



SUMMER INSTITUTE OF
LINGUISTICS AUSTRALIA

ANNUAL
REPORT

January to December 2017



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1. The Purpose of the Summer Institute of Linguistics Australia

The purpose of the Summer Institute of Linguistics Australia (SILA) is to serve minority language communities worldwide through language development activities. SILA does this through integrated programs of vernacular language study, literacy, translation, and development. Such programs facilitate understanding and communication, and help alleviate poverty, health problems and the disadvantaged state of these communities. SILA recognises that language is the building block for development activities in all of these areas.

To facilitate this purpose, SILA carries out, promotes or supports the following activities:

- effective training in language description and development



- specialised consulting to language development projects



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- promotion and funding support of language and community development projects in ethnolinguistic communities



All of SILA's work is people-centred and community based. It is concerned with all aspects of human life. There is an emphasis on training and partnership with indigenous people, and the development of locally owned sustainable programs. Promotion of the work of SILA is assisted within Australia by its major partner organisation, Wycliffe Bible Translators Australia, with whom an agreement for services has been signed.

2. Directors and Board meetings

The Board of SIL Australia is elected at its Biennial Conference. Approximately half of the Board members are elected each two years and serve for not more than four years without re-election. The most recent Biennial Conference of SILA was held in May 2017. At this time it was agreed that the Chair of the Wycliffe Australia Board, an ex-officio member of the Board would be a voting member. The following are the names of the Directors of SILA who served in 2017:

Mr David Nicholls	Chair (from April 2016) (Board Member since 2013; Director of Language Program Services Pacific Area, SIL International; Melbourne)
Mr Timothy K Wilson	Treasurer (from April 1991) (Board Member since 1991; Accountant and Tax Agent; Melbourne)
Ms Gillian Asquith	Vice Chair (from November 2016) (Board member since May 2015; Lecturer, Melbourne School of Theology; Melbourne)
Rev Graydon Colville	(Board Member since 2005; International Director, Global Recordings Network; Sydney)
Mr Greg Conwell	(Board Member since May 2015; Coordinator, Next Step Development, Wycliffe Australia, CEO Wycliffe Relief and Development Foundation; Melbourne)
Dr Catherine Easton	(Board Member until May 2017; Discipline Lead and Senior Lecturer - Speech Pathology, Charles Sturt University, Albury)
Mr Paul Eckert OAM	(Board Member since 2009; Linguist/Translator with Pitjantjatjara Bible Translation Project; Production Coordinator, Remote and Indigenous Ministry Support, Bible Society Australia; Adelaide)
Dr Thomas Kimber	(Board Member since May 2017; Dean of Faculty, Senior lecturer, Head of Postgraduate Coursework Department Melbourne School of Theology; Melbourne)
Mrs Roslyn Manson	(Board Member since May 2015; MA student; HR Administrator, Wycliffe Australia; Melbourne)

Meetings of the full Board were held: 11 February, 21 April, 6 May, 5 August, and 17-18 November 2017. Committees of the Board met as required between the Board meetings. The Annual General Meeting of SILA, in accordance with the requirements of ASIC legislation, was held on 6 May 2017.

3. SILA program activities

Mrs Glenys Waters served as Principal Executive Officer (PEO) until March 2017. Rev Dr Jeffrey Pugh was appointed as the PEO for the rest of the period. The PEO serves as both the CEO of SILA and the Principal of the training program.

SILA is associated with SIL International as a 'Collegial Organisation', with a Memorandum of Understanding between the bodies. The MoU is the primary document expressing the formal agreement between the two bodies. This connection provides a formal means of input and feedback within the international corporation for personnel, training and language development projects.

a. SILA training

During 2017 training for language description and development continued to be delivered at the SILA campus, Kangaroo Ground, Victoria. For 67 years SILA has provided training in language learning, descriptive and applied linguistics, and literacy for SIL workers, members of other organisations, and members of the public.

SILA delivers its training in partnership with Melbourne School of Theology (MST) a college affiliated with the Australian College of Theology (ACT). In 2017 SILA delivered its training as units in an MST Graduate Diploma of Divinity or an ACT undergraduate degree.

