

# Contents

Preface	v
Acknowledgements	vii
List of tables and figures	xxii
List of abbreviations	xxiii
List of photos and map	xxvi
1. Introduction	1
1.1. Introductory notes	1
1.2. Origin and development of language	1
1.3. Language loss: a brief history	3
1.3.1. Language loss in the pre-European colonial period	3
1.3.2. Language loss in the post-European colonial period	4
1.4. Dialects, migrant languages, and enclave languages	5
1.5. Notes on terminology	6
1.6. Summary of Chapter 1	7
2. Degree of language endangerment	9
2.1. Introductory notes	9
2.2. Previous classifications	9
2.3. Terms employed	13
2.4. Summary of Chapter 2	15
3. Current state of language endangerment	16
3.1. Introductory notes	16
3.2. Current state worldwide	16
3.3. Ainu of Japan	17
3.4. Austronesian languages	18
3.4.1. Maaori of New Zealand	18
3.4.2. Other languages of the Austronesian family	19
3.5. Languages of Australia	20
3.6. Languages of South America	21
3.7. Languages of Central America	22
3.8. Languages of North America	23
3.9. Languages of the former USSR	24
3.10. Languages of Northern Europe	25
3.11. Celtic languages	25

3.12.	Languages of Africa . . . . .	26
3.13.	Languages of India and neighbouring regions . . . . .	27
3.14.	Languages of China and neighbouring regions . . . . .	27
3.15.	Summary of Chapter 3 . . . . .	28
4.	Approaches to language endangerment . . . . .	29
4.1.	Introductory notes . . . . .	29
4.2.	Language documentation approach . . . . .	29
4.3.	Language endangerment phenomenon approach . . . . .	29
4.3.1.	Characterization of the approach . . . . .	29
4.3.2.	Negligence of the language endangerment phenomenon . . . . .	30
4.3.3.	Interest in the language endangerment phenomenon . . . . .	30
4.3.4.	History of research in the language endangerment phenomenon approach . . . . .	32
4.4.	Models of language endangerment . . . . .	33
4.5.	Summary of Chapter 4 . . . . .	35
5.	Definitions and types of language death . . . . .	36
5.1.	Introductory notes . . . . .	36
5.2.	Definitions of language death . . . . .	36
5.3.	Types of language death . . . . .	42
5.3.1.	Introduction . . . . .	42
5.3.2.	Classification in terms of cause . . . . .	42
5.3.3.	Classification in terms of speed . . . . .	44
5.3.4.	Combination of cause and speed . . . . .	45
5.3.5.	Classification in terms of register involved in language death . . . . .	47
5.4.	Summary of Chapter 5 . . . . .	48
6.	External setting of language endangerment . . . . .	49
6.1.	Introductory notes . . . . .	49
6.2.	Ecology of language . . . . .	49
6.3.	Causes of language endangerment . . . . .	57
6.4.	Summary of Chapter 6 . . . . .	64
7.	Speech behaviour: sociolinguistic aspects of language endangerment . . . . .	65
7.1.	Introductory notes . . . . .	65
7.2.	Functional domains . . . . .	65
7.2.1.	Preliminaries . . . . .	65
7.2.2.	Types of functional domains . . . . .	66

7.3.	Language shift. . . . .	70
7.3.1.	Theory of language shift. . . . .	70
7.3.2.	The third generation in language shift . . . . .	73
7.3.3.	Bilingualism and language shift . . . . .	73
7.3.4.	Language shift: language suicide or language murder? . . . . .	74
7.4.	Summary of Chapter 7 . . . . .	75
8.	Structural changes in language endangerment . . . . .	76
8.1.	Introductory notes. . . . .	76
8.2.	Dyirbal of Australia . . . . .	77
8.2.1.	Introduction. . . . .	77
8.2.2.	Phonology . . . . .	78
8.2.2.1.	Phonemes of Traditional Dyirbal . . . . .	78
8.2.2.2.	Sound system of Young Dyirbal . . . . .	78
8.2.3.	Ergativity: introduction and illustration . . . . .	79
8.2.4.	Morphology . . . . .	82
8.2.4.1.	Ergative case. . . . .	82
8.2.4.2.	Locative case. . . . .	86
8.2.5.	Syntax: syntactic ergativity. . . . .	86
8.2.5.1.	Syntactic ergativity and accusativity: illustration. . . . .	86
8.2.5.2.	Decline of syntactic ergativity in Young Dyirbal . . . . .	89
8.2.5.3.	Ergativity in Young Dyirbal: summary. . . . .	91
8.2.6.	Semantics: changes in noun classification . . . . .	92
8.2.6.1.	Noun class system of Traditional Dyirbal . . . . .	92
8.2.6.2.	Membership changes in Young Dyirbal noun classification. . . . .	93
8.2.7.	Lexicon . . . . .	94
8.2.7.1.	Vocabulary test . . . . .	94
8.2.7.2.	Vocabulary areas resistant to loss . . . . .	95
8.2.7.3.	Utilization of the limited vocabulary in Young Dyirbal . . . . .	96
8.3.	Loss of the avoidance style in Warrungu (Australia) . . . . .	97
8.4.	Discussion. . . . .	98
8.4.1.	Introduction. . . . .	98
8.4.2.	Causes of structural changes. . . . .	99
8.4.3.	Occurrence/non-occurrence and types of structural changes . . . . .	99
8.4.4.	Brief overview of structural changes . . . . .	101
8.4.4.1.	Introduction. . . . .	101
8.4.4.2.	Phonology . . . . .	101
8.4.4.3.	Morphology . . . . .	102
8.4.4.4.	Syntax . . . . .	104
8.4.4.5.	Discourse . . . . .	106

