

Teaching about Endangered Languages in the Undergraduate Curriculum

1. Introduction

According to the Ethnologue, there are approximately 7,000 living languages, but speaker populations are asymmetrical, and many languages are under threat of death within the next 100 years. Language death (also termed “language extinction”) happens when the language is abandoned by speakers, either rapidly, within a single generation, or slowly, across generations, because of various social, cultural, political and/or economic pressures. Through time, when the last living speaker dies and the language has no longer been passed on to younger generations, the language is said to have died, or become extinct, although some prefer the term “sleeping language” if future generations will have access to preserved materials in order to initiate second-language-teaching and learning and an “awakening” of the language (Hinton 2001; Leonard 2007; Hermes 2012).

Language endangerment is a threat at a global scale. Currently, the Ethnologue 20th edition (<http://www.ethnologue.com>) identifies over 1,300 languages with the status of shifting, moribund, nearly extinct, or dormant, according to Expanded Graded International Disruption Scale/EGIDS criteria (Lewis and Simons 2010). Other language vitality and speaker population tracking resources show similar predictions, for example <http://www.endangeredlanguages.com/>, <http://glottolog.org/>, and UNESCO <http://www.unesco.org/languages-atlas/>. When a language is lost, many would argue that more than just a code of communication is lost. All languages are tightly tied to the cultures, belief and knowledge systems (e.g. place-based/geo-spatial, temporal and calendar, flora and fauna, technology, math), social organizations, and the histories of the communities that speak them. This makes our knowledge about the world’s languages, including all of their diversity, foundational to shaping our ideas about the human condition and experiences. When languages are lost, and when this linguistic knowledge is lost, we also lose access to information about cultural organization and diversity, cultural histories, genres of artistic oral expression, and the relationships between humans and the natural world. As such, language awareness and an understanding of mechanisms behind endangerment, as well as movements towards preservation and revitalization, are all important parts of a humanities education.

There are an increasing number of undergraduate courses in the United States on language diversity and on language endangerment and preservation, but the need to integrate these topics into broader humanities curricula still exists. Anderson (2011) noted that there is an unfortunate and persistent disconnect between academic linguistics (bearing theoretical aspirations) and documentary linguistics (with goals towards causes of extinction and models of preservation and revitalization). He argues that issues of language endangerment and extinction must be woven into general education and courses at all educational levels, including the undergraduate curricula. As a benefit, “the broader topic can contextualize contemporary social issues such as globalization, tradition and modernity, colonialism, policy-making, diversity and human rights that can be pitched at appropriate levels and made meaningful to students of all ages in different ways.” (285). This article responds to this call, with a case study of one way that a course on language endangerment and death has been designed for a general undergraduate humanities student population, weaving issues and readings on endangerment, death, preservation, documentation, revitalization, and maintenance into other disciplines, including history, language geographies and population migration, politics, economics, climate change, and public health. This case study also demonstrates how students can learn to apply methods of source evaluation, including primary and

secondary sources (audio-video materials, text analysis, and archival deposits) towards a web-based, digital exhibit that explores the story behind endangerment of a specific language.

This article first describes the environment of the course at Southern Illinois University Edwardsville. It then describes the course, with a major case study project on language endangerment of a particular language, which is cumulative in nature, building throughout the course of the semester, and culminating in an online exhibit at semester's end. The paper then turns to some ongoing challenges and opportunities that this course presents to me and the students, and a discussion of the ways that the course connects to broader areas of inquiry within a humanities undergraduate education. It should be noted that I am not claiming that this course and its design are unique. This course has evolved and grown from observations of other courses and venues dealing with language endangerment in the undergraduate curriculum and also digital innovations in undergraduate education, in particular the Institute on Collaborative Language Research (CoLang), the Linguistic Society of America's annual Committee on Endangered Languages and their Preservation (CELP) symposia, and THAT Camps in Missouri and Illinois (humanities and technology meetings). It is my hope that this article will provide a point of comparison to other initiatives, and generate additional discussion about other designs and other approaches.

