

Index

- Adelaar, K.A., 22
 Adudu, G., 94
 Aitchison, J.W., 70
 Ajello, R., 191–2, 203
 Åkermark, S.S., 129
 Alaska Native Language and Preservation
 Advisory Council, 13, 15–16
 Aldridge, M., 73
 Alfredsson, G., 7–8
 Alhassan, A., 94
 Anderson, B., 124, 138, 148
 Aranese
 communities of practice, 184
 institutionalisation of, 184–5
 linguistic conscience and, 184
 prestigious status of, 183, 185
 relationship with wider Occitan community,
 183–5
 ties with identity and place, 183
 use and polyglottism, 184
 Arctic countries
 adoption of UN Declaration on the Rights
 of Indigenous Peoples, 5–6
 cultural well-being and language
 vitality, 11–12
 geo-political characteristics, 2
 global policies and, 4–8
 global/national/regional policy
 conflicts, 3–4
 indigenous-determined policies, 12–13
 language revitalisation following colonial
 policies, 12–13
 national language policies of, 10–11
 transnational policies and, 8–10
 Arctic Indigenous Language Vitality Initiative
 (AILVI), *see also* Permanent Participants
 (Arctic Council)
 evolution of, 3
 indigenous-driven revitalisation
 strategies, 14–15
 Arends, J.P., xiv
 Armenia, 112, 116–18
 assimilation and purism, strategy of, xiii–xiv
 Austin, P.K., 24–5
 Avolio, F., 125
 Azam, Noor, 25–6
 Baker, C., 49, 53, 57, 67–9
 Balhauf, R.B., 57, 178
 Ball, S.J., 53–4, 72
 Bamgbose, A., 197–8, 200, 202
 Barni, M., 128
 Barry, R.G., 3
 Bartens, A., xiv–xv
 Basque, 113–14
 Batibo, H., 192
 Bauman, J.A., 158
 Béarn, 157–8
 Béarnais
 Béarnist movement (*Institut Béarnais et
 Gascon* (IBG)), 160–2
 as dialect of Gascon, 158–9
 as dialect of Occitan, 159–60
 failure of national language policy
 and, 167–71
 Fébusian movement, 159
 Gasconist movement, 160
 increasing obsolescence of, 157–8
 as an independent language, 159
 naming of, as distinct from Occitan, 162–4,
 168–9
 as a neutral term, 176
 non-standardised and standard
 Occitan, 164–7
 number of speakers, 158
 Occitanist movement, 159–60
 Occitanist/Béarnist movements
 contrasted, 161–2
 as a patois, 163–4
 Bec, P., 157
 Belait, 20
 Benincà, P., 130
 Bensa, A., 35
 Berresford Ellis, P., 208–10

- Beswick, J., 127
 Bialystok, E., 53
 Bidayuh, *see also* Borneo
 Dayak Bidayuh National Association, 22–3
 endangered status, 24
 language group, 20–2
 Multilingual Education Project, 25–6
 numbers and location of speakers, 22–3
 percentages of shared cognates between four isolects, 23–4
 speakers of and multilingualism, 28
 stigmatisation of, 23
 bilingual signage
 in Cornish, 213, 215, 217
 in Kashubian, 148
 in Māori, 116
 bilingualism, *see also* immersion schooling
 contrasted with diglossia, 57
 and education policies, 43–5
 French–English, Cameroon, 188–91
 and language mixing/alternation, Borneo, 28–9
 as a revitalisation strategy, 56–7
 schooling, Texas, USA, 105
 Billig, M., 148
 Biloa, E., 190, 194, 202
 Bishop, H., 70, 72–4
 Blanchet, P., 159
 Blommaert, J., 171–2, 180
 Borneo, *see also* Bidayuh
 ‘bottom-up’ language planning, 29–30
 credit-bearing university courses, Borneo languages, 26, 28–9
 documentation of endangered languages, 25, 28–9
 endangered languages, 20–1
 ethnolinguistic vitality, changing perceptions of, 28
 language planning agencies, 29–30
 Malay, increasing dominance of, 18, 29
 mother-tongue-based multilingual education, pre-school level, 25–6, 28–9
 multilingualism, 18–19
 multilingualism and language mixing/alternation, 28–9
 online technologies for language maintenance, 27–9
 urban-rural digital divide, 27
 ‘bottom-up’ approaches
 Bidayuh dictionaries, 25
 bilingualism and increased language mixing/alternation, 28–9
 documentation of endangered languages, 25, 29
 ethnolinguistic vitality, changing perceptions of, 29
 hybridity of language policies, Mikasuki, 104–6
 indigenous-determined policies, Arctic countries, 12–16
 mother-tongue-based multilingual education, 25–6, 28–9
 social media and language maintenance, 27–9
 Boungouendza, E., 198
 Bourdieu, P., 54, 172, 174
 Bourhis, R.Y., 70, 73, 148
 Bowe, R., 54
 Boyer, H., 172, 180
 Breton, *see also* immersion schooling
 children’s use of, research study, 64
 in the education system, 52
 immersion schooling, parents’ level of education, 58–9
 immersion schooling, reasons for choice of school, 59–60, 64–5
 language situation, 49
 national strategies for, 51–2
 native speakers of, 55–6, 64
 Neo-Breton, 55–6, 64
 parents’ native language, research study, 62
 parents’ use of, research study, 62
 poor intergenerational transmission of, 50–1, 62
 redistribution of speakers, 54–5
 revitalisation challenges, 55–6
 Breton, R., 190, 200
 Broudic, F., 49–50, 55
 Brunei Malay, 20
 Bugarski, R., xiii
 Buszard-Welcher, L., 26
 Caac, *see also* Kanak languages
 Caac language attitudes and practices, sociolinguistic study, 39–40
 code-switching with French, 42
 declining oral tradition, 39
 documentation of, 40
 language shift and, 39–40
 language/culture relationship, 39–40
 maintenance of, community-generated approaches, 40–1
 valorisation of French over, 40–1
 younger people’s practices of, 41–2
 Cameroon
 attitudes towards education, 200–1
 attitudes towards local languages in education, 199–200
 attitudinal survey, methodology, 192–3