SILA's 2016 submission to the ACT for approval of two new courses—a Graduate Diploma of Language Development and Translation, and a Diploma of Language Development and Translation—was deemed to be outside of the ACT's scope. It was determined that the ACT will apply directly to TEQSA (Tertiary Education Quality and Standards Agency) for accreditation of these courses.

During 2017 SILA also compiled documentation to apply for a Master of Language Development to round out its suite of courses. This has been submitted to the ACT for approval through TEQSA, along with the Graduate Diploma and Diploma course. The applied linguistics content SILA developed for the Master of Language Development was approved by the ACT for delivery in their Master of Arts (Ministry) course. It is planned that students will enrol in the MA (Ministry) to study applied linguistics until such time as the Master of Language Development is approved.

SILA also had a Memorandum of Understanding with Eastern College Australia to deliver and assess the units in the following courses:

- Graduate Diploma in Arts (Applied Linguistics specialisation)
- Graduate Certificate in Arts (Applied Linguistics specialisation)
- Associate Degree in Arts (Applied Linguistics minor)
- Diploma of Arts

In 2017 the last student studying applied linguistics at Eastern College completed her award.

SILA's training and consulting operations rely on volunteer staff. Academic staff consisted of both permanent and sessional personnel with considerable field experience in linguistics and language development activities. Support staff serviced the office, library, student welfare, IT services, and the occasional child minding program.

Summer Semester

SILA's 6-week summer semester serves as an intensive introduction to the yearlong courses as well as providing a stand-alone introductory course called Launch for students studying language learning, phonetics, basic linguistic analysis and anthropology.

The course was non-accredited in 2017 unless students were enrolled at Melbourne School of Theology. Twenty students studied over the summer: six were MST students studying at graduate level, one an MST student at undergraduate level and fourteen were Launch students, not taking the course for credit. Non-accredited subjects taught were Language Awareness, Cultural Anthropology, Language Learning, and Phonetics. MST-enrolled students were enrolled in the Linguistics and Language Learning unit.



Launch Students 2017

Semesters 1 and 2

In all there were eleven students in Semester 1 and thirteen in Semester 2. Five students were enrolled full-time and five students were enrolled part-time in the MST Graduate Diploma of Divinity in Semester 1. In Semester 2 there were six full-time Graduate Diploma students and four part-timers. There were two cross-institutional distance students from other ACT colleges in Semester 2, one at graduate level and one

undergraduate. One Eastern student enrolled as a cross-institutional part-time student at MST in Semester 1. One Eastern College Australia student enrolled part-time in Semester 2.

All units were delivered at the SILA campus at Kangaroo Ground by SILA staff, or online. One unit was offered by split intensive in Semester 2.

At the end of 2017 four students graduated with an ACT Graduate Diploma of Divinity and one with an Eastern College Graduate Diploma in Arts (Applied Linguistics Specialisation) award. These students will prepare for service in, or return to, language development work in Asia, Eurasia and the Pacific.

SILA Academic Governance

The partnership with MST has meant that the SILA training operations have been incorporated into the academic governance structure of MST.

Throughout the year, an internal Education Committee comprising SILA academic staff processes the academic matters needing development and documentation.

Promotion of academic activity in major discipline areas

Academic perspectives of SIL Australia are enhanced by:

- seminars and visiting lecturers
- attendance by SILA staff at academic conferences and seminars relating to the disciplines taught
- staff member involvement in research and supervision of higher degree students
- the involvement of several SILA members in the development of computer software to aid translation of texts in related languages

Professional development and scholarship

Four staff or sessional staff members were enrolled in formal study programs in 2017, three at PhD level and one at Master's level.

One staff member attended the Eurasia Media Distribution Consultation (EMDC) in the Netherlands and gave presentations on Adapt It Mobile (AIM).

One staff member attended several member care conferences: *South Pacific Member Care and Recruiting, Retaining and Motivating Diverse Generations*, a training session on adult learning principles and a trauma healing workshop.

Two literacy staff members attended the annual conference of the Australian Literacy Educators' Association (ALEA) in Hobart.