2. Course overview

Southern Illinois University Edwardsville (SIUE) is a Master's intensive university in the St. Louis, Missouri and southwestern Illinois metropolitan area. Many SIUE undergraduates transfer from regional community colleges, where descriptive-theoretical language courses are not available. This means that my students, many of whom are also first-generation university students, do not have much prior experience with, or perspective of, linguistics as a discipline, including the many sub-fields it encompasses or the connections it shares with other disciplines. Although there is racial, ethnic and linguistic diversity in greater St. Louis, the prominent demographic profile in my undergraduate classes is that of white English speakers. This means that the students are comfortable with their monolingualism in a prestige, global language, and there is an initial challenge of helping them to understand the value of a course on language endangerment and the potential broader applications in their college careers.

ENG 418/318 "Language Endangerment and Death" was created as an elective towards fulfilling the linguistics minor, but it was also categorized as a "breadth-humanities" and "global cultures" course by the Illinois board of higher education to attract students from a wide range of discipline backgrounds.¹ I view the course (and have regularly recalibrated it) as a way to introduce basic concepts that might be covered in introductory-level world languages and typology courses (language diversity, distributions, genealogical affiliations), and then to segue into typologically interesting observations emerging from studies of lesser-known and vulnerable languages. This then opens the door to units on endangerment itself: causes, responses, orthography-viability debates, revitalization-vs.-revival, and case studies.

For class readings, I gathered selected chapters, published papers, essays, press releases and blogs from a variety of origins. As such, I had two books assigned as the main texts and the rest of their reading came from files posted to the course's web-based learning management system. I supplemented the readings with videos (*The Linguists, Às Nutayuneân/We Still Live Here, Réveil-Waking Up French*) and audio programs like Slate's "Lexicon Valley" (http://www.slate.com/articles/podcasts/lexicon_valley.html), The World in Words

(<https://www.pri.org/programs/world-words>), and Ted Talks (<http://www.ted.com/>), which were especially useful for discussion of contemporary issues.

I wanted to bring more than readings and podcasts to this course, however. Initially, students did not easily see the connection of this course and its contents to their undergraduate program schedule and goals, nor did they see a connection between the course and actual events across different language communities. Indeed: language documentation, including the linguistic principles behind it, the methods, and the support that makes it possible, for the most part is available only to advanced graduate students, to community activists with direct roots to their languages, or to academic professionals. I was concerned that, enclosed in a classroom, without funds or the resources to bring them “to the field,” students would struggle to form connections between the readings and real-world situations or broader humanities topics.

But one thing that today’s undergraduate students have (that was not easily available in the past) is easy access to a variety of online resources, including social media and highly interactive and dynamic multi-media web sites. So, far from being only passive recipients of information in a one-way direction from instructor to student or through paper-bound textbook readings, undergraduates are able to actively research, evaluate, and even build digital resources on endangerment, documentation, and preservation efforts and outputs.

Digitally housed or embedded resources in language documentation, preservation, promotion and revitalization have increased and diversified in recent years, and now range from closed-access collections, or small and locally-oriented discussion groups, to large-scale/international and open-access collections of hundreds of different languages, that can host and track data and materials for future access (Austin 2014). These activities reflect principles proposed by Himmelmann (2006) and by Bird and Simons (2003) that allow for the creation of permanent records (resources) of the linguistic practices and practices of vulnerable speech communities. Furthermore, by virtue of their semi- or fully public online availability, these activities and outputs are also available to expanded audiences beyond just circles of language scholars and activists, including students of languages and linguistics at undergraduate levels. Therefore, as a way to prepare students for their case study in endangerment project (Section 3), one assessed activity that the students undertook was an exploration of digital language archives, corpora, and blogging resources. The resources included: The Hans Rausing Endangered Languages Project (<http://www.hrelp.org>); The Endangered Languages Archive (<http://www.elar-archive.org/index.php>); Living Tongues (<http://www.livingtongues.org>); Enduring Voices (<http://travel.nationalgeographic.com/travel/enduring-voices/>); The Endangered Languages Project (<http://www.endangeredlanguages.com>); PARADISEC (<http://paradisec.org.au>); DoBeS (<http://dobes.mpi.nl>); CELP (<http://www.linguisticsociety.org/about/who-we-are/committees/endangered-languages-and-their-preservation-celp>); University of Virginia's Audio-Video Repository (<https://audio-video.shanti.virginia.edu/>); Sam Noble Museum of Native American Languages (<http://samnoblemuseum.ou.edu/collections-and-research/native-american-languages/>); The Archive of Indigenous Languages of Latin America (<https://ailla.utexas.org/>); and the Kaipuleohone Archive (<http://ling.hawaii.edu/kaipuleohone-language-archive/>).

