

# Global Survey of Revitalization Efforts: A mixed methods approach to understanding language revitalization practices

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The world's linguistic diversity, estimated at over 7,000 languages, is declining rapidly. As awareness about this has increased, so have responses from a number of stakeholders. In this study we present the results of the Global Survey of Revitalization Efforts carried out by a mixed methods approach and comparative analysis of revitalization efforts worldwide. The Survey included 30 questions, was administered online in 7 languages, and documented 245 revitalization efforts yielding some 40,000 bits of data. In this study, we report on frequency counts and show, among other findings, that revitalization efforts are heavily focused on language teaching, perhaps over intergenerational transmission of a language, and rely heavily on community involvement although do not only involve language community members exclusively. The data also show that support for language revitalization in the way of funding, as well as endorsement, is critical to revitalization efforts. This study also makes evident the social, cultural, political, and geographic gaps in what we know about revitalization worldwide. We hope that this study will strengthen broad interest and commitment to studying, understanding, and supporting language revitalization as an integral aspect of the history of human language in the 21st century.

**1. Introduction**<sup>1</sup> The world's linguistic diversity is estimated to encompass over 7,000 languages (Hammarström et al. 2018; Simons & Fennig 2018). This diversity, as has

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been reported for decades, is declining rapidly. Early calculations estimated that as many as 90% of the world's languages could go dormant by the end of the 21st century (Hale et al. 1992). More recently, Simons & Lewis (2013) calculated that from a sample of 7,480 languages, the process of intergenerational transmission has been interrupted in 1,480 (20%) of them, and 2,384 (32%) languages are in some stage of shift. The Catalog of Endangered Languages (ELCat; 2018) lists 3,150 languages at some level of vulnerability, amounting to 46% of the 6,879 languages (Campbell & Rehg 2018). To give but a couple of precise examples of the extent to which linguistic diversity has been reduced, of the more than 300 languages documented to have been in use at the time of European contact in what are now the United States and Canada, over half no longer have native users (Campbell & Rehg 2018). Of some 700 languages currently still in use in Latin America, most are in some degree of vulnerability (Pérez Báez et al. 2016). In Africa, home to about a third of the world's languages, more than one quarter of the languages are endangered (see Belew & Simpson 2018 for details about language endangerment in all other regions of the world). Critically, 24% of the world's linguistic diversity has been lost in the last 60 years alone (Barlow & Campbell *in press*, as cited in Campbell & Rehg 2018). The estimates and figures might vary from one study to another and debate has arisen based on the fact that languages have changed and gone out of use throughout history. However, there is general agreement on the realization that the rate at which languages are going out of use is unprecedented in recorded history.

As awareness about the issue of language endangerment has increased, so have responses from a number of stakeholders and supporting parties. Independently of the debates about whether it is valid, reasonable, or recommended to intervene and attempt to change the course of the ongoing decline in linguistic diversity (see, for instance, the oft-cited Ladefoged 1992 and ensuing responses), the fact of the matter is that there are numerous ongoing efforts to maintain languages in use. These range from documentation of extant languages; efforts to preserve, disseminate, and analyze historical documentation of languages without first-language speakers; development of methods in language teaching; approaches to open or re-open domains of use for endangered languages; raising awareness about the importance of sustaining linguistic diversity; and establishing policies at the local, national, and international levels intended to support it. The goal of the present study is to gain greater knowledge of the extent of these efforts and as many of their particularities as possible, and to do so in a systematic, comparative manner that might pave the way for future growth and improvement in our understanding of language revitalization.

The academic literature reporting on language revitalization efforts is now copious and dates back several decades. In order to contribute to this literature, we present here the results of what we believe to be the first study to survey, at a global scale and in a mixed methods and comparative format, efforts to revitalize languages: the Global Survey of Language Revitalization Efforts (henceforth the Survey). This study follows a pilot project in which the Survey methods were tested, with preliminary results reported in Pérez Báez et al. (2018). Through the Survey we obtained data on 245 efforts to revitalize languages, providing some 40,000 bits of data on lan-

guage revitalization practices around the world. In this paper we present frequency counts from most sections of the Survey followed by a discussion of the contribution of such data to what is currently known about language revitalization.

This study provides data to back some assumptions about language revitalization. This study also presents new findings, some which are surprising. For instance, efforts that began after the year 2000 make over 50% of the sample, prompting the question as to what factors might be motivating an increase in engagement in revitalization. This study provides evidence that while languages in the more advanced stages of language shift make up a large percentage of the cases surveyed, the data do not support the assumption that engagement in revitalization might be dependent on the realization that a language is in an advanced stage of shift – cases of maintenance of extant vitality are well represented in the survey. The Survey reveals a strong focus on language teaching over language socialization and intergenerational transmission of the language amongst its respondents. Nevertheless, practitioners engage in a diversity of activities which require collaborations which are not limited to the language community: Over half of the efforts documented involve collaborations between individuals from within the language community as well as individuals external to it. The Survey shows unequivocally that support for revitalization, both in the way of funding and in the way of moral, social, political, and institutional support, constitutes the greatest asset to the efforts as well as their greatest need.

This study is the result of an interdisciplinary collaboration directed by the lead author and made possible by the Recovering Voices initiative of the Smithsonian's National Museum of Natural History. The impetus for this study came from numerous discussions with colleagues in the Linguistics Department at the University of Hawai'i at Mānoa about the need to develop methods of comparative analysis in order to better understand how revitalization is being practiced around the world and how best to contribute towards revitalization depending on one's own set of skills and the particular circumstances of any given effort. The research began painstakingly with an extensive literature review carried out primarily by co-author Vogel (see Pérez Báez et al. 2018 for details). A pilot survey ensued, followed by analysis of its results and improvements leading to the implementation of the full Survey. Data processing was carried out by co-author Patolo, sociologist with the International Center for Language Revitalization whose participation in the research was made possible by the Auckland University of Technology.

§2 explains the rationale for a comparative mixed-methods study of this kind based on the review carried out of the literature on language endangerment and revitalization. In doing so, it builds upon Pérez Báez et al. (2018). In §3, we describe the methods used during the research, both in terms of the design, pilot, and full-scale implementation of the survey, and in terms of the processing and analysis of the data. Results of the Survey are presented in §4 mostly in the form of frequency counts. This is followed by a discussion in §5 of the implications of these findings and concluding remarks in §6.

**2. Research rationale** It should be noted that languages span a wide range of language vitality situations with different labels being given in the literature to different levels of vitality and correspondingly to the efforts to sustain the languages at these different levels. For a more detailed discussion on terminology, see Pérez Báez et al. (2018). In the present paper we use the term *revitalization* as a general and inclusive term to refer to any effort intended to foster the use of a language that has or could cease to be used. Thus, under the label of revitalization we consider the full spectrum of efforts including language maintenance, development, revitalization, and reclamation. In this respect, this paper aligns with Hinton et al. (2018:xxvii).

**2.1 Brief overview of existing literature** The research and literature on language revitalization has grown substantially over the last several decades and covers a diverse range of topics. Pérez Báez et al. (2018) provides an extensive overview of the literature reviewed in preparation for the implementation of the pilot Survey. Rather than repeating such review, we provide a brief summary here and give emphasis to incorporating literature that has emerged in the last couple of years.

Over the course of the present study we have identified what we have termed *segments* in the literature on language revitalization. The first segment focuses on some of the earliest known language revitalization efforts and includes for instance the cases of Hebrew, which began in 1889, of West Frisian, which also began in the 1800s, and of Cornish and Breton, both of which began in the early 1900s. In a second segment, the focus moves towards efforts and movements which emerged in the second half of the 20th century. These efforts are mostly concentrated in Oceania, the United States and Canada, and in Europe. In this stage of the literature, efforts such as those in support of Māori and Hawaiian are cited repeatedly as model cases, and coverage on and dissemination of case studies of revitalization practices in other parts of the world are limited. In this second segment, the literature presents substantial coverage of strategies for language revitalization including various immersion-based approaches such as language nests, family and home-based efforts, and immersion schools, as well as uses of technology and various pedagogical issues in revitalization.

A third segment can be discerned in the literature published mainly within the five or so years preceding the preparation of this publication. In this stage, an effort is visible to expand beyond the oft-cited case studies of the Pacific, North America, and Europe. Filipović & Pütz (2016) includes case studies on language shift, loss, and survival from Sri Lanka and the East African region. Austin & Sallabank (2014) includes a case study in Sumu-Mayangna in Nicaragua (Freeland & Eloy Frank Gomez 2014) and an excellent analysis of the densely diverse region of Lower Fungom in Cameroon (Di Carlo & Good 2014). Latin American case studies are presented in Coronel-Molina & McCarty (2016) and Pérez Báez et al. (2016). Walsh & Yallop (1993) is a much earlier publication that, although centered in Oceania, does expand beyond the more frequently reported work in support of Māori and Hawaiian by providing some case studies on the revitalization of Aboriginal languages in Australia. Hinton et al. (2018) provides dedicated sections for the Arctic, the Americas, Asia, and

Africa, in addition to Europe and Oceania, with a few chapters each. Roche (2018) introduces the chapter and comments on the limitations of geographic coverage in the revitalization literature to date.

Also recently, a number of new topics have emerged in the revitalization literature. These include but are not limited to assessment of language acquisition in the revitalization context (e.g., Peter et al. 2008; Housman et al. 2011) and the social and community health impact of language vitality (e.g., Hallett et al. 2007; Chandler & Lalonde 2008; Whalen et al. 2016). The studies mostly focus on languages from the areas of the world favored in the literature from the second segment. Thus, we do not know much about how these issues play out in a broader range of contexts. Increasing attention is being given to sign languages in the literature on documentation and analysis. In terms of language revitalization, Hinton et al. (2018) include a section on Special Representations of Language that includes a chapter on the topic of endangerment and revitalization of sign languages (Bickford & McKay-Cody 2018).

**2.2 Research goal** The research leading to the Survey began in Summer 2014 at a time when the geographic and analytical gaps were especially marked (see Pérez Báez et al. 2018). Even with the recent expansion in the literature, these gaps remain to an extent. For instance, it is unclear whether there are in fact fewer efforts outside the regions better represented in the literature or whether such efforts are simply not well documented. Furthermore, we do not know how efforts in different regions might be similar to the better documented cases or whether there are areal trends that might emerge if the literature contained more case studies from a diversity of regions. Similarly, we do not have an understanding as to whether similar strategies are applicable in different geographic contexts, or whether the inventory of strategies in the existing literature is indeed representative of what is taking place in revitalization initiatives at a global level. It is also difficult to ascertain how best to think about efforts to sustain the use of languages in various parts of the world if our understanding of revitalization is dominated by knowledge of the efforts in only certain regions of the world (see Di Carlo & Good 2014 for a similar argument). These are but a few of the many questions that cannot be answered with the knowledge available on revitalization at this time.

Through the Survey we aim to gain a more comprehensive picture of how revitalization is viewed and carried out by practitioners around the world. In particular, we aim to gain further insight into the following: (1) the geographic spread of language revitalization efforts in the hopes of extending our knowledge into some of the thus far underrepresented areas (or “elsewhere” areas as Roche (2018) refers to them) that are in regions with substantial linguistic diversity and endangerment; (2) the vitality of languages being revitalized; (3) the inception and evolution of initiatives, specifically in order to understand whether there are developmental stages of revitalization and gain a better understanding of what can be expected of revitalization at different stages; (4) the objectives of initiatives and activities that they engage in, as articulated by the practitioners themselves; (5) reports on how the objectives of such efforts are

being met;<sup>2</sup> and (6) the resources that practitioners believe have helped them or are needed in order for them to meet their objectives. In §3, we outline the methods implemented for the Survey as preamble for the presentation of the Survey results.

**3. Methods** This section outlines the design and implementation of the Survey. It includes sections on the planning, processing, and analysis, including instrument design, sampling methods, strategies for non-response, coding, language versions, errors, management of personal information, anonymity, and reporting of results. The research was carried out in three phases. The first was an extensive literature review done primarily by co-author Vogel in Summer 2014. This first phase produced an extensive inventory of literature and a directory of revitalization initiatives (henceforth “the directory”) of some 400 revitalization efforts documented in the published works that were reviewed. The directory was supplemented by the efforts of two assistants hired to carry out research beyond the literature in order to identify efforts in Latin America, with a focus on Brazil, and in Asia broadly. This directory informed the design of a pilot Survey carried out in 2015. Both the first and second phase of the Survey are explained in detail in Pérez Báez et al. (2018). The pilot Survey was conducted and evaluated in Spring 2016, informing the full-scale Survey launched in July 2016, which is when the first responses were received, and ran through July 2017. Data analysis was carried out in Summer 2017, with data processing done primarily by co-author Patolo and results analysis carried out by the team of co-authors.

**3.1 Recruitment, sampling, and analysis** A mixture of convenience and snowballing was used to advertise and recruit participants. The directory constituted the initial list of potential participants invited to complete the survey. The individuals mentioned as contact persons for each of the directory cases were contacted directly. The project director and lead author carried out a significant outreach effort throughout the Americas to contact via email, phone, and video conferencing language community members working on language revitalization. In some cases, she also administered the survey in field contexts in Mexico. Numerous enthusiasts assisted in similar ways to reach revitalization practitioners around the world. The research team contacted institutions and organizations directly and across time zones with requests to assist in disseminating the Survey. For instance, we engaged in correspondence with the African Academy of Languages (ACALAN) and with the Resource Network for Linguistic Diversity (RNLD). With the latter, located in Victoria, Australia, 16 hours ahead of the US East Coast where the Survey research team was based, the team had a video conference call to consult on ways to extend the reach of the Survey in the region.

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<sup>2</sup>In this paper we maintain our position stated in Pérez Báez et al. (2018) where “[...] we do not use the word ‘success’ to refer to the outcomes of revitalization efforts, since it creates a dichotomy of success and failure without capturing the complexity of the process of revitalization. Furthermore, the term can be damaging to the morale of those involved in the efforts”. This position aligns with Principle 2 proposed in McCarty (2018): “There are many [Community-Based Language Planning] pathways and no single vision or formula for ‘success’”.

