LANGUAGE REVITALIZATION

Andrea Wilhelm
University of Victoria & University of Alberta
wilhelm@uvic.ca

A major section of this edited volume is devoted to the topic of "responses" to language endangerment. The articles in this section deal with language revitalization in general and several highly relevant subtopics, such as speakers and communities, orthography development, and language policy.

Baker, Colin. 2011. Endangered languages: Planning and revitalization. In
                          5th ed., 40 63. Bristol/Buffalo/Toronto: Multilingual Matters.
    A thorough overview from the perspective of sociolinguistics and language planning.

Grenoble, Lenore A, and Lindsay J. Whaley. 2006.
          . Cambridge: Cambridge University Press.
    A very systematic treatment of language revitalization written for lay and academic readers. It introduces all the major topics (such as revitalization models, assessment, literacy) and contains many examples, including four case studies. A very practical chapter "Creating a language program" concludes the book.

Hinton, Leanne. 2010. Revitalization of endangered languages. In
                          , ed. Austin, Peter K., and Julia Sallabank, 291 311. Cambridge: Cambridge
University Press.
    Written by one of the best-known practicioners of language revitalization, this article offers a very useful overview of the various models of revitalization, and which situations they might be appropriate for.

Hinton, Leanne, and Ken Hale, ed. 2001.   . San
Diego: Academic Press.
    Together with Grenoble and Whaley 2006, the best resource on language revitalization. After a general introduction, each section discusses one aspect of language revitalization by presenting an overview article followed by one or more case studies, usually written from a perspective of first-hand experience.

Romaine, Suzanne. 2007. Preserving endangered languages.   1 (1
2): 115 132.
    A good introduction to language endangerment and revitalization from an ecological perspective.

Tsunoda, Tasaku. 2005. Language endangerment and language revitalization. Berlin/New York: Mouton de Gruyter.
    Chapter 11 of this scholarly introduction discusses language revitalization. It is comprehensive

King, Kendall A., Natalie Schilling-Estes, Lyn Fogle, Jia Jackie Lou, and Barbara Soukup, ed. 2008. Washington, DC: Georgetown University Press.

Sociolinguistic and ethnographic descriptions of revitalization and minority situations, notably including several papers on dialects. The interplay between language ideologies, language practices, and language policy is a pervasive theme. The collection also contains two interesting cautionary papers on the possible social cost of language maintenance or revitalization.

REFERENCE RESOURCES

Excellent reference resources are the **   ** and **   **. They are online portals to a wealth of resources for community members and scholars concerned about endangered languages. Also, Jon Reyhner of the Northern Arizona Unb   ë   =   #   "   w   m   n /$ co *   c   nOy   _   #   mOa   F

Linguapax[http://www.linguapax.org/en/]

    Promotes linguistic diversity along with crosscultural understanding and peace. Advocates for
    plurilingual education, supports language revitalization projects, and advises on language policy.
    The website is available in Spanish, Catalan, French and English.

Sorosoro[http://www.sorosoro.org/]

    Documentation of endangered languages. Many short videos about language, culture, and lexical
    domains. Site is in French, Spanish, and English.

UNESCO Endangered Languages[http://www.unesco.org/new/en/culture/themes/endangered-languages/]

    The portal to UNESCO's activities and rescources for endangered languages.

Funding

As Ahlers 2004 shows, language revitalization work can be undertaken without any funding in place;
commitment is more important than money. However, there are many sources of funding available for
revitalization projects: Local Indigenous governments, regional and national governments, as well as
several international organizations. The most important are the **Endangered Language Fund**, the
Foundation for Endangered Languages, and the **Hans Rausing Endangered Languages Project**.
The websites listed under *Reference Resources* (** **, ** **) each have a page on funding.
Ofelia and Penfield 2008 is an excellent manual on how to apply for funding. **
                      ** was a workshop at InField 2010; the useful handouts are posted online. The
workshop handouts and Zepeda and Penfield 2008 both also contain lists of major funding agencies.

Ahlers, Jocelyn C. 2004. Language restoration before funding: Or, what to do before grants come
through. In   , ed.
Leonard, Wesley Y., and

language. Comprehensive listings on all aspects of endangered languages in the media can be found at the website of the **   ** and the website **
                                    ** Finally, **   ** is an example of an artist's promotion of endangered ethnomusic. This commercially successful CD contains Garifuna songs from Belize.

*   [http://www.cbc.ca/ideas/episodes/legends/]* Canadian Broadcasting Corporation. 2008-
        Indigenous legends are recorded in the original language, transcribed, translated into English,
        and then produced in both languages. These programs are a nice way of meeting some
        endangered-language communities. Past episodes can be listened to online.

de Heer, Rolf, dir. 2006.   . Madman Entertainment.
        A film from Australia with dialogue in Aboriginal languages. A famliy conflict in pre-contact times
        is resolved through a story from the mythical past. Distributed in North America since 2007 by
        Palm Pictures, NY.