Students were asked to investigate a resource and respond to several prompts. The reporting was done in oral presentations, and students walked the rest of the class through pages and objects of relevance in their presentations so that everyone could see the potential use in their own research. First, students were asked to discuss the purpose or goal of the resource and to discover who or what organization was behind its creation. They were also asked to follow links to identify what language(s) or region(s) were the focus of these resources. Additionally, students

were tasked to discover how the resource was supported or sustained. The assignment also included demonstrations aimed at generating discussion on access restrictions.

Holton (2014: 44) discusses the issue of “mediating the corpus” (in our case, archives, exhibits, and peer-reviewed digital journals), i.e., making it easy to dig into materials and learn more. In the same spirit, Woodbury likewise advises that tools should “narrate a path” for new users (2014: 24). Resources should provide directional guidance to new users such that they can easily, enjoyably and maximally make use of the resource. Students found that this to be the case with these online resources, as they all contained prominent examples on their home page, and ways to draw in new visitors. This is akin to Woodbury’s “special exhibits” recommendation (29). To the extent that the online resources chosen for this project were able to do this and to be applied to the case study project described in Section 3, they were positively evaluated by the students.

These online resources also alerted students to the presence of (often online) publications, all peer-reviewed and appropriate for use in the course, that allowed them to dive further into particular topics and language situations, including *Language Documentation and Conservation*, *Linguistic Discovery*, *Anthropological Linguistics*, and regionally oriented venues (*Oceanic Linguistics*, *Studies in African Linguistics*, *International Journal of American Linguistics*, *Journal of Slavic Linguistics*, *Himalayan Linguistics*, *Linguistics of the Tibeto-Burman Area*, etc.). And of course, this smaller assignment was designed to set the stage for the larger, semester-long case study in endangerment and preservation of a specific language of the students’ choosing. They were actually learning how to search for, access, read about, and synthesize/evaluate information pertaining to their large topic in venues beyond the university’s library bookshelves.

3. The case study in endangerment

A course like Language Endangerment and Death, when designed as a survey for undergraduates, is necessarily broad in scope. It may need to function not only as an introduction to the socio-political and economic factors behind endangerment, but it may also function as a brief typology and historical linguistics course by introducing terminology associated with genealogical affiliation, geographic distribution, language, and contact histories. In many ways, a course like this is also detached from student life experiences on any kind of a personal level, with the exception of rare circumstances when my students have come from backgrounds including multilingualism or family connections to indigenous communities. One way to address background gaps and disconnects is to have students apply the general topics covered in readings, lectures, and other (assessed) activities to a specific linguistic situation. Students have an opportunity to become intimate with a particular language or set of languages, to understand the history and linguistic environment, to understand the political, economic, and cultural events and systems that define this situation, and ultimately to make connections between and form analyses of these situations and language endangerment in that area.

In my course, the research project, which comprised 40% of their grade for the class, was called a “case study in endangerment”, and it asked students to document, regularly report on (with a growing bibliography), and ultimately write a more comprehensive report on issues concerning a specific language (or focused, specific language cluster, for example the Saami languages).

