

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Keeping Languages Alive

Many of the world's languages have diminishing numbers of speakers and are in danger of falling silent. Around the globe, a large body of linguists are collaborating with members of indigenous communities to keep these languages alive. Mindful that their work will be used by future speech communities to learn, teach, and revitalize their languages, scholars face new challenges in the way they gather materials and in the way they present their findings. This volume discusses current efforts to record, collect, and archive endangered languages in traditional and new media that will support future language learners and speakers. Chapters are written by academics working in the field of language endangerment and also by indigenous people working 'at the coalface' of language support and maintenance. *Keeping Languages Alive* is a must-read for researchers in language documentation, language typology, and linguistic anthropology.

MARI C. JONES is Reader in French Linguistics and Language Change at the University of Cambridge and Fellow in Modern and Medieval Languages at Peterhouse, Cambridge. A highly experienced fieldworker, she has published extensively on language obsolescence and revitalization in relation to Insular and Continental Norman, Welsh, and Breton. Her publications include *Language Obsolescence and Revitalization* (1998); *Jersey Norman French* (2001); *The Guernsey Norman French Translations of Thomas Martin* (2008).

SARAH OGILVIE works at Amazon Kindle on languages, dictionaries, and content. Previously she was Reader in Linguistics at the Australian National University, and was Alice Tong Sze Research Fellow at Lucy Cavendish College, Cambridge. She lived and worked with an Australian Aboriginal community to write a grammar and dictionary of their language, and her current research focuses on how innovative technologies can help maintain and revitalize endangered languages. Her publications include *Words of the World: A Global History of the OED* (Cambridge University Press 2013).

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Keeping Languages Alive

Documentation, pedagogy, and revitalization

Edited by

Mari C. Jones

and

Sarah Ogilvie



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Published in the United States of America by Cambridge University Press, New York

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107029064

© Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2013

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

Jones, Mari C., editor of compilation.

Keeping languages alive : documentation, pedagogy and revitalization / Mari C. Jones and Sarah Ogilvie.

pages cm.

Includes bibliographical references and index.

ISBN 978-1-107-02906-4 (hardback)

1. Endangered languages. 2. Language obsolescence. 3. Language maintenance. 4. Typology (Linguistics) 5. Anthropological linguistics.

I. Ogilvie, Sarah, editor of compilation. II. Title.

P40.5.E53K44 2014

306.44-dc23 2013023078

ISBN 978-1-107-02906-4 Hardback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Contents

<i>List of figures</i>	<i>page</i> vii
<i>List of tables</i>	viii
<i>List of contributors</i>	ix
<i>Preface</i>	xiii
I Documentation	
1 Language documentation and meta-documentation	3
PETER K. AUSTIN	
2 A psycholinguistic assessment of language change in eastern Indonesia: Evidence from the HALA project	16
AMANDA HAMILTON, JAWEE PERLA, AND LAURA C. ROBINSON	
3 Documentation of endangered sign languages: The case of Mardin Sign Language	29
ULRIKE ZESHAN AND HASAN DIKYUVA	
4 Re-imagining documentary linguistics as a revitalization-driven practice	42
DAVID NATHAN AND MEILI FANG	
5 Language documentation and community interests	56
JOHN HENDERSON	
6 American Indian Sign Language documentary linguistic fieldwork and digital archive	69
JEFFREY E. DAVIS	
7 Purism in language documentation and description	83
MICHAEL RIESSLER AND ELENA KARVOVSKAYA	

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

vi	Contents	
8	Greek-speaking enclaves in Pontus today: The documentation and revitalization of Romeyka IOANNA SITARIDOU	98
II Pedagogy		
9	New technologies and pedagogy in language revitalization: The case of <i>Te Reo Māori</i> in Aotearoa/New Zealand TANIA M. KA‘AI, JOHN C. MOORFIELD, AND MUIRIS Ó LAOIRE	115
10	Teaching an endangered language in virtual reality HANNA OUTAKOSKI	128
11	A nomadic school in Siberia among Evenk reindeer herders ALEXANDRA LAVRILLIER	140
12	Task-based language teaching practices that support Salish language revitalization ARIEH (ARI) SHERRIS, TACHINI PETE, LYNN E. THOMPSON, AND ERIN FLYNN HAYNES	155
III Revitalization		
13	Speakers and language revitalization: A case study of Guernésiais (Guernsey) YAN MARQUIS AND JULIA SALLABANK	169
14	On the revitalization of a ‘treasure language’: The Rama Language Project of Nicaragua COLETTE GRINEVALD AND BÉNÉDICTE PIVOT	181
15	Whistled languages: Including Greek in the continuum of endangerment situations and revitalization strategies MARIA KOUNELI, JULIEN MEYER, AND ANDREW NEVINS	198
16	What is language revitalization really about? Competing language revitalization movements in Provence JAMES COSTA AND MÉDÉRIC GASQUET-CYRUS	212
	<i>Bibliography</i>	225
	<i>Index</i>	249

