





John Watters with Kaichiro Matsuura, Director-General, UNESCO

The mosaic of language

We live in a time of incredible change. One question being asked is what kind of language heritage will we leave our children, grandchildren and future generations through this change. Which of the nearly 7000 languages of the world will survive?

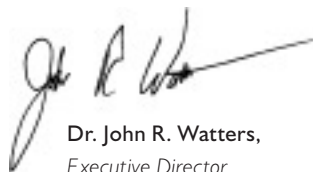
Millions of people worldwide speak languages reportedly threatened with extinction over the next century. Formidable economic, political and social forces are working against their sustained use by local communities.

For that reason it is encouraging to see national and local initiatives to document these languages and promote them at the local level. I think of Cameroon in Africa where the National Association of Cameroonian Language Committees (NACALCO) serves numerous language communities through the promotion of adult literacy in their languages. I think of the experimental program, Operational Research Project for the Teaching of Cameroonian Languages (PROPELCA), that seeks to provide a positive educational experience for children learning to read and write their own language as well as a national language. I think of the developing Basic Standardization of all African Languages (BASAL) project, the dream of

linguistics professor Dr. Maurice Tadadjeu, to see every language in Cameroon and Africa with an alphabet, primers and a dictionary in the next couple decades.

These Cameroonian initiatives remind me of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Language Policy meetings in Harare, Zimbabwe in 1997. The ideal agreed to there was that every African would be trilingual, able to use their local language, a national language and an international language.

In this report you will read of SIL International's involvement in similar or related dreams, experiences and processes involving these smaller languages of the world. Though spoken by few people, they are as rich linguistically as major languages, contributing their part to the complex mosaic that makes up the linguistic and human diversity of our world.



Dr. John R. Watters,
Executive Director

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SIL International—**partners** in language development

SIL International believes all languages and cultures are worthy of preservation. Its purpose is to work with indigenous and minority communities around the world to promote language-based development through research, translation and literacy.

When SIL began over 65 years ago, the world was a different place. There were no computers or software programs. Many language groups had little or no formal education. But the world has changed and educational opportunities have dramatically expanded for many of these groups.

Every culture and people group has kept records of its existence. Initially, these records existed orally as poetry, legends and stories. Today, because of language development programs and training done by SIL and other organizations, many cultures have the opportunity to preserve their oral literature in written form.

Over the years, SIL has developed effective training programs to help equip local communities to carry out their own language development

work. Currently there are 50 formal and informal SIL programs in 25 countries around the world, offering a wide variety of courses, from basic subjects to advanced degrees in linguistics and translation. Instruction is presented in various languages of wider communication for those who will work either cross-culturally or in their own language communities.

As a nongovernmental organization (NGO), SIL cooperates with governments, educational institutions, other NGOs and groups that share its concern for minority language communities. SIL personnel come from over 40 countries and currently work with languages spoken in more than 70 countries around the globe. By preserving their languages, the minority language speakers help preserve the cultural heritage of their ancestors, enabling that precious legacy to be passed on to the next generation.



Endangered

By Dr. Michael Cahill

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*"If I learn to
write well, my
language will
never disappear."*

*—Machiguenga
man at a writers'
workshop in Peru.*

Why care about endangered languages?

Of the more than 6800 languages in the world, half may be in danger of disappearing in the next several decades. In some areas, a language community has been so ravaged by warfare or disease that the entire group is dying out. Other languages are dying because parents are teaching their children English or French or Spanish for economic reasons. Whatever the cause, these are endangered languages, much as the black rhinoceros is endangered. But a language is invisible, more intangible than a rhino. Wouldn't the world be simpler if there were fewer languages? Why care if these die out?

SIL cares because a people's identity and culture are intimately tied to their language. Some years ago, Dr. Kenneth Pike, SIL's first president, asked a Danish linguist why all Danes didn't give up Danish and switch to English. The first response was, "It's a good thing you asked a friend that!" Pike pressed him, saying, "I don't want to insult you, but I've spent my life helping minority languages of the world. People want to



languages

know if it's worth it." The man replied, "Well, Pike, if you lose your language, you've lost your moral substance. Your language is...you."