Traditionally, this project report has had the following sections:

- Introduction and language background: Genealogical affiliation, current population

- estimates, geographic distribution(s), identification codes from various catalogues
- Endangerment scenario: Historical population changes, the ratio and demographics of active and semi-active speakers in relation to the overall community, factors and causes of endangerment at local, national, and international levels
 - Responses: Community-level responses, responses from “outsiders” (including non-local governments and The Academy), assessment and evaluation of response efficacy
 - Future prospects: A synthesis of the other sections, where students evaluate the past history with current factors that can both hasten or hinder preservation or revitalization

This case study also now includes a section on selected structural observations about the language, allowing students to develop and practice terminology related to linguistic-descriptive adequacy. It also allows students to compare structural patterns observed in “their” language with others during the in-class reports. Such comparisons opened doorways for me to introduce essential principles and ideas of linguistic typology, a course that does not exist in our program, and a sub-field of linguistics that they otherwise have little exposure to.

All sections required that students return to assigned class readings to compare what they learned about their chosen language to general class topics. They also required that students consult external publications and Internet resources, particularly those described in Section 2.

For this most recent running of this course, instead of having students write a traditional, word-processed report on their selected languages, I had them create, over the course of 15 weeks, a web-based exhibit using Omeka.net. I did this because I found that there was a disconnect between the rich audio-visual and Internet materials students brought to the series of in-class check-ins, and what they presented to me in their final, paper-based report. By virtue of being a digital exhibit-builder, Omeka allowed a break-out from the traditional two-dimensional format of computer word processing, into a format that was highly interactive. Also, all of the prior activities were group-shared experiences, and the students really benefitted from information or questions offered by the other students. Traditionally, this group engagement contrasted with the final essay, which was read and evaluated only by me. For both the students and myself, this was both unsatisfying and anti-climactic. With the Omeka format, the students were still held to the expectations of a “traditional” research project, but they were more easily able to share their final product with each other, with me, and potentially, with the world.

As I considered content management systems for exhibit construction, I had to keep in mind that I wanted to introduce students to a virtual research report presentation portal that would be more interactive and more dynamic than an offline, paper-based essay, but it would also have to be user-friendly and built so students could catalogue and organize the pieces of the larger project that they were assembling (e.g., images, sound files, audio and video links), and also so they could cite and build a proper bibliography. The choice of Omeka was based on its appropriateness as an online archival and exhibit tool and on its ease of learning.ⁱⁱ Omeka is a web publishing platform, a virtual space to construct and display collections and analyses.ⁱⁱⁱ Projects can live on and can be publicly displayed after a course has ended or can be made private and archived in course records. Additionally, not much was needed for technical skills. The author needs only the ability to upload files and to think about how items should be visually and thematically organized. Omeka works with Dublin Core Metadata Initiative in terms of cataloguing item and file information, and modifications are possible. Additionally, there are several interesting plug-ins for Omeka that allow for geo-spatial and temporal visualization of language distributions and histories, for example Geolocation

(<https://omeka.org/classic/plugins/Geolocation/>) and Neatline (<http://neatline.org/>). In all, I only need the equivalent of one class meeting to train the students, and they often brought their own tips to share with the others.

For the course, the following languages were chosen by students for the case study. I generated a suggestion list, but allowed for student choice as long as they could demonstrate adequate access to appropriate resources:

- Ainu (Japan)
- Aleut (Eskimo-Aleut, North America)
- Eastern Arrernte (Pama-Nyungan, Australia)
- Cherokee (Iroquoian, North America)
- Cheyenne (Algic, North America)
- Evenki (Tungusic, Russia)
- Irish (Gaelic) (Indo-European, Ireland)
- Maori (Austronesian, New Zealand)
- Nahuatl (selected varieties) (Uto-Aztecan, Mexico-centered)
- Northern Saami (Fino-Ugric, Sweden/Finland/Norway)
- Okinawan (Japan)
- Romansch (Indo-European, Switzerland)
- Southern Dong (Tai Kadai, China)
- Torwali (Indo-European, Pakistan)