Further, snowballing was encouraged throughout the collection phase. Using convenience and snowball sampling, statistical inference can be problematic because respondents could potentially remain within the networks of the research team. Therefore, a consideration for the Survey was to avoid under-sampling of the population. Although the research uses non-probability sampling, we used formal statistical tests to make sure that the analysis was statistically robust despite the fact that the data is not necessarily probability-based. In addition, several strategies were used to promote the project. Lessons learned from the pilot guided these strategies. These included promotion in various languages at appropriate conferences. The Survey was first promoted at the First International Conference of the Caucasus University Association for Endangered Languages held at Ardahan University, Turkey in October 2014. The Survey research team contacted all attendees with invitations to complete the Survey once it was ready. An important venue in which the Survey was promoted was the First International Conference on Revitalization of Indigenous and Minoritized Languages in Barcelona, Spain in May 2017 whose program included some 300 presentations by revitalization practitioners from around the world. For this event, flyers promoting the survey were disseminated in Catalan in addition to English, French, and Spanish. Other venues included the International Conference on Language Documentation and Conservation (ICLDC) in March 2017, the 48th Annual Conference on African Linguistics from March 30–April 2, 2017, and the Symposium for American Indian Languages (SAIL) in April 2017. In addition, the Survey was disseminated via social media, primarily through the Recovering Voices outlets but also through collaborations with various entities around the world interested and/or engaged in language revitalization.

In an effort to increase inclusivity in the Survey and reach more areas of the world, including those that have been thus far underrepresented in the revitalization literature, the Survey was disseminated in seven languages. The Survey was initially written in English and subsequently localized into Spanish by the lead author, a native speaker of Spanish. The Survey was then translated from its English version into Arabic, Mandarin Chinese, French, Portuguese, and Russian. The languages chosen function as regional *lingua francas* throughout the world, and in fact, six of the seven languages in which the Survey was presented (all but Portuguese) constitute the set of six official languages of the United Nations. The research team included individuals who were native or proficient speakers of most of these languages and were able to evaluate and refine the translations with a focus on appropriate wording and avoid jargon as well as complex or context-specific terminology. The project director and lead author has native-like proficiency in English and French as well as the ability to read Portuguese. The analysis of the data was also done with the participation of native or proficient speakers of most of the *lingua francas*.<sup>3</sup> In the end, the full-scale Survey obtained 1 survey through the Arabic version, 161 through the English version, 4 through the French version, 3 through the Portuguese version, 7 through the Russian version, and 47 through the Spanish version. In addition, 22 responses

<sup>3</sup>This level of editorial oversight could not be provided for the Mandarin Chinese survey given the composition of the Survey research team.

came through the English and Spanish versions of the pilot Survey. 3 responses were initiated in the Mandarin Chinese version of the Survey, but none had sufficient data to be included in the analysis.

Several statistical software packages were considered for the quantitative analysis of the Survey. These included Statistical Analysis System (SAS), SYSTAT statistical analysis and graphics software, R statistical software for computing and graphics, Microsoft Excel, and IBM's Statistical Package for the Social Sciences (SPSS). Excel (primarily) and SPSS were the tools chosen, based on the timeframe for analysis, familiarity of the researchers with the software, and the resources available. The platform used to collect the data was Survey Monkey. This platform was selected as it is the preferred survey tool of the Smithsonian's National Museum of Natural History where the Survey team was based at the time of the research (Pérez Báez et al. 2018:14). Survey Monkey allowed the survey responses to be downloaded into Microsoft Excel where the data was processed and coded before being imported into SPSS. SPSS was used to extract and analyze the data. Bivariate and multivariate descriptive frequency and cross tabulations statistical tests were generated from this tool to examine the data. Graphs were produced in SPSS and Excel.

**3.2 Data coding** The analysis of the data required careful consideration of the coding standards. When possible and appropriate, we sought coding systems that were already established, generally accepted, and currently in use. Languages were coded by their ISO 639 code. This was complemented with the Glottocode set by the Glottolog (Hammarström et al. 2018) in the case of languages without an ISO 639 code. The vitality categories were based on ELCat (Lee & Van Way 2016) as were the regional categories.

The research from phase 1 informed the coding system for other sections of the Survey. Revitalization activities were coded based on the initial literature review and the results from the pilot Survey (Pérez Báez et al. 2018). This resulted in a set of 15 revitalization activity types. The open-ended text responses for Question (Q) 10 *What are the main objectives of the revitalization efforts?* were coded on the basis of an emic to etic approach. Initially, a coding system was set on the basis of the pilot Survey data. This coding system was refined during the analysis of the full-scale Survey. The resulting coding system was also used in the coding of the data from Q13 *What are the top assets that have helped the revitalization work?* and Q14 *What are the top needs that the initiative has?*

**3.3 Privacy, confidentiality, and consent** The Survey offered the option for respondents to provide contact information for their revitalization initiatives, if available. Following Smithsonian policies on the collection of personally identifiable information by a third-party site, the wording on screen 7, which included Q27–30, was reviewed, edited, and approved by the Office of Information Technology of the Smithsonian's National Museum of Natural History. The wording specifies that any contact information should be for the revitalization initiative and not for any given individual. The same is stated in the Survey's introductory screen. Q29 asked the respondents



whether they would consent to the publication of contact information if a version of the directory containing their effort's contact information were to be made public. Q30 states the research team's intent to anonymously cite excerpts of the responses when reporting the survey results and asks for the respondents' consent. Any excerpts included in this paper are exclusively from Survey respondents who consented to the inclusion of excerpts from their responses in Survey reports.

**3.4 Instrument design** The pilot Survey included 25 questions displayed over five screens. The pilot Survey was made available in English and Spanish. As reported in Pérez Báez et al. (2018), we obtained 30 responses to the pilot Survey on efforts to revitalize 25 different languages. We evaluated these responses for data sufficiency and included 22 of them in the full-scale Survey analysis: three for African languages (Babanki, Uncunwee, and TjiKalanga), three for Australian languages (Miriwoong, Ngunawal, and Kaurna), Udi from the Caucasus, Truku and Jejueo from East Asia, four European languages (Cornish, Kurmanji, Frysk, and Manx Gaelic), and nine for languages of the Americas. The design and results of the pilot Survey are presented in detail in Pérez Báez et al. and were used to inform our design of the full-scale Survey as discussed below.

Given the different backgrounds of respondents, the fact that their revitalization efforts were at different stages, and the fact that some of the topics might be sensitive to some respondents, all questions in the Survey were optional, and respondents were not forced to complete any one question before moving on to the next. This, of course, brought on the challenge of item non-response across the data set. One attempt to minimize item non-response while maintaining the optionality of all parts of the survey was to get contact information for the respondents. This allowed us to follow up with those who did not finish the survey, encouraging them to complete more sections before the data gathering phase closed. We did so with some success. Nevertheless, parameters were put into place in order to manage item non-response. To enhance the accuracy and consistency in terms of quality of the data, checks were carried out on the first few variables of the Survey. These checks were focused on the first set of questions of the Survey which required significant resources to preserve the integrity of the data. For example, if a survey did not show an answer to Q1 *List the language you are working to revitalize*, then efforts were made to gain a response. If no response was forthcoming, then the survey would not be included in the analysis. Another example is the use of the coding system explained in §3.2. This system enables the Survey to compare with other international statistical data and information, which helps promote consistency within accuracy.

The full-scale Survey contained 30 questions distributed across eight screens. The Survey in its English version and in PDF format is included in Appendix 1. The first screen introduced the Survey, the last screen thanked respondents for their participation, and the middle six screens were used for the survey questions themselves; the questions were divided among these screens by theme. The questions were designed to elicit a mix of qualitative and quantitative data. In general, open-ended questions preceded multiple choice questions in order to allow participants to describe their

experiences in their own words first and to minimize the possibility of priming participant responses with the categories that the Survey might impose through multiple choice options.

The first set of questions was designed to collect information about the language and its vitality. In particular, Q<sub>1</sub> asked for the language's name(s) and its ISO code, if known, and where the language is used. This question also provided an open textbox for respondents to include further information, such as details about diaspora communities. Q<sub>2</sub> and Q<sub>3</sub> concerned the language's vitality: Q<sub>2</sub> asked respondents about the composition of the community of use, and Q<sub>3</sub> about an estimated number of users. These two questions were multiple choice, and the options provided were based on vitality categories from ELCat (Lee & Van Way 2016).

The next section, comprised of 12 questions, focused on details about the revitalization initiative itself, including information about the individual(s) or organization that started the effort, current leaders of the initiative, when the efforts began, and a general description of the efforts. It also included questions regarding the initiative's objectives, with an open-ended question asking respondents to fill in their own descriptions of their initiatives' top five objectives and additional questions asking respondents to rate the extent to which the objectives are being met. The question was presented as a four-point or forced Likert scale with the following options: 4 "very well", 3 "well", 2 "not very well", and 1 "not at all". The even number of options was adopted in order to avoid neutral answers with no judgement value that would come from the selection of a middle point in a three- or five-point Likert scale. Finally, in this section, we asked about the major assets and needs of the initiative, using the same open-ended format as for the objectives.

The third section included a series of questions about the structure of the efforts in terms of the kinds of activities members engage in, the age range each activity targets, the setting of each activity and its frequency, and the participation rates in each activity. The first of these questions, Q<sub>16</sub>, was an open-ended question that asked respondents to list the activities they carry out. The rest of the questions in this section were multiple choice qualitative questions. Q<sub>17</sub> provided a list of 15 revitalization activities, accompanied by definitions in most cases, and asked respondents to select all categories that describe their initiative's activities. The categories included here were based on patterns that emerged from the directory and revised in some cases after analyzing results from the pilot survey as well as comments from some of the pilot respondents. For example, the pilot Survey had an option for electronic media but no option for other types of media, such as print or radio, nor for other types of technology, such as computer or phone-based learning software. The full-scale Survey was modified to include two separate categories, one for media more generally and one for technology and cyberspace, in order to cover a greater range of activities in both areas.

Q<sub>18</sub> asked about the sources of funding for each activity selected above. We provided six options for respondents to select: community, local government, federal government, grants, private donations, and little to no funding available/needed. A text box was included at the end of this question for respondents to elaborate on their

answer or to explain cases in which more than one option accurately characterized their situation. Q19 included several parts, focusing on who is involved in each activity. Specifically, it asked respondents how many people benefit from and organize the activity and whether those in each category are internal or external to the language community. This question was modified after the pilot Survey, which only asked for numbers of participants. The change was made in order to further investigate the role in language revitalization of individuals external to the language community. Q20 asked for the target audience of the activities, with options for children and adults, and three levels of knowledge of the language (from novice to proficient), from which respondents could select as many as appropriate. Q21 asked whether activities are carried out in a school setting, and if so, what grade level they serve. Finally, Q22 asked about the frequency at which the activity is held, how long participants meet each time, and the percentage of time the target language is used or taught per session.

In the fourth section, Q23 asked respondents to rate how well they felt each activity was going. For this question, a four-point forced Likert scale was also used for the reasons explained above. Q24 was an open-ended question asking respondents to elaborate on their own assessment of the activities. Finally, we concluded with two questions asking participants to tell us why the revitalization of their language is important and whether there was anything else they wished to share with us.

**4. Basic results** In this section we present frequency counts from the quantitative questions as well as results from the analysis of qualitative data. As a reminder, a total of 245 surveys were analyzed, which provided over 40,000 bits of data. We begin the analysis of these data in §4.1 with the number of survey responses obtained from each of the regions. We then systematically report in the subsequent sections on basic counts for most of the survey questions. Throughout these sections, the data are presented as they were articulated in the surveys, with minimal adjustments for clarity and typographic error corrections. For instance, language names will be spelled as they were spelled by the respondents. This may give at times an inconsistent appearance. However, we have adopted these practices following the principle that we are to represent the data as provided by the respondents. Any quotes presented here are from surveys in which the respondent explicitly authorized the anonymous publication of response excerpts.

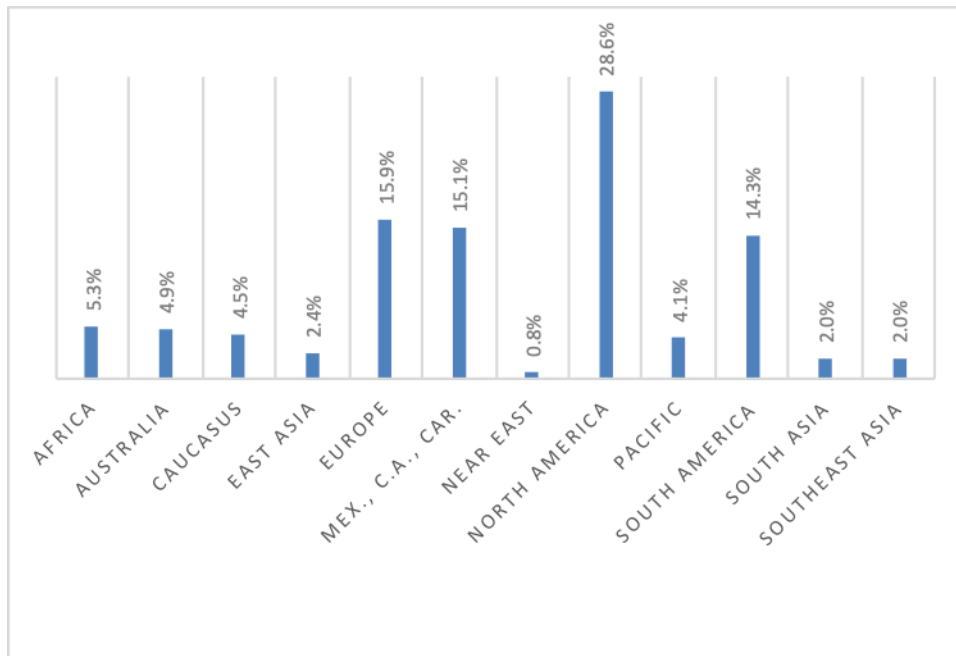
**4.1 Revitalization efforts documented** Q1 asked respondents to *List the language [they] are working to revitalize*. The efforts reported in the 245 surveys have the distribution presented in Table 1. As mentioned earlier, the geographic distribution in Table 1 is based on the categories for geographic regions used by ELCat.<sup>4</sup> Figure 1 provides a visual representation of the regional distribution of the responses showing the percent of total survey responses by region.

<sup>4</sup><http://www.endangeredlanguages.com/lang/region>. (Accessed 18 July 2017).