Each language is uniquely rich. In English, "letting the cat out of the bag" is an idiom meaning telling something that is supposed to be a secret. A word-for-word translation into any other language doesn't communicate at all. Likewise, the Spanish "dar gato por liebre" literally means, "to give a cat for a rabbit." But as an idiom, it means to deceive someone else about the quality of something. Each language has unique idioms, vocabulary and expressions of worldview.

One task of modern linguistics is to seek generalizations about how languages work. In the 1970s it was thought impossible that a language would normally put an object at the beginning of a sentence, as in "Boy dog bit," meaning "The dog bit the boy." But an SIL linguist found such a pattern in an endangered language. Generalizations about language are a key to how the human mind works, and endangered languages contribute to our scientific knowledge.

SIL's philosophy and work on endangered languages.

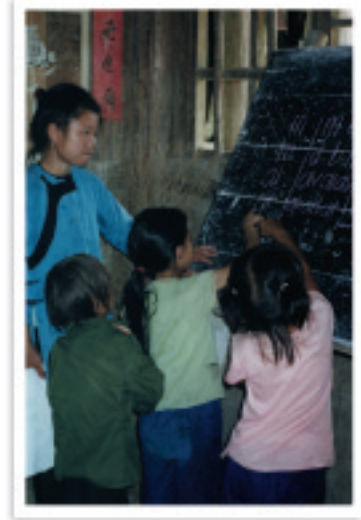
Many of the languages SIL works with are considered endangered on the basis of size alone. However, a foundational philosophy of the organization is "no language is too small." SIL has worked in languages of fewer than 100 speakers. At the time, those languages looked like they were dying, but today are thriving. SIL has also documented vocabulary and grammar for languages that had no hope of surviving after the last one or two living speakers died. Also, the *Ethnologue*, published by SIL, is a leading source of information on languages of the world, including endangered ones.

Language and human dignity are inherently linked. Respecting all peoples, languages and cultures, SIL is dedicated to helping people all over the world preserve their languages and identities.

Dr. Michael Cahill is SIL International Linguistics Coordinator, and a member of the Committee on Endangered Languages and their Preservation of the Linguistic Society of America.



Young Kam children learn to read their language in a pilot program in China.



Bilingual

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Of the 2.5 million Kam people of China about 40 percent speak only Kam, 32 percent speak only Chinese and 28 percent speak both languages. Over the last two decades, Chinese education has taken root in Kam villages and television has become common even in many remote areas. This has prompted a trend for young people to learn Chinese, leave Kam villages and forget Kam. In the 1990s many left Kam villages, fueled by educational opportunities and hopes of better living conditions. This pattern could gradually erode the Kam culture.

Professor Long Yaohong, Vice-Director of the Nationality Languages Department of the Guizhou Institute of Minorities, and one of eight Kam representatives at the Annual People's National Congress in Beijing, was concerned about this tendency. He discussed it with SIL literacy consultants Dr. Dennis Malone and Dr. Susan Malone and conceived the idea of bilingual education among primary school children.

The Kam bilingual education program provides an example of how language communities can take steps to keep their languages and cultures from becoming endangered.



education

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In this creative program, culturally relevant materials were written in the romanized Kam script for preschool students. Well-trained teachers, selected to teach four classes in Zaidang village as a pilot project, began instruction in September 2000. Parents of preschoolers are enthusiastic over the project, expressing willingness to study Kam themselves so they can help their children.

The spoken Kam language and curriculum form the basis of two years of preschool education. Spoken Chinese will be introduced toward the end of the second year. When students begin primary school, Chinese character writing will be gradually introduced, while Kam will continue as the medium of instruction. By the third year of school, Chinese studies will exceed Kam studies.

