

ENDANGERED LANGUAGES

PROF. NICOLE NAU, UAM 2017

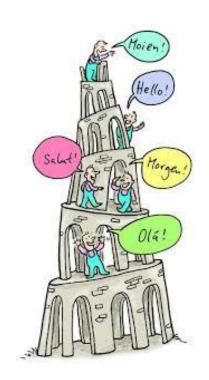
Eleventh lecture (15/05/2017)

ENDANGERED LANGUAGES IN EDUCATION

Endangered languages of the USA

Case studies: Hopi and Cherokee

Writing in endangered languages



LANGUAGES IN THE USA

«The number of individual languages listed for United States is 231. Of these, 220 are living and 11 are extinct. Of the living languages, 196 are indigenous and 24 are non-indigenous. Furthermore, 3 are institutional, 12 are developing, 2 are vigorous, 58 are in trouble, and 145 are dying.» ethnologue.com

WEB-SITES ABOUT NATIVE AMERICAN LANGUAGES

http://www.nativevillage.org/Libraries/Language%20Libraries.htm

http://www.nativevillage.org/

http://www.native-languages.org/

http://www.indians.org/welker/americas.htm

Canada: http://www.firstvoices.ca/

Estimates regarding the Present Speakers of North American Indian Languages

Author(s): Wallace L. Chafe

Source: International Journal of American Linguistics, Vol. 28, No. 3 (Jul., 1962), pp. 162-171

CODE-TALKERS



WRITING IN ENDANGERED LANGUAGES

- Is writing important to keep a language alive? Why (not)?
- What are possible problems?

WHAT IS NEEDED?

The language must have a writing system.

- ➤ How did languages in the 19th and 20th century got writing systems? Examples: Hopi and Cherokee
- How to develop a writing system? (Example: Uru Chipaya)

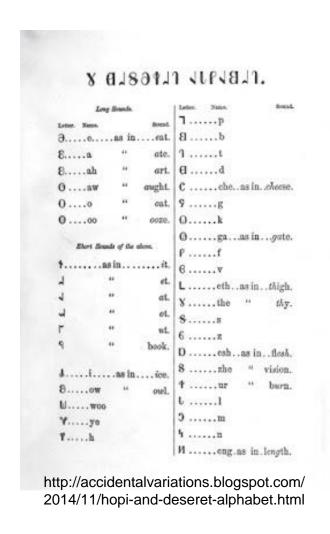
The speakers must know the writing system.

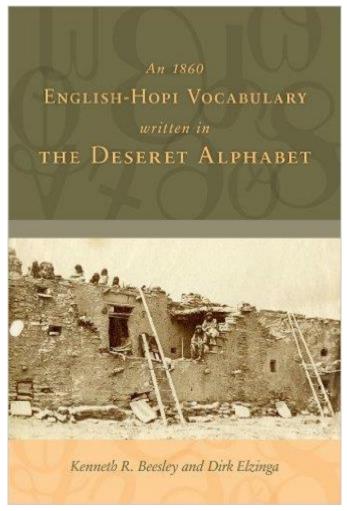
➤ How to teach a writing system? (Examples: Uru; Puyuma)

The speakers must use the writing system.

➤ How to promote literacy in the language? What motivates people to read and write in the language? Where can the language be used in written form?

THE DESERET ALPHABET, USED IN A HOPI DICTIONARY OF 1860





Cherokee Syllabary

\mathbf{D}_{a}	\mathbf{R}_{e}	\mathbf{T}_{i}	\mathcal{D}°	O_{u}	$\mathbf{i}_{\mathbf{v}}$
S _{ga} O _{ka}	\mathbf{F}_{ge}	\mathbf{Y}_{gi}	\mathbf{A}_{go}	\mathbf{J}_{gu}	$\mathbf{E}_{\mathbf{gv}}$
o ha	Phe	∌ hi	\mathbf{F}_{ho}	$\Gamma_{ m hu}$	Q_{hv}
\mathbf{W}_{la}	€ le	\mathbf{P}_{li}	G lo	\mathbf{M}_{lu}	\mathbf{A}_{lv}
√ ma	Olme	\mathbf{H}_{mi}	5 mo	Y_{mu}	
Ona tha Gaah	Λ_{ne}	\mathbf{h}_{ni}	\mathbf{Z}_{no}	\mathbf{q}_{nu}	$\mathbf{O}_{\mathbf{nv}}^{\prime}$
T _{qua}	$\Omega_{ ext{que}}$	\mathcal{P}_{qui}	Vquo	(Oquu	Equv
\mathbf{U}_{sa} or \mathbf{U}_{s}	4 _{se}	$\mathbf{b}_{ ext{si}}$	\mathbf{F}_{so}	8° su	\mathbf{R}_{sv}
\mathbf{L}_{da} \mathbf{W}_{ta}	St de Tte	$\mathbf{J}_{\mathrm{di}}\mathbf{J}_{\mathrm{ti}}$	\mathbf{V}_{do}	$\mathbf{S}_{ ext{du}}$	\mathbf{O}_{dv}
🕉 🖒 dla 🗜 tla	\mathbf{L}_{tle}	\mathbf{C}_{tli}	$\mathbf{F}_{ ext{tlo}}$	\mathbf{P}_{tlu}	$\mathbf{P}_{ ext{tlv}}$
G tsa	$\boldsymbol{V}_{\mathrm{tse}}$	\mathbf{h}_{tsi}	\mathbf{K}_{tso}	\mathbf{J}_{tsu}	C tsv
\mathbf{G}_{wa}	$\mathcal{W}_{\mathrm{we}}$	\mathbf{O}_{wi}	$\mathfrak{O}_{\mathrm{wo}}$	${f 9}_{ m wu}$	6_{wv}
o Oya	${m \beta}_{ m ye}$	为 yi	\mathbf{f}_{yo}	G " yu	$\mathbf{B}_{ ext{yv}}$