**Table 1.** Geographic distribution of Survey responses

Region	Frequency	Percent	Unique languages
Africa	13	5.3	13
Australia	12	4.9	9
Caucasus	11	4.5	11
East Asia	6	2.4	6
Europe	39	15.9	28
Mexico, Central America, Caribbean	37	15.1	36
Near East	2	0.8	2
North America	70	28.6	55
Pacific	10	4.1	9
South America	35	14.3	30
South Asia	5	2	5
Southeast Asia	5	2	4
Total	245	100	208

**Figure 1.** Percentage of Survey responses by region



Note that the frequency reported in Table 1 correspond to the number of surveys obtained and not to the number of languages for which a revitalization effort was documented. Some languages have more than one revitalization effort represented in the Survey, as is the case of Catalan, Gumbayngirr, and Kitanemuk. In a couple of cases, more than one individual involved with the same revitalization effort filled out a survey. To the best of our ability, we are able to state that revitalization efforts were documented for 208 unique languages.<sup>5</sup> This count is made based on the way the names of languages were spelled by the Survey respondents and the location where they were reported to be used.

As Table 1 and Figure 1 show, the largest number of surveys obtained is for languages in North America, defined by ELCat as comprising Canada and the United States. 70 surveys were received for this region amounting to close to a third of the surveys obtained and reporting on efforts for 55 languages.

The second largest group is Europe with 39 revitalization efforts reported for 28 languages. Europe has 23 official languages and some 79 minority languages recognized in the European Charter for Regional or Minority Languages in addition to the many other endangered languages reported in Belew & Simpson (2018).<sup>6</sup> The Survey includes 29 reports on 19 minority languages in addition to 7 reports on other endangered languages in Europe.

The region with the third largest number of surveys completed is comprised of Mexico, Central America, and the Caribbean. For this region, 32 of the 37 efforts documented are from Mexico. Belew & Simpson (2018:31) report 199 endangered languages for North America and 175 endangered languages for Mexico, Central America, and the Caribbean. Based on these numbers, and after controlling for languages with more than one response, the Survey documented revitalization efforts for 28% of endangered languages in North America and 21% of those in Mexico, Central America, and the Caribbean.

The fourth largest group represented in the Survey is South America. Belew & Simpson (2018:33) report a staggering 342 languages endangered in South America. The Survey documented 35 revitalization efforts in South America. This number is small compared to the number of endangered languages in the region. However, it shows an increase from the 20 efforts reported in López & García (2016:116) for Latin America more broadly.

Some rather vast and linguistically diverse regions of the world are represented in the Survey only with a small number of responses. Africa, the Pacific, and Southeast Asia are considered to be the top three regions in terms of raw numbers of endangered languages (Belew & Simpson 2018). The Survey was only able to document 13 language revitalization efforts for Africa, 9 for the Pacific, and 4 for Southeast Asia amounting to 1–2% of the number of reported endangered languages in each region. Belew & Simpson report that the endangered languages in Africa are in a less critical stage in which case it could be that there is a low(er) number of revitalization

<sup>5</sup>By offering this count we make no claims about dialectology.

<sup>6</sup><https://rm.coe.int/states-parties-to-the-european-charter-for-regional-or-minority-langua/168077098c>. (Accessed 23 January 2019).

efforts in the region at this time as compared to other regions. Overall, however, the low numbers of responses collected in the Survey from some regions should not be considered as a reflection of the actual extent to which languages in those regions are receiving revitalization attention but rather of our ability to reach out more extensively around the world. Despite the difficulties in obtaining a more robust number of responses from certain regions of the world, all regions as identified in ELCat are represented in the Survey including the Near East which has traditionally been underdocumented (Belew & Simpson 2018:31). More importantly, the Survey confirms the existence – as of the time the Survey data were collected – of revitalization efforts for about 7% of the world’s more than 3,000 endangered languages.

**4.2 Language vitality** Q2 and Q3 in the basic information screen asked questions about the vitality of the language in the relevant community(ies) and about the number of users of the language, respectively. More specifically, Q2 asked *What is the situation of the language?* and provided eight possible vitality situations, while Q3 asked *How many people speak the language* and provided seven different number ranges. In both cases, the categories and ranges used in the Survey follow those used by ELCat in their Language Endangerment Index (LEI; Lee & Van Way 2016).

Table 2 lists the vitality reports from 245 surveys, noting that in 3 surveys, no vitality indicators were provided (Euskara, Irish, and a group of Chatino languages whose communities have different vitality situations). The percent of total responses is given in the rightmost column. Table 2 shows a relatively even distribution of the surveys across all vitality categories. The largest number of surveys were provided for languages with few elderly users – category 2 with 16.7% of responses – and languages that are being used by the grandparent generation but not by the younger people – category 3 with 16.3% of responses – thus for languages at a greater degree of endangerment. However, languages for which the effort is centered on maintaining their vitality – category 7 – are strongly represented in the Survey with 11.8% of responses, as are languages in early stages of shift – category 6 – with 11.4% of responses. If we aggregate categories 1 and 8, we can see that in fact, the languages that are more strongly represented in the Survey are those that are or have been dormant. Languages with no first-language users – category 1 – and languages defined by *a new population of speakers<sup>7</sup> or people are beginning to learn the language after a period of time in which no one spoke the language* – category 2 – together make up 19.2% of the responses, as shown in Table 3. In other words, about 1 in 5 surveys report on revitalization efforts for dormant or once dormant languages.

It is tempting to think that the numbers in Table 2 suggest that advanced endangerment or even dormancy are necessary in order to trigger a concerted effort to revitalize a language. The LEI categories make distinctions across degrees of endangerment and only offer one category for languages with vitality that is deemed to need only maintenance – category 7 – thereby favoring the documentation of languages

<sup>7</sup>In this paper, we use the term *user* rather than “speaker” as to be inclusive of sign languages and not only oral languages. The instances in which we do use the term “speaker” are strictly cases in which we cite definitions from other sources or responses from the Survey.

**Table 2.** Vitality of languages with revitalization efforts

	Vitality categories as per ELCat	Frequency	Percent
1	There are no first-language speakers.	22	9
2	There are a few elderly speakers.	41	16.7
3	Many of the grandparent generation speak the language, but the younger people generally do not.	40	16.3
4	Some adults in the community are speakers, but the language is not spoken by children.	31	12.7
5	Most adults in the community are speakers, but children generally are not.	26	10.6
6	Most adults and some children are speakers.	28	11.4
7	All members of the community, including children, speak the language, but we want to make sure this doesn't change	29	11.8
8	There is a new population of speakers or people are beginning to learn the language after a period of time in which no one spoke the language.	25	10.2
	No data	3	1.2
	Total	245	100

**Table 3.** Revitalization efforts in relation to the existence of child users

Aggregated categories	Frequency	Percentage
Total languages once dormant (categories 1 and 8)	47	19.18
Total languages that have lost their child users (categories 1 to 4 and 8)	159	64.90
Total languages with increasingly less children (categories 5 and 6)	54	22.04
Total languages with children (categories 6 and 7)	57	23.27

with speaker numbers actively falling. This is in keeping with the objective of the LEI. One way to analyze these data further, though, is based on the existence, or lack thereof, of child users in relation to action taken by a language community to sustain a language. Table 3 presents this view of the data. The total set of languages that have lost their child users amounts to 65% of the Survey responses. An aggregate of the languages that still have child users – categories 5, 6, and 7 – amounts to 33.8% of the Survey responses. This suggests that while languages that have lost their child users make up a larger percentage of the survey responses, it is very much the case that communities whose languages still have child users are taking early action.

The optimism that the proactive stance of communities with younger users lends to this analysis is supported by the data reporting on numbers of users of the languages being revitalized. Q3 asked the respondents to estimate the number of users that their languages might have. The raw numbers reported and the percent of total responses that they constitute are presented in Table 4 using LEI ranges for number of users. It is noteworthy that the two categories with the highest numbers of users ranging from 10,000 to 99,000 and from 100,000 onwards are robustly represented in the Survey with 76 responses amounting to 31% of the total. In other words, about 1 in 3 surveys report revitalization efforts with languages that have over 10,000 users, and 1 in 5 are for languages with over 100,000 users. These contexts are likely to provide better opportunities for immersion-based revitalization. At the same time, a large percentage of the efforts are taking place in contexts in which the user base does not or is likely not able to provide an immersion setting for language learning. The ranges below alone do not allow us to establish a clear threshold by which to quantify how many surveys report this particular situation. However, an aggregate of the first three categories – 0 to 99 users – would suggest that over one quarter of the revitalization efforts documented in the Survey are taking place in situations in which immersion-based revitalization is especially difficult if not unrealistic at this time.

**Table 4.** Distribution based on estimated number of users

Estimated number of users	0	1 to 9	10 to 99	100 to 999	1000 to 9999	10000 to 99000	100000+	No data
Frequency	5	35	28	45	43	26	50	13
Percentage	2.04	14.29	11.43	18.37	17.55	10.61	20.41	5.31

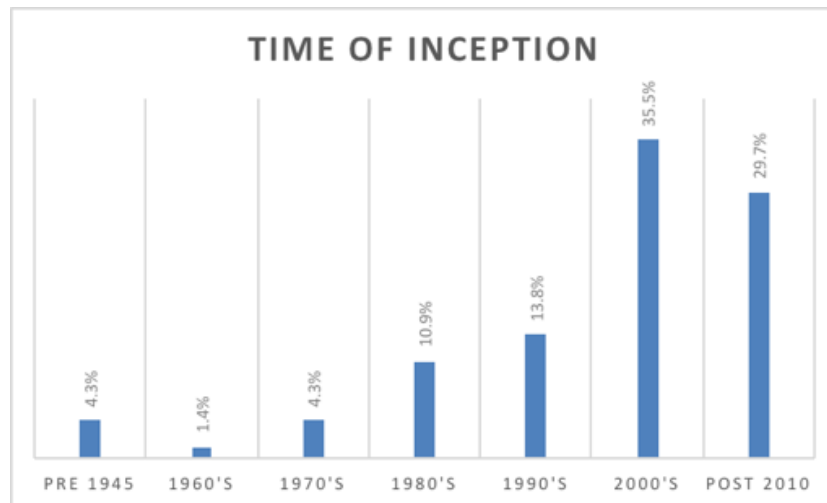
Table 4 also suggests an interesting trend related to languages that were once dormant or that have lost their child users. Table 3 earlier reported 47 languages that are or have been dormant and therefore have no first language users, yet Table 4 above lists only 5 languages with no users: Kitanemuk, Pataxó Hãhãhãe, Anishinaabemowin, Coahuilteco, and Nonuya. This points to tangible results that can be reported for the revitalization of once dormant languages and of languages that lost their child users. Indeed, 25 respondents report on languages that have *a new population of speakers or people beginning to learn the language after a period of time in which no one*



*spoke the language*. These include the well-known cases of Cornish, Manx, Myaamia, and Wopanaak, along with perhaps less widely known cases: Dhurga, Gumbaynggirr, Kaurna, Mpakwithi, Ngunawal in Australia, Baltic Prussian and Masurian in Europe, the Chumash languages Šmuwič and Tifhini, as well as Quinault and Tunica in the United States, and Tembé and Chibcha in South America.

**4.3 Inception and evolution of revitalization efforts** One goal of the Survey was to gain insight into how revitalization efforts emerge and evolve, who is involved at various stages, and if possible, whether efforts are more likely to have certain characteristics depending on their age or stage of development. As a starting point, we sought to find out whether there were any trends in terms of when the revitalization efforts began. Q7 asked *In what year did the revitalization efforts begin?* The question offered the possibility to select a year between 1960 and 2016 as well as the possibility of typing in any other year as to allow for earlier efforts to be properly documented. We categorized the responses into seven categories according to the year the initiative started: one category for efforts prior to 1960, five categories for each decade between 1960 and 2010, and one category for efforts initiated after 2010. Figure 2 below shows a visual representation of the distribution across these seven time periods of the responses provided in the 137 surveys that reported a year of inception. In this figure, the bars show the percent of total responses in each time category.

**Figure 2.** Revitalization efforts by year of inception



The earliest efforts documented are in support of Cornish (three surveys were submitted reporting on different efforts) and Irish in Europe, Southwest Ojibwe in North America, and Jaqaru in South America. Breton is known to have a history of more than a hundred years of revitalization efforts but no date was reported in the Survey. 34% of the efforts – about one in three – for which a date of inception is reported began before the year 2000. Then there is a sharp increase in the number of efforts

that began in the 21st century with 49 efforts equivalent to 35.5% in the first decade and an additional 41 efforts equivalent to 29.7% starting in the current decade. This sharp increase is visually salient in Figure 2. Among the languages for which efforts were initiated on or after the year 2000 are 9 in Africa (Tjwao, Yorùbá, Dajim, Kisii, Babanki, Ekegusii, Mani, Guébie, and TjiKalanga), 5 in Australia (Dhurga, Dharawal, Thaua, Mpakwithi, and Ngunawal), 4 in the Caucasus (Karelian, Chuvash, Erzya-Mordovian, and Nanai), 4 in East Asia (Truku, Jejueo, Tibetan Sign Language, and Hokkien), 7 in Europe (Udmurt, Francoprovençal, Cypriot, Arabic, Asturian, Frysk, and Croatian), 16 in Mexico in addition to Kalinago in the Caribbean, 24 in North America, Marshallese in the Pacific, 18 in South America, Gangte in South Asia, and Kristang and Balinese in South East Asia.<sup>8</sup>

It should be noted that the cases of inception listed are per effort and not per language. In other words, there may have been various efforts in place initiated at different times for any given language, as in the case of Asturian with two responses for efforts starting in 1969 and again in 2011; Anishinaabemowin with three surveys reporting efforts in 1998, 2008, and one with no inception date; or Frysk for which revitalization efforts have existed since the 19th century (see Pérez Báez et al. 2018). The data provided here refers to the specific revitalization efforts reported in the Survey.

Q7 asked *In what year did the revitalization efforts begin?* and was designed as a way to begin to understand some details about possible stages in the evolution of revitalization efforts, especially. The qualitative data from Q7 provides some data which largely points to a protracted process to initiate an effort. Efforts for Didxa xhon in Mexico, for instance, required two years from 2010 to 2012 to materialize. For Anishinaabemowin, a respondent reports “Talking about it at 1998, then I helped them start an Immersion School in 2009”, revealing a process of eleven years needed for this particular effort to come into being. For Hanunuo Mangyan and Buhid Mangyan in the Philippines, the growth of the efforts span from 1986 to 2012. For Myaamia in the United States, the process spans from 1988 when language reconstruction began to 1995 when community efforts began. For Kotiria in Brazil and Colombia, “The collection of material began in 1978” and “texts were published in 2014 and 2015”. Emerging practitioners may find some comfort in seeing that revitalization efforts overall take time to even begin. This may also provide insight into the strategic planning that may be required for a revitalization effort to prosper, knowing that the life span of such an effort will be years and maybe decades long.