8.4.4.6.	Lexicon and semantics . . . . .	107
8.4.4.7.	Registers/speech styles . . . . .	107
8.4.4.8.	Are there universals? . . . . .	108
8.4.5.	Comparison with other phenomena . . . . .	109
8.4.5.1.	Introduction. . . . .	109
8.4.5.2.	Pidgins and creoles . . . . .	110
8.4.5.3.	The other phenomena . . . . .	113
8.5.	Summary of Chapter 8 . . . . .	116
9.	Typology of speakers . . . . .	117
9.1.	Introductory notes . . . . .	117
9.2.	Preliminaries . . . . .	117
9.2.1.	Classification of community members . . . . .	117
9.2.2.	Dominance configuration in bilingualism . . . . .	119
9.3.	Previous classifications. . . . .	120
9.4.	Proposed classifications . . . . .	122
9.4.1.	Classification in terms of proficiency . . . . .	122
9.4.1.1.	Degree and type of proficiency. . . . .	122
9.4.1.2.	Period of proficiency . . . . .	125
9.4.2.	Classification in terms of acquisition of the language . . . . .	126
9.4.3.	Classification in terms of use of the language . . . . .	127
9.4.4.	Classification in terms of the age of speakers. . . . .	128
9.5.	Semi-speakers . . . . .	129
9.6.	Proficiency: discussion . . . . .	130
9.7.	Summary of Chapter 9 . . . . .	133
10.	Value of linguistic heritage . . . . .	134
10.1.	Introductory notes . . . . .	134
10.2.	Concern for language endangerment . . . . .	134
10.2.1.	Introduction. . . . .	134
10.2.2.	Community's views . . . . .	135
10.2.2.1.	Overview. . . . .	135
10.2.2.2.	Language as a gift from the ancestral beings . . . . .	136
10.2.2.3.	Language as a connection to the ancestors and land . . . . .	137
10.2.2.4.	Language as irreplaceable cultural knowledge, and as a conveyor of culture . . . . .	138
10.2.2.5.	Language as ethnolinguistic skills . . . . .	139
10.2.2.6.	Language as a determiner of identity . . . . .	140
10.2.2.7.	Language as a source of pride and self-esteem. . . . .	141
10.2.2.8.	Language as a source of solidarity . . . . .	141

