated, computerized database of Fox's transcribed and glossed texts; (2) begin cowriting a grammar of Akawaio (partly on the basis of this database) before Fox leaves the U.S. to return to her academic position in Guyana; (3) conduct joint field research in Guyana, checking Fox's linguistic intuitions against those of a range of Akawaio speakers (especially as regards sociolinguistic variation); and (4) work jointly in the U.S. during later stages of the writing, combining the benefits of an academic setting (library, computer support) and native speaker intuition at crucial stages of the work. This project is urgent in that once Fox returns to Guyana, the chance of completing such a collaboration would be greatly reduced due to the high cost of travel, unreliable communications, the absence of local computer equipment and support, and the plethora of non-academic activities sue to be demanded of her. In the absence of a project like this, all momentum towards the linguistic analysis of Akawaio at an academic level could easily be lost.

**Grant writing**

## Day 3— exercise 4 (~15 minutes)

- Working in a small group
- Project summary
  - Funding agencies will commonly ask you to write a summary of the proposal and this is used by grant reviewers and may be used for publicity purposes if the grant application is successful.
  - Write a lead sentence to your summary which clearly states what you are planning to do.
  - Now write four to six reasons why your project is significant.
  - Think about the audience for this grant – Who is reading it and will your reasons be clear enough, strong enough and specific enough to the funding agency to convince them to give you funding?
  - Later you can go back and draft a 100 word summary of the project.

## Day 3— exercise 5 (~10 minutes)

- Working in a small group
- Key words
  - Select 5 words which identify key components of your project

## Homework

- Overnight, think about who will be the project participants, both internal and external to your community.
- What does each participant specifically bring to the project?