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**Mercator European Research Centre
on Multilingualism and Language Learning**

Endangered Languages and Language Learning

Proceedings of the Conference FEL XII

24 – 27 September 2008

Fryske Akademy, It Aljemint, Ljouwert/Leeuwarden, The Netherlands

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FEL XII: Endangered Languages and Language Learning

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24 – 27 September 2008

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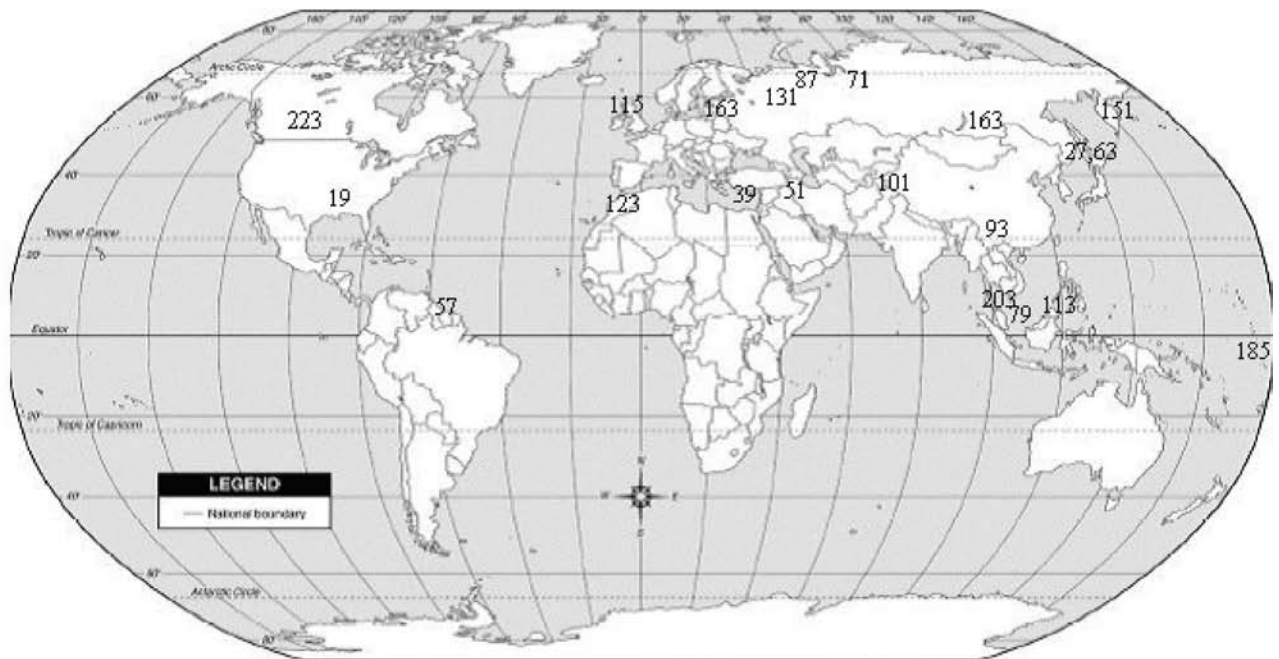
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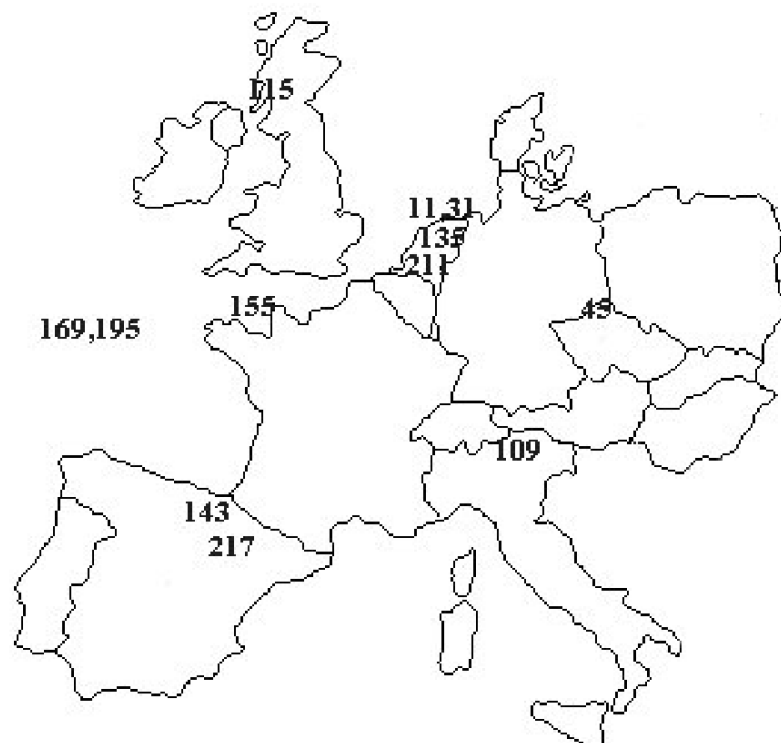
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World Wide