Some languages were chosen based on particular linguistic interests. Other languages were chosen based on personal or geographic interests (the student who chose Torwali had a family history from Pakistan, and the student who chose Ainu was interested in Japanese history and culture). While all completed projects received passing grades, and while all projects had some issues and gaps in terms of accuracy/completeness of content, or in referencing, four in particular stood out for their high quality of production (making use of a variety of textual and audio-visual resources), level of detail in analysis, in employing a wider range of references, and clarity and style of presentation. I will summarize these four and provide the hyperlinks.^{iv}

3.1 Romansch (Romansh)

This exhibit was designed by Chase Tiffany (<http://romansh.omeka.net/exhibits/show/romansh-language/aboutromansh>), who used his interest in languages of Europe to explore this minority language of Switzerland. The exhibit provides well-cited information about the history and endangerment scenario of Romansch, and because of Chase's interest in structural linguistic analysis, he designed a page describing the phonology, morpho-syntax, and language contact dimensions of the language, shown in Figure 1.

Figure 1. Linguistic features page for Romansch case study

3.2 Northern Saami

Like other languages chosen for the case study, Saami is actually a collection of languages, some more endangered than others, and some with better documentation than others. Elizabeth Meyer focused on Northern Saami, which comparatively has more speakers than other varieties, but she used the opportunity to compare the linguistic situation across Sweden, Finland, Norway, and Russia (<http://northernSaami.omeka.net/exhibits/show/-northern-saami-dialect/-about>). The “current endangerment” page is a good example of how the stronger projects brought in information from a variety of sources (e.g., Ethnologue’s EGIDS scale) and considered threat scenarios from multiple levels and perspectives. In Meyer’s case, she also discusses global climate change as a threat factor for Saami. This is shown in Figure 2.

Figure 2. Threat scenarios for (Northern) Saami

3.3 Torwali

Amber Khan had personal connections to Pakistan that motivated her choice of a language from this area, so her challenge was to identify a language that fit in with the theme of the course and that had adequate resources such that she could build a content-rich and visually-interesting exhibit (<http://torwali.omeka.net/>). Because the raw number of the Torwali speech community (around 100,000) does not immediately suggest “endangerment”, Amber’s case study considered threat scenarios in light of possible positive/preservation factors, shown in Figure 3

Figure 3. Threat scenarios for Torwali

Her ultimate assessment was that Torwali is currently viable, but faces growing threats due to mass media and cultural pressures favoring adoption of majority national languages and Arabic.

Amber was unique in this course in that she made personal contact with an expert, a community activist and linguist involved with Torwali language preservation and promotion. No other student attempted to reach out directly to language activists or scholars/experts on their assigned languages. Mr. Torwali provided Amber with links to references that would otherwise have been difficult and time-consuming for her to search out on her own.

3.4 Nahuatl

Nahuatl is also a language with wide geographic distribution and many documented varieties. Jacob Sebok (<http://nahuatl.omeka.net/exhibits/show/home>), an anthropology major and linguistics minor, examined the role of Nahuatl in (Mexican) community identity amidst the growing influence of colonial languages (Spanish). He observed in particular that Nahuatl use in popular culture manifestations (e.g. hip-hop music) is a form of linguistic appropriation of a popular expressive tool (actively embraced by younger generations), and has had an unintentional effect of re-introducing Nahuatl to this particular segment of the larger population. This is shown in Figure 4.

Figure 4. Nahuatl community responses page

As with Amber Khan's case study of Torwali, Jacob Sebok also ultimately assessed the status of Nahuatl to be "at risk" (Simons 2013), but with a vibrant enough representation in secondary venues (the arts, popular media) such that it may be maintained.

