Bibliography of Language Endangerment

Introduction

As you will appreciate the amount of literature on this subject is vast. So to help we have compiled a list of websites and also included bibliographys on Lanuguage Endangerment. To those that are interested in this field they will find them very useful. We have also included brief background information on the individuals or organizations that have compiled the bibiliographies.

Dr Peter Keegan

Peter Keegan (Waikato-Maniapoto, Ngati Porou) is a lecturer in Te Aratiatia (Māori Education) in the Faculty of Education at the University of Auckland. He graduated with his phD in Applied Linguistics at Victoria University of Wellington in 2003. He has worked as a reseacher for NZCER. Research interests include Māori word formation, Māori language and education.

Te Puni Kokiri

Is the New Zealand Governments principal adviser on Māori issues, there work aims to improve outcomes for Māori and ensure the quality of government services delivered to Māori. Since Te Puni Kokiri's inception in 1992 they have expanded into areas of service delivery and state sector leadership. Today they contribute to accelerating Māori Development in:
- Providing advice to Government
- Work with Māori to establish development targets
- Monitor and audit programmes delivered by Māori and mainstream agencies.
- Work with Government departments and agencies to improve outcomes for Māori.

Tasaku Tsunoda

Is a professor in the Graduate school of Humanities and Sociology at the University of Tokyo. He is a world authority on Australian aboriginal lingustics and researchers widely in the areas of language endangerment and language typology. Dr Tsunoda is also the author of UNESCO's Comprehensive Bibliograpy Language Endangerment. He received his phD from Monash University, Australia.

Websites

www.Mäorilanguage.info/mao_lang_abib.html

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• E. Douglas, *Mäori Language Nests* (Köhanga Reo) – *Their Impact on New Zealand Communities,* Journal of Indigenous Studies 3(1) 13-31

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- J. Te Rito, *Revitalising the Māori language – some lessons from abroad,* (Winston Churchill Memorial Trust Report, 1999)

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Bibliography on Language Endangerment

Compiler: Tasaku Tsunoda

This page has 24111 visitors since 19 July 2002.

Version of 1 July 2003

This bibliography deals with topics or works such as the following:

1. general works on language endangerment;
2. collections of papers on language endangerment;
3. history of language endangerment;
4. degree of language endangerment;
5. language endangerment situations in specific areas of the world;
6. approaches to language endangerment;
7. language death;
8. external facors of language endangerment;
9. sociolinguistic aspects of language endangerment;
10. structural changes in endangered languages;
11. typology of speakers in language andangerment;
12. language revitalisation: language maintenance and language revival;
13. value of cultural and linguistic heritage;
14. language policy, language planning;
15. role and ethics of researchers, and;
16. method of documentation.

This bibliography does not contain descriptions or grammars of individual languages, apart from a small number of exceptions.

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(1st version - 22 May 2000. 2nd version - 24 June 2002. 3rd version - 8 November 2002. 4th version - Version of 1 July 2003.)

Annotated Working Bibliography on Maori Language Revitalization
(3rd version, 15 December 2004)

Introduction

This bibliography lists what I currently regard as the key literature on Maori Language revitalization. There isn't a definitive account. The documentation cited derives from a variety of sources, both published and unpublished, some of which is not readily available to those outside of New Zealand.

At present there are 11 annotated references. When further good material becomes available it will be added to the list. Those seriously interested should follow up the references therein.

Please note I am unable to provide copies of any the literature cited here.

It is worthwhile to familiarize oneself with the general literature on endangered languages and bilingual/immersion education (this is often an integral part of language revitalization efforts). Eventually, some starting points for these areas will be listed.

The bibliography ends by providing a brief summary of the literature and noting the gaps.

Ideally, I'd like any feedback and critique. The idea of putting up working versions and continuing with revisions is to keep up to date with the relevant literature.

Key Literature on Maori Language Revitalization

(1) Fishman. J. (1991). *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*.

> An important academic book by perhaps the leading scholar on language revitalization. Fishman proposes a model whereby languages are ranked on scale (i.e stages) ranging from stage eight (language severely endangered, e.g. few remaining elderly speakers) to stage one (language well supported in education, government, media, communities etc. etc.) The book details 10 languages as case studies of endangered languages at various stages according to the model (in many cases there is overlap between the stages). It includes a chapter on Maori.

The account of Maori revitalization is as accurate as can be expected given the literature available at that time. There were many activities not mentioned in the text, e.g. groups and individuals based at educational institutions and settings (especially universities), others were based on Maori organizations. Much has changed since then and in retrospect many in New Zealand probably now have a better understanding of what actually happened and why.

This book was widely read in New Zealand. My impression is that some have misinterpreted the book, others considering it to be *the final word* or *the only worthy explanation* of language revitalization. It is important, however, models are almost always simplifications of reality and many are extensively revised or are sometimes discarded. Fishman's model has its critics and there are alternative models and viewpoints by other authors (see Baker, 2001:81-83; Crystal, 2000; Spolsky, 2004, chapter 12).

