

# **ENDANGERED LANGUAGES**

**PROF. NICOLE NAU, UAM 2017**

Second lecture

(27/02/2017)

# QUESTIONS OF THE DAY

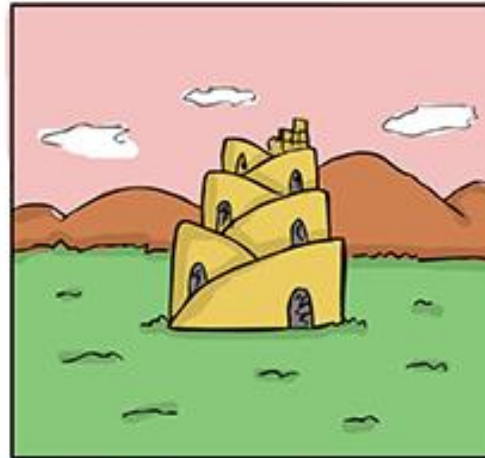
Where does language diversity come from and what is it good for?

Why has it diminished, since when?

What can we do to maintain a language?



# OUR MYTH: THE TOWER OF BABEL



# ALTERNATIVE MYTHS FROM AUSTRALIA

The website [www.12canoes.com.au](http://www.12canoes.com.au) informs about the Yolngu people in Ramingining in Australia.



Watch the clip about language. With what other elements are languages and linguistic diversity linked?



# CLANS AND LANGUAGES IN NORTHWESTERN ARNHEM LAND (N. EVANS 2010 DYING WORDS)

Table 1.1 Clans and languages along the 200-kilometer track from Wilyi to Jabiru<sup>3</sup>

Clan	Language	Language family
Murran	<i>Iwaidja</i>	Iwaidjan; Iwaidjic
Manangkali	<i>Amurdak</i>	Iwaidjan; Southern
Minaka	<i>Manangkardi</i>	Iwaidjan; Iwaidjic
Born/Kardbam (Alarrju)	<i>Bininj Gun-wok</i> ( <i>Kunwinjku dialect</i> )	Gunwinyguan (Central)
Mandjurlngun	<i>Bininj Gun-wok</i> ( <i>Kunwinjku dialect</i> )	Gunwinyguan (Central)
Bunidj	<i>Gaagudju</i>	Gaagudjuan (Isolate)
Mandjurlngun Mengerr	<i>Mengerrdji</i>	Giimbiyu
Manilakarr	<i>Urningangk</i>	Giimbiyu
Bunidj Gun-djeihmi, Mirarr Gun-djeihmi	<i>Bininj Gun-wok</i> ( <i>Gun-djeihmi dialect</i> )	Gunwinyguan (Central)

# STRATA OF LINGUISTIC DIVERSITY AND ITS REDUCTION (EVANS 2010: 16-18)

- 1) Hunter-gatherer societies
- 2) Small-scale agricultural expansion
- 3) State formation
- 4) European colonialism

# A VOICE FROM THE EDGE OF A MODERN INDUSTRIALIZED SOCIETY



## EXAMPLE: MIYAKO (JAPAN)

Watch the clip with Isamu Shimoji talking in and about the Miyako language and read the text in English. (<http://languagesindanger.eu/book-of-knowledge/list-of-languages/miyako/>)

What signs of language endangerment / vitality are mentioned in the text?

What is the value of the language for Isamu Shimoji?



# COURSE PLAN

(MORE ON [HTTP://ELLDO.AMU.EDU.PL/?PAGE\\_ID=341](http://elldo.amu.edu.pl/?page_id=341))

- 1) Introduction; linguistic diversity as a value (2 lectures)
- 2) How to measure linguistic vitality (2 lectures)
- 3) Closer look at individual factors

Starting with the fourth lecture (13.03.):  
presentations of endangered languages by students,  
going by area:

- Australia, Pacific, Asia
- Africa
- South and Central America; North America
- Europe

# REQUIREMENTS

- Regular attendance and a little homework (reading, gathering information from Internet sources, solving exercises)
- Oral presentation and written fact sheet about an endangered language (according to a given plan)
- Final test

# WHERE TO FIND INFORMATION ABOUT THE WORLD'S (ENDANGERED) LANGUAGES

Lewis, M. Paul, Simons, Gary F. & Fennig, Charles D. (eds.). 2014. *Ethnologue. Languages of the world*. 17th edition. Dallas, Texas: SIL International. Online version. [www.ethnologue.org](http://www.ethnologue.org)

*UNESCO Interactive Atlas of the World's Languages in Danger*. <http://www.unesco.org/culture/languages-atlas/> (English, French, Spanish)

Endangered Languages at:  
<http://www.endangeredlanguages.com/> (site in English, Spanish, French, German, Portuguese, Russian, Chinese)



Languages in Danger at:

[www.languagesindanger.eu](http://www.languagesindanger.eu) (in English, Polish, German, Hungarian)

SOROSORO at: <http://www.sorosoro.org/> (in French, English, and Spanish)

Enduring Voices at:

<http://travel.nationalgeographic.com/travel/enduring-voices/>

# FACTORS THAT DETERMINE LANGUAGE VITALITY (UNESCO ATLAS)