Focus on Western Europe



Unless there is a clear local diaspora in view (e.g. Malayalam in Malaysia, 203) languages are placed at their home location, or as near as possible to it. For Yiddish (45), Kurdish (51) and Rotuman (185), this is rather far from anywhere the authors of these papers envisage them being taught.

Papers at pages 169 and 195 apply to Europe as a whole, and those at 147, 177, 231 and 235 have no geographic focus.

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Index of Languages, Dialects and Language Families

All languages relevant to and mentioned in the papers are indexed.

Reference is made to the author(s) in whose paper the name of the language can be found.

Some languages have alternative names and spellings, for which a complete overview is given in the Ethnologue database (www.ethnologue.com)

Language	Author(s)	Language	Author(s)
Ainu	Asahi	Filipino	David
Albanian	Ahmadzadeh	Foochow	Coluzzi, David
Amazigh	El Kirat	Franco-Provençal	Gorter
Arabic	Ahmadzadeh, ElKirat, Hadjidemetriou	French	El Kirat
Aramaic	Kahn	Frisian	Hemminga, Hoekstra, Sijens, Walker
Armenian	Ahmadzadeh	Friulian	Coluzzi, Gorter
Aroumanian	Gorter	Gaelic	Gorter, Smakman
Asturian	Gorter	Galician	Gorter
Attikamek	Norris	Guernesiais	Sallabank
Ava	Ding	Gujerati	David
Bahasa Melayu	Coluzzi, David	Haida	Norris
Bai	Ding	Hainanese	Coluzzi, David
Baraoke	Ding	Hakka	Coluzzi, David
Bartangi	Dodykhudoeva	Hani	Ding
Basque	Gorter, Idiazabal, Urbiola	Haobai	Ding
Belait	Coluzzi	Haya	Ding
Belarussian	Asahi	Hebrew	Kahn
Bengali	David	Henghua	David
Berber	Gorter, El Kirat	Hindi	David
Bidayuh	David	Hokkien	David, Nathan
Bika	Ding	Iban	Coluzzi
Bisaya	Coluzzi	Inuit	Norris
Bisu	Ding	Inuktitut	Norris
Bouyei	Ding	Iranian	Dodykhudoeva
Breton	Gorter	Iranun	David
Brunei Malay	Coluzzi	Irish	Gorter
Bulang	Ding	Ishkashimi	Dodykhudoeva
Buryat	Radnaeva	Itelmen	Kasten
Butuanon	David	Iu Mien	Ding
Cantonese	Coluzzi, David	Iyer	David
Catalan	Gorter	Japanese	Asahi, Nathan
Chinese	Asahi, Coluzzi, David, Ding, Nathan	Jinghpo	Ding
Cimbrian	Coluzzi	Jinuo	Ding
Cornish	Gorter	Kadazandusun	Colluzzi, David
Corsican	Gorter	Kanien 'Kéha	Innes
Cree	Norris	Karaim	Nathan
Cypriot Greek	Hadjidemetriou	Kari'nja	Yamada
Darija	El Kirat	Kedayan	Coluzzi
De'ang	Ding	Ket	Kazakevich
Dene	Norris	Khams	Ding
Drung	Ding	Khanty	Laptander, Radnaeva
Dusun	Coluzzi, David	Khufi	Dodykhudoeva
Dutch	Hoekstra	Kim Mun	Ding
English	Hemminga, Nambiar	Komi	Laptander
Even	Kasten	Korean	Asahi
Evenki	Kazakevich, Radnaeva	Kormakiti Maronite Arab	Hadjidemetriou
		Koryak	Kasten