Cambridge University Press

978-1-107-09922-7 - Policy and Planning for Endangered Languages

Table of Contents

Index

[More information](#)

250 Index

Cameroon (*cont.*)

- awareness of indigenous languages in education, 198–9
- community-generated approaches, 201–3
- Duala, 191, 202
- education policies and indigenous languages, 190, 197–8
- endangerment of indigenous languages, 191
- ethnic identity and indigenous languages, 194–5
- Fulfude, 191–2
- historical background, 188–90
- indigenisation of French and English, 194
- linguistic background and cultural awareness, 195
- intergenerational linguistic attrition, 193
- lack of indigenous national language, 190
- linguistic background, 190
- map of, 204
- national language policy, 188
- official policy of French–English bilingualism, 188–91
- Pam, 191
- role of NGOs, language promotion, 198
- subsumption of endangered languages by regional lingua francas, 191–2
- television programmes in indigenous languages, 199
- trans-cultural aspirations (Western identity), 195–7
- Tuotomb, 191
- Twendi, 191
- use of online media, 201–2

Campbell, Y.M., 25–6

Canada, 114, 116–18

Caron, R., 168

Carter, H., 70

Castellani, A., 123

Catalan, 186

Cauchard, Aurélie, 40

Celtic languages, 205, 210

Chang, P.F., 22

Chappell, D., 33, 35

Chatry-Komarek, M., 94

Chiato, B., 190, 194, 198

Choctaw Indians, 104

Chumbow, B., 190, 201

Clément, R., 57

Clifford, J., 35

Clivio, G.B., 129

Clynes, A.J., 20

Cobarrubias, J., xiii–xiv

Cole, A., 49–50

Collins, J.T., 22

Colombel, C., 44–5

colonialism

- Kanaky under French colonial rule, 33–4
 - and negative status of indigenous languages, Mexico, 85
- Coluzzi, P., 19, 24, 127
- communities of practice, *see also* linguistic communities
- Aranese, 184
 - Kashubian and young people, 140, 149–51
 - and Mexican state policies, 84–5
 - Occitan, 180–1
 - rural–urban migration and language endangerment, 195
- community-generated approaches, *see also* ‘bottom-up’ approaches
- Bidayuh dictionaries, 25
 - for Caac, Kanaky/New Caledonia, 40–1
 - in Cameroon, 201–3
 - documentation of Caac, Kanaky/New Caledonia, 40
- individual language choices and community desire, 128, 140
- language/culture relationship, 146
- mother-tongue-based multilingual education, 25–6, 28–9
- Multilingual Education Project, 25–6
- need for speaker proficiency, 140
 - need for technical support, 202
 - options for the use of the language, 140
- revivalist movement, Cornish, 210–13
- Cooper, R.L., xiii
- Cornish (Kernewek)
- academic institution, lack of, 211–12
 - bilingual signage in, 213, 215, 217
 - within Celtic language family, 205
 - community-generated approaches, 219
 - historical periods, 205–6
 - identity and commercial branding, 215
 - increasing focus on oral skills, 218–19
 - as a literary language, 208–9
 - myth of last native speaker, 209
 - number of speakers, 217–18
 - official recognition of, 207, 219–20
 - online learning of, 218
 - recognition under Council of Europe Charter for Regional or Minority Languages, 206, 214–17
 - relationship with Cornish history, 207–9
 - revival and selection of exemplar time period, 212
 - revivalist movement, 210–11
 - revivalist movement and recognition as Celtic language, 210
 - Standard Written Form, use of, 214
 - standardisation of, 212–13
 - teaching of and education policies, 215–17

Cambridge University Press

978-1-107-09922-7 - Policy and Planning for Endangered Languages

Table of Contents

Index

[More information](#)

