

Contents

List of Tables page xi
Acknowledgements xii

- 1 Introduction 1
 - 1.1 How Much Endangerment Is There? 3
 - 1.2 Why Does It Matter? 5
 - 1.3 What Is to Be Done? 11
 - 1.4 Summary and Outline 12
 Discussion Questions 13
 Suggestions for Further Reading 13
- 2 Stages of Language Endangerment 14
 - 2.1 Scales of Endangerment 14
 - 2.2 Fishman GIDS 15
 - 2.3 The Wurm Scale 17
 - 2.4 Krauss and Other Scales Derived from the Wurm Scale 17
 - 2.5 EGIDS 19
 - 2.6 OLSI Index of Vitality 21
 - 2.7 EuLaViBar Language Vitality Barometer 22
 - 2.8 ELCat Language Endangerment Index 22
 - 2.9 Other Factors Identified in Scales 23
 - 2.10 How Well Can Endangerment Be Scaled? 27
 - 2.11 How Many Languages Are Endangered? 29
 Case Study: Bisu 32
 Discussion Questions 36
 Suggestions for Further Reading 37
- 3 Working in a Community 38
 - 3.1 Ethics of Research in a Community 39
 - 3.1.1 Approvals, Permissions and Access 43
 - 3.2 Collaboration and Control 48
 - 3.2.1 What Do Communities *Need*? 51
 - 3.2.2 What Do Communities *Want* from a Researcher? 52

- 3.3 Reciprocity 55
- 3.4 Conclusion 58
- Case Study: Nluu/Nlɪŋg by Matthias Brenzinger, World Congress of African Linguistics, and Sheena Shah, School of Oriental and African Studies, University of London 59
- Discussion Questions 62
- Suggestions for Further Reading 63
- 4 Identity and Attitudes 64
 - 4.1 Names 64
 - 4.2 Ethnicity and Group Membership 68
 - 4.3 Attitudes 71
 - 4.4 Well-Being and Happiness 73
 - 4.5 Measuring Identity and Attitudes 74
 - 4.6 Ecological Resilience and Resilience Linguistics 75
 - 4.7 Changing Attitudes 78
 - Case Study: Minangkabau 79
 - Discussion Questions 83
 - Suggestions for Further Reading 83
- 5 Language Knowledge and Use 84
 - 5.1 Knowledge 84
 - 5.2 Acquisition 86
 - 5.3 Use: Domains 89
 - 5.4 Deacquisition 100
 - 5.5 Fluency 102
 - 5.5.1 Testing Language Skills 104
 - 5.6 Conclusion 111
 - Case Study: Domains of Language Use in Malawi 112
 - Discussion Questions 118
 - Suggestions for Further Reading 119
- 6 The Sociolinguistic Setting 120
 - 6.1 Demography 120
 - 6.2 Geography 121
 - 6.3 Politics and Policy 123
 - 6.4 Economics 124
 - 6.5 History 126
 - 6.6 Education 128
 - 6.7 Culture 129
 - 6.7.1 Human Relations 130
 - 6.7.2 Roles 131
 - 6.7.3 Material Culture 131
 - 6.7.4 Activities 132
 - 6.7.5 Systems 134
 - 6.7.6 Combinations of Factors 135
 - 6.8 External Factors 136

- 6.9 Speaker Background Characteristics 139
- 6.10 Conclusion 140
- Case Study: Ket 141
- Discussion Questions 145
- Suggestions for Further Reading 145
- 7 Linguistic Processes 146
 - 7.1 Phonology: The Sounds 147
 - 7.2 Morphology: Word Structures 151
 - 7.3 Syntax: Sentence Structure 153
 - 7.4 Lexicon: The Vocabulary 155
 - 7.5 Discourse and Genre: Running Speech and Styles 158
 - 7.6 Conclusion 161
 - Case Study: Hebrew 162
 - Discussion Questions 173
 - Suggestions for Further Reading 173
- 8 Policy and Planning 174
 - 8.1 Frameworks for Language Planning 175
 - 8.2 Stages of Language Planning 176
 - 8.3 Evaluation, Prestige and Other Planning 179
 - 8.4 Language Policy and Human Rights 181
 - 8.5 Language Policy and Planning for Endangered Languages 186
 - 8.5.1 Orthography Development 186
 - 8.5.2 Dictionaries 191
 - 8.5.3 Grammars and Other Materials 195
 - 8.6 Conclusion 198
 - Case Study: Rumantsch 198
 - Discussion Questions 207
 - Suggestions for Further Reading 207
- 9 Language Reclamation 208
 - 9.1 Typologies of Reclamation 211
 - 9.1.1 Revitalization 213
 - 9.1.2 Revival 214
 - 9.1.3 Renativization 215
 - 9.1.4 Nativization 215
 - 9.1.5 Heritage 216
 - 9.1.6 Denativization 216
 - 9.1.7 Stages of Reclamation 217
 - 9.2 Motivation 217
 - 9.3 Methods 218
 - 9.4 Authenticity 222
 - 9.5 Goals 223
 - Case Study: Kurna 224
 - Discussion Questions 226
 - Suggestions for Further Reading 227

10	Methodology	228
10.1	Questionnaires	229
10.2	Other Structured Research Tools	231
10.2.1	Wordlists/Phrase Lists	231
10.2.2	Culturally Structured Semantic Fields: Ethnotaxonomy	232
10.2.3	Narrative and Conversation	234
10.2.4	Recorded Stimulus Tools	235
10.2.5	Interview and Group Discussion	236
10.2.6	Mapping and Dialectology	236
10.3	Participant Observation	237
10.4	Sampling	238
10.5	Equipment	239
10.6	Conclusion	240
	Case Study: Patuá	241
	Discussion Questions	246
	Suggestions for Further Reading	246
11	Conclusion	247
11.1	What Can a Linguist Do About Language Endangerment?	248
11.2	Documentation and Language Maintenance	249
11.3	Sojourners and Parachute Linguists	250
11.4	Some Available Resources	251
	Discussion Questions	253
	Suggestions for Further Reading	253
	<i>Glossary of Terms</i>	254
	<i>References</i>	260
	<i>Index</i>	282