An important interest of ours in designing the Survey was to gain a better understanding of the role of actors of various kinds in initiating a revitalization effort. To begin, it is valuable to understand what sort of human capital is necessary for revitalization to begin. 24 surveys report on efforts initiated by a single person working on an individual initiative, and 48 surveys report on efforts initiated by a group of collaborating individuals. 19 surveys report that their efforts required the collaboration of an individual with a group of individuals. Of interest is the fact that 19 surveys mention the initiator(s) of the effort by name and an additional 11 surveys make ref-

<sup>8</sup>No dates were offered for the efforts in support of Ashriat Neo-Aramaic and Mehri in the Near East.

erence to individuals identifiable by their social and/or institutional role. This is the case even for an effort as long-standing as that for Jaqaru reported to have begun around 1945. This shows considerable recognition for those who began the effort.

The interest in understanding the role of different actors is prompted in part by the tendency that the lead author of this study has observed in the revitalization literature to prescribe limits to the participation of individuals external to a language community. Pérez Báez (2016) expounds on the matter and provides extensive bibliographic references and discussion, hence there is no need to reproduce these here, rather, we focus on the Survey results. 51 surveys report that their efforts were initiated by member(s) of the language community only. 22 surveys report that their efforts were initiated by a collaboration between member(s) of the language community and individual(s) from outside the language community. 29 surveys report that the efforts were started by individual(s) from outside the language community. Therefore, about half of the efforts for which we have data involved actors who are external to the language community. The role of organizations and institutions was also explored in the Survey. 23 surveys report the involvement of an institution in the inception of the revitalization efforts while 28 report the involvement of a non-for-profit organization. The value of these data is not simply on the numbers or the numerical validation of the role in revitalization of individuals external to a language community. Rather, the value is in understanding what drives the involvement of these various actors. Future studies may focus on analyzing in detail the motivations of and the interactions among the various actors in a revitalization effort. For now, we turn to the analysis of the objectives of revitalization practitioners as well as the assets that have most benefited the efforts and the needs that continue to challenge them.

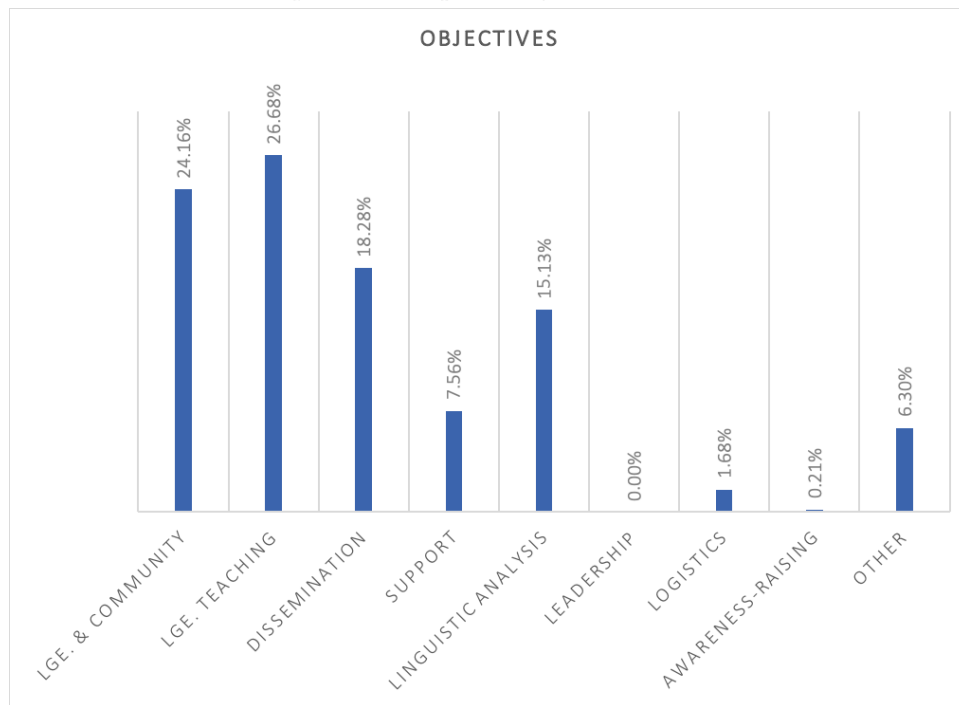
**4.4 Objectives** A fundamental goal of the Survey has been to understand revitalization as it is described by those closest to the efforts themselves. Thus the Survey sought to document the objectives of revitalization initiatives as articulated by the practitioners themselves, as well as the practitioners' own views of what helps and what hampers their efforts. To this end, Q10, Q13, and Q14 were designed to elicit qualitative data about the objectives, assets, and needs of each documented effort. Q10 asked *What are the main objectives of the revitalization efforts?* while Q13 and Q14 focused on the top assets and top needs of the revitalization efforts, respectively. In the three questions, 5 text fields allowed respondents to provide up to 5 responses. As explained in §3.2, qualitative data was analyzed within an emic to etic method. All three questions were qualitative questions which were analyzed individually and subsequently coded into one of ten themes or categories which emerged from the emic analysis. The categories and associated concepts are listed in Table 5.

A total of 543 responses were provided by the respondents. Of these, 67 responses articulated the general goal of language revitalization. An example is the response for one of the objectives for Tibetan Sign Language (Glottocode: tibe1277, China): "Language maintenance". In the analysis presented in Figure 3, we did not include responses that articulate the general goal of language revitalization as to focus specif-

ically on the objectives of the respondents' efforts. Therefore, Figure 3 presents frequencies and percentages on a subset of 476 objectives documented.

**Table 5.** Coding categories for objectives, assets, and needs, and associated concepts

	Categories for Q10–14	Associated concepts
1	General Goals	To revitalize a language
2	Language and Community	To generate interest and community support, to foster the engagement with the language, to generate new users, to generate community cohesion, to strengthen a language through the community and vice versa
3	Language Teaching	Curriculum development, teacher training, production of pedagogical materials, development of teaching methods, insertion of revitalization within institutional schooling
4	Dissemination	Opening or expanding domains of language use through mass media including online, social media and paper-based publications
5	Support	Funding to cover operating funds, whether coming from the government or institutions of various kinds, capacity-building, job opportunities for participants in revitalization efforts, and moral support within and outside the language community
6	Linguistic analysis	Language documentation and analysis, development of grammars, dictionaries and writing systems
7	Leadership	Fostering the emergence of a cohesive group of activists, organizers and leaders committed long-term to the revitalization effort
8	Logistics	Space, equipment, consumables, time, administrative support, personnel
9	Awareness-raising	Fostering awareness over the importance of revitalizing a language within and outside the language community, and working to improve language attitudes
10	Other	Other

**Figure 3.** Global frequencies and percentages of objectives of revitalization

As is evident from Figure 3, over a quarter of the responses describe objectives centered around language teaching and the use of the language in the schools. Examples (1)–(4) provide some sample responses coded into this category.

1. Kisii (iso:guz, Kenia)  
*“Get the Kisii language taught in regional schools in Kenya”*
2. Zapoteco de Macuiltianguis (iso:zaa, Mexico)  
*“Elaborar materiales didácticos y lúdicos escritos en o traducidos a la lengua, y difundirlos a la población”*  
 ‘To create pedagogical and play-based materials written in or translated into the language, and to disseminate them within the community’
3. Wopanaak (iso:wam, USA)  
*“Continuously developing curriculum to grow a school to Grade 12”*
4. Dhurga (iso:dhu, Australia)  
*“To teach language in schools”*

The second most frequent objective centers around efforts to strengthen the use of a language through the community and conversely, to improve the wellbeing of the community through the use of the language. Close to a quarter of the total objectives articulated by respondents are community-focused. Examples (5)–(7) illustrate these objectives.

5. Yorùbá (iso:yor, Benin and Nigeria)  
“*To improve the quality of life*”
6. Myaamia (iso:mia, USA)  
“*Contextualize language and cultural revitalization as part of a larger community revitalization effort*”
7. Gangte (iso:gmb, India)  
“*Create pride in the language among the community speakers*”

The third most frequent type of objective centers around the dissemination of the language in mass media, online, in social media, and in paper-based publications. Relevant to the linguistics profession, from which this paper might find numerous readers, is the fact that the fourth most frequent type of objective centers on research, documentation, and analysis. 72 objectives amounting to 15% of the total articulate an interest in the development of dictionaries, grammars, orthographies, and similar products. Examples (8)–(11) illustrate these objectives. The dominant focus on language teaching in revitalization, along with the interest in language documentation and analysis, speak to the relevance of linguistics as a discipline that is well positioned to make a positive contribution to language revitalization. These results point to the need for practitioners of documentary, descriptive, and applied linguistics in coordinating efforts in support of language revitalization efforts.

8. Tibetan Sign Language (Glottocode: tibe1277, China)  
“*Research*”
9. Cumanagoto (iso: ciy, cuo, Venezuela)  
“*Describir las estructuras gramaticales de la lengua a partir de fuentes coloniales*”  
‘To describe the grammatical structure of the language based on colonial documentation’
10. Hñähñö (iso: ote, México)  
“*Documentación de las variantes del hñähñö de Querétaro*”  
‘Documentation of the variety of Hñähñö in Querétaro’
11. Desano (iso: des, Brasil)  
“*Development of a uniform practical orthography*”

On the flip side, a surprising finding is the fact that intergenerational transmission of the language was articulated only a few times throughout the survey responses. The respondent for Gangte stated that one of the objectives is to “*Encourage parents to speak Gangte with their children*”. An explicit focus on intergenerational transmission was only articulated by this and eight other respondents for a total of 9 responses out of 476. Eleven additional objectives could entail a focus on intergenerational transmission. For instance, for Jaqaru, the objective is “*Transmitir la lengua Jaqaru a los niños y niñas*” (‘To transmit the Jaqaru language to boys and girls’).

The respondent for Kumeyaay (dih, Mexico-US border), who listed as an objective to “*Have the children sustain the language by speaking to other children,*” was the only respondent in the survey to make reference to the relevance of language transmission within child peer groups. Even after consideration of the large percentage of revitalization efforts for highly endangered and dormant languages which rely on strategies other than intergenerational transmission, this finding is striking. The few responses that refer to intergenerational transmission of a language, combined with the large percentage of objectives focused on language teaching, suggest that language revitalization is largely focused on language teaching rather than on language socialization.

**4.5 Activities** In this section we report on the activities in which respondents are engaged as part of their revitalization efforts. In order to research these activities we asked a combination of qualitative and quantitative questions. Q16 provided a free response text field for the question *What activities does the revitalization initiative carry out?* Q17 then asked respondents to select the categories that best described their activities, from the set listed in Table 6. Respondents could select as many as appropriate. The categories were initially defined based on the extensive literature review carried out in the first phase of the research. They were then tested during the Survey pilot, and subsequently refined. Q17 also included a text field to allow respondents to list other activities that might not fall neatly under the suggested categories.

**Table 6.** Activity categories

Activity	Associated concepts
Language nest	language revitalization through child care provided by users of the language
Pre-school	language instruction in early childhood education
Bi/multilingual school	school with the language as a medium of instruction along with one or more languages
Immersion school	school in which the language is the only exclusive or almost only medium of instruction; the language may or may not be a student’s heritage or dominant language
Mother tongue	school with instruction in a language of the local community for students who speak it
Language classes	classes outside the school system, regular or occasional
Language camps	programming offered primarily to children during the school off-season
Family programming	programming designed to support families speaking the language in the home

Continued from previous page

Activity	Associated concepts
Master-apprentice	partnership between learners of the language and users for one-on-one learning
Teacher training	training for teachers of the language
Educational materials	development of lesson plans and educational resources
Technology and cyberspace	presence of the language on the Internet or in phone apps, social media, video games, etc., or use of these platforms for language learning
Documentation	audio and video language recording; linguistic analysis for the development of grammars and dictionaries
Cultural events	any event of a cultural nature
Media	language in radio, television, or in print

The text fields, especially in Q16, allowed for answers such as the one in (12) which reports efforts that do not seem to be adequately represented in quantitative question Q17.

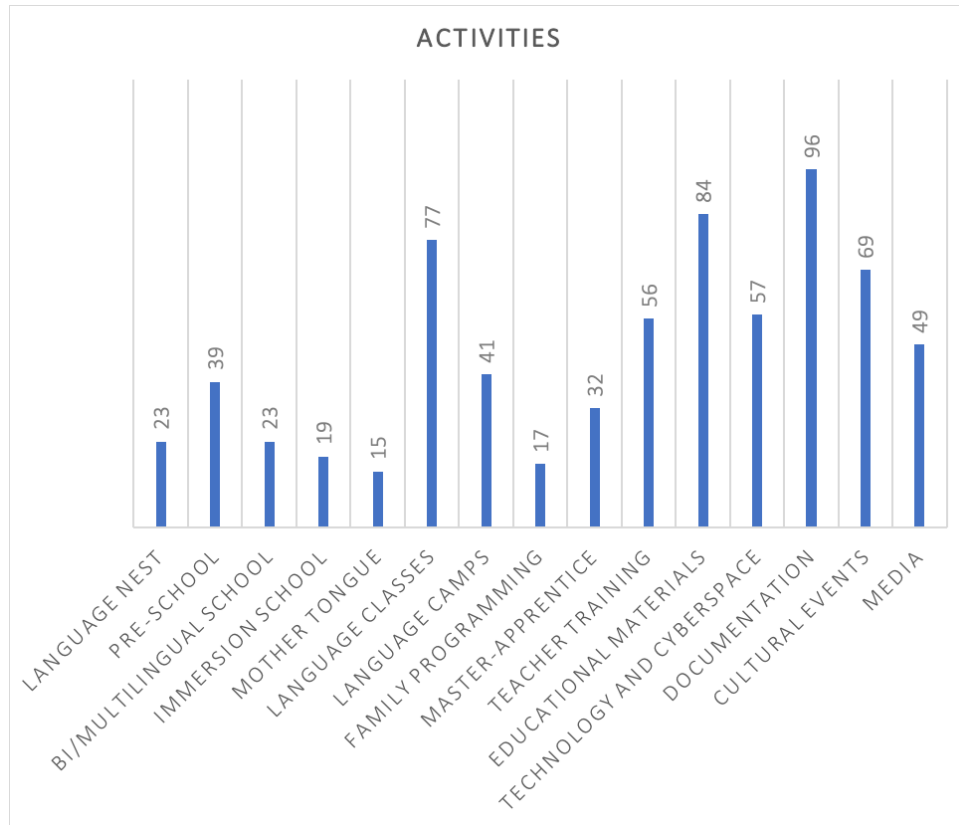
12. Cmiique Iitom (iso: sei, Mexico)

*“Many of the following questions do not seem to be pertinent. Our efforts have been, in fact, not to “revitalize” in some programmatic way, but to support and encourage the use of the language, especially through helping people to be able to read and write it effectively...Furthermore, since the community itself has not taken on the idea of “revitalization”, I am even more reluctant to give formal characterization of our literacy efforts in that way.”*

The most frequently reported single activity was documentation with 13.8% of the responses, followed by the development of educational materials with 12.1% of the responses and language classes with 11.1%. This can be seen in Figure 4. The categories in Q17 break down schooling activities in order to understand the presence of language revitalization efforts at different levels and in different education systems and formats. Yet, the results from the Objectives question pointing to a strong focus on language teaching prompt us to aggregate the schooling responses and more broadly, the language teaching responses. School-based activities in pre-school, bi-/multilingual and immersion schools, and schools with mother-tongue education combined amount to 13.8% of the total responses. If we add language classes and camps, the total jumps to 30.7%. In other words, about one in three activities documented focus on some form of language teaching.