Index

251

- Unified, Modern and Common Cornish language community splits, 212–13
- Cornish Language Partnership (MAGA), 206, 214
- Cornwall
 - history of, 207–9
 - history of the Cornish language, 207–10
 - reinvention, post-mining collapse, 209–10
 - revivalist movement, 210
- Coulmas, F., 201
- Coupland, N., 70, 72–4
- Courouau, J.F., 177
- Coyos, J.-B., 161, 164
- Crystal, D., 22
- Csonka, Y., 12, 16
- cultural factors, *see also* communities of practice
 - bilingualism and revitalisation strategies, 56
 - cultural heritage, definition, 6
 - cultural well-being and language vitality,
 - Arctic languages, 11–12
 - culture and folklore, Kashubian, 138, 140–1, 143–4
 - for language maintenance, 72
 - for immersion schooling, 60
 - indigenous languages and, Cameroon, 195
 - language vitality and state policies, 11–12
 - language/culture relationship, 146
 - linguistic conscience, 177–8
 - trans-cultural aspirations,
 - Cameroon, 195–7
- UNESCO Convention for the Safeguarding of Intangible Cultural Heritage, 4, 6
- Cummins, J., 53
- Cyprus, 114, 117
- D'Achille, P., 125–6
- D'Agostino, M., 125
- Darrigand, R., 164
- Dauenhauer, N.M., 57, 129
- Dauenhauer, R., 57, 129
- Davies, A.J., 71, 79
- Davies, B., 180
- De Mauro, T., 123–5
- Deacon, Bernard, 219–20
- Dealwis, C., 24
- decolonisation processes
 - for Kanaky, 34–5
 - and revitalisation of Arctic languages, 12–13
- Derrick-Mescua, M., 96
- deWolf, A., 142
- diglossia
 - contrasted with bilingualism, 57
 - in France, 171–2
 - of Gaelic, 61–2
- Neo-Breton and native speakers, 55–6
- documentation of endangered languages
 - 'bottom-up' approach, 25, 29
- Caac, Kanaky/New Caledonia, 40, 42–3
- defined, 24–5
- of Kashubian, 148
- within language strategies, Borneo, 29
- and oral-aural roots, Mikasuki, 97, 103–4
- and orthography, 24–5
- and schooling, 28
- 'top-down' approach, 25, 29
- Dołowy-Rybińska, N., 127, 139
- Dorian, N.C., 53
- Drinkwater, S.J., 71
- Duncan-Andrade, J., 93–4
- Echu, G., 190, 194, 202
- Eckert, P., 150, 176
- education policies, *see also* Mikasuki; Welsh-medium education
 - assignment of teachers, rural Mexico, 90
 - awareness of indigenous languages in education, Cameroon, 198–9
 - Cornish, teaching of, 215–17
 - cost of implementation, Cameroon, 201
 - credit-bearing University courses, Borneo languages, 26, 28–9
 - in France, 112–13
 - government-mandated boarding schools, USA, 100
 - hybridity of language policies, bilingual situations, 104–5
 - immersion schooling, growth in, 52
 - indigenous languages, Cameroon, 190, 197–8
 - indigenous-language education, ILO Convention No.169, 7
 - interrelation with language policies, 5, 14
 - for Kanak, 34, 43–5
 - Kashubian and, 144–8
 - and language revitalisation, 57, 93–5
 - Māori, as non-compulsory, 113–14
 - mother-tongue-based multilingual education, 25–6, 28–9, 199–200
 - Multilingual Education Project, Bidayuh, 25–6
 - Occitan and, 161, 174–5
 - pre-schools, Mexico, 85–7, 91
 - promotion of bilingualism/immersion schools, 53
 - provision of education in endangered languages, 112–13
 - standardised school tests in a given language, 13–14
 - USA and endangered languages, 13, 105
- Edwards, G., 54

Cambridge University Press

978-1-107-09922-7 - Policy and Planning for Endangered Languages

Table of Contents

Index

[More information](#)

252 Index

- Edwards, J., 48–9, 54, 57, 139–40, 149
 ERELA (Écoles Rurales Électroniques en Langues Africaines), 195
 ethnic identity
 language maintenance and, 72
 linguistic competence and, 72
 young people and indigenous languages, Cameroon, 194–5
 ethnolinguistic vitality (EV)
 bilingualism and increased language mixing/alternation, 28–9
 influencing factors, 28
 European Charter for Regional or Minority Languages (CoE)
 Béarnais, campaign for, 160, 169
 broad base of, 169, 214–15
 Cornish under, 214–17
 Gascon, campaign for, 160
 Kashubian, 139
 non-ratification by France, 155–6, 169, 186
 non-ratification by Italy, 127, 136
 as transnational policy, 8
 Evans, B., 70, 72–4
 Evans, W.G., 67–8
 Evenki language
 demographic differences and, 11
 in Russia, 10
 loss of and regional language policies, 11
 Everson, M., 210
 Ewumbe-Morono, C., 190

 Fakoya, A., 191
 Fasold, R.W., xiii
 Favero, L.W., 74
 Fennig, C.D., 93, 124
 Ferguson, C.A., 56, 127
 Finnish
 Language Act, 2003, 114
 language policies, political influences, 16
 state bilingualism with Swedish, 115, 117
 use in the House of Representatives, 117
 Fishman, J.A., xiii–xiv, 18, 48–9, 75, 94, 129, 140, 146, 172–3, 176, 203
 Florin, A., 44–5
 Fogle, L., 171
 Fohtung, B., 190, 200
 Foskett, N.H., 72
 France
 broad dialect areas, 156–7
 declining status of local languages, 171–3, 186
 Deixonne law, 155
 endangered languages in education, 112–13
 language policy, historical, 154–6, 171, 173
 move towards protection of regional languages, 174, 186
 national language policy for *langue d'oc* region, 168
 non-ratification of European Charter for Regional or Minority Languages, 155–6, 169, 186
 Freire, P., 93–4
 French
 code-switching with Caac, Kanak/New Caledonia, 42
 commodification of, Canada, 71
 as the language of the Republic, 154–5, 171, 186
 language shift to, 154–6, 171–2
 as pluricentric, 181
 use in Cameroon, historical, 190
 valorisation of over Caac, 40–1
 Friulian, 130–5