Language	Author(s)	Language	Author(s)
Kurdish	Ahmadzadeh	Pomak	Gorter
Kurmanji	Ahmadzadeh	Portuguese	David
Ladin	Gorter, Rasom	Prinmi	Ding
Lahu	Ding	Punjabi	David
Lashi	Ding	Rotuman	Vamarasi
Latgalian	Nikolaeva	Roshorwi	Dodykhudoeva
Latvian	Nikolaeva	Rumai Palaung	Ding
Lipo	Ding	Rushani	Dodykhudoeva
Lisu	Ding	Russian	Asahi, Gruzdeva
Lubuagan	David	Sakha	Asahi
Luxemburgish	Gorter	Salish	Norris
Malay	Coluzzi, David, Nambiar	Sámi	Laptander, Radnaeva
Malayalam	David, Nambiar	Sardinian	Gorter
Manchu	Asahi	Sarikuli	Dodykhudoeva
Mandarin	Coluzzi	Saterfrisian	Gorter
Mansi	Radnaeva	Selkup	Kazakevich
Maru	Ding	Semai	David
Miao	Ding	Shanghainese	David
Michif	Norris	Shughnani	Dodykhudoeva
Min Nan	Nathan	Sorani	Ahmadzadeh
Mirandese	Gorter	Sorbian	Gorter
Mon-Khmer	Ding	Spanish	El Kirat, Urbiola
Mordovan	Asahi	Tagalog	David
Mpur	Odé	Tai	Ding
Mukah	Coluzzi	Tajik	Dodykhudoeva
Murut	Coluzzi, David	Tamil	David
Muskogee	Innes	Tatar	Asahi
Nanay	Asahi	Telegu	David
Naxi	Ding	Teochew	Coluzzi, David
Nenets	Laptander	Tibetan	Ding
Nishga	Norris	Tibeto-Burman	Ding
Nisu	Ding	Tsaiva	Ding
Nivkh	Asahi, Gruzdeva	Turkish	Ahmadzadeh
North Frisian	Walker, Gorter	Tutong	Coluzzi
Northeastern Dian	Ding	Uilta	Asahi
Nosu	Ding	Ulchi	Asahi
Nung	Ding	Urdu	David
Nusu	Ding	Va	Ding
Occitan	Gorter	Visayan	David
Ojibwa	Norris	Wakhi	Dodykhudoeva
Pale Palaung	Ding	Welsh	Gorter
Pamiri	Dodykhudoeva	Yazghulami	Dodykhudoeva
Penan	Coluzzi	Yi	Ding
Persian	Dodykhudoeva	Yiddish	Kahn
Pola	Ding	Tundra Yukagir	Odé
Polish	Asahi	Zhuang-Dong	Ding

Endangered Languages and Language Learning

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A language is endangered if the rising generation, for whatever reason, is not learning to use it. That is the essence of language endangerment. Language learning is therefore, in the most immediate sense, the central mechanism in any remedy, and FEL's conference this year focuses on this crucial topic directly.

In this, we all benefit from collaboration with the Mercator European Research Centre, at the Fryske Akademy in Ljouwert/Leeuwarden, Friesland. This Centre gathers and mobilises expertise in the field of language learning at school, at home and through cultural participation, all in order to facilitate Europe's linguistic diversity.

The topic includes both informal, sometimes almost unnoticed, acquisition of languages, and formal language instruction in the school system or outside it. Transmission may need to occur in small isolated communities, or (more perilously) among minorities within a larger social world that speaks another language. Where language teaching is an established facility, but outside school, this may be in nursery facilities, organized clubs, or – most recently, through distance learning, each with its own distinctive problems. We asked for papers on practical problems of various methods, from electronic aids to provision of general language immersion, and assessments of their potential in language revitalisation. What innovations are possible, given that the teaching and learning of languages is something that has been practised for millennia?

In the event, the papers we received can be grouped by how general and abstract their coverage of the theme was. We begin with specifics, how linguistic details of endangered languages are to be covered in a syllabus, followed by discussions of the various approaches that can be adopted in the classroom. Then we consider the implications of different political and social settings when schools teach languages, what we refer to as "School Contexts". Independently, proposed methods of instruction may differ and be developed on novel lines, and this gives a new dimension on which to consider teaching

practices. We then pull back for a wider camera angle, surveying the bigger picture of the place of conscious language instruction. How should its effects be evaluated? When the community is in diaspora, how are schools to be arranged? What role can and should government policy play in prescribing instruction, and assessing the adequacy of provision?

Each day of the conference, and each major theme, begins with a keynote paper. For the day of grammatical detail, we begin with Alastair Walker's focus on North Frisian, and how academia can contribute to language support and revitalization. Then Pamela Innes and Ekaterina Gruzdeva show, from Muskogee and Nivkh grammar respectively, how systematically insufficient documentation may prejudice language learning built upon it. Hoekstra and Slofstra, looking at Frisian and Dutch, urge that attention be paid to the frequency of lexical items in resisting the inroads of majority languages. Chryso Hadjidemetriou considers documentation for Kormakiti Maronite Arabic, and social barriers to building a revitalisation policy.