The Kam bilingual education program provides an example of how language communities can take steps to keep their languages and cultures from becoming endangered.

Mexico

Minority language **speakers develop**

*"This training
gave me greater
appreciation
for my own
language as well
as other languages."
—Workshop
participant*

"I am no longer afraid of the computer,"

commented Bibliana Mendoza García. "I learned more about how to analyze my own Mixteco language and I now know more methods to use to teach people to read." Ms. Mendoza was one of fifteen participants in the Third Applied Linguistics Workshop (TLAP) held in Mitla, Oaxaca, Mexico in April 2000. SIL field linguists trained speakers of 13 indigenous Mexican languages to enable them to work independently in their own languages.

Trainees discovered how languages work grammatically and how to analyze the sound system of a language in order to make an alphabet. Grappling with computer skills, they learned word processing and how to include an interlinear translation in a text. They also prepared literacy materials and practiced teaching.

Often speakers of Mexican indigenous languages associate reading and writing solely with Spanish. When they see that their own languages can be written, they realize they too have value. This promotes the acceptance of their own culture and enhances their self-esteem.

Workshop participants left Mitla with printed materials to put to immediate use, as well as new skills and ideas to help them produce more. They are now better prepared to contribute significantly in their communities as they develop new materials in written form in their own languages.

new skills





Ethnologue

A catalog of the **world's languages**

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The 14th edition of the *Ethnologue* is a resource for documenting every language in the world. Some languages listed have just recently become extinct. The last speakers of Andoa and Huariapano in Peru died in the 1990s. How many other languages are endangered? Hundreds or, according to some linguists, even thousands. In Peru alone, at least 15 of the 92 living languages listed may become extinct during this century. While the *Ethnologue* does not indicate which languages are endangered, it does record statistics for every language, thus enabling scholars to do further research.

In two volumes, the *Ethnologue* records more than 6800 languages and dialects.

The first volume, *Languages of the World*, lists languages alphabetically by primary name under the country where the majority of speakers live. Information in the listing includes alternate names, dialects, number of speakers, and multilingualism. For example, in Papua New Guinea, of the over 800 languages listed,

27 percent have less than 500 speakers and would be considered by most linguists to be endangered.

The second volume, *Maps and Indexes*, contains area and country maps and two language indexes. The Language Names Index has over 41,000 alternate names for the languages and dialects listed in volume one. The Language Family Index lists languages under the name of their linguistic groupings.

See also <http://www.sil.org/ethnologue>

"The *Ethnologue* has long been one of my must-have reference works, and I've grown accustomed to each edition surpassing the last in coverage. The 14th edition from Editor Barbara Grimes continues this noble tradition of scholarly publishing."

—H. Russell Bernard, Professor of Anthropology, University of Florida, former Editor-in-Chief, *American Anthropologist*

Technology

Computer programs aid linguistic analysis and documentation

SIL continues to make significant contributions not only in linguistics, literacy and language preservation, but also in the development of software needed to analyze and document languages.

The *Speech Analyzer* program enables linguists to slow down an audio recording to make it easier to hear unfamiliar sounds. It also produces a picture of speech, which is useful for detailed study of particular sounds.

The *Shoebbox* program helps linguists organize and catalog thousands of words, recording information such as spelling, meaning and grammar. *Shoebbox* can be used to make a dictionary, as well as to study transcribed texts.

LinguaLinks® combines analysis and data-management tools similar to *Shoebbox*, and contains an online library of language learning, linguistics, anthropology, sociolinguistics and literacy resource materials.

The *WordSurv* program documents dialect differences from region to region. When working with an undocumented language spoken in various forms by thousands or hundreds of thousands of people, it is often unclear whether the language is really one language with various dialects or several distinct languages. *WordSurv* helps linguists sort out this issue.