Figure 4. Global frequencies for revitalization activities



Given the apparent popularity of language teaching, it is not surprising to see that the development of educational materials is the second most frequently listed activity. We might expect that the documentation activities underway are being carried out in order to support language teaching activities as in (13) for Tjwao. However, some documentation efforts described seem to focus only on documentation and analysis as in the case of Ponca in (14) and Quechua in (15), rather than on teaching.

13. Tjwao (iso: hio, Zimbabwe)

*“We have crafted an orthography with CASAS and we have also crafted a Tjwao language syllabus. We do language workshops and during the bush camps we pair young people with an elder to learn the language. We have started a Tjwao early childhood language project to teach children the language at their early age.”*

14. Ponca (iso: oma, United States)

*“Putting language words into a dictionary”*

15. Quechua (iso: que, Andean region)

*“Speech and text Corpus gathering. Transcription and alignment. Development of a Deep Learning model.”*

In general, though, respondents described revitalization efforts that are multi-pronged and involve a number of different activities aimed at supporting larger objectives. Examples (16) and (17) illustrate this.

16. Lakota (iso: lkt, US/Canada border)

*“continuing language documentation – continuing language description (lexicon, grammar) – neologism coinage to meet the needs of the immersion schools – teacher training – language classes for community members – Lakota Summer Institute – various language events – support for various community based efforts (language nests, immersion schools, master-apprentice programs, etc.)”.*

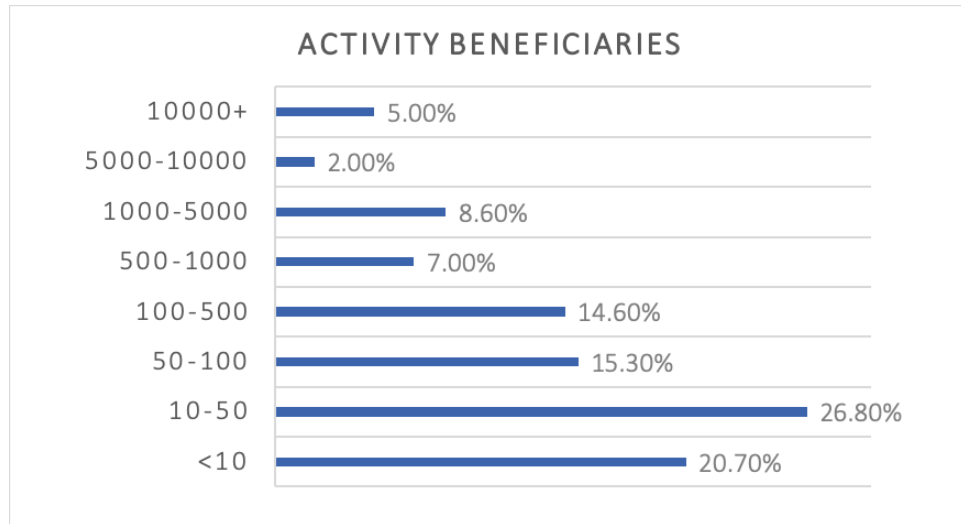
17. Wauja (iso: wau, Brazil)

*“There are several initiatives being carried out by various members of the community, not one centralized initiative. Some are organized by the whole community (such as the bi-lingual school in each community), while other initiatives are carried out by various individuals and groups. Individual community members might participate in one or several of the initiatives below: (1) Bi-lingual primary and middle school...(2) Documenting history in the native language...(3) Online tools for classroom and general use...In addition, at least two community members are individually authoring their own hardcopy manuscripts of dictionaries and grammar descriptions”.*

The Survey was designed to obtain some details about how revitalization activities come about. Q19 asked *How many people are involved in the activities?* The question was formatted as a matrix with several options for the number of people who are behind the organization of the activities and who benefit from the activities, and whether each group belongs to the language community or is external to it. 282 activities, constituting 70.7% of the responses, recorded are reported as being carried out by 10 or less organizers. About a fifth of the activities, 85 amounting to 21.3% of the total, require a group of 10 to 50 organizers. 3% of the activities require a larger group of 50–100 organizers, and in 5% of the activities, a rather large group of over 100 people are involved in their organization. With the exception of language nests and immersion schools, at least one case was recorded for all other activities where a 50+ person group of organizers is involved. The response tallies are presented in Figure 5.

Out of 394 responses, we learned that in 150 or 38.1% of them, the organizers are members of the language community, while in 29 or 7.4%, the organizers are external to the language community. In half the cases, the organization of the activities is done by a collaboration of individuals, both from within and from outside the language community. This was the case for 215 of the activities, or 54.6% of the total.

About a quarter of the activities, 119 amounting to 26.8%, benefit an audience of 10–50 people. Of interest is the fact that about a fifth, 92 activities or 20.7% of the total, are focused on audiences of up to 10 people. In all categories except for family programming, we found efforts in this range of beneficiaries: 8 such cases were for language classes, 15 for master-apprentice, 17 for teacher training, and 13 for the development of educational materials. There is roughly an equal amount of

**Figure 5.** Number of individuals who benefit from the activities

activities reaching audiences that range between 50–100 and 100–500, about 15% of the activities in each case. Now, if we aggregate the remaining categories, we find that 22% of the activities, or slightly more than a fifth of the activities documented, are benefitting audiences of 500 people or more.

As we designed the Survey, we hypothesized that revitalization activities are aimed only or mostly at members of the language community. Just under half of the activities documented, 177 amounting to 43.5%, were dedicated to members belonging to the relevant language community. However, the Survey documented that over half of the activities, 216 activities amounting to 53.1% of a total of 407 responses, benefited both people from within the community as well as individuals external to it. There were in fact 14 activities reportedly aimed solely at individuals external to the community. This set of activities spanned most categories except for language camps, family programming, and categories related to schooling.

The total set of activities documented are split roughly evenly in terms of the age and the language abilities of their audience members. 46% of activities are designed for children while 54% are designed for adults. 36% of the activities are designed for novice learners, 35% are for learners with prior language knowledge, and 29% percent are for proficient users.

Through the Survey, we sought to get a glimpse of how practitioners of language revitalization feel their efforts are going. Q23 specifically asked *How well is each activity doing?* Respondents were presented with a matrix of activity types with a four-point value scale. This scale, the total number of responses for each of the four points, and the percentage of total responses each number constitutes are presented in Table 7. As can be seen, about half of the activities are going “well” and a fifth are going “very well”. However, a third of the activities for which a response was recorded provide an unfavorable report. In an effort to begin understanding what

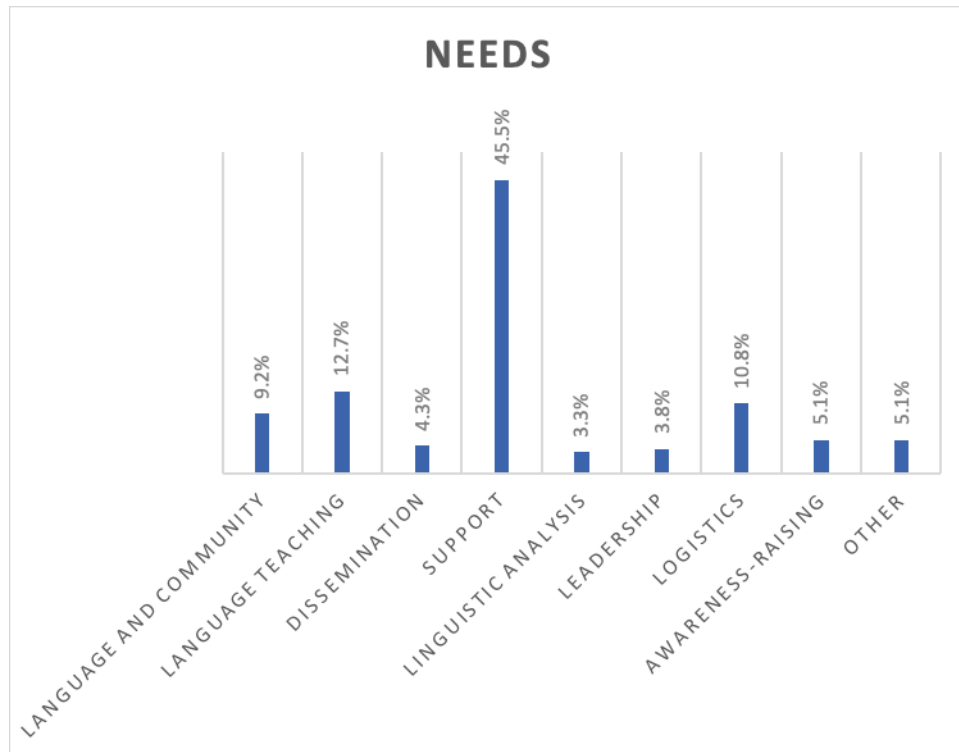
helps and what hinders revitalization efforts, in the section that follows we turn to the analysis of the greatest needs felt by practitioners at the time of their participation in the Survey, as well as that which has helped their efforts the most.

**Table 7.** Perceived evaluation of revitalization activities

Assessment	Frequency	Percent
Not well at all	45	8.20%
Not very well	125	22.90%
Well	264	48.30%
Very well	113	20.70%

**4.6 Needs and assets** In an effort to contribute to an understanding of how best to support revitalization efforts, the needs of revitalization efforts were researched as the objectives were, with qualitative questions coded into categories in an emic to etic manner. The most frequent need in revitalization as per Figure 6 is unequivocal: language revitalization efforts around the world need support.

**Figure 6.** Global frequencies and percentages of needs in revitalization



We defined the category of support broadly rather than narrowly as to avoid limiting it to *financial support*. We therefore coded into this category the need for moral, social, and political support for revitalization efforts to come from within and outside the language community at various levels of government and institutional spheres. For example, a respondent on behalf of a not-for-profit attending to the needs of indigenous peoples in the state of Oaxaca, Mexico, listed as a need “*El apoyo de la sociedad civil*” (‘support from the civil society’). Additional examples are presented in (18)–(19).

18. Kisii (iso: guz, Kenya)

“*A strong lobbying presence to convince Kenyan legislators to allow Kisii in public schools*”

19. Keres Cochiti-dialect (iso: kee, United States)

“*Ongoing community support*”

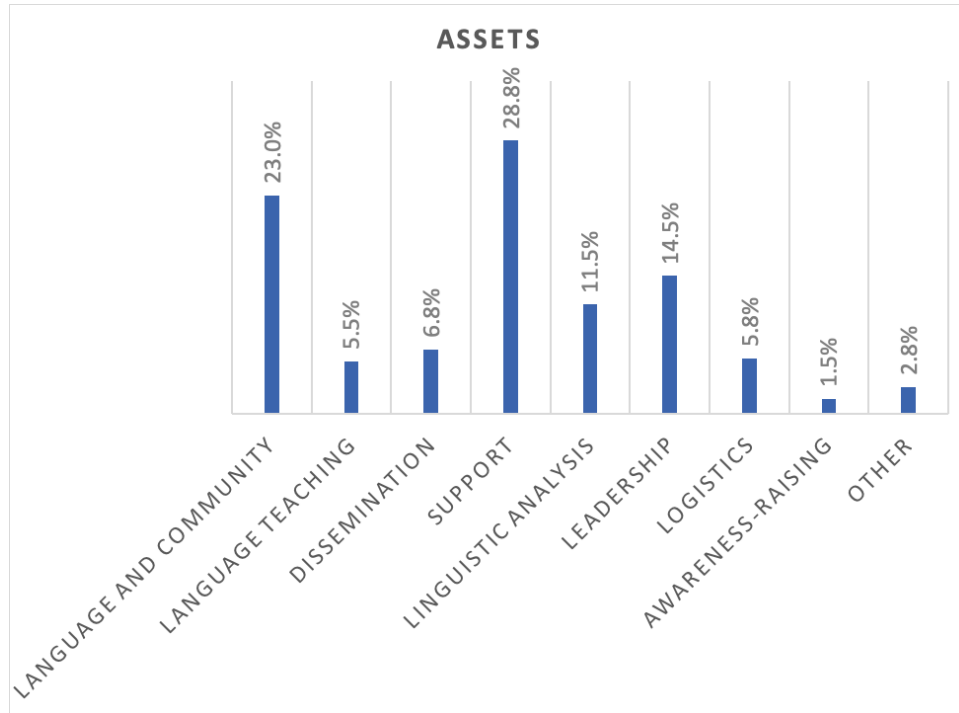
Funding in particular appeared notably often in the responses. Within the English responses alone, we documented 34 instances of the use of the word “funding” and eight of the word “funds”. The respondent for Kari’ña (iso: car, Suriname) lists as a need “*Money—all efforts by community members are unpaid*”. In fact, of the 699 language revitalization activities documented in the survey, 168 or 24%, indeed operate with little to no funds. The respondent for Cornish (iso: cor, UK) which lists the following need: “*Funding - steady funding to enable long term planning*”, points to the difficulty in planning strategically for growth when funding is short-term and limited. Other responses coded into this category state the need for funds for capacity-building and for paid jobs for revitalization practitioners.