*Endanger

Language revitalization is a response to the problem of language endangerment, and it is important to understand this problem. Abley 2003 is a very readable first introduction. It is a sensitive, intelligent travelogue written by a nonlinguist for the general public. Crystal 2000 and Nettle and Romaine 2000 are both excellent introductions by linguists. Also written for the general public but more scientific than Abley 2003, these books present the global crisis of languages, causes, consequences, and what can be done. A similar treatment, but aimed at linguists, is Hagège 2009. All the references cited under *General Overviews* also introduce the problem of language endangerment and could be listed here. An excellent source for many more references on endangered languages

While the assessment of language vitality or endangerment is not unproblematic, as noted in Bradley 2010 (cited under *The State of the World s Languages*) and in Himmelmann 2008 (cited under *History*), it is nonetheless necessary for planning revitalization projects, and several classifications or scales of endangerment have been developed. The oldest, and still important, classification is Fishman's 1991 and Fishman s 2001 Graded Intergenerational Disruption Scale (both cited under *Reversing Language Shift*). Criteria include age of speakers, extent of transmission in the home, domains of use. Michael Krauss, in his contribution to Hale et al. 1992 (cited under *History*), classified languages as

Thieberger, Nicholas. 1990. Language maintenance: Why bother? 9 (4): 333 358.
    An early review of the main arguments for language revitalization, with a critical examination of the underlying assumptions. Also useful because of the many citations given.

THEORETICAL FOUNDATIONS

Since the contraction or expansion of a language   in terms of numbers of speakers as well as domains is a social phenomenon, the theoretical foundations of language revitalization lie broadly in sociolinguistics. Within sociolinguistics, two theories are particularly relevant to language revitalization: the Reversing Language Shift movement, and Ecology of Language, discussed in separate sections. A third theoretical field which informs language revitalization is language ideology. Language ideology is a concept not only in sociolinguistics, but also in anthropology, and more generally in postmodern criticism of Western thought and society. Closely connected to language ideology but an important emerging topic in its own right is language change under revitalization, the question of what kind of language is (or should be) the outcome of revitalization. To all this we could add the next section *the role of the linguist*; the reflections therein develop the theory of science for linguistics, changing theoretical foundations in response to questions in language revitalization and documentation.

Reversing Language Shift (RLS)

RLS is the earliest articulated theory dedicated to language maintenance and revitalization. A key tenet is that language is linked to ethnic or cultural identity, and that the struggle for a language coincides with the struggle for a minority culture or ethnicity. The foundational RLS publication is Fishman 1991, which is

Mühlhäusler, Peter. 1992. Preserving languages or language ecologies? A top-down approach to language survival. 31 (2): 163 180.

     Introduces the concept of "ecology of language" and shows what it would entail for language

language change under revitalization, as in Golla 2001 and Holton 2009. Holton 2009 in particular is a very influential (and somewhat controversial) paper, advocating that realistic revitalization may even involve creolization. The introduction of the book in which Holton 2009 appeared, Goodfellow 2009 (cited also in *Edited volumes*), provides excellent connections between language change, language ideology, and other theoretical topics.

Comrie, Bernard. 2010. Documenting and/or preserving endangered languages. In   , ed. Miyaoka, Osahito, Osamu Sakiyama, and Michael E. Krauss, 25 34. Oxford: Oxford University Press.
> Revitalized Welsh "lacks some of the distinctive characteristics of the Welsh language [...] as this language was previously passed from generation to generation" (p. 29); therefore documentation is needed as well as revitalization.

Golla, Victor. 2001. What does it mean for a language to survive? Some thoughts on the (not-so-simple) future of small languages. In   , ed. Osamu Sakiyama, 171-177. Osaka: Endangered Languages of the Pacific Rim (ELPR).
> Argues that the future of threatened small languages lies with secondary speech communities, consisting of adult learners (including linguists) who are po

often including sociolinguistic observations about a language's endangerment status and connections to language revitalization. Valuable practical information on language documentation can also be found online at ** ** (course materials, cited under *Training*), ** ** (cited under *Reference Resources*), and ** ** (cited

*   [http://www.ilinative.org/Marketplace/Handbooks.html]*, vol. 1 10. Santa Fe, NM: Indigenous Language Institute.

> Short handbooks on these topics: 1 Introduction; 2 Developing materials and activities for language learning; 3 Conducting a language survey; 4 Envisioning a language program; 5 Knowing our language learners; 6 Knowing our language teachers; 7 Training our language teachers; 8 Designing curriculum; 9 Evaluating our language program; 10 Understanding first and second language acquisition.

Language Pedagogy

The section on "immersion" in Hinton and Hale 2001 (cited under *General Overviews*) contains hands-on discussion of pedagogies which are useful in language revitalization. A grassroots perspective on Indigenous education is given in Reyhner 1997. Aimed primarily at Indigenous educators and language activists, many papers in this collection

master's language. A comprehensive and practical guide to this model of language revitalization can be

Lüpke, Friederike. 2010. Orthography development. In
    , ed. Austin, Peter K., and Julia Sallabank, 312 336. Cambridge: Cambridge University Press.
    Up-to-date consideration of modern technology, and an interesting argument that there may be
    situations where there is no "ecological niche" for literacy in a local language.

Venezky, Richard L. 2004. In search of the perfect orthography.   7 (2):
    139 163.

programmatic work argues from a human rights perspective that schooling must be partly or completely in the minority language. There are many models of minority-language education. A study cited frequently as empirical support for the effectiveness of long-term additive bilingual education is Thomas and Collier