SIL President dedicated to language development

Leadership

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Carolyn Paine Miller serves as President of SIL International. Since joining SIL in 1962, Carolyn and John Miller have served as linguists and in various leadership roles in Vietnam, Malaysia, Laos and Thailand. President Miller has served on the SIL International Board for the past twelve years. As the first woman president, and with her extensive experience in Asia, President Miller brings fresh insights and dynamism to her leadership role.

President Miller's thoughts and research on language vitality are captured in her article, "Modifying Language Beliefs: A role for Mother-Tongue Advocates?" published in *Assessing Ethnolinguistic Vitality*, edited by Drs. Gloria Kindell and M. Paul Lewis. The article is based on research she presented at a forum of the Pan Asiatic Linguistics conference at Mahidol University in Bangkok, Thailand.

Recalling her own observations on language vitality issues within Mon-Khmer language communities in Northeast Thailand, she states, "Residents of about half of the villages we visited in Thailand expressed the belief that in another generation their language would cease to be spoken in the village. Most viewed this as unfortunate and representing the loss of the 'inheritance from our ancestors.' In three of the Bru-So villages we visited in Northeast Thailand, speakers of the language were shifting to Lao and/or Thai. The reason they gave for the shift usually involved a question not just of language, but of identity."

According to President Miller, SIL International will continue to play a critical role in research and preservation of languages and cultures around the world.

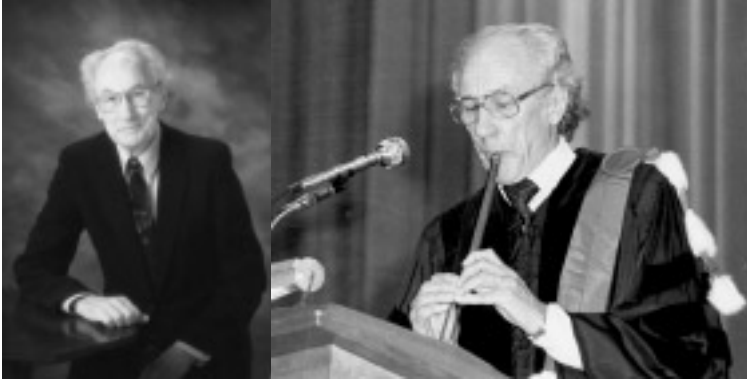


Photo by Angela Carson

Kenneth Lee Pike, internationally recognized linguist, educator and statesman died December 31, 2000 after a brief illness. Dr. Pike's contributions to the field of linguistics and his dedication to minority peoples of the world brought him nominations for the Nobel Peace Prize and the Nobel Prize for Literature, as well as numerous honorary degrees from universities around the world.

Dr. Pike joined SIL in 1935 and with his wife, Evelyn, worked with the Mixtec people of Mexico to analyze their language and develop an alphabet. Knowing no Spanish to use as a common second language, he began learning Mixtec monolingually. This holistic approach to language learning became Dr. Pike's trademark. During their years in Mexico, the Pikes saw firsthand how critical language is to culture. As language development work progressed, the Mixtecs reported, "Now we are people!"

The local perception had been that if a language had no alphabet, those who spoke it were not really people.

Dr. Pike became the first President of SIL in 1942 and continued in that role until 1979. He received a Ph.D. in Linguistics from the University of Michigan and served on the faculty for 30 years.

One of Dr. Pike's major goals was to help others with their linguistic challenges. To that end, he held workshops and established SIL schools around the world, helped thousands of students and field researchers with difficult analytical challenges in minority languages, and contributed greatly to the social sciences through his notion of the etic/emic distinction. During his career, Dr. Pike lectured in 43 countries. He published 20 books and 200 articles.