Second to the category of support are language teaching needs. Numerous respondents express a need for more and better trained teachers. The respondent for Desano specifically indicates needing a “*specialist in language pedagogy*”. Also frequent is the ability to open spaces in the schools for language teaching including the ability to extend the language teaching programs to higher schooling grades. A close third is the category of logistics which includes anything from the need for a physical space in which to hold activities and for basic furniture such as tables and chairs, to the need for access to technology including computer equipment and internet connectivity. The respondent for Tjwao (iso: hio, Zimbabwe) listed a “*Solar system/generator*” as a need. Time was listed as a need by 9 respondents for the purposes of studying and learning the language, to interact with elders, and to attend to the many needs of a revitalization effort.

The Survey also asked about assets that have most helped a revitalization effort. The results are summarized in Figure 7. Having analyzed the results about needs, it should come as no surprise to see the category of Support as the most frequently cited asset. Of the 115 responses coded under the Support category, 36 explicitly recognized the importance of funding for their revitalization efforts. Funders that were recognized in survey responses included government entities at various levels, non-governmental organizations, and funding agencies such as the National Science Foundation, the National Endowment for the Humanities and the Administration

for Native Americans in the United States, as well as the Endangered Language Documentation Program. The respondent for Yorùbá listed “*Funding assistance from family and friends*” as well as “*Personal loans*”, making a striking statement as to the fact that funding is critical yet it is not easy to come by, leading this particular revitalization practitioner to make use of personal resources to finance the work.

**Figure 7.** Global frequencies and percentages of assets in revitalization



24 of the Support responses center on the importance to revitalization efforts of recognition, endorsement and approval from leaders at various levels of government. Examples (20)–(22) illustrate these needs.

20. Halkomelem (iso:hur, US/Canada border)  
“*Supportive chiefs*”
21. Roman (iso:rmc, Austria/Burgenland)  
“*official recognition and support by authorities*”
22. Ekegusii (iso:guz, South-Western Kenya, East Africa)  
“*Goodwill from the local government*”

The community as a whole also emerged as an important asset constituting the second most frequently stated asset in the Survey. Some examples of the responses are listed in (23)–(26) below. Example (21) is noteworthy in that it evokes the relevance of family to facilitate an individual’s involvement and dedication to a revitalization

effort. Overall, respondents focus on the importance of the commitment of native users of the language and community elders, and conversely, of language learners and the youth. Of the 92 responses coded into this category, 12 make reference to the language users as an asset. Parental involvement was mentioned 4 times only. This is reminiscent of the low frequency of the concept of intergenerational transmission with the responses about revitalization objectives.

23. Kristang (iso: mcm, Singapore)  
*“A community that is open and receptive”*
24. Lakota (iso: lkt, US/Canada border)  
*“Involvement of young community members in organizing language events and increasing awareness”*
25. Cypriot Arabic (iso: acy, Cyprus)  
*“The involvement of individuals from the community who are willing to work for the revitalization process”*
26. Central Yup'ik (iso: ypk, United States)  
*“The organizer’s family support (the laundry can wait)”*

The third largest category in the Assets results is Leadership. Informally, we referred to this category during the analysis process as the “people power” category. In other words, we sought to capture here the responses that made reference to specific contributions of either a devoted individual or group of individuals who overtime provided stability and continuity to the efforts. In some instances, those individuals are named, as in the case of Maribel Caguana and Arquímides Velásquez whose determination was listed as an asset for the Cumanagoto (iso: cuo, Venezuela) efforts, and of the contributions by Kate Riestenberg (Georgetown University), Marilyn Valverde Villalobos (Instituto Lingüístico de Verano), and John Foreman (University of Texas Brownsville) to the efforts in support of Macuilianguis Zapotec (iso: zaa, Mexico). The responses in this category also captured intangible assets with terms such as willingness, commitment, enthusiasm, persistence, and passion.

Unlike in the Objectives and Needs results, Figure 7 above shows that beyond language teaching, dissemination, linguistic analysis, and logistics, it is the investment and commitment of individuals that constitutes the greatest asset for language revitalization efforts. The results of the Assets question show that people’s involvement at various levels and from various constituencies is critical. These constituents include users and teachers as well as learners; elders and the youth; community leaders along with community members; and to this point, participants and supporters who are external to the community, working together with community members. This should not surprise us. After all, language is a vehicle for communication within a social group, making the interdependence between language and community paramount.

**5. Discussion** To begin, we must recognize as a significant achievement the fact that this study represents the first concerted effort to document language revitalization

extensively around the world. As explained in §4.1, 245 Surveys were obtained and analyzed for the study we present here, creating an undoubtedly unique and valuable resource. Indeed, while the number of revitalization efforts reported in the literature has increased in the current decade, there remains a need for systematic documentation of revitalization practices (see Nathan & Fang 2013 for a similar statement) of the kind presented in this study. At the same time, it is important to recognize that the number of efforts documented in the Survey are likely to amount to only a fraction of the efforts underway at this time. We suspect that the limited numbers of surveys obtained in certain regions of the world are due to a variety of factors. The first relates to the challenges in reaching revitalization practitioners in certain regions of the world. The research team made every effort to develop resources and reach areas beyond their networks, notably in Africa and Asia. The results, as has been stated, were modest. In particular, the Mandarin Chinese version of the Survey did not yield responses that could be included in the analysis, and we attribute this partly to the lack of a member of the research team with a specialty in the region. This relates to a second point: differences in terminology related to revitalization. While we attempted to use terminology that was as inclusive and non-technical as possible, it may be that the language in the survey was not always in line with the terminology used by some revitalization practitioners in particular regions to describe their efforts. One such case might be the preference in African contexts to refer to language development and mother tongue education rather than language revitalization. Also, the lack of a research member with Mandarin Chinese proficiency meant that our team could not proof the relevant version of the Survey as was done with all other versions. An important third point is the challenge that adverse sociopolitical conditions present for those who are engaged in revitalization and which may prevent them from carrying out their activities or report on them even when the Survey is taken anonymously. Future research efforts, whether by the Survey research team or by other emerging researchers may focus on collecting additional data from the regions less represented in this iteration of the Survey. Nevertheless, it is important to acknowledge that despite these limitations, the Survey obtained responses from all the regions of the world identified in ELCat, including 13 responses from Africa, 16 from all three regions in Asia including a Survey on Tibetan Sign Language, and 2 from the Near East. The latter is especially meaningful as it includes a response by a participant who took the time to report on an effort in Syria during war times.

It is important to acknowledge the diversity of language vitality situations that are represented in the Survey. Languages that have lost their child users make up a large percentage of the survey responses, which suggests dedication and perseverance in the revitalization efforts despite what they entail in terms of sustained, long term action involving rigorous research and creative and innovative approaches to create new users. At the same time, it is encouraging to realize that communities whose languages continue to have child users are robustly represented in the survey as taking early action to sustain the use of their languages and avoid reaching advanced stages of language shift.<sup>9</sup>

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<sup>9</sup>We thank Daryl Baldwin for discussions about this particular topic.



The realization that well over half of the efforts documented in the Survey began after the year 2000 should prompt us to ask about the factors that may have stimulated this increase. The Survey itself prompts some thoughts. Pérez Báez et al. (2018:481) suggests a link between the timing of efforts that started in the late 1980s and early 1990s, and the timing of calls issued within the linguistics discipline to raise awareness as to the problem of language endangerment (cf. Bechert 1990; Hale et al. 1992; Krauss 2018). It would be important to investigate similar calls to action in other disciplines and professions that lend support to language revitalization. More broadly yet, language policy should be surveyed for its impact. For instance, the *Ley General de Derechos Lingüísticos*, legislation that protects linguistic rights in Mexico, was passed in 2003. The Survey results for Mexico show that among the 18 surveys which report a date of inception, all but 2 report on efforts that began after the year 2003. The United Nations Declaration on the Rights of Indigenous Peoples was adopted in 2007. The Survey results show that 58 surveys equivalent to 42% of the total began after the year 2007.

Of course, the ways in which revitalization efforts emerge are diverse, and there are plenty of cases in which revitalization has emerged and operated in ways divergent from the patterns that the Survey has produced. For instance, Grinevald and Pivot (2013) describes the efforts on behalf of Rama and show that their history predates the calls issued within the linguistics discipline in the late 80s and early 90s. Gustafson, Julca Guerrero, and Jiménez (2016) argue that the implementation of legislation at the national level is at odds with the aims of the laws themselves in Latin America, notably in Chile, Argentina, and Mexico. The authors also offer the case of Guatemala where a diversity of efforts have existed for decades, despite a lack of supportive legislation among other conditions that disfavor revitalization including armed conflict.

Other activities to consider for their impact on the increase in revitalization efforts include training, capacity building, and networking. For instance, in 1995 the Australian Institute of Aboriginal and Torres Strait Islander Studies published a manual on archives-based language research (Thieberger 1995). In the United States alone, training opportunities for community members wishing to engage in language documentation and analysis have been operating since the mid-1990s. These include among others the Indigenous Language Institute (formerly Institute for the Preservation of the Original Languages of the Americas) created in 1992 in Santa Fe, New Mexico; the Breath of Life Archival Institute for Indigenous Languages with its many regional and national iterations held since 1996 (see Fitzgerald & Linn 2013; Baldwin, Hinton, & Pérez Báez 2018); and the Northwest Indian Language Institute created in 1997 at the University of Oregon (see Dwyer et al. 2018). One respondent specifically stated that revitalization began immediately after participation in the inaugural Breath of Life.

It should be noted that the aforementioned observations do not necessarily suggest correlations or causality. It would take a dedicated and careful study in order to determine such relationships. We do hope, however, that these observations will stimulate an interest among revitalization practitioners and scholars to carry out pre-

cisely the sort of research needed in order to ascertain the impact of policy, awareness raising, training, networking, etc. on revitalization efforts.

Beyond the question of how revitalization efforts emerge, the Survey sought to gain some initial insights about the evolution of revitalization efforts. It is the experience of the lead author that emerging revitalization practitioners often hope for tangible results of their efforts within a short period of time. A Zapotec teacher in Mexico once commented on his frustration – bordering on despair – at the fact that his elementary school children, who are now Spanish-dominant, would finish the school year not yet speaking the local endangered language despite his efforts. This interaction raises a number of issues. To the point at hand, it suggests that there is a need to better understand the life stages of a revitalization effort and the length of time that one must allow for revitalization efforts to produce tangible results, in order to manage expectations and enable the formulation of strategies that are realistically timed. Revitalizing a language is an endeavor that may need to go on for decades and even generations. Better documented efforts such as those for Hawaiian, Māori, and Mohawk have roughly spanned three decades each. So has the case of Rama in Nicaragua where current supporters of the revitalization movement were, decades ago, kindergarten students of Eleonora Rigby, known as Ms. Nora, the community's revitalization leader (Grinevald & Pivot 2013). The revitalization of Myaamia also dates back to the late 80s. To its revitalization leader, Daryl Baldwin, it is clear that the objective of the efforts at this time is not necessarily to create new users but rather, to create a generation of novice users who will foster new attitudes towards the language and will facilitate the emergence of a new generation of users in the future (Baldwin & Costa 2018; Baldwin et al. 2013). This raises the intriguing question as to whether generational cycles might be relevant to the growth of any given revitalization effort. Of course, if more than half of the efforts documented in the Survey began after the year 2000, then the answer to this question will not come for another decade or more. Nevertheless, it would be worth understanding the progression of efforts with a longer history to begin to set the stage for a comparative analysis of the life stages of language revitalization efforts as they develop longer histories. Sociology as a discipline could greatly contribute in this area.

The efforts as they are reported in the Survey seem to be complex, multi-pronged and diverse, involving many actors and different skill sets. About two thirds of the efforts involve groups of collaborating individuals and over half the efforts constitute collaborations between members of the language community and individuals external to it. The data suggests that collaborations are critical because of the diversity of objectives that a revitalization effort may have and the various skill sets that must be brought together in order to meet such objectives. To recall, the most frequently reported activities are focused on documentation and linguistic analysis, the development of educational materials, and offering language classes. These activities are in line with the most frequently cited objectives: language teaching, revitalizing language through community and vice versa, dissemination, and linguistic analysis. The Survey also shows that any given language may have more than one single effort. This is rather obvious since recreating the conditions for language reproduction re-

quires efforts in many areas of daily community life. These efforts are not necessarily coordinated. López and García (2016) describe some of the efforts in support of the revitalization of Kukama-Kukamiria in Peru which occur in parallel. The main author of the present study has also seen this to be the case for Diidxazá in Southern Mexico. A future line of research could analyze these contexts to understand whether seemingly uncoordinated efforts could in fact be effectively contributing towards creating a support network that extends well beyond the locus of any single, if broad, effort.

Of special interest to linguists is the co-occurrence of language documentation and linguistic analysis as the most frequently cited activity along with language teaching as a dominant objective. This speaks to the relevance of linguistics as a discipline that is strongly positioned to make a positive contribution to language revitalization. Specifically, these results point to the need for practitioners of documentary, descriptive, and applied linguistics to coordinate efforts in support of language revitalization (see also Nathan & Fang 2013). Without a doubt, gains have been made in these areas since the late 80s and early 90s when the discipline was called to attend to the issue of endangered languages. For instance, since its founding in 2002, the Endangered Languages Documentation Programme (ELDP) has funded over 400 such projects around the world.<sup>10</sup> The Documenting Endangered Languages Program (DEL) of the National Science Foundation funded 110 projects between 2012 and 2018, amounting to over \$21 million US dollars.<sup>11</sup> Since its inception in 2000, the Volkswagen Foundation DOBES programme (Dokumentation bedrohter Sprachen) has funded 67 documentation projects.<sup>12</sup> Language documentation efforts at a regional or national level also exist. For instance, the Projeto de Documentação de Línguas Indígenas (PRODOCLIN) in Brazil is currently engaged in extensive documentation of 13 indigenous languages.<sup>13</sup> The efforts to document the world's languages are reflected in the growing holdings in archives with regional and global reach. The Archive of the Indigenous Languages of Latin America (AILLA) holds 192 collections with data from 397 languages.<sup>14</sup> The Pacific and Regional Archive for Digital Sources in Endangered Cultures (PARADISEC) reports language documentation materials for over 1,000 languages in regions well beyond the Pacific, its original area of focus.<sup>15</sup> 13 global and regional archives are organized within the Digital Endangered Languages and Musics Archives Network (DELANMAN) established in 2003. Beyond documentation, the Glottolog lists over 180,000 bibliographic references that include texts and word lists as well as dictionaries, grammars, and other descriptive and analytical works related to 8,475 languoids – language families, languages, and dialects (Hammarström et al. 2018). It will be critical to continue to further these efforts and more importantly, to design them with the goal of supporting language revitalization (see

<sup>10</sup><https://www.eldp.net/en/about+us/>. (Accessed 31 May 2018).