 Gabon, 193–4, 196, 198
 Gaelic
 challenges to revitalisation, 54–5
 children and familial use of, research study, 63
 children and peers use of, research study, 63–4
 as diglossic, 61–2
 immersion schooling, parents' level of education, 58–9
 immersion schooling, reasons for choice of school, 59–60, 64–5
 interpersonal Gaelic use, children, 57
 language situation, 49
 national strategies for, 51
 parents' native language, research study, 61
 parents' use of, research study, 61–2
 poor intergenerational transmission of, 49–50
 redistribution of speakers, 55
 Gamboa Montejano, M., 80
 Gardner, R.C., 57, 72
 Gardy, P., 172, 180
 Garrett, P., 70, 72–4
 Gascon
 Béarnais as sub-dialect of, 158–9
 Béarnist movement, 160–1
 Gasconist movement, 160
 Institut Béarnais et Gascon (IBG), 160
 Gauthier, J., 34
 Gellner, E., 124
 Genesee, F., 57
 George, K., 206

- Gewirtz, S., 54
 Ghana, 104–5
 Giannini, S., 127
 Giles, H., 70, 73
 global policies
 global/national/regional policy conflicts,
 Arctic countries, 3–4
 ILO Convention No.169, 6–7
 state autonomy/indigenous rights
 under, 7–8
 UN Declaration on the Rights of Indigenous
 Peoples, 4–6
 UNESCO Convention for the Safeguarding
 of Intangible Cultural Heritage, 6
 Golla, V., 93
 Gordon, D.C., 155
 Grace, G., 36
 Greenland, 10–11, 16
 Grenoble, L.A., 3, 11, 26–7, 43, 94, 127–9,
 136, 190
 Griffiths, S., 191–2
 Grillo, R.D., 56
 Grin, F., 129, 140
 Grosclaude, Michel, 162
 Gross, J., 180
 Gruffudd, H., 68–9
 Guéguen, J., 55
 Guimard, P., 44–5

 Haarman, H., 173
 Harris, A., 110
 Harris, J., 57
 Hartig, M., 56
 Haruna, A., 192
 Haugen, E., xiii
 Hawkins, R., 156
 Heath, R.G., 74
 Heller, M., 54, 57, 71
 Hesketh, A.J., 72
 Higgins, R.R., 108–10
 Hinton, L., 45, 95
 Hobsbawm, E., 148
 Hodges, R.S., 68, 72
 Hornberger, N.H., xiii, 104, 141
 Hornsby, D.C., 162
 Hualapai, Arizona, 202
 Huhta, A., 16
 Humphreys, H.L., 55
 Hurst, V., 12
 Hymes, D., 141

 ideology
 for endangered languages and language
 policy, xiv–xv, 140
 within language planning, xiii

 Ik Pahon, J., 20, 25
 immersion schooling, *see also* Breton; Gaelic
 bilingualism and, 59–60, 65
 bilingualism, as ineffective for, 64–5
 choice of and parental aspirations, 53–5,
 64–5
 growth in, 52
 for language revitalisation, 53
 in Māori, 114
 in Occitan, 161
 parents' level of education, 58–9
 reasons for choice of school, 59–60
 India, 114
 indigenous languages, *see also* individual
 languages
 and indigenous peoples, rights of, 4
 within ILO Article 28, Convention
 No. 169, 7
 revitalisation following colonial
 policies, 12–13
 within the UN Declaration on the Rights of
 Indigenous Peoples, 4–6
 within UNESCO Convention for the
 Safeguarding of Intangible Cultural
 Heritage, 6
 institutional support
 of Aranese, 184–5
 role of, 70–1, 173
 intergenerational transmission
 of Breton, 50–1, 62
 of Cameroonian languages, 193
 endangered languages, Italy, 133
 of Gaelic, 49–50
 of Kashubian, 138
 International Labour Organization
 (ILO), Convention No, 169, 4,
 6–7
 Ireland, 114–15
 Irlbacher Fox, S., 12, 16
 Israel, 105
 Italy
 'dialect,' use of term by linguists, 125–7
 domains of use, endangered
 languages, 132–3
 Friulian, 130–5
 intergenerational transmission, endangered
 languages, 133
 language maintenance as low
 priority, 127–8
 linguistic unification, historical, 123–4
 as a multilingual country, 123–8
 numbers of young people speaking
 endangered languages, 135
 official recognition and language
 maintenance, research, 128–31

Cambridge University Press

978-1-107-09922-7 - Policy and Planning for Endangered Languages

Table of Contents

Index

[More information](#)

254 Index

Italy (*cont.*)

- official recognition and language status, 135–6
- perceptions of health, endangered languages, 131–2
- Piedmontese, 129–35
- Sardinian, 130–5
- social attitudes towards endangered languages, 134–5
- speaker's attitudes towards endangered languages, 133–4
- state policy and recognition of endangered languages, 126–7
- status, endangered languages, 123–6