Sounds Represented by Vowels

a, as <u>a</u> in <u>father</u>, or short as <u>a</u> in <u>rival</u> e, as <u>a</u> in <u>hate</u>, or short as <u>e</u> in <u>met</u> i, as <u>i</u> in <u>pique</u>, or short as <u>i</u> in <u>pit</u>

o, as o in note, approaching aw in law u, as oo in fool, or short as u in pull v, as u in but, nasalized

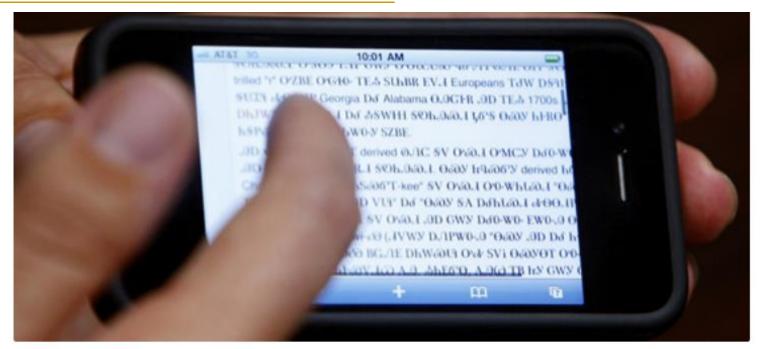
Consonant Sounds

 \underline{q} nearly as in English, but approaching to \underline{k} . \underline{d} nearly as in English but approaching to \underline{t} . $\underline{h} \, \underline{k} \, \underline{l} \, \underline{m} \, \underline{n} \, \underline{q} \, \underline{s} \, \underline{t} \, \underline{w} \, \underline{v}$ as in English. Syllables beginning with \underline{q} except $\underline{\boldsymbol{s}}$ (ga) have sometimes the power of \underline{k} . $\underline{\boldsymbol{A}}$ (go), $\underline{\boldsymbol{S}}$ (du), $\underline{\boldsymbol{S}}$ (dv) are sometimes sounded \underline{to} , \underline{tu} , \underline{tv} and syllables written with $\underline{\boldsymbol{t}}$ except $\underline{\boldsymbol{L}}$ (tla) sometimes vary to $\underline{\boldsymbol{d}}$ l.



HTTP://WWW.MACGASM.NET/2010/12/24/CHEROKEE-NATION-CONVINCES-APPLE-ADD-LANGUAGE-SUPPORT-IPHONE-IPAD/

ANDROID FOLLOWED IN 2015: http://www.cherokee.org/news/stories/20150512 Cherokee-Language-now-available-on-google-android



How do you save a dwindling language with technology? In the case of the Native American Cherokee tribe, you put your language on the devices that the kids want most, and that's iPhones and iPads. Cherokee has been supported on Mac OS X since 2003, with special keyboard layouts and keys that use Cherokee characters. Now you can use your iPhone, and soon the iPad, to do the same.

TEACHING WRITING OF AN ENDANGERED LANGUAGE

Puyuma (Austronesian, Taiwan, about 1500 speakers)

https://www.youtube.com/watch?v=qHh_P72_fxA (Adults learning to write)

https://www.youtube.com/watch?v=VFmMb6i31EA (Pinaseki language nest)

Info on the language:

http://www.endangeredlanguages.com/lang/9649

LANGUAGE NESTS: REMEMBER (AND READ MORE ABOUT IT)

Started in New Zealand (1982, Maori language) and Hawaii (1984, Hawaiian), are now found in many different countries.

early immersion program: children age 0-6 acquire the language through playing and daily activities with elders

There is no magic to [the language nest], you don't need to teach the language, just speak it. It is so simple and natural it scares people.

Administrator, Secwepeme Nation

(Early childhood immersion programs in two First Nations Communities. Practical questions answered and guidelines offered; http://www.fpcc.ca/files/PDF/language-nest-programs_in_BC.pdf)

IT'S SIMPLE, BUT...

What do you need to start and maintain a language nest?

What problems may occur?

How can they be solved?

(find answers to these questions in the publication mentioned on the previous slide)

HOMEWORK

Watch this documentary about Cherokee (about 1 h):

First Language - The Race to Save Cherokee

https://www.youtube.com/watch?v=e9y8fDOLsO4

and note what is said about:

- Why did the language become endangered? Why is it endangered today?
- Why is the language important for the people interviewed, why do they want to preserve it?
- What is done to keep the language safe?
- What problems do they encounter?