SILA had two academic staff attend the Bible Translation 2017 conference in Dallas. One also attended a discussion on training with representatives of many SIL International training programs and a workshop on Paratext, the world's leading software application for developing and checking Bible translation texts, developed by UBS and SIL International.

One academic staff member took an online course on Bloom software and also attended a public lecture at Eastern College. Another attended a *Feedback for Learning* workshop at Deakin University's city campus.

One staff member joined the Institute of Professional Editors (IPEd) and attended (via live streaming) the IPEd National Editors Conference from Brisbane. She also took an SIL International online course, *Intellectual Property Policy and Practice for Administrators*.

Several academic staff members audited other subjects being taught to update their understanding or to familiarise themselves with what was covered in those units and how that impacted on what they were teaching.

Research Outputs in 2017

A number of permanent and sessional staff published articles or presented papers at conferences.

Ken Manson

Manson, Ken. 2017a. "The Characteristics of the Karen Branch of Tibeto-Burman." In *Sociohistorical Linguistics in Southeast Asia: New Horizons for Tibeto-Burman Studies in Honor of David Bradley*, edited by Picus Shizhi Ding and Jamin Pelkey, 149–68. Leiden: Brill.

Manson, Ken. 2017b. "From Right to Wrong: Negation in the Karen Languages." presented at the CRLD Seminar Series, La Trobe University, October 17.

Manson, Ken. 2017c. "From Right to Wrong: Negation in the Karen Languages." presented at the Australian Linguistic Society, University of Sydney, December 5.

David Nicholls

Nicholls, David. 2017. "SIL organisational culture." Paper presented at Action Plan Implementation meeting of senior leaders in SIL, International Linguistics Centre, Dallas, June 20.

Mary Salisbury

Salisbury, Mary 2017. "Passive suffixes in Pukapukan [pkp]." Paper presented at 10th conference on Oceanic Linguistics (COOL10), Honiara, Solomon Islands, July 10-15.

Graham Scott

Scott, Graham. 2017. "Reconciling Church for Second Generation Chinese Australians." Paper presented at AAMS, Melbourne, July 2-5.

Scott, Graham. 2017. "A Narrative Reading of Variant Texts of 1 Samuel 16-18." Paper presented at Brisbane School of Theology Postgraduate Research Colloquium, August 3.

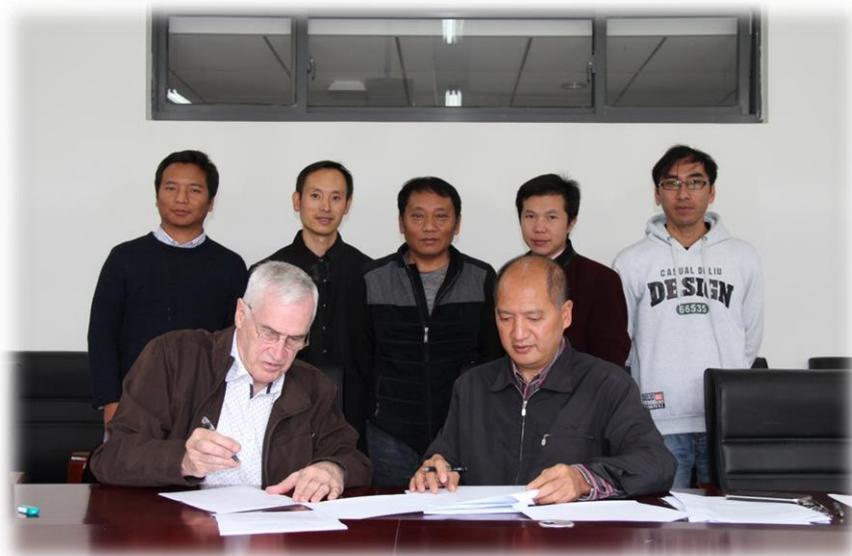
Scott, Graham. 2017. "Reconciling Church for Second Generation Chinese Australians." Extended for *Reimagining Home*, Morling Press, forthcoming 2018.

b. Funding of development projects

SILA Overseas Aid and Development Fund

SILA's Overseas Aid and Development Fund is a Deductible Gift Recipient (DGR) fund which provides assistance to literacy and education development projects. During the reporting period, a total of \$26,280 was raised through donations and \$35,763 distributed via World Relief Australia (WRA) for projects.