Jacob, J.E., 155

Jaffe, A., 72, 182

Jenner, Henry, 206, 209–10, 212

Johnstone, R., 53

Jones, B.M., 57

Jones, D.V., 67–8

Jones, G.M., 30

Jones, M., 70

Jones, M.C., 50, 55

Jones-Parry, R., 189, 201

Josak, S., 20, 25

Joubert, A., 127, 181

Judge, A., 173–4

Kamwangamalu, N., 200

Kanak Languages Academy (ALK)

- documentation and standardisation of Kanak, 42–3
- remit of, 36–7, 42

Kanak languages, *see also* Caac

bilingualism and education policies, 43–5

and decreasing multi/bilingualism, 36–7

within the education system, 34, 37

lack of sociolinguistic research, 31, 38, 45

language shift and, 37

'Langues et Culture Kanak'

programmes, 44–5

le Centre de Documentation

Pédagogique de la Nouvelle-Calédonie (CDP-NC), 36–7

l'École Populaire Kanak, 34

marginalisation of, historical, 31

in the media, 37–8

overview of, 36

term, 33

Kanak/New Caledonia

cultural shift and anthropological research, 35

customary areas and languages, 35–6

decolonisation process, 34–5

demographics, 33–4

Francophone media, 37–8

government language policies, 35

languages spoken, 35–6

linguistic research in, 38

naming of, 33

Pweevo, overview of, 38–9

socio-economic background, 31–3

under French colonialism, 33–4

Kaplan, L., 12, 16

Kaplan, R.A., 57, 178

Karim, A., 94

Kashubian

- as source of pride and identity, 142–4, 148–9

bilingual signage, 148

community activism and support for

'top-down' approaches, 151–2

documentation of, 148

historical overview, 138

- link between culture and folklore, 138, 140–1, 143–4

literary/oral conflict, 146

low teaching standards and, 145

national strategies for, 147–9

need for valorisation of, 146–7

- official recognition and increased prestige of, 138–9, 143

as outdated and irrelevant, 142–3

research methodology, 141–2

status, perceptions of, 140–4

teaching of, 144–8

- young people's language practices, 149–51

Kedayan, 20

King, K.A., xiii, 104, 171

Kiwoh Nsai, T., 190

Kloss, H., xiv, 125–7

Kouega, J.P., 192

Kramsch, C., 72

Krauss, M., 94

Kremnitz, G., 175, 177, 181

Kroeger, P.R., 22

Kroskrity, P., 143

Kuter, L., 50, 55

Laakso, A., 129

Labov, W., 97

Lafitte, J., 159–60

Lafont, R., 172–3, 175–6, 180–1

Lambert, W.E., 72

Landry, R., 148

Landweer, M.L., 28

language maintenance

- and ethnic identity, 72

Index

255

- official recognition and language
 - maintenance, research, Italy, 128–31
 - role of pride and esteem, official recognition and, 135–6
 - role of technology and social media, 26–9
- language management, 95–6, 141
- language planning
 - defined, xiii
 - relationship to language policy, xiii
 - strategies of, xiii–xv
- language policies
 - and concrete enactment, University of Otago example, 120–1
 - defined, xiii
 - endangered languages within, xiv–xv
 - implementation and role of social mediators, 83–4, 91
 - on an individual level, 139
 - need for adequate resources, 12
 - policy meshing, 104–6
 - relationship to language planning, xiii
 - within broader political contexts, 16
- language revitalisation
 - as indigenous-driven, Arctic languages, 14–15
 - bilingualism and use of a language, 56–7
 - challenges of, Breton, 55–6
 - challenges of, Gaelic, 54–5
 - commodification of endangered languages, 71
 - cultural aspects and, 56
 - education policies and, 57, 93–5
 - education policies, Welsh, 71
 - and ethnic identity, 72
 - immersion schooling and, 53
 - importance of economic and cultural interpretations, 56
 - institutional support, role of, 70–1, 173
 - as a language strategy, xiv
 - and linguistic conscience, 178
 - of Māori, 118–20
 - role of language rights/official recognition, 93–5, 178, 191
 - role of school teaching, 57
 - social context, importance of, 57, 65
 - storytelling approach, 97–100
 - unofficial language policies, 94
- langue d'oc languages, 156–7, 168, 176
- langue d'oïl languages, 156–7
- Le Berre, Y., 55
- Centre de Documentation Pédagogique de la Nouvelle-Calédonie (CDP-NC), 36–7
- Le Dü, J., 50, 55
- Le Pipec, E., 56
- Leclerc, J., 38
- Lewis, H., 71
- Lewis, H.G., 73
- Lewis, M.P., 22, 93–4, 124, 129, 190–1, 195
- Lewis, W.G., 67–8, 74
- linguistic communities, *see also* communities
 - of practice; community-generated approaches
 - fragmentation of, Occitan, 179–80
 - links with, young people in Cameroon, 194–5
 - need for a shared linguistic conscience, 177–8
 - tensions within, Cornish, 212–13
- linguistic conscience
 - Aranese, 184
 - cultural ties and sense of community, 177
 - defined, 177
 - and revitalisation, 178
- linguistic legislation, strategy of, xiv
- linguistic pluralism, strategy of, xiii
- Lippi-Green, R., 181
- Lo Bianco, J., 128
- Lodge, A., 171, 181
- Lombard, 130–5
- Lou, J.J., 171
- Lupinu, G., 130, 133
- MacCaluim, A., 55
- MacGregor, B., 55
- MacKinnon, K., 49–50, 209, 212, 215–17
- MacNeil, M.M., 57
- Macrae, S., 72
- Maguire, M., 72
- Manassah, K., 34
- Māori
 - bilingual provision of official documents, 115
 - goods and services, descriptions/warranties for, 117
 - immersion schooling and, 114
 - interactions with public services, 116–17
 - language policy, University of Otago, 120–1
 - language shift, 111
 - Māori broadcasting, 118–19
 - Māori people and revitalisation efforts, 120
 - as non-compulsory, education policy, 113–14
 - non-valorisation of, 114
 - signage and naming provisions, 116
 - status of, 107–8, 121–2
 - use in defence and currency, 117
 - and the Waitangi Tribunal Act, 110–11
 - ZePA model applied to, 109–10
- Māori Language Act 1987, 107–8, 110–12, 118