Figures

2.1	The thirty-one test items. Asterisks indicate items removed in the Agreement subgroup (see Section 5)	<i>page</i> 18
2.2	Per cent accurate responses in Adang and Indonesian by age group	22
2.3	Mean RT in Adang and Indonesian by age group	24
3.1	Family tree diagram produced by consultants during a workshop	36
3.2	Revised family tree diagram created by researchers	37
3.3	The physical environment in Mardin	38
3.4	Screenshots taken during the map activity	39
4.1	Eli Timan's collection on Jewish Iraqi	47
4.2	Ngarrindjeri learner wordlist with words known by elders marked	51
6.1	Map of cultural areas of Native North America	81
7.1	The traditional Saami settlement area on the Kola peninsula and adjacent parts to Fennoscandia	84
8.1	The three remaining Greek-speaking enclaves of Pontus: Of (Çaykara), Sürmene, and Tonya	99
8.2	A taxonomy of Asia Minor Greek	101
9.1	The Te Whanake homepage displaying its seven separate websites, all of which are bilingual and free to access	121
9.2	Part of a results page taken from the online dictionary	122
9.3	The iPhone™ dictionary app	123
9.4	The Te Whanake animations homepage	124
9.5	The Te Whanake TV homepage	125
9.6	The homepage of the <i>Tāmata Toiere</i> website	127
10.1	A North Saami lesson through the medium of Second Life (SL)	129
10.2	At the first station the students work in pairs and are trained in conversation (with manual) and vocabulary	136
10.3	Teachers' meetings in Second Life (SL)	138
12.1	Salish SOPA results 2009–10	162
12.2	Salish 'spot-the-difference' information-gap task	165
15.1	Mrs K, a 'very good whistler' in Antia	199
15.2	Spoken (top) and whistled (bottom) equivalents of the Greek word <i>ema</i> 'blood'	201

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Tables

2.1 Testing schedule	<i>page</i> 19
2.2 Accuracy codes	21
3.1 Linguistic backgrounds of the research team	34
4.1 Overview annotations	49
6.1 Documentary linguistic fieldwork: Native signers identified and filmed (2009–12)	77
7.1 Cognate sets of borrowed exclusive focus particles in different Saami languages	92
8.1 The typological status of Romeyka within Asia Minor Greek varieties	100
12.1 Rankings for three of the six Salish imperative forms	161
12.2 Junior novice sublevels for oral fluency, Salish Rating Rubric, 2011	161