See also <http://www.sil.org/klp/klp-life.htm>

Writing language down

Workshops in Thailand

By most criteria, the Chong language in south-east Thailand is endangered. Leaders were concerned because the language has only 4000 speakers and children are not learning it as their mother tongue. To address their concern, Chong leaders requested assistance from Dr. Suwilai Premisrat of Mahidol University's Institute of Language and Culture for Rural Development. Dr. Premisrat, who had previously researched the Chong language, agreed to lead an orthography workshop in which Chong speakers would develop an alphabet for their language and begin developing Chong literature. Since SIL has worked closely with the Institute for many years, Dr. Premisrat invited SIL literacy consultants Dr. Kimmo Kosonen, Dr. Dennis Malone and Dr. Susan Malone to train Mahidol Ph.D. students as facilitators for the writers' workshop.

The general focus of the workshop in August 2000 was maintaining Chong language and culture vitality. Emphasis during the second week was on dealing with problems that might be encountered in writing Chong and on creating, illustrating and editing stories based on personal experiences. The workshop became a community event when Chong high school students helped illustrate the short booklets participants had written.

Principals from schools in the Chong area expressed their support for the workshop, and the chief district government official in the local area applauded the collaboration among Mahidol

staff and students, SIL personnel and local community leaders. Chong leaders indicated they would like to have their language taught in schools and a Chong Cultural Center established. The Chong participants themselves were greatly encouraged to learn that their language could be written and are now thinking about initiating a Chong literacy program.

Workshops in Nepal

Elsewhere, in Nepal, similar cooperative efforts of the Research Center for Educational Innovation and Development (CERID), SIL-ASIA AREA, and the United Nations Children's Fund (UNICEF) resulted in two workshops. The first, in December 1999, focused on research for non-formal education programs. Highlights included identifying a community's felt needs, abilities and resources.

The second workshop, in August 2000, concentrated on developing literacy materials in the local context. Participants first learned to write, edit, illustrate and print a fluency-level storybook, using a layout template. They also learned to construct and use *big books*, which are enlarged versions of beginning reading books, with illustrations and large print. Big books are designed for reading aloud in groups. As Dr. Sumon Tuladhar of CERID stated, "Big books are big in size and philosophy. They encourage the reader and make reading a social activity."

International event highlights world literacy needs



*Melinda Awid,
Translators Association
of the Philippines*

"I am committed to literacy because I believe that it provides an avenue whereby individuals attain human dignity."

SIL International and thirteen other organizations interested in literacy planned and participated in the International Literacy Day at the Library of Congress in Washington, D.C. September 8, 2000. Representatives of the organizations discussed key trends and issues facing those working in literacy worldwide and offered special activities for the general public.

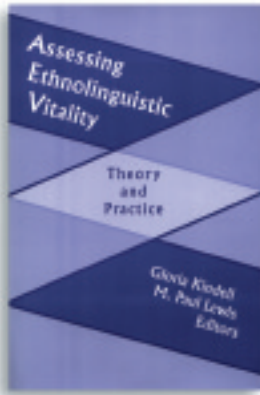
UNESCO's Director General, Mr. Koichiro Matsuura, gave the opening address followed by the presentation of Melinda Awid, Literacy Department Head of the Translators Association of the Philippines (TAP). In conjunction with SIL, Ms. Awid helped to organize TAP in 1983 to help combat illiteracy in the Philippines. TAP now has more than 40 members working in 16 lesser-known language groups in the Philippines.

"We work closely with the government, providing training for indigenous people and other NGOs who share our vision," Ms. Awid said. "We live and work in the villages and learn the local language and culture so we can introduce literacy in a culturally appropriate manner. In cooperation with the local people, we produce literature in the mother tongue and teach people how to read and write. We train local teachers who supervise literacy classes and train others to teach."

This kind of training and collaboration with Philippine national colleagues and other non-governmental organizations reflects the kinds of partnerships that are a focus in the work of SIL International.



Assessing **language vitality**



According to Dr. Gloria Kindell, SIL International Sociolinguistics Consultant, "What keeps a language alive is its social function. The only people who can stop a language from shrinking or dying are the speakers of that language."

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When a language dies, its speakers' culture, art and history die. Once that happens, almost no chance of reviving them remains. To help determine the vitality of the world's lesser-known languages, SIL engages in extensive language survey.