256 Index

- Māori Language Strategy 2003, 119–20, 122–3
- Marazzini, C., 123
- Marcato, C., 125, 130
- Mark, V., 180
- Martel, P., 171–2, 174–5
- Martin, J., 97
- Martin-Jones, M., 67–8
- May, S., 45, 54, 70–2, 77–8
- Mazurek, M., 138–9
- McCarty, T.L., 53, 141
- McDonald, M., 55
- McLellan, J., 25–6
- McLellan, N., 35
- McLeod, W., 55, 57
- McWhorter, J.H., 127
- Mexico, *see also* Náayeri
 education, absence of indigenous languages, 89–90
 indigenous languages of, 82
 National Institute of Indigenous Languages, 80, 82
 official recognition of indigenous peoples (*Ley Indígena*), 80
 policies in support of indigenous languages, 80, 82, 91
 pre-school education, 85–7
 Spanish and elementary schooling, 87–90
 state policy and reception by the language communities, 84–5
 Teacher-training programmes in Spanish, 89–91
- Meyerhoff, M., 180
- Mikasuki
 and tribe identity, 103
 bilingual schooling in, 96
 hybridity of language policies for, 104–6
 interactive storytelling approach, 97–8, 100, 103
 mistrust of formal education for revitalisation, 100
 oral-aural roots, 97, 103–4
 recognition of and revitalisation efforts, 93–5
 revitalisation efforts for, 93
 schooling and revitalisation efforts, 94–7
 standardisation of, 104
 teacher adaptation of policies, 105
- Mikasuki Observable Ratios Evaluation (MORE), 100–4
- Minardi, S., 128
- Mistral, Frédéric, 172, 176, 180
- Mitchell, R., 192–4, 196
- Mongili, A., 130, 133
- Mooney, D., 127
- Mordawski, J., 138
- Moreux, B., 158–61
- Morris Jones, S., 73
- Morrison, M.F., 57
- Morton Nance, Robert, 209–10, 212
- Moseley, C., 49, 124, 130
- mother tongue education policies
 lack of community support for, 199–200
 poor teaching standards of, 200
 revitalisation and community-generated approaches, 25–6, 28–9
- Moyse-Faurie, C., 36
- Munro, G., 55
- Murtagh, L., 57
- Muysken, P., xiv
- Náayeri, *see also* Mexico
 increased mobility and social interactions, 83
 location of, 82–1
 poor indigenous teaching materials, 89–90
 ritual celebrations of, 83, 87–8
 Spanish and elementary schooling, 87–90
 speaker demographics, 82–3
 teacher-training programmes in Spanish, 89–91
 traditional kinship hierarchies, 86
- Naepels, M., 35
- Nais, W., 25
- Nettle, D., 128
- Ngefacs, A., 195, 200
- Nocus, I., 44–5
- Noeb, J., 22, 24
- Norahim, N., 24
- Nordic Council, 9–10
- Nordic Language Convention and Declaration
 on Nordic Languages, 8–9
- Ntsobe, A.E., 190
- Nunavut, 11–12
- Ó Riagáin, 54, 56
- Oakes, L., 174, 186
- Occitan, *see also* Aranese
 ambiguous status of, 172, 175
 Classical Norm, 165–7, 176, 181
 communities of practice, 179–81
 failure of national language policy, 167–71
 golden age of, 171
 historical decline of, 171
 immersion schooling (*Calandretas*)
 education policy, 161
 increased visibility of, 174–5
 Institute of Occitan Studies (IEO), 159
 lack of status planning for, 161, 163
 language shift to monolingualism, 172
 linguistic conscience of, 177–8, 186