In 2017 SILA continued to support the **China Minority Education (ChiME) project** through the Overseas Aid and Development Fund. The first three-year project concluded in 2017 and in May a new stage of the project was approved and will run for a further three years. The aim of the project is to build on the lessons learned through the successful implementation of the Bai minority language education program by establishing an educational capacity building partnership in China's Yunnan Province. The project aims to help with the building of strategically located university-based centres of expertise in the early educational needs of children in remote rural areas in the province. The program is supported by SILA consultants Dr Brian Billard and Dr Liz Billard.



Agreement signing

The increase in local funding and ownership of the Shilong preschool and Bai project team has released ChiME to focus more on engagement with other agencies which can spread this program to more remote minority regions and bring positive outcomes to children in many rural communities in China.

The **Mayoyao, mother tongue based multilingual education project** in the Philippines was officially commenced in December 2016. The Philippine Department of Education in the Cordillera Administrative Region requested SIL Australia's assistance to strengthen their new mother-tongue based Multilingual Education (MLE) program. This project aims to build capacity in national teachers by supporting them to develop teaching principles and reading materials in their local Mayoyao language. These materials will be used to help students from Kindergarten to Grade 3 develop foundational literacy skills in their local language before also acquiring the national languages of Filipino and English.

It is planned that up to 60 teachers will participate in a series of workshops over three years (2017-2019) to create reading materials and other literacy resources in the Mayoyao language.



SILA consultants and Mayoyao teachers

World Relief Australia

SILA is a signatory to the World Relief Australia Code of Conduct. As a signatory, SILA wishes to express its commitment to the responsible and effective use of donations, to helping the poor and needy in developing countries irrespective of nationality, race, gender, political conviction or religious belief, and to improving the quality and effectiveness of SILA development initiatives.

c. Consultant support for language development projects

SILA provides specialist consultant services to entities and partners of SIL International where language development work is being carried out.

China Minority Education (ChiME) Project

The engagement of SILA consultants Dr Brian and Dr Liz Billard continues to be welcomed by Chinese agencies because of their unique experience in leading the establishment of the Shilong model preschool. In September 2016 cooperation agreements were signed with two Chinese universities under which those universities would each establish academic teams to receive the knowhow from the Shilong setup and curriculum. Both universities expressed a desire to be able to replicate the Jianchuan pilot preschool program into other remote minority regions. During 2017 Brian continued to prepare documentation—with Liz acting as consultant support on educational issues. Brian made visits to China in March and September to workshop this material with the two academic teams. Nine topics needed to be covered under the agreements; preparation has been completed on five topics and four have already been presented. It is hoped that all nine topics will be completed in 2018.

The relationship with Dali University has developed well since September 2016. By early 2017 the team had put together a two-year Research Plan and budget to begin work in two different minority areas to the north of Dali. By March when Brian visited they had already conducted initial survey trips. They are appreciative of the Jianchuan knowledge and experience they have access to under the ChiME project.



Brian with one of the academic teams

Mayoyao Mother-Tongue Based Multilingual Education Project

The first series of Mother-Tongue Materials Development Workshops was conducted by SILA consultants Robyn Terrey and Christine Brodie in Mayoyao during April and May, 2017. There were 56 participants in total and they engaged well with all the activities. The workshop was able to address a variety of aspects relating to multilingual language and literacy development. The majority of time was devoted to story writing, with focus sessions on connecting literacy with language acquisition theories, discussing the writing process, identifying aspects of grammar and spelling in the Mayoyao language, and modelling various pedagogical approaches to teaching literacy in the classroom. A total of 34 texts were written/translated and published in the Mayoyao language.

The second Mother-Tongue Materials Development Workshop was conducted in Mayoyao during October-November, 2017. There were 55 participants in total. A total of 36 texts were written or translated and published in the Mayoyao language. Teachers have begun using the materials that were created at the previous workshop. Students are responding well to the texts as they can relate to the content and concepts being shared.