<sup>11</sup><https://www.nsf.gov/awardsearch/advancedSearchResult?ProgEleCode=7719&BooleanElement=ANY&BooleanRef=ANY&ActiveAwards=true&results>. (Accessed on 31 May 2018).

<sup>12</sup><http://dobes.mpi.nl/dobesprogramme/> and <http://dobes.mpi.nl/projects/>. (Accessed 31 May 2018).

<sup>13</sup><http://prodoclin.museoindio.gov.br/index.php/projetos>. (Accessed 31 May 2018).

<sup>14</sup>Smythe-King, personal communication. 31 May 2018.

<sup>15</sup><http://www.paradisec.org.au/>. (Accessed on 31 May 2018).

Campbell & Rehg 2018 for a discussion on the ideal coordination between language documentation and language revitalization). An important point to recognize is that practitioners of linguistics or of language teaching are not necessarily trained in more than their own discipline to the point of being able to effectively extend their expertise beyond it. Hinton et al. (2018) makes a similar point. The coordination across these disciplines in order to support language revitalization might be possible through interdisciplinary degrees that provide overarching training focused on language revitalization as well as collaborations between practitioners of the different disciplines, not only for post-graduate professionals but also for students who may grow to become a new generation of interdisciplinary professionals capable of addressing both the analytical and the applied needs of language revitalization. An example of such a degree program is the *Maestría en Revitalización y Enseñanza de Lenguas Indígenas* ('Master's Degree in Revitalization and Indigenous Language Teaching') at the Universidad del Cauca in Colombia. These types of programs focusing on language revitalization have begun to emerge but remain few in number.

The few responses obtained in the Survey that refer to intergenerational transmission of a language, combined with the large percentage of objectives focused on language teaching, show that at this time, language revitalization is largely focused on language teaching (see also Todal 2018 on this topic). This makes it clear that expertise in language learning pedagogy, teacher training, technology, and materials development specifically for the revitalization of endangered languages is critical. Topics such as language purism, the contradictions in models of bilingual and/or intercultural education that introduce children to a dominant language and culture (cf. López & García 2016), excessive emphasis on literacy at the expense of the development of oral skills, and challenges of high diversity regions such as the Indian subcontinent, Papua New Guinea, and Mesoamerica continue to require attention. Further, the distribution of the documented efforts across the language vitality spectrum highlight the need for first and second language acquisition expertise in language revitalization. The latter is especially crucial for the more than 25% of the revitalization efforts documented in the Survey which are taking place in situations of advanced language shift or dormancy. For these cases, immersion-based revitalization is difficult if not unrealistic at this time and expertise in second language acquisition, assessment of language skills, and similar are especially pertinent (cf. Riestenberg 2017; Todal 2018). Collaborations that bring together language documentation, linguistic analysis, language acquisition, and language teaching stand to make well rounded contributions to language revitalization as would training in the form of interdisciplinary degree-granting programs on language revitalization that would bring these skills together. It is our hope that the data presented here will help foster such collaborations globally.

The second most frequent objective documented in the Survey relates to efforts aimed at strengthening the relationship between language and community. The high frequency of this category would seem to align with Principle 3 proposed in McCarty (2018) for Community-Based Language Planning – “Language planning is community planning” – and efforts such as those reported in Hinton (2013), O'Regan (2018), Bommelyn with Tuttle (2018), and Zahir (2018) *inter alia*. It is thought-provoking,

then, that despite the relevance of the relationship between language and community, the concept of intergenerational language transmission surfaced minimally in the Survey data. This should prompt us all to give the topics of intergenerational language transmission and language socialization serious consideration. One interpretation of the data would make us ask whether our focus on the language itself might be leading to neglecting a larger, overarching need to recreate the conditions that would enable the necessary socialization that language transmission requires. Hornberger and de Korne (2018) elaborate on the need to complement school-based revitalization with efforts that would foster socialization in the target language and that are indeed very much in line with the concept of strengthening the language through strengthening the community and vice versa. Another interpretation may be that recreating the necessary conditions for a language to flourish requires the participation of actors who are not yet sufficiently involved in revitalization, or that the processes to recreate such conditions still need time to evolve.

Again, it is critical to give careful consideration of the languages whose advanced stage of language shift makes it difficult if not impossible to recreate intergenerational socialization of the target language outside a language teaching setting. Nevertheless, it is clear that the discussion about the roles of the home-school-community interface requires continued attention. Messing and Nava Nava (2016) report that studies of socialization in endangered languages contexts are few in number. Hornberger (2008) is entirely dedicated to the analysis of the role of schooling in language revitalization. Further, the process that caregivers might need to go through in order to resume speaking an endangered language to children who are potential users of an endangered language, requires careful consideration. Messing and Nava Nava (2016) mention this topic briefly but succinctly. They explain through a case study based in Mexico, that caregivers in these scenarios find themselves having to reconcile pressures – even trauma – lived earlier in life that discouraged the use of the language in question, with the emerging pressures to speak the language again. Therefore, promoting language socialization in endangered language situations requires the support of various actors including those with expertise in sociology and psychology, and of enough community members – and enough need not be a large number, as cases presented in Hinton (2013) show.

The emergence of the categories of Support, Language and Community, and Leadership combined, added to the fact that funding is so frequently cited as a need and an asset, strongly supports a call for increasing opportunities for funding and training specifically designed to enable the long-term involvement of individuals dedicated to language revitalization. There are certainly funding sources to support language revitalization. For example, the Resource Network for Linguistic Diversity (RNLD) provides a non-exhaustive list of International and country-specific granting agencies for language work including revitalization.<sup>16</sup> However, as Pérez Báez (2018) argues, there is a contradiction when funding is made available for the documentation of endangered languages but funding for their revitalization is explicitly excluded from the mission of funding agencies. López & García (2016) and Nathan & Fang (2013)

<sup>16</sup><http://www.rnld.org/node/76>.

make similar arguments. Also, more opportunities for long-term funding beyond the one-time or the three-year funding format are undoubtedly needed. If revitalization takes years, or decades, as the Survey data suggests, then funding to support it must be in line with the life cycles of revitalization efforts.

**6. Conclusions** In this study we have endeavored to report on the results of the Global Survey of Language Revitalization Efforts. The data set analyzed includes 245 surveys from practitioners around the world and the reported results are primarily based on frequency counts for a large subset of both qualitative and quantitative questions that make up the Survey. This study was motivated by the need to develop methods of comparative analysis for the study of language revitalization practices. The goal of this study, however, is not to come up with any sort of best practices or how-to guide. As has been shown in this paper, language revitalization is multi-pronged, combining any number of elements that together may contribute towards re-creating the conditions that will strengthen the vitality of a language. Making recommendations would amount to oversimplifying the complexity of conditions and contexts within which any given language revitalization effort might operate.

A critical contribution of the Survey is that it shows the large number of efforts underway at this particular point in the history of the world's linguistic diversity, the many ways in which a diversity of strategies are put in place by practitioners and the many different contexts in which they occur. This research was carried out, then, with the goal of experimenting with data gathering methods that might enable us to break through the particulars of individual revitalization efforts in such a way as to understand commonalities across case studies. The objective has been to have a rigorous and methodologically sound process through which to provide data from a diversity of contexts that substantiates claims about language revitalization moving forward. Further, and in doing so, we hope these data will promote critical thinking about revitalization through comparative analysis from a large enough sample as to guide future approaches to supporting language revitalization efforts through policy at various levels of government, through sensible funding, and through collaborations from a number of research disciplines.

This study also makes evident the social, cultural, political, and geographic gaps in what we know about the existence of revitalization efforts around the world and their characteristics. Further, the frequency counts reported in this paper should motivate further research into revitalization topics that the data highlights. This paper alone makes evident a number of studies that ought to be carried out. These include dedicated studies of the role of language socialization in language revitalization in light of the heavy focus on language teaching and schooling documented in the Survey; an analysis of the factors that may have contributed towards the sharp increase in the number of revitalization efforts documented in the survey as emerging after the year 2000; statistically valid correlations between characteristics of revitalization efforts and the reported assessment of satisfaction with their outcomes; reported use of the target language in the revitalization activities, analyzed against the vitality of a language and the need that learners have to receive a minimum of exposure to a

target language; life cycles of revitalization efforts; commonalities based on regions, language vitality situation, shared resources and needs; and improvements to data gathering methods, to mention but a few possible lines of future research.

Humankind has been characterized for millennia by the diversity of languages used around the world. Human language and its vast diversity have constituted the study of researchers in a number of disciplines and fields starting with anthropology and linguistics but also in sociology, demography, cognitive science, psychology, the medical sciences, artificial intelligence, education, communication technology, among others. Linguistic diversity, as we know, is in rapid decline and as this study shows, this decline has prompted a diversity of responses around the world from a diversity of interested parties. The large number of efforts documented in the Survey show that language revitalization is a phenomenon that is now undeniably an integral part of human language. The various drivers behind revitalization are indicative of the importance of language in society. The challenges facing revitalization are in turn indicative of the social, cultural, and political aspects of contemporary human history, and so will be the responses that are emerging in order to meet and overcome such challenges. We would be remiss to dismiss language revitalization as a field of study as this would amount to neglecting the study of an emerging global approach to a critical aspect of language in its social setting – diversity and the need to sustain it. We hope that this study will further strengthen the interest and commitment to studying, understanding, and supporting language revitalization as an integral aspect of human history in the 21st century.

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## Appendix 1. English version of the Global Survey of Language Revitalization Efforts

### Global survey of language revitalization efforts

#### 1. Join Recovering Voices in learning about language revitalization efforts around the world!

The Recovering Voices initiative of the Smithsonian Institution and the Linguistics Department at the University of Hawai'i at Mānoa are carrying out a survey of language revitalization initiatives worldwide. We are asking practitioners such as yourself to share their experience with us so that we may all learn from each other.

This survey has 30 questions about revitalization activities and we estimate it will take about a half hour of your time. The questions will be presented to you in 8 consecutive pages, so please make sure to navigate through all 8 pages.

All responses are optional to give you the flexibility to provide us the information that is available to you and that you are comfortable sharing. All information requested in this survey is about revitalization initiatives and not about individuals. The information you provide will allow us to do a comparative analysis of the factors that may improve the outcomes of revitalization efforts.

If you have any questions, please do not hesitate to contact me at [PerezBaezG@si.edu](mailto:PerezBaezG@si.edu).

Many thanks in advance!

Gabriela Pérez Báez, PhD.  
Curator of Linguistics  
Director, Recovering Voices  
National Museum of Natural History  
Smithsonian Institution

Global survey of language revitalization efforts

2. Basic information

**In this section we ask for basic information about revitalization efforts for the language. By revitalization we are referring to any effort intended to foster the use of a language that has or could cease to be spoken (ex. language maintenance, development, revitalization, reclamation, etc.).**

1. List the language you are working to revitalize.

Language

Alternate  
language name

ISO code if known

Where is the  
language spoken?

Email address for  
follow up

2. **What is the situation of the language?** Please select the description that best applies. You may add details in the comment box below.

- There are no first-language speakers.
- There are a few elderly speakers.
- Many of the grandparent generation speak the language, but the younger people generally do not.
- Some adults in the community are speakers, but the language is not spoken by children.
- Most adults in the community are speakers, but children generally are not.
- Most adults and some children are speakers.
- All members of the community, including children, speak the language, but we want to make sure this doesn't change
- There is a new population of speakers or people are beginning to learn the language after a period of time in which no one spoke the language.

Other / more detail

3. How many people speak the language?

- None at the moment
- 1-9
- 10-99
- 100-999
- 1000-9999
- 10,000-99,999
- More than 100,000

Other / more detail

Global survey of language revitalization efforts

3. About the revitalization efforts

4. What is the name of the revitalization program or initiative? (if applicable)

5. Who started the efforts? Please select all the responses that apply.

A single individual

A group of collaborating individuals

A non-for profit organization (NGO, 501c3, etc.)

An institution

Member(s) of the language community

Individual(s) from outside the language community

Other / more detail

6. How did the revitalization efforts begin?

Please explain. We are especially interested in learning what the motivation was, who got the efforts started and how they went about it.

7. In what year did the revitalization efforts begin?

Other (Please enter a year in the format of YYYY. Ex. 1945)

8. Please provide a general description of the revitalization efforts.

9. Who leads the efforts at the present time? Please select all the responses that apply.

A single individual

A group of collaborating individuals

A non-for profit organization (NGO, 501c3, etc.)

An institution

Member(s) of the language community

Individual(s) from outside the language community

Other / more detail

10. What are the main objectives of the revitalization efforts?

1

2

3

4

5

11. How well is each objective met?

	very well	well	not very well	not at all
Objective 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please comment on how you are gauging each objective.

Objective 1

Objective 2

Objective 3

Objective 4

Objective 5



13. What are the top assets that have helped the revitalization work?

1.
2.
3.
4.
5.

14. What are the top needs that the initiative has?

1.
2.
3.
4.
5.

15. Is there anything else you would like to tell us about the revitalization efforts?

Global survey of language revitalization efforts

4. Revitalization activities

**The following sections will ask about the activities that the revitalization initiative is carrying out. We provide some basic categories to select from as well as room for you to list activities as you see fit.**

16. What activities does the revitalization initiative carry out?

**17. Please select the categories that best describe the initiative's activities.**

Please select all that apply. We have provided definitions to assist in the selection.