In summary, an extremely important book which has made an enormous contribution to the understanding of language revitalization. Fishman's writing is sometimes dense and his ideas or messages are not always clear. A follow up volume has been produced (see entry 2) i.e. Fishman (2001).

(2) Fishman, J. (Ed.) (2001). *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective.*

This volume contains updates on languages mentioned in the first volume and discusses others previously not covered. Local or USA based experts provide updates on a selection of languages with Fishman providing an overview and revisiting the framework proposed in the original volume.

The chapter on Maori was written by Richard and Nena Benton who know the New Zealand situation intimately and have made an enormous contribution to Maori language and education through research, writings and much behind the scenes activity.

The Bentons conclude that under Fishman's framework Maori has only made modest gains in the last decade. Clearly there is much than could be said about Maori in the last ten years (and no doubt other languages) than

a chapter space allows. Fortunately, the Bentons provide details in other publications(see entries <u>3</u> and <u>5</u>).

My impression is that a different picture emerges for some of the larger (in terms of numbers of speakers) endangered 'European' languages such as Basque, Catalan, and Canadian French (Hebrew, as the volume argues is a rather unique case). These languages may fit Fishman's framework better than the others and their chances of survival are much greater. Welsh is not mentioned in either volume, however, under a case study approach not every language of interest can be included.

Fishman's commentary on the case studies and reversing language shift provides further clarification and a re-stating of positions given in the first volume. Again, I find some of Fishman's writing dense and not easy to understand. Perhaps the book needs to be read a number of times or may be more readily understood by those familiar with the associated literature.

In summary, another important book which should be studied in conjunction with the previous volume. Contains insights and challenges for both scholars and activists battling daily to revive or maintain their own languages. My major gripe, apart from sections I consider to be dense, with both Fishman volumes is that despite being gems they are lumbered with some of the most boring covers ever.

(3) Benton, R. A. (1991).*The Maori language: Dying or reviving?*

This paper (44 pages) provides an overview of the now famous NZCER (New Zealand Council for Educational Research) Sociolinguistic Survey of Maori Language Use undertaken in the 1970s. It is important because it was first research evidence confirming that the Maori language was in a perilous state (i.e. in rapid decline) and would soon disappear unless drastic measures were urgently undertaken.

The survey focused on rural Maori communities and demonstrated that there were only several isolated places in the North Island where Maori was still being used by a significant number of the local Maori community.

Much has changed since the 1970s and the paper is largely of historic value. Should still be read.

This paper appeared in 1991 and was reprinted by NZCER in 1997.

(4) Spolsky, Bernard. (2003) Reassessing Maori regeneration. *Language in Society*32 (4), 553-578.

A key paper by world renown academic who has made important contributions to bilingual education, language testing, language policy, sociolinguistics as well as language revitalization.

The paper argues that Maori language revitalization should not be understood as language loss followed by revitalization activities, rather it is the result of a long process of negotiation between the indigenous Maori and European Settlers.

Spolsky was domiciled in New Zealand for many years and has kept in touch with developments. Well known in New Zealand for his 1987 *Report on Maori Bilingual Education* which highlighted the need for increased and diversified teacher training to supply the anticipated growth in programmes. The provision of good teachers for Maori-medium programmes is still a major problem. Finally, Spolsky's recent (2004) book on language policy is relevant and well worth reading.

(5) Benton, N. B. E. and R. A. Benton (1999). *Revitalizing the Maori language, Unpublished Consultants Report to the Maori Development Education Commission.*

An eclectic document (128 pages, almost exclusively text) that ranges over many issues concerning Maori language and Maori language revitalization. Written as a report to a now defunct commission it assumes its audience is already highly familiar with the New Zealand scene.

The Bentons suggest future directions for Maori language revitalization efforts which on occasions conflict with current thinking and practices (especially the role of Maori in bilingual/immersion education). Some may not agree with the authors, however this report is clearly very important and needs to be read by all seriously interested in this topic.

To my knowledge this report can only be obtained via a request under the Official Information Act from Te Puni Kokiri.

(6) Te Puni Kokiri (Ministry of Maori Development)(2002). *The Health of the Maori language in 2001.*

> A key government publication which contains summaries and overviews of recent research (much of which Te Puni Kokiri themselves commissioned) into Maori language use and attitudes to Maori language.
>
> It includes comments on the results of the language question appearing in New Zealand's 1996 and 2001 national censuses. Prior to 1996 there were no language questions any previous census.
>
> If you are interested in overviews then this publication is useful. On the other hand if you are interested in detailed analyses and their interpretations you will be disappointed. There is much scope for further research on these data, for example on iwi (tribes) Maori language usage (few tribes have sizable numbers of Maori speakers).
>
> Most Te Puni Kokiri publications can be downloaded in PDF format from their web site.

(7) King, J. (2001). Te Kohanga Reo: Maori language revitalization. in L. Hinton and K. Hale. (eds.) *The Green Book of Language Revitalization in Practice.* San Diego, Academic Press, pages 119-128.