Workshop participants and staff

Language Technology

Software Development Project

The project had another successful year, although some difficulties. Work continues on the desktop version of Adapt It (AID), also on Adapt It Mobile (AIM) and Key It (KIT) (a scripture keyboarding mobile app). The two full-time SIL developers from the USA and remotely assigned to SIL Australia are making good progress. They are indispensable to the success of the operation.

Principal areas of focus have been:

- AID—the knowledge base sharing feature is very close to finished. It remains for one of the developers with a Macintosh to make final tests. Some feature changes and tweaks have been made which will improve useability.
- AIM—still at beta stage, but its usability is even better than last year. It is close to a first release.
- Help Desk work—all user bug reports have been dealt with successfully; some have resulted in feature improvements to the desktop version. Some long-term problem issues have finally been solved.
- Training Workshops
 - Two people leading the Enga Mini-Bible project were trained in the use of Paratext 8, prior to them going to PNG for pre-publication checking.

Adapt It continues to have a good impact in numerous places. The team members work well together, though physically separated most of the time.

4. Financial statements

SIL Australia Operating statement for the year ended 31 December 2017 (Statement of financial performance)

	2017	2016
	\$	\$
Revenue		
Education Fees and Operations	148,616	108,787
Rental Income	38,749	43,450
SILA General Income	-3,161	718
Donations and Gifts		
Overseas Aid	26,280	71,640
Aborigines and Islanders Support Program	0	0
SIL School Building Fund	545	9,292
Other gifts and donations	124	0
Investment Income	5,684	4,474
Other revenues	21,180	25,846
Total Revenue	238,017	264,207
Expenses		
Education Operating	142,283	123,941
Overseas Projects	38,147	17,460
Domestic Projects	14,461	0
Scholarships given	12,000	0
Depreciation	10,775	10,510
Other expenses	18,884	27,040
Total Expenses	236,550	178,951
Excess of Revenue over Expenses (shortfall) from continuing operations	1,467	85,256
Funds available for future use at beginning of financial year	367,052	275,474
Amount transferred to/from reserves	9,880	91,578
Funds available for future use at end of financial year	376,932	367,052

SIL Australia
Balance sheet as at 31 December 2017
(Statement of Financial Position)

	2017	2016
	\$	\$
Assets		
Current Assets		
Cash Assets	265,430	266,934
Receivables	27,095	36,716
Investments	155,000	130,000
Other	1,183	819
Non-current Assets		
Property, plant and equipment	28,295	32,246
Total Assets	477,003	466,760
Liabilities		
Current Liabilities		
Payables	12,501	3,390
Other	2,915	3,250
Total Liabilities	15,416	6,640
Net Assets	461,587	460,120
Equity		
Reserves	84,655	93,068
Funds available for future use/retained earnings	376,932	367,052
Total Equity	461,587	460,120

Audited full financial statements are available on request.

SIL Australia
Statement of changes in equity
for the year ended 31 December 2017

	Retained Earnings	Reserves	Total
Balance at 1 January 2017	367,052	93,068	460,120
Excess of Revenue over Expenses	1,467	0	1,467
Amount transferred (to) from reserves and other fund	8,413	(8,413)	0
Balance at 31 December 2017	376,932	84,655	461,587

SIL Australia
Table of cash movements for designated purposes
for the year ended 31 December 2016

	Cash available at beginning	Cash raised during year	Cash disbursed during year	Cash available at end of year	Comments
Aborigines & Islanders Support Prog	0	0	0	0	All donations are forwarded to AuSIL
Overseas Aid & Development Fund	60,575	27,774	40,841	47,508	Contributions to overseas development projects
SILA General & Training	183,747	208,068	196,061	195,754	
Total for Other Purposes	22,612	11,841	12,285	22168	
TOTAL	266,934	247,683	249,187	265,430	





World Relief Australia

Summer Institute of Linguistics Australia partners with the World Relief Overseas Aid Fund by acting as its agent for fundraising and the delivery of relief and development projects in developing countries.

Summer Institute of Linguistics Australia is a signatory to the World Relief Australia Code of Conduct.

<https://www.wra.org.au/>



Summer Institute of Linguistics Australia is a charity registered with ACNC (Australian Charities and Not-for-profits Commission)

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