Through survey, SIL looks for elements that may signal a threat to a language's survival. These elements may include speakers moving to areas where different languages are spoken, or government policy promoting the use of a specific language in schools. These situations encourage people to learn the wider-known language and may cause them, especially the young, to stop using their mother tongue. Often those speaking lesser-known languages will choose to learn a more prestigious language with the hope of greater economic opportunities.

Survey of language vitality determines the most helpful type of language development needed. Although dying languages may not be targeted for a full language development program, research is needed to record their unique features and increase the world's knowledge of language.

SIL has collected helpful articles on assessing language vitality from papers presented at the 1997 International Language Assessment Conference. Written by leading scholars and SIL language survey specialists, these articles appear in *Assessing Ethnolinguistic Vitality: Theory and Practice*, edited by Gloria Kindell and M. Paul Lewis, published by SIL International in 2000.

Technical publications

The following is a sample of publications produced from October 1998 through January 2001. A complete bibliography is available from the SIL International Corporate Bibliographer at www.sil.org/acpub/biblio/

Monographs

- Barlaan, Rodolfo R.** 1999. *Aspects of focus in Isnag*. Linguistic Society of the Philippines, Special Monograph Issue 43. Manila: Linguistic Society of the Philippines, xi, 169 pp.
- Bickford, J. Albert.** 1998. *Tools for analyzing the world's languages: Morphology and syntax*. Dallas: Summer Institute of Linguistics, x, 400 pp. [based on earlier work by John Daly, Larry Lyman, and Mary Rhodes].
- Black, Cheryl A.** 2000. *Quiégolani Zapotec syntax: A principles and parameters account*. SIL International and The University of Texas at Arlington Publications in Linguistics 136. Dallas: SIL International and the University of Texas at Arlington, xvi, 349 pp.
- Brainard, Sherri,** ed. 1998. *Localist case grammar and Philippine verbs*. Linguistic Society of the Philippines, special monograph issue 45. Manila: Linguistic Society of the Philippines, v, 55 pp.
- Casali, Roderic F.** 1998. *Resolving hiatus*. Outstanding dissertations in linguistics. New York: Garland, xii, 234 pp.
- Courtz, Henk.** 1998. *Karaibs natuurwoordenboek*. Paramaribo: Instituut voor Taalwetenschap, 60 pp. [diglot edition with Dutch].
- Dedrick, John M. and Eugene H. Casad.** 1999. *Sonora Yaqui language structures*. Tucson: University of Arizona Press, xxiii, 411 pp.
- Derbyshire, Desmond C. and Geoffrey K. Pullum,** eds. 1998. *Handbook of Amazonian languages*, vol. 4. Berlin/New York: Mouton de Gruyter, ix, 646 pp.
- Farr, Cynthia J. M.** 1999. *The interface between syntax and discourse in Korafe, a Papuan language of Papua New Guinea*. Pacific Linguistics C 148. Canberra: Research School of Pacific and Asian Studies, Australian National University, xx, 459 pp. [published dissertation].
- Gutt, Ernst-August.** 2000. *Translation and relevance: Cognition and context*. Manchester and Boston: St. Jerome Publishing, viii, 271 pp.
- Leman, Elena M.** 1999. *Cheyenne major constituent order*. Dallas: Summer Institute of Linguistics, xi, 95 pp.
- Loos, Eugene E.** 1999. *Logical relations in discourse*. Dallas: Summer Institute of Linguistics, viii, 259 pp.
- McKinney, Carol V.** 2000. *Globe-trotting in sandals: a field guide to cultural research*. Dallas: SIL International, xvi, 337 pp.
- Mortensen, Charles Arthur.** 1999. *A reference grammar of the northern Embera languages: studies in the languages of Colombia 7*. SIL International and The University of Texas at Arlington Publications in Linguistics 134. Dallas: SIL International and The University of Texas at Arlington, xiv, 194 pp.
- Pickett, Velma B., Cheryl Black, and Vincente Marcial C.** 1998. *Gramática popular del zapoteco del Istmo*. Oaxaca and Tucson: Centro de Investigación y Desarrollo Binnizá A.C. and Instituto Lingüístico de Verano, v, 123 pp.
- Sayers, Barbara J.** 1998. *A fair go: Aboriginal living and learning in the dominant Australian culture*. Summer Institute of Linguistics Australian Aborigines and Islanders Branch Occasional Papers 5. Darwin: Summer Institute of Linguistics, viii, 103 pp.
- Sosa, Marcelino.** 2000. *The value of the person in the Guahibo culture*. Tr. by Walter del Aguila. Publications in Ethnography 36. Dallas: SIL International and International Museum of Cultures, xvi, 142 pp.
- Snider, Keith.** 1999. *The geometry and features of tone*. Summer Institute of Linguistics and The University of Texas at Arlington Publications in Linguistics 133. Dallas: Summer Institute of Linguistics and The University of Texas at Arlington, xiv, 173 pp.
- Waters, Glenys.** 1998. *Local literacies: Theory and practice*. Dallas: Summer Institute of Linguistics, xii, 425 pp.
- Weber, David J., Felix Cayco Z., Theodoro Cayco V. and Marlene Bellena Dávila,** comps. 1998. *Rimaycuna quechua de Huánuco: Diccionario del quechua del Huallaga con índices castellano e inglés*. Serie Lingüística Peruana 48. Lima: Instituto Lingüístico de Verano, 799 pp.