Looking beyond the corpus to the classroom, Lily Okalani Kahn describes the gathering of resources for teaching Yiddish. Hashem Ahmadzadeh outlines the problems in foreign teaching of Kurdish, a language which has long been left without written development. Racquel-Maria Yamada recommends the integration of documentation with pedagogy based on her experience with Kari'nia (Surinam). Yoshiyuki Asahi reviews the status interactions between the five languages of Sakhalin under successive Japanese and Russian administrations before and after WWII. Olga Kazakevich considers why mother-tongue instruction classes in the Siberian languages Selkup, Ket and Evenki have been ineffective.

The second full day, centred on the contexts into which schools are introduced, begins with a keynote by Maya Khemlani David, reviewing the effects of policies in South-east Asia on language endangerment, especially the promotion of multiliteracies, many forms of media

that may use minority languages. Roza Laptander assesses the complex interaction of languages, some lost in the mists of time, in Priuralskij county, Siberia, where Russian and Tatar have supervened on an overlay of Komi-Zyrian over an ancestral mix of Khanty and Nenets. Picus Ding looks at the presence of a wide variety of minority languages in schools in Yunnan, South-western China. Dodykhudoeva and Ivanov treat the Pamiri languages in Badakhshan, Tajikistan, describing how their research methods are finding applications in teaching the languages. Paolo Coluzzi compares the relations between majority and minority languages in schools in Italy and Brunei, focused on Cimbrian, Friulian and Iban. Smakman and Smith-Christmas talk about the decline of Gaelic on the Isle of Skye, suggesting that Gaelic needs to be employed outside the classroom if education in it is to be effective. Yamina El Kirat assesses the prospects of the Beni Iznassen dialect of Berber/Amazigh in Morocco, seeing its main problems lying in a perceived lack of prestige. Ljubov Radnaeva reviews experience with Siberian languages in the context of various Russian laws.

With a view to addressing these age-old situations, we then consider some innovative approaches to the task of language teaching: language technology for Frisian (Hindrik Sijens), immersion within schools for Basque (Idiazabal et al.), an internet course for endangered language awareness (Cecilia Odé), DVDs with textbooks for Itelmen and its neighbours in Kamchatka (Erich Kasten), quasi-subversive attempts to build on a language's 'novelty value' in Guernsey (Julia Sallabank), and winter-schools that bring together old and young, autochthonous and emigré Latgalians between Latvia and Siberia (Nikolaeva and Logina). There is evidently no lack of innovative energy going into this ancestral – but newly difficult – process of bringing up new generations in a community language.

The third full day of the conference is about language teaching away from the original territory of the target language, and also grand policy. Durk Gorter, in his keynote, diagnoses learning factors that contribute to the revival of European minority languages.

Then attention turns to diaspora and multilingualism. Marit Vamarasi suggests Michael Lewis's Lexical Approach for implementing materials when (as with Rotuman of the South Pacific) there is no accessible home community. Olimpia Rasom presents some of the latest ideas from Europe on providing training for teachers working in a multilingual context. Nambiar and Govindaswamy highlight the importance of language attitudes to underpin teaching provision in a minority language community amid a multilingual background (here the Malayalees in Malaysia).

Finally, we look at the point of view from government. Piet Hemminga considers inadequacies in the implementation of the European Charter for Regional or Minority Languages in the Netherlands, while Iulen Urbiola exposes defects in policy for Basque in Navarre. Mary Jane

Norris considers the learning of aboriginal languages across Canada, contrasting natural transmission with second language learning.

On behalf of the Netherlands UNESCO Committee Vincent Wintermans reports on the work of UNESCO related to Endangered Languages. On 16 May 2007, the United Nations General Assembly proclaimed 2008 to be the International Year of Languages. UNESCO has been instrumental to set up and take part in various activities for this event. We consider the XIIth Conference of the Foundation for Endangered Languages together with the Fryske Akademy and the Mercator Research Centre as such an activity.

The publication of the conference proceedings in this volume will provide a good selection of the world's cultural heritage in the form of its many languages. It can contribute to a better understanding of the ways how to safeguard this heritage by stimulating activities in the field of language learning.

Acknowledgements

The editors offer their heartfelt thanks to the authors who provided their papers and to their colleagues for all the work that they have put into the conference, in particular Marjan Hoozeveld, Adrie Kaspers, Steven Krauwer, Cor van der Meer, Chris Moseley, Cecilia Odé, Alex Riemersma, Sander Strating, Mettje de Vries and Vincent Wintermans.

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