> This chapter is probably the most recent update (of substance) on kohanga reo (Maori language nest or centre for pre-school children). It appears in an excellent volume that provides details on progress of language revitalization efforts particularly amongst Native Americans/indigenous groups in North America/Hawai'i. The efforts to revitalize Hawai'ian are especially relevant. Maori and Hawaiian(s) share very similar histories, both linguistically and in terms of their not always pleasant experiences of colonization.
>
> The kohanga reo model is well known and often cited in the indigenous language revitalization literature. There is not a great deal of up to date literature on kohanga reo.

(8) Reedy, T. (2000). Te Reo Maori: The past 20 years and looking forward. *Oceanic Linguistics* 39(1): 157-169.

>An important overview (although rather brief) with observations on changes taking place by a well-respected Maori academic. Tamati Reedy is a native speaker of Maori who has had a long involvement in Maori language revitalization activities. There is not a lot of good literature on this topic by Maori authors.

(9) Grin, F. and Vaillancourt, F. (1998).Language Revitalisation Policy: An Analytical Survey. Theoretical Framework, Policy Experience and Application to Te Reo Maori. Wellington, New Zealand/Aotearoa.

>This report (238 pages long) was commissioned New Zealand's Treasury (a government department) in attempt to gain an economist's perspective on language revitalization.

>Grin and Vaillancourt are economists who have attempted elsewhere to quantify and explain language revitalization by using economic frameworks and modeling. Their work is well known in some circles, but not by most New Zealanders.

>The report is divided into three sections, an analytical framework, policy experience, and implications for Maori.

>Of particular interest is the commentary on effective language policies, from economic perspectives. Examples are mostly from language minorities which seem to be increasing (in terms of numbers of speakers), i.e., Welsh and Basque. The report finishes by suggesting implications of policies aimed at the revitalization of Maori.

>It concludes that Maori has the potential for revitalization, but much (policy) work is required and that there is a need for affective and regular measures of policy implementation.

>Some of policy approaches suggested by the authors, in particular a reliance on Maori-medium education to produce large numbers of Maori speakers will be regarded as controversial by many. In my opinion the report's conclusions need to be treated with caution given that much more detailed data is now available.

As Fishman's revisitation has shown, there is much that can be gained by re-examining case studies in the light of new data and further input from other expertise. My hope is that the authors undertake a further study of Maori between 2005 and 2010.

(10) Waitangi Tribunal (1996). *Te reo Maori report: Wai 11*. Wellington, GP Publications.

This report (51 pages) details the 1986 claim to the Waitangi Tribunal to have Maori recognized as a *taonga* 'treasure' and therefore guaranteed government protection under the 1840 Treaty of Waitangi signed between Maori and the (British) Crown.

The Tribunal found in support of the claimants and its subsequent recommendations to the government of the day lead directly to the establishment of the Maori Language Commission and a commitment from the government to support Maori language revitalization initiatives.

Clearly a major milestone and turning point in the history of Maori language revitalization. You don't need to read this report, but should be aware of its existence.

(11) Christensen, I. (2003). Proficiency, use and transmission: Maori language revitalisation. *New Zealand Studies in Applied Linguistics* 9, (1):41-61.

This journal article examines recent attempts to assess Maori Language proficiency, use and transmission and then proposes a goal for Maori language revitalization based in these three attributes.

The author has had a long involvement in this area and is well respected in New Zealand.

Christensen completed a PhD thesis on Maori Language Revitalization in 2001 (through Massey University, Palmerston North). I'd certainly like to add it to this bibliography but haven't read it yet as it is unavailable in electronic form.

Summary

The literature cited consists of book chapters, journal articles, and government commissioned reports. It is mainly written by academics, of which three are

prominent, i.e. Benton, Fishman, and Spolsky. There is little by Maori authors and those involved (especially the leaders) in Maori language revitalization efforts.

The general consensus appears to be that although Maori revitalization efforts have resulted in dramatic gains over the last three decades the future survival of the language is by no means assured.

There is disagreement in the literature on where efforts should be focused in order to ensure the revitalization of Maori.

There are many gaps in the literature, for example Maori-medium education, the media, variation in language use amongst iwi (tribes), language planning, and viewpoints from those outside of academia and government organizations.

Further critique, analyses, and comparisons of the existing literature are required and along with further (and independent) analyses of the recently collected data.

Notes

1 The term 'revitalize' is sometimes written as 'revitalise'. I generally use the *-ize* form (it seems to be the most common) except when quoting the title of a publication.

2 Some authors prefer not to use the term 'revitalize'. Alternatives are used, including 'regeneration', 'restoration', 'reversing language shift', 'language revival', or even 'language revernacularisation'. Other writers use these alternatives to distinguish between (language) situations. I tend to use 'revitalize', but don't really have strong views on the suitability of alternative terms. Terminology often needs to be defined. Especially if terms are being used in non-standard ways.

3 The term *Maori* can refer to either the people or language of the indigenous inhabitants of New Zealand.

4 Some authors (mainly academics) use Aotearoa/New Zealand or New Zealand/Aotearoa, or just Aotearoa when referring to the country commonly known in the English speaking world as New Zealand.

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