- Language nest**  
*(language revitalization through child care provided by speakers of the language)*
- Pre-school**  
*(language instruction in early childhood education)*
- Bi/multilingual school**  
*(school with the language as a medium of instruction along with one or more languages)*
- Immersion school**  
*(school in which the language is the only exclusive or almost only medium of instruction; the language may or may not be a student's heritage or dominant language)*
- Mother tongue education**  
*(school with instruction in a language of the local community for students who speak it)*
- Language classes**
- Language camps**
- Family programming**  
*(designed to support families speaking the language in the home)*
- Master-apprentice**  
*(partnership between learners of the language and speakers for one-on-one learning)*
- Teacher training**  
*(training for teachers of the language)*
- Educational materials**  
*(development of lesson plans and educational resources)*
- Technology and cyberspace**  
*(presence of the language on the Internet or in phone apps, social media, video games, etc., or use of these platforms for language learning)*
- Documentation**  
*(audio and video language recording; development of grammars and dictionaries)*
- Cultural events**
- Media**  
*(use of the language in radio or television, or in print)*

Other / more detail

18. What are the sources of funding for the activities?  
 Select all options that apply for the relevant activities.

	community	local government	federal government	grants	private donations/payments	little to no funding available/needed
Language nest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bi/multilingual school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersion school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother tongue education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-apprentice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology and cyberspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other / more detail

19. How many people are involved in the activities?  
Please respond for those activities that are relevant.

	How many people benefit?	Are those who benefit internal or external to the language community?	How many people organize the activity?	Are the organizers internal or external to the language community?
Language nest	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pre-school	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bi/multilingual school	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Immersion school	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mother tongue education	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language classes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language camps	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Family programming	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Master-apprentice	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher training	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Educational materials	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technology and cyberspace	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Documentation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cultural events	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Media	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other / more detail				
<input style="width: 100%; height: 40px;" type="text"/>				

20. Who is the target audience of the activities?  
 Select all options that apply for the relevant activities.

	children	adults	novice learners	learners with prior language knowledge	proficient speakers
Language nest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bi/multilingual school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersion school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother tongue education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-apprentice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology and cyberspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other / more detail

21. For those activities that take place in the school setting, what grade levels do they serve?  
Please respond for those activities that are relevant.

	pre-school	elementary/primary school	middle school	high school/secondary school	college/university or higher	not in the school setting
Language nest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bi/multilingual school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersion school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother tongue education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master-apprentice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology and cyberspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other / more detail

22. How often is the activity held? How much time is the language used in each activity?  
Please respond for those activities that are relevant.

	How often is this activity held?	How long does each activity meet per session?	What percentage of the activity time is the language spoken/taught?
Language nest	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pre-school	<input type="text"/>	<input type="text"/>	<input type="text"/>
Bi/multilingual school	<input type="text"/>	<input type="text"/>	<input type="text"/>
Immersion school	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mother tongue education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language classes	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language camps	<input type="text"/>	<input type="text"/>	<input type="text"/>
Family programming	<input type="text"/>	<input type="text"/>	<input type="text"/>
Master-apprentice	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher training	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cultural events	<input type="text"/>	<input type="text"/>	<input type="text"/>
Media	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other / more detail



Global survey of language revitalization efforts

5. How are the activities doing?

23. How well is each activity doing?  
Please respond for those activities that are relevant.

	very well	well	not very well	not well at all
Language nest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bi/multilingual school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immersion school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mother tongue education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language camps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master-apprentice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology and cyberspace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other / more detail

24. Please elaborate on how the activities are doing.

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6. Wrapping up

25. Why is the revitalization of your language important?

26. Is there anything else you would like to share with us?

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7. How may we follow up after this survey?

We would be grateful for the opportunity to follow up with you in the future. Please provide us with contact information for the revitalization initiative.

All fields below are entirely optional and not intended to collect personal information. The Smithsonian is using SurveyMonkey, a third party survey and data collection platform, to gather data and information in support of the Global Language Revitalization and Reclamation project. Please be advised that SurveyMonkey's Privacy Policy applies to your use of this service. The Smithsonian does not have general access to the SurveyMonkey servers or their data storage systems, but collects the specific survey data we are requesting through our specific surveys. For more information you may review the Smithsonian Institution's Privacy Statement at: <https://www.si.edu/Privacy/>.

**27. How may we contact the initiative?**

Address

City/Town

State/Province

Zip/Postal Code

Country

Email address

Website

Phone number

Contact person

(if that person is not you, please get that person's permission before listing their name)

Secondary contact person

(if that person is not you, please get that person's permission before listing their name)

**28. What is your role in the revitalization efforts?**

29. We plan to create a directory of revitalization initiatives as a free public resource online for practitioners. May we include the contact information for your revitalization initiative?

Yes

No

30. May we include excerpts from your responses when we report on the survey results? Any excerpts would be cited anonymously.

Yes

No

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8. Thank you!

**On behalf of the Recovering Voices initiative of the Smithsonian Institution and the Linguistics Department at the University of Hawai'i at Mānoa, we thank you for your willingness to share your revitalization experience with us!**

**Appendix 2. List of languages for which efforts were documented**

Language Name	Alternate Name(s)
Aanaar Saami	Inari Saami
Alutiiq	Sugpiaq, Sugt'stun, Alutiit'stun, Pacific Eskimo
Amazigh	Berber
Amri Karbi	Mikkir
Anishinaabe	
Anishinaabemowin	(Odawa, Ojibwe, Chippewa)
Anishinaabemowin	Ojibwe Language
Anishinaabemowin	Ojibwe
Anishnaabemowin	Odawa
Anishnaabemowin	Ojibwe
Añu	Chaima, Cumanagoto, Waikeri
Aragonés	Fabla Aragonesa
Ashriat Neo-Aramaic	Syrian
Asturian	Asturianu, Bable, Leonés
Asturiano	Asturleonés
Babanki	Kejom
Balinese	Bahasa Bali, Basa Bali
Baltic Prussian And Masurian	Prūsiskan And Mazurská Gádkia
Baniva	Baniwa
Bebeli	
Besiro	Chiquitano, Monkox.
Blackfoot	Blackfeet, Siksika
Boruca	Brunkah
Breton	Brezhoneg
Català (Catalan)	Valencià, Mallorquí, Menorquí, Eivissenc, Formenterenc
Catalan	Català
Catalan	Valencian
Chamacoco	Yshyr
Chibcha	Muisca, Muysc Cubun
Chickasaw	Chikashshanompa'
Chippawa / Ojibway	Ojibway / Odawa
Chippawa / Ojibway	Ojibwa / Odawa/
Chitimacha	Sitimaxa
Chuvash	
Coahuilteco	Pajalate (UIA- <a href="https://en.wikipedia.org/wiki/Pajalat">https://En.Wikipedia.Org/Wiki/Pajalat</a> )
Coeur d'Alene	
Comanche	Numu Tekwap
Cornish	Kernewek
Cornish	Kernewek
Cornish	Kernow
Cornish	Kernewek
Croatian	Hrvatski
Crow	Apsaalooke
Cuicateca	Dbaku, Duaku, Dubaku
Cuicateco	Dibaku

*Continued from previous page*

Language Name	Alternate Name(s)
Cumanagoto	Chaima
Dajim	Cham
Dakota	Dakota Sioux
Desano	
Dhurga	South Coast Language As Spoken By Elders
Dhurga	South Coast Language as spoken by elders
Dhurga, Dharrawal, Thaua	South Coast Language as spoken by elders
Diidxazá	Zapoteco del Istmo, juchiteco, zapoteco de la planicie costera
Diné Bizaad	Navajo
Dinjii Zhuh K'yaa	Gwich'in
Ekegusii	Gusii, Guzii, Kisii, Kosova
Elfdalian	Övdalian
Espagnol	Español
Euskara	Basque, Euskera, Euska, Eskuara,...
Fernandeno / Tataviam	
Fijian	
Francaise	
Francoprovençal	Arpitan
Francoprovençal	Arpitan
Francoprovençal	Arpitan, Patois
Frysk	Westerlauwers Frysk – Frisian
Gaelic	Gàidhlig
Scottish Gaelic	Gàidhlig
Scottish Gaelic	Gaidhlig
Galego	
Gallego	Galego
Gangte	
Gawri	Kalami, Bashkarik
Guébie	Gabogbo
Guienagati Zapotec	Dadiidznu
Gumbayngirr	
Gumbayngirr	
Halkomelem	2 Dialects: Halq'emeylem, Hənqəmínəm
Hän	
Hanunuo Mangyan	
Hanunuo Mangyan And Buhid	
Mangyan	
Hausa Language	
Hawaiin	‘Ōlelo Hawai‘i
‘Olelo Hawai‘i	Hawaiian
Hesquiaht	Nuu-Chah-Nulth
Hiaki	Yaqui, Yoeme, Jiaki
Hidatsa	
Hñähñö	Hñähñu, Hñätho, Hñuhu, Otomi
Hnahnu	Otomi
Hokkien	Min Nan, Taiwanese, Southern Min, Hoklo
Ikpeng	Txicão, Txikão, Chicão, Xicão



*Continued from previous page*

Language Name	Alternate Name(s)
Iquito	Ikiitu
Irish	Gaeilge, Gaelainn, Gaedhilge, Irish Gaelic, Gaelic
Isinay	Inmeas, Insinai, Isnay, Isinai
Ixcateco, Chontal y Chochoalteco	Xjuani, Chontal y Nguiba-Nguigua
Jaqaru	
Jaqaru	
Jejueo	Jejupal
Kaá'ze Íe	Kaw Language
Kalinago	Island Carib
Kanien'kéha	Mohawk
Kanien'kéha	Mohawk
Kanienkeha	Mohawk
Kanyenkeha	Mohawk
Kari'nja	Carib
Karuk	Karok
Kurna	
Kawaiisu	
Kawaiisu	Nuwa
Keres-Cochiti Dialect	
Kichwa	Runashimi, Quichua
Kichwa (Ecuadorian Highlands, Amazonia And Galapagos)	Quichua
Kisii	Ekegusii
Kitanemuic	Kitanemuk
Kitanemuk	
Klallam	Clallam
Koasati	Coushatta
Komi-Zyrian	Komi
Koryak	Chavchuen
Kotiria	Wanano (Also Guanano)
Kristang	Cristang, Papiá Kristang, Malaccan Portuguese, Malacca Creole Portuguese, Portugis Di Malacca, Serani, Bahasa Serani
Kuman	Chimbu
Kumeyaay	Iipay, Tipay, Diegueno
Kurmanji	Kurdish
Kwakwala	Kwakw!ala
Ladino	Judeo español
Lakota	Lakhóta, Teton, Sioux, Dakota
Lamkang	Ksen
Las lenguas indígenas de México	Específicamente las lenguas de Oaxaca de Juárez
Lenguas chatinas	Chatino de Zenzontepec, Tataltepec y Este
Lokoo	Arawak
Mako	Maco
Mani	
Manx	Manx Gaelic / Gaelg
Manx Gaelic	
Māori	Te Reo Māori

*Continued from previous page*

Language Name	Alternate Name(s)
Mapudungun	Mapuzugun
Marshallese	
Media Lengua	Chaupishimi
Mehri	
Menominee	
Meskwaki	Fox
Miami-Illinois	Myaamia, Myaamiaataweenki
Myaamia	Miami-Illinois
Miriwoong	
Mixteco Del Oeste De Juxtlahuaca	Western Juxtlahuaca Mixtec
Moose Cree	
Mpakwithi	
Mutsun	
Náhuatl	Mexicano, Masewaltlahtolli
Náhuatl	
Naso Teribe	
Navajo	Diné
Ngunawal	
Nheengatu	Yeral, Ñengatu, Yegatú
Nonuya	
Nuosu Yi	Lolo, Sichuan Yi, Liangshan Yi
Ofayé	
On <sup>^</sup> Yoteaka	Oneida
Onödowa'ga Gawëno'	Seneca Language – "Iroquoian"
Panará	Kreen-Akarore
Pataxó Hãhãhãe	Pataxó Hãhãhãe
Pite Saami	Arjeplog Saami (also spelled Sámi Or Sami)
Ponca Language	
Português Brasileiro	PB
Potawatomi	Bodéwadmimwen
Quechua	Qichwa
Quechua	Qhichwa, Runasimi
Quechua	Ashaninka
Quechua	
Quinault	
Rapa Nui	Rapa Nui
Roman	Burgenland-Romani
Ryukyuan / Uchinaaguchi	Okinawan
Seneca	Onödowa'ga' Gawëno'
Seneca	
Seneca Language	Onondowa'ga:'
Seri	Cmique Iitom
Serrano	
Shelta	Irish Romany
Shina	
Shmuwich, Chumash	Barbareño
Šmuwič	Barbareño Chumash
Sicilian	Sicilianu

*Continued from previous page*

Language Name	Alternate Name(s)
Southern Quechua	
Southwest Ojibwe	Anishinaabemowin
Sumu-Mayangna	Sumu / Panamahka / Tuahka
Tabuybu	Yurakaré
Tahitian	None
Tashelhit Berber	Berber, Tamazight
Te Reo Māori	Māori Language
Tembé	Tenetehara; Guajajara
Tének	Huasteco
Tepehuano Del Sur	O'dam
Tetsó'tmé	Yellowknife, Chipewyan, Dëne Sųhné
Tewa	
Tibetan Sign Language	
Tifhini	Obispeño, Or Northern Chumash
Tjikalanga	Kalanga
Tjwao	Tshwa
Tlicho, Inuktitut, Inuvialuktun, Inuinnaqtun, Cree, Dene Suline, Sahtuo'tine, Dene Zhatie, Gwich'in	
Tlingit	
Tlingit	
Toba	Qom
Totonaco	
Trinidadian French-Lexicon Creole	Patois
Truku	Toroko
Tsotsil	Bats'i K'op
Tunica	Tunica
Udi	Udin
Udmurt	Votjak
Uncunwee	Ghulfan
Washiw	Washo, Washoe
Wauja	Waurá, Aurá, Uaurá
Welsh	Cymraeg
Wendat	Huron
Western Apache	San Carlos Apache, White Mountain Apache, Dilzhe'e Apache
Western Tlacolula Valley Zapotec	
Wonnarua	Wannaruah/Wanarruwa
Wopanaak	Wampanoag
Wubuy	Nunggubuyu
Yabarana	Yawarana
Yinhawangka	Innowanga
Yokot'an	Chontal De Tabasco
Yokot'an	Chontal De Tabasco
Yorùbá	Yoòbá
Yup'ik	Central Yup'ik
Zapoteco	Dillzaa
Zapoteco	

*Continued from previous page*

Language Name	Alternate Name(s)
Zapoteco	Diiste, zapoteco de Miahuatlán, zapoteco de la Sierra Sur Central
Zapoteco	Dixza
Zapoteco	Diidxza
Zapoteco	Zapoteco Sureño
Zapoteco	Dill Wlhall
Zapoteco	Didxa Xhon
Zapoteco de Macuiltianguis	Xtisa' Tagayu "language of Macuiltianguis" or Xtisa'riu "our Language"; Macuiltianguis Zapotec; sometimes grouped with other varieties as Ixtlán Zapotec Or Sierra Juárez Zapotec
Zapoteco del Valle	Didx Zaa
Диалект Села Старошведское	Dialect of Gammalsvenskby
Ингушский	Гялгяй
Карельский	Карельский
Кетский	
Нанайский	Наани, Хэджэ
Удмуртский	Вотяк
Эрзя-Мордовский	Эрзянский