3.5 Benefits and challenges of the case study project

The online exhibit version of the case study project came with some challenges, not the least of which was convincing the students that they could build a digital version of what they had traditionally conceived as a "paper-bound" research essay. But once they became familiar and comfortable with the features and requirements, they made great progress. When surveyed about their satisfaction level in using Omeka, half of the students enjoyed the learning experience, about one quarter of the class was neutral about it, and about one quarter preferred the traditional essay format. I consider this to be a victory for the digital exhibit format, considering that most students came to this course as what could be considered "passive users" of technology. These are users who have up until this point been on the receiving end of technology, and have not yet had opportunities to build or make things relevant to their areas of interest or professional training. They have had little or no web design or programming experience, and have been part of what is commonly referred to as the "digital divide." (Herold 2016). Their work with Omeka gave them a first introduction into thinking about visualization and organization strategies, an introduction into basic html for video and image encoding and linking sources to text citations, an introduction into basic metadata terminology for images and linguistic data added to their respective content management systems, and to thinking about organization of the required sections into a natural flow resembling the "story of a language."

The students also realized that their exhibits were potentially public objects, to be read, commented on, and critiqued by audiences beyond the classroom. As mentioned in 3.2, one student was able to engage in fruitful communication with a language activist in Pakistan. Additionally, the Northern Saami exhibit caught the eye of the group *Europe Minority Languages* and is now included as a link on their Word Press site (<https://europeminoritylanguages.wordpress.com/>).

Despite this success, some challenges remain. As an instructor, I need to keep tracking and getting leads on languages that are appropriate for this student demographic. I am building a database of languages that have sufficient and appropriate types of resources that students can successfully explore and investigate for future case studies. This also means that students have to think carefully about how they will access materials from documentation archives. Some archives have tight restrictions on who can access and use what materials, and students either need to recognize that early in the language choice process, or else they need to take the initiative to contact archival managers to find out what the options are. Furthermore, only one student in the course was able to successfully achieve meaningful and fruitful contact with a locally oriented language activist. Czaykowska-Higgins (2009) notes (emphasis in italics is mine):

"An important goal of research projects has always been the training of (graduate) students in academic research practices. By working with language-community members within academically non-traditional collaborative research models, students in Euro-American institutions ideally are trained to think in less academically-traditional ways about the process of research, about the relationship between outsider linguist and community, and about the role that an academic linguist might take on in a community...*Thus training of students and community members is an important way not only to increase the pools of*

researchers but also to change traditional differences and Euro-Western-inspired imbalances between academic and non-academic knowledge and knowledge systems, researcher and researched.” (42)

Towards training students to actively consider such imbalances, one goal is to more strongly encourage and facilitate student outreach and communication with language activists and scholars. Almost every exhibit created in this referenced at least one web page created, designed, and maintained by the language community. A next step would be to assist students in going further: to make contact with the community or organization, introduce their assignment and plans, and work with members to make sure that their information is valid, representative, and appropriate.

4. Fostering interdisciplinary connections

The students enrolled in “Language Endangerment and Death” came from a variety of degree programs: English, history, philosophy, foreign languages, and speech pathology. For some, this was their only linguistics class, and the course met university general education requirements in the categories of “breadth humanities”, “experiences-global cultures,” and “international culture.” As such, this course had to go far beyond the boundaries of linguistics, touching on topics that students also would have desired in general education and their own discipline-specific courses. As a result, the course was by design partly “world history” by asking students to form connections between major world events (European colonialization, major natural disasters, the Industrial Revolution, westward expansion in the U.S. for example) and language community responses and fates. This course is also part “political science” and “macroeconomics” by challenging students to articulate the roles that policies on language education, globalization, may play in population survival, dispersion, or even disintegration (by reading Mufwene 2010). Likewise, this course also temporarily ventured into the field of public health policy by virtue of readings that explored the connections between language preservation and community health (for example, Whalen et al 2016).

In this way, the course has hopefully helped students to not just meet university course requirements, but also to facilitate their learning about the broader contexts (national, international) surrounding human languages, to see that languages, and language fates, are not determined in isolation and are not the result of individual or isolated factors, but are part of a larger web of interconnected historical, social, and economic movements and events. Likewise, via the case study assignment, they hopefully came to see themselves as active, agentive role-players in this broader context. The products that they created had an audience and a potential impact beyond just the classroom.