10.2.2.9.	Language as a source of sovereignty . . . . .	142
10.2.2.10.	Beauty of the language . . . . .	142
10.2.2.11.	For future generations . . . . .	142
10.2.3.	Language activist's view: Universal Declaration of Linguistic Rights . . . . .	143
10.2.4.	Linguists' view . . . . .	146
10.2.4.1.	Introduction. . . . .	146
10.2.4.2.	The community's wish . . . . .	147
10.2.4.3.	For better understanding . . . . .	147
10.2.4.4.	Language as irreplaceable cultural knowledge, and as a conveyor of culture . . . . .	148
10.2.4.5.	Language products as invaluable cultural heritage . . . . .	152
10.2.4.6.	Linguistic diversity . . . . .	152
10.3.	The other side of the concern for language endangerment. . . . .	157
10.3.1.	Introduction. . . . .	157
10.3.2.	Lack of concern for language endangerment . . . . .	158
10.3.3.	Linguistic rights . . . . .	160
10.3.4.	Linguistic diversity . . . . .	161
10.4.	Language, culture, and identity. . . . .	161
10.4.1.	Introduction. . . . .	161
10.4.2.	What is lost when a language is lost? What remains after a language is lost? . . . . .	162
10.4.3.	Is it possible to be Xmen without Xish? . . . . .	163
10.5.	Summary of Chapter 10 . . . . .	166
11.	Language revitalization: maintenance and revival . . . . .	168
11.1.	Introductory notes . . . . .	168
11.2.	Can languages be revitalized? . . . . .	169
11.3.	Strategies for language revitalization . . . . .	173
11.3.1.	What to revitalize: language alone, or language-and-culture? . . . . .	173
11.3.2.	Levels of language revitalization: the societal level and the individual level . . . . .	174
11.3.2.1.	The societal level . . . . .	175
11.3.2.2.	The individual level . . . . .	178
11.4.	Problems encountered in language revitalization activities . . . . .	179
11.4.1.	Introduction. . . . .	179
11.4.2.	Problems and possible remedies. . . . .	180
11.4.3.	Confusion over writing systems . . . . .	194
11.4.3.1.	Introduction. . . . .	194
11.4.3.2.	Writing system suggested for Warrungu. . . . .	195

11.4.3.3.	Problems in writing systems . . . . .	197
11.4.4.	Further suggestions for language revitalization activities . . . . .	199
11.5.	Types of language revitalization programs . . . . .	200
11.5.1.	Introduction. . . . .	200
11.5.2.	Immersion method . . . . .	202
11.5.3.	Neighbourhood method . . . . .	203
11.5.4.	Bilingual method. . . . .	204
11.5.5.	Master-apprentice method . . . . .	205
11.5.6.	Total physical response (TPR) method. . . . .	207
11.5.7.	Telephone method. . . . .	207
11.5.8.	Radio method . . . . .	208
11.5.9.	Multimedia method: internet and CDs . . . . .	208
11.5.10.	Two-way education method . . . . .	209
11.5.11.	Formulaic method . . . . .	209
11.5.12.	Artificial pidgin method . . . . .	210
11.5.13.	Place name method. . . . .	210
11.5.14.	Language reclamation method . . . . .	211
11.5.15.	Adoption method . . . . .	213
11.5.16.	Methods of language revitalization: discussion . . . . .	214
11.6.	Summary of Chapter 11 . . . . .	215
12.	Role and ethics of researchers . . . . .	216
12.1.	Introductory notes. . . . .	216
12.2.	Academic exploitation: communities' reactions and researchers' responses . . . . .	216
12.2.1.	Academic exploitation in general . . . . .	216
12.2.2.	Aim of documentation of endangered languages . . . . .	217
12.2.3.	Reactions by communities . . . . .	218
12.2.4.	Researchers' responses: ethical codes. . . . .	221
12.3.	Role of linguists . . . . .	224
12.3.1.	Introduction. . . . .	224
12.3.2.	Role of linguists (1): in relation to the community. . . . .	224
12.3.3.	Role of linguists (2): in relation to the general public . . . . .	227
12.3.4.	Role of linguists (3): in relation to the whole linguistic profession . . . . .	227
12.4.	Summary of Chapter 12 . . . . .	228
13.	Method of documentation and training of fieldworkers . . . . .	229
13.1.	Introductory notes. . . . .	229
13.2.	Method of documentation. . . . .	229

13.2.1.	Introduction . . . . .	229
13.2.2.	Quality of documentation . . . . .	229
13.2.3.	Holistic approach . . . . .	231
13.2.4.	Lehmann's and Himmelmann's programs . . . . .	233
13.2.5.	Fieldwork manuals, questionnaires, and memoirs . . . . .	235
13.2.6.	Data collection procedure . . . . .	236
13.2.7.	Fieldwork on endangered languages. . . . .	237
13.2.8.	Research results: triad (grammar, vocabulary, texts) and raw data . . . . .	245
13.3.	Training of fieldworkers . . . . .	247
13.3.1.	Introduction. . . . .	247
13.3.2.	Content of documentation. . . . .	247
13.3.2.1.	Well-balanced program. . . . .	248
13.3.2.2.	General linguistics and specific linguistics. . . . .	249
13.3.2.3.	Linguistic theory. . . . .	249
13.3.3.	Social context of fieldwork. . . . .	251
13.4.	Summary of Chapter 13 . . . . .	252
14.	Concluding remarks . . . . .	253
	References. . . . .	255
	Index of languages . . . . .	288
	Index of persons and authors . . . . .	292
	Index of subjects . . . . .	299