Report of management

SIL International is a nonprofit organization operating on contributions from individuals, and organizations that have an interest in language development, literacy, education and Bible translation. SIL acknowledges the responsibility entrusted to it to spend the money effectively and to be accountable to its contributors. Hence this report is presented to reflect SIL's sources and uses of funds for the period of October 1, 1999 through September 30, 2000.

Wycliffe International, an affiliated organization with SIL, has the goal of promoting Scripture translation into all the world's languages where it is needed. Member organizations of Wycliffe are located in most of the 50 countries from which SIL members come. Funds are contributed to SIL by these Wycliffe member organizations. Active members of SIL International are a carefully selected team of over 5000 people.

The financial information presented is based on audited financial statements prepared by Capin, Crouse, LLP, an independent audit firm. Copies of the audited financial statements are available on request to SIL International.

Expenses

Field Programs

\$100,838,000

General and Administrative

\$5,921,000

Fund Raising

\$560,000

Linguistic Schools

\$4,263,000

Total

\$111,582,000

Support and Revenue

Support from affiliates

\$102,472,000

Contributions

\$2,184,000

Service Income

\$7,299,000

Investment Income

\$498,000

Other Income

\$165,000

Total

\$112,618,000

Net Income is \$1,036,000 for the year.
All figures are in US dollars.

Vernacular publications

The following publications are typical of vernacular works produced with SIL's assistance from October 1998 to December 2000. The complete bibliography is available from the SIL International Corporate Bibliographer at sil_bibliographer@sil.org.

Australia

Tiwi: Scripture Portions
Torres Straight Creole
[Yumplatok]:
Scripture Portion
Martu Wangka:
Scripture Volume

Benin

Nateni: Scripture Portion

Brazil

Kadiweu: New Testament,
Scripture Portion
Kayabi: New Testament
Tenharim: Scripture
Portions, Hymnal

Burkina Faso

Dzuungoo: Primer,
Arithmetic Book,
Scripture Portions
Kaanse: 2 Readers,
Health and Hygiene
Book, Writing Book
Nuni, Southern: 3 Readers,
Agriculture Book, Health
Book, Scripture Portions,
New Testament

Cameroon

Bafut: Scripture Portion,
New Testament
Ejagham: New Testament
Gude: New Testament
Kako: Scripture Portion,
New Testament
Karang: Preprimer,
2 Primers, Agriculture
Book, Scripture Portions
Koonzime: Workbook,
Transfer Primer,
New Testament,
Limbum: Reader/
Workbook, Reader/
Writing Book