Index

257

- as literary language, 163, 171–2, 176, 178–80
- in musical productions, 180–1
- naming and, Béarnais region, 162–4
- number of speakers, 173
- Occitanist movement, Béarnais region, 159–60
- patois vs. Occitan and standardisation, 176–7
- patois vs. Occitan, terms, 182
- perception as unified language, 163
- revitalisation failure and ideological conflict, 186–8
- standard and non-standardised Béarnais, 164–7
- standardisation of, 159–60, 175–7, 181–2, 186
- teaching of, 174–5
- ‘top-down’ approaches, 178–9
- vitality of, France/Spain contrasted, 173, 182
- official recognition, *see also* European Charter for Regional or Minority Languages (CoE)
 - of Cornish, 206–7, 219–20
 - importance of, 128, 151–2
 - and increased prestige, Kashubian, 138–9, 143
 - of indigenous peoples, Mexico, 80
 - and language pride and esteem, 135–6
 - of Mikasuki, 93–5
 - official recognition and language maintenance, research Italy, 128–31
 - and revitalisation of languages, 93–5, 178, 191
- O’Leary, N.C., 71
- Olsen, C.Chr., 3
- Oppo, A., 130, 133
- orthography
 - within documentation strategies, 24–5
 - and documentation, Kanak languages, 42–3
 - of Gascon, 160
 - non-standardised Béarnais and standard Occitan, 164–7
 - of Occitan, 159–60
 - standardisation of, higher education courses, 26
- Palestine, 105
- Passeron, J.C., 54
- patois
 - defined, 162, 172, 177
 - inferior status of, 162, 172, 176
 - patois vs. Béarnais, 163–4
 - patois vs. Occitan, 163–4, 176–7, 182
- Pawley, A., 36
- Payton, P., 208, 210
- Peninsular Standard Malay, 21
- Permanent Participants (Arctic Council)
 - indigenous organisations represented, 2
 - indigenous-determined policies, 12–13
 - pan-Arctic unity and standardisation, 15
 - role of external linguists, 15–16
- Perra, S., 130, 133
- Piedmontese, 129–35
- Poland, *see also* Kashubian
 - Act on National and Ethnic Minorities and the Regional Language 2005, 139
 - language policies, 112–13, 118, 147
 - political campaigns
 - conflict with ‘top-down’ approaches, 153
 - conflicting and resulting policy failures, 167–71
- Porębska, M., 138
- Power, S., 54
- Pratt, R., 100
- Price, G., 67, 78, 217
- Prout, A., 72
- Prys Jones, M., 67–9
- Puyau, J.-M., 165
- Quichua, standardisation of, 104
- Rensch, C.R., 22–3
- Ricento, T., xiii, 71–2
- Rickard, P., 156
- Ridu, R.S., 22, 24
- Riget, P.N., 24
- Rivierre, J.-C., 36
- Robbins, J., 94
- Robertson, A., 189, 201
- Robinson, C., 202
- Robson, L., 191–2
- Romaine, S., 49, 55, 107, 128
- Romero-Little, M.E., 141
- Rose, D., 97
- Rosekrans, K., 94
- Rowse, A.L., 208
- Russian Federation
 - Evenki language, 10–11
 - Unified State Exam, 13–14
- Saami Council, 15
- Sadembouo, E., 11, 197–8, 201
- Salaün, M., 37, 40, 44
- Sallabank, J., xiv
- Sam, L., 44–5
- Sardinian, 130–5
- Sarhimaa, A., 129
- Sauzet, P., 173, 180
- Scaglione, S., 127

Cambridge University Press

978-1-107-09922-7 - Policy and Planning for Endangered Languages

Table of Contents

Index

[More information](#)

258 Index

- Schieffelin, B.B., 143
 Schiffman, H.F., xiii, 154
 Schilling-Estes, N., 171
 Schlieben-Lange, B., 177
 Schweitzer, P., 12, 16
 Sebba, M., 43
 Seca, J.M., 180
 Seidman, I., 141
 Selleck, C.L.R., 72–3, 78
 Sherris, A., 94, 105
 Shohamy, E., 139–40
 Simo Bobda, A., 190, 197–8, 201
 Simons, G.F., 93, 124, 129
 Simpson, S.E., 20, 25
 Skutnabb-Kangas, T., 145, 174
 Small, D., 34
 Smith, K., 26
 Smith, N., xiv
 social media, for language maintenance, 27–9
 social mediators, role of, 83–4
 socio-economic factors
 and status of local languages, Cameroon, 195–7, 203–4
 Welsh-medium education, 75–6, 79
 Sol, M., 197, 199
 Sommer, G., 192, 203
 Soukup, J.J., 171
 South Africa, 117–18
 Spain, *see also* Aranese
 official status of historical languages, 184
 vitality of Occitan, 173
 Spanish
 and authoritative hierarchies, pre-schools, Mexico, 86–7, 91
 as the language of knowledge transmission, Mexico, 89–93
 as pluricentric, 181
 teacher-training programmes, Mexico, 89–91
 and written expression, Mexico, 87–93
 Spiga, R., 130, 133
 Spolsky, B., xiii, 95–6, 140–1, 154, 173
 standardisation of languages
 Choctaw, 104
 Cornish, 212–14
 defined, 175
 dialectal democracy, 181
 as Eurocentric, 181
 Kanak, 42–3
 as language strategy, 175
 Mikasuki, 104
 Occitan, 159–60, 175–7, 181–2
 pan-Arctic unity and standardisation, 15
 and pluricentric languages, 181, 186, 214
 social value and, 181
 status, language
 importance of social standing, 107
 inequality and language endangerment, 190
 Kashubian, perceptions of, 140–4
 of Māori, 110–11
 and mindset of value, 114
 socio-economic factors, 75–6, 79, 195–7, 203–4
 ZePA diagnostic tool, 107
 Stockdale, A., 55
 storytelling approach
 application to Mikasuki schooling, 97–8
 assumptions of, 100
 emergent storytelling, 98–9
 guided storytelling, 99
 independent storytelling, 100
 interactive storytelling, 98
 shared storytelling, 99
 Stoyke, M., 207
 Stradling, B., 57
 Street, B., 43
 Sulemana, O., 94
 Sumien, D., 175, 181
 Synak, B., 138
 Tamburelli, M., 130
 Tan, G.O., 20, 25
 Tarnanen, M., 16
 Taylor, D.M., 70, 73
 teachers
 assignment policy, Mexico, 90
 and authoritative hierarchies, pre-schools, Mexico, 86–7, 91
 low standard of, Kashubian, 145
 teacher-training programmes in Spanish, Mexico, 89–91
 teacher-activists and revitalisation efforts, 94–5
 technologies for language maintenance
 endangered languages, Italy, 135
 online learning of Cornish, 218
 role within language maintenance strategies, 26–7
 social media and language maintenance, 27–9
 use of online media, Cameroon, 201–2
 Telmon, T., 129
 Thomas, H., 68
 Thomas, N., 68
 Thompson, J.B., 53
 Thompson, R., 104
 Thomsen, M.L., 8
 Timm, L.A., 50, 55
 Tjibaou, Jean-Marie, 45
 Toivanen, R., 129