5. Closing comments

This account was a presentation of one instructor’s vision of how language endangerment (and related topics) can be offered to undergraduate students. In particular, the case study project asked students to take the role of narrator of a language’s history, its current status, and to hypothesize on its possible fate, making use of course readings, discussions, and other paper-based and web-based materials. Without leaving the classroom, students were invited to virtually put themselves into the shoes of language communities, language activists, archival managers, linguists, publishers, and web designers to tell these stories.

These activities began to touch upon a larger question that I have repeatedly asked myself and my students: What can undergraduate students contribute back to the discussion of language endangerment and the efforts to preserve and promote them? In other words, are undergraduates only passive recipients of information generated by “the experts”, or can they contribute something? This question touches on Woodbury (2014)'s proposal that the author/resource-audience relationship should be bidirectional. One way that undergraduate students can be a part of this bidirectionality is to offer their own reviews and critiques of emergent web resources like archives and information clearing houses. In my course, this bidirectionality also took the shape of a public exhibit. Students took on a semester’s-long investigation of a language endangerment scenario, diving more deeply into the causes and consequences. They reported their findings in a publicly accessible online venue that allowed for tagging of sources, and in so doing, they made use of the resources that were best suited to their study. To the extent that future runnings of this project successfully facilitate meaningful interaction between the students and language organizations, this would further a goal of bidirectionality between author/resource and audience.

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Romansh

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Browse Items
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LINGUISTIC FEATURES

Vowels, diphthongs & triphthongs

a	ai	au	e	ei	eu	ei	eu	i	ia	ie	ieu
[a/a/ə]	[ai]	[au]	[e/e/ə]	[e+i]	[eu]	[ei]	[eu]	[i:]	[ja]	[ie:]	[ieu]
				[e+i]							
o	oi	ou	oi	u	ua	ue	ui	uo	ä	ö	ü
[o:]	[oi]	[ou]	[oi]	[u:]	[ua]	[ue/wə]	[ui]	[wo]	[ɛ]	[ø]	[y]
				[u]							

Consonants

b	c	ch	d	f	g	gl	h	j	k
[b/β]	[k/ks]	[kʰs]	[d/t]	[f]	[g/ʝ/βs]	[gl/ʎ]	[h]	[j/ʝ]	[k]
l	m	n	ng	p	q	r	s	sc	sch
[l]	[m]	[n]	[ŋ]	[p]	[kw]	[r]	[s]	[ʃ]	[ʃs]
stg	t	tg	th	tsch	v	w	x	y	z
[ʃ]	[t]	[tʃ]	[tʰ]	[tʃ]	[v]	[w]	[x]	[j]	[z]

Romansh Orthography in Reference to Phonetics (1)

	Labial	Labio-dental	Dental and alveolar	Palato-alveolar	Alveolo-palatal	Palatal	Velar	Glottal
Nasal	m		n			ɲ	ŋ	
Plosive	p b		t d				k g	
Affricate			ts	tʃ	ʃtʃ dʒ			
Fricative		f v	s z	ʃ ʒ		ç		h
Approximant						j		
Lateral			l			ʎ		
Trill			ʀ					

Romansh Consonants (11)

Monophthongs	Front	Central	Back
Close	i y		u
Close-mid	e ø		o
Mid	ɛ		ɔ
Open		a	

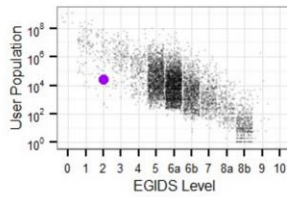
Romansh Vowels (11)

Romansh Language

- [About the Romansh Language](#)
- [Current Situation & Endangerment](#)
- [Community Responses](#)
- [Linguistic Features](#)
- [Prospects & Summary](#)
- [References](#)



CURRENT SITUATION AND ENDANGERMENT



Northern Saami on the EGIDS scale.

("North Sami").