Canada

Algonquin: New Testament
Naskapi: Scripture Portions

Chad

Dangaleat: Reader,
Transfer Primer,
2 Readers, 3 Primers,
Health and Hygiene,
Scripture Portions
Mukulu: Scripture
Portions, Primer

Colombia

Desano: Dictionary
Yucuna: Scripture Portion

Côte d'Ivoire

Adioukrou: Reader,
New Testament
Bakwe: Primer, Preprimer,
2 Health and Hygiene Books
Yaoure: New Testament

Democratic Republic of Congo

Fuliru: New Testament
Logo: 2 Transfer Primers,
Scripture Portions

Ghana

Basari: Reader
Chumburung: 2 Readers,
Health and Hygiene Book
Deg: 2 Readers, Health
and Hygiene Book, Social
Studies Text, Scripture Portion
Gonja: Reader/Riddle Book,
3 Readers, Health and
Hygiene Book
Konni: Reader, Transfer
Primer, Scripture Portions,
Social Studies Text,
4 Health Books
Sisaala, Pasaale: 2 Social
Studies Texts, Agriculture
Book, Scripture Portion

Guatemala

Cakchiquel, Eastern:
Transition Primer, Phrase
Book, Alphabet Book reprint
*Cakchiquel, Santa
Maria de Jesus*: Primer,
Phrase Book, Scripture
Portions, Transition Primer,
Easy Reading Booklets,
Health Booklet (Alcohol)
Ixil, Nebaj: 2 Hymnals,
Reader, Arithmetic Book,
2 Primers, Scripture
Portions
Kekchi: Concordance
Mam, Central:
New Testament
Usanteco: Hymnal,
Phrase Book, 2 Primers,
Scripture Portions, New
Testament

Honduras

Tol: Phrase Book, Dictionary

Indonesia

Sawai: 8 Readers, 1 Reader/
Number Book
Seiko Padang: 2 Readers

Kenya

Daasanach: Transfer Primer,
Scripture Portion
Duruma: Transfer Primer,
New Testament, Agriculture
Book, 2 Calendars
Pokomo, Lower: 6 Readers,
Health and Hygiene Book,
Transfer Primer, Preprimer,
Basic Primer, Calendar

Mali

Fulfulde, Maasina: 8 readers,
1 Reader/Agriculture Book,
Agriculture Book, Social Studies
Text, Health and Hygiene Book,
Teacher's Guide
Tamasheq: Arithmetic Book/
Teacher's Guide, Scripture
Portions

Mexico

Corá: Scripture Portions,
New Testament,
Mixteco, Silacayoapan:
Transfer Primer/Workbook,
New Testament
*Mixteco, Southeastern
Nochixtlan*: 7 Readers,
10 Preprimers, 3 Number
Books, Transfer Primer,
Vocabulary Book,
Scripture Portions
Otomi, Eastern: 13 Readers
Totonaca, Patla-Chicontla:
New Testament
Zapotec, Zoogocho:
Bilingual Dictionary
Zapoteco, Mixtepec:
Scripture Portions,
New Testament

Micronesia

Kapingamarangi:
Scripture Portions

Papua New Guinea

Abau: Arithmetic Book,
Reader, Health and
Hygiene Book
Gwahatike: New Testament
Kamosa: New Testament
Mangsing: 2 Readers,
New Testament
Mauwake: New Testament
Mekeo: New Testament
Mufian: New Testament
Nabak: New Testament
Takia: Scripture Portions,
New Testament
Tifal: New Testament
Tungog: New Testament
Umanakaina: New Testament
Umbu-Ungu: Scripture Portions,
New Testament

Peru

Amuesha: Reader, Hymnal
Asheninka, Ucayali-Yurua:
New Testament
Quechua, Ancash, Huaylas:
Reader, Teacher's Guide/
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