- 'top-down' approaches, *see also* official recognition
 - bilingualism and increased language mixing/alternation, 28–9
 - commodification of endangered languages, 29, 71
 - conflict with political campaigns, 153
 - cost of implementation, Cameroon, 201
 - credit-bearing university courses, Borneo languages, 26, 28–9
 - documentation of endangered languages, 25
 - ethnolinguistic vitality, changing perceptions of, 29
 - for Kashubian, 147–9
 - global policies, 4–8
 - hybridity of language policies, Mikasuki, 104–6
 - institutional support, role of, 70–1, 173
 - lack of and disillusionment of revitalisation efforts, 135–6
 - language planning agencies, Borneo, 29–30
 - and need for sociolinguistic responses, 45–8
 - online technologies for language maintenance, 26–9
 - right to education provision in official languages, 112–13
 - role of social mediators, 83–4, 91
 - transnational policies and, 8–10
 - Welsh-medium education strategies, 69–70
- Topping, D.M., 22–3
- Treder, J., 138
- Trépied, B., 35
- Trueba, H., 197
- Trystan, D., 71, 79
- Tulloch, S., 3, 12
- Ukraine, 114–15, 117–18
- UNESCO
 - Convention for the Safeguarding of Intangible Cultural Heritage, 4, 6
 - cultural heritage, definition, 6
- United Nations
 - Article 13, Declaration on the Rights of Indigenous Peoples, 4–5
 - Article 14, Declaration on the Rights of Indigenous Peoples, 5
 - Article 16, Declaration on the Rights of Indigenous Peoples, 5
 - Declaration on the Rights of Indigenous Peoples, 4–6
- United States of America (USA), *see also* Mikasuki
 - Alaska Native language and education, 13
 - Alaska, status as Arctic state, 10
 - Hualapai, Arizona, 202
 - indigenous languages of, 93
 - No Child Left Behind Act, 13
 - numbers of American Indians and Alaskan Natives, 93
 - Texas, bilingual models of education, 105
 - University of Otago, New Zealand, 120–1
 - unofficial language policies, 94
- Vaillancourt, F., 129
- Valdes, M., 130, 133
- Valdovinos, M., 83
- Vanelli, L., 130
- Vega, M., 20, 25
- Verkuyten, M., 142
- vernacularisation, strategy of, xiv
- Vernaudeau, J., 36–7, 44–5
- Wales, 117–18
- Waletzky, J., 97
- Walter, H., 157
- Wang, X., 24
- Ward, R., 57
- Warhol, L., 141
- Watahomigie, L., 202
- Wei, L., 53
- Welsh-medium education
 - choice of and language shift concerns, 77–9
 - competence in Welsh and further education choices, 77
 - continuing fall in Welsh speakers, 68–9
 - disengagement from, post-primary education, 69
 - Education Strategy, 2010, 69
 - and employment prospects, 75–6, 79
 - expansion of and new speakers, 67–8
 - further education research study methodology, 73–5
 - lack of early national strategic approach to, 68, 78
 - lack of provision, further education colleges, 78
 - linguistic competence and, 72
 - post-16 education, 69–70
 - and significance of Welsh, 77
 - status of and commodification of Welsh, 71
 - students' agency, further education choices, 72–3
 - and university applications, 76–7
- Wenger, E., 140, 150–1, 180
- Whaley, I., 26–7, 43, 94, 128, 136, 190
- Whitty, G., 54

260	Index
	Wicherkiewicz, T., 138–9, 148
	Wigfall, V., 54
	Wiley, T.G., 57
	Willemyns, R., 54
	Williams, A., 70, 72–4
	Williams, C., 72
	Williams, C.H., 49–50, 68, 72–3, 173–4
	Williams, E., 73
	Winslow, D., 34
	Woehrling, J.M., 171
	Woolard, K., 43, 143, 181
	Wurm, S.A., 136
	Yamamoto, A., 202
	Yoruba, 191
	ZePA model
	applied to Māori, 109–10
	for language status, 107
	overview of, 108–9