Northern Saami Today

Today, Northern Saami is the most popular of the Saami dialects at an estimated 25,700 total Northern Saami speakers and 20,000 L1 speakers (Simons & Fennig). It is an official language of the [Finnmark](#) and [Troms](#) provinces in northern Norway and of the municipalities Kautokeino, Karasjok, Nesseby, Tana, Porsanger and Gáivuotna. About 90 percent of Kautokeino and Karasjok residents speak Northern Sami. There are Northern Saami [radio stations](#) and television programs, and a Northern Saami newspaper called Ávvir ("Northern Sami"). Northern Saami language classes are taught from kindergarten to college (including at the [Saami University College](#)). Most importantly, children are still taught Northern Saami and continue to use the language in their adult lives

NORTHERN SAAMI

[About Northern Saami](#)

[Focus on Structure](#)

[Current Situation and Endangerment](#)

[Community Response](#)

[Future Prospects](#)

[References](#)



(3)



80,000 SPEAKERS
IBT INSTITUTE
POSITIVE LANGUAGE
ATTITUDES OF ADULT
SPEAKERS
POSITIVE LANGUAGE IDENTITY
RELATIONSHIP OF ADULT
SPEAKERS
SCHOOL SUPPORT FROM IBT
RELIGION OF SPEAKERS: ISLAM
VERY HIGH IMPORTANCE OF
RELIGION AMONG SPEAKERS
LANGUAGE REPRESENTATION
VIA YOUTUBE, MAGAZINE &
NEWS ARTICLES




ISOLATED GEOGRAPHY OF SWAT VALLEY
RURAL MOUNTAINOUS TERRAIN
IMPOVERISHED COMMUNITY
64% OF ADULT MALE SAMPLE ILLITERATE
NO OFFICIAL RECOGNITION OF TORWALI
NO ASSOCIATION BETWEEN TORWALI &
ISLAM
ASSOCIATION OF ISLAM IS URDU (OFFICIAL
LANGUAGE)
LOW ECONOMIC HEALTH OF SPEAKERS
NO LANGUAGE REPRESENTATION IN MEDIA
AS FAR AS TV/RADIO ETC.
LOW GROUP REPRESENTATION IN MEDIA
ASIDE FROM SELF INITIATED EFFORTS

Community Response


Unintentional Revitalization

Though *Nāhuatl* has a high average speaker age, an emergence of its usage in the artist community, particularly in rap (like Nueva Republica exemplifies in the below video) and poetry circles, is inspiring a sort of linguistic renaissance for the language. While this specific instance of its use is not an intentional revitalization effort and may, in fact, be considered linguistic appropriation for an entirely separate function than day to day communication, its very usage is bringing knowledge of and contact with *Nāhuatl* into the mainstream.



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Nuestras Raices (Rap nahuatl)- Naipes Nueva Republica...



Nāhuatl

- [ABOUT NÁHUATL](#)

- [LANGUAGE STRUCTURES](#)

- [CURRENT SITUATION AND ENDANGERMENT](#)

- [COMMUNITY RESPONSE](#)**

- [FUTURE PROSPECTS](#)

- [REFERENCES](#)

ⁱ <http://www.siue.edu/CAS/trivium/lincoln.html>. Linguistics is offered only as a minor at SIUE. Washington University in St Louis offers a cross-departmental Linguistics B.A. Otherwise, the nearest linguistics department is at Southern Illinois University's Carbondale campus, 100 miles from Edwardsville.

ⁱⁱ <https://omeka.org/>

ⁱⁱⁱ As of the publication of this article, Omeka.net now costs \$35/year for an individual user subscription. SIUE's Information Technology Services department has acquired an institutional license for Omeka.org and issued site access to all faculty who request use it in their classes. It is superior to Omeka.net because it has 50GB of storage space of exhibit files, it allows open-access developer tools and a single course site can host multiple exhibits. It is also possible to migrate Omeka.net exhibits over to the institutional site.

^{iv} The students responsible for each project have given prior agreement for me to identify them as the authors, and display their projects in this account.