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Contributors

PETER K. AUSTIN

SOAS, University of London, UK

JAMES COSTA

École Normale Supérieure, Lyons, France

JEFFREY E. DAVIS

University of Tennessee, USA

HASAN DIKYUVA

University of Central Lancashire, UK

MEILI FANG

Ochanomizu University, Japan

MÉDÉRIC GASQUET-CYRUS

Université Aix-Marseille, France

COLETTE GRINEVALD

Université Lyon 2, France

AMANDA HAMILTON

Wangka Maya Pilbara Aboriginal Language Centre, Australia

ERIN FLYNN HAYNES

American Institutes for Research, Waltham, MA, USA

JOHN HENDERSON

University of Western Australia

TANIA M. KA'AI

Auckland University of Technology, New Zealand

ELENA KARVOVSKAYA

University of Potsdam, Germany

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

x List of contributors

MARIA KOUNELI
Yale University, USA

ALEXANDRA LAVRILLIER
Université de Versailles St-Quentin-en-Yvelines, France

YAN MARQUIS
Guernsey, Channel Islands

JULIEN MEYER
Museu Goeldi, Belem, Brazil

JOHN C. MOORFIELD
Auckland University of Technology, New Zealand

DAVID NATHAN
SOAS, University of London, UK

ANDREW NEVINS
University College London, UK

MUIRIS Ó LAOIRE
Institute of Technology, Tralee, Ireland

HANNA OUTAKOSKI
Umeå University, Sweden

JAWEE PERLA
American University, Washington DC, USA

TACHINI PETE
Flathead Reservation, Arlee, Montana, USA

BÉNÉDICTE PIVOT
Université Lyon 2, France

MICHAEL RIESSLER
University of Freiburg, Germany

LAURA C. ROBINSON
University of California, Santa Barbara, USA

JULIA SALLABANK
SOAS, University of London, UK

ARIEH (ARI) SHERRIS
Teachers College, Columbia University, USA

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

List of contributors

xi

IOANNA SITARIDOU

Queens' College, Cambridge, UK

LYNN E. THOMPSON

Center for Applied Linguistics, Washington DC, USA

ULRIKE ZESHAN

University of Central Lancashire, UK

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

Preface

Increasing numbers of the world's languages have ever fewer speakers and are in danger of falling silent. To tackle this problem, scholars are collaborating with members of indigenous communities all around the globe to document and describe these endangered languages and cultures so that future speech communities may learn, teach, and revitalize their languages.

Documentation is often considered an essential part of the work of any field linguist. It is self-evident that, if teaching (whether in schools or within the wider community) is a key component in keeping a language alive, then for this to occur some form of record of that language needs to exist to provide a basis for that teaching. Because of its associations with standardization, written documentation can provide much-needed linguistic bolstering, as a language becomes codified in dictionaries and grammars, both of which serve to facilitate the production of pedagogical material by forming the linguistic basis for revitalization efforts. Over and above this, however, documentation carries with it a vital symbolic force. It serves important needs and functions in support of language maintenance by raising the status of endangered languages and fostering a sense of unified identity (especially in areas where a dispersed population or dialectal fragmentation have not been conducive to this). It can even provide a partial means of repackaging a hitherto stigmatized identity, as speakers see their ancestral language being used in modern domains. Documentation clearly represents a critical first step in any process of language revitalization, and efforts to maintain a language may well succeed or fail on the basis of the quality and range of material gathered. And yet the all too familiar clock that is ticking loudly for many endangered languages means that the process of documentation may necessarily be rapid and dependent on sometimes arbitrary decisions by linguists – who may be analysing a language for the first time.

This volume aims to explore the three themes of language documentation, pedagogy, and revitalization and how they interface in different communities to help keep languages alive. As we see in the various chapters of this book, given the world's rich linguistic diversity a 'one size fits all' approach is simply not viable – for example, keeping whistled languages or sign languages alive represents a completely different challenge from that of revitalizing a spoken

Cambridge University Press

978-1-107-02906-4 - Keeping Languages Alive: Documentation, Pedagogy, and Revitalization

Edited by Mari C. Jones and Sarah Ogilvie

Frontmatter

[More information](#)

xiv Preface

tongue. Moreover, the sociopolitical and/or cultural context in which these processes take place can either impose particular constraints or bring increasing freedoms for language planners.

The twenty-first century has also brought a whole new tool-kit to the linguist's workbench in the form of new technologies with the ability to transform the documentation of endangered languages and also their dissemination within a community. Digital and audiovisual archives are increasingly commonplace, and avatar teachers and mobile phone apps are becoming ever more prominent. Such technology has had a considerable impact upon the ways in which documentation, pedagogy, and revitalization interact with and complement each other. The volume discusses current efforts to record, collect, and archive endangered languages in both traditional and new media, and assesses the different kinds of support that these can offer future language learners and speakers.

Keeping languages alive ultimately depends on languages being spoken by children in the home and especially the kitchen, but getting there often requires a combination of quite different approaches – frequently involving collaboration between academics working in the field of language endangerment and members of indigenous communities who are working 'at the coalface' of language support and maintenance. The volume accordingly gives voice to both types of contribution.

The data and case studies presented here are drawn from many different languages that are currently being kept alive across four of the world's continents. The sixteen chapters are divided into three Parts. Part I addresses both theoretical and practical issues relating to language documentation and illustrates them with material from: Australian Aboriginal languages; Adang (spoken in Indonesia); the Tungusic languages of Siberia; Kildin Saami; Romeyka; and sign languages in Mexico, Bali, Turkey, and North America. Part II, on pedagogy, focuses on methodologies and practices in Aboriginal languages of eastern Australia, Montana Salish in North America, Maori in New Zealand, and North Saami in Scandinavia. Part III examines different aspects of language revitalization and draws on material from current projects in France, Nicaragua, Greece, Turkey, the Channel Islands, and Spain.