

## Scheme for the first presentation: Profile of an endangered language

### 1. Essential facts about the language

Obligatory for everybody:

- Language name(s)
- Genetic affiliation (language family, to which it belongs)
- Territory, where spoken
- Other languages used in the speech community
- Number of speakers (with year and source for this information)
- Status (for example, official language, recognized as minority language...)
- Writing (is there a written form, which alphabet, literary traditions?)

Of the following, choose what you like and on which you find information:

- Typological characterization, something about the structure of the language
- Variation and standardization (for example: is there a standard variety? are there many different dialects? Is the idiom you describe regarded as a language or a dialect?)
- Descriptions and documentations of the language (are there dictionaries, grammars? when was the language first described?)
- History of the language (and its speakers)
- Domains of use of the language today
- Education (is the language used in schools, up to which class)
- other

### 2. Endangerment

- Overall grade of endangerment/vitality according to the UNESCO Atlas of the World's Languages in Danger
- As well as you can, describe the grade of vitality/endangerment according to the scales given by the UNESCO expert groups (<http://unesdoc.unesco.org/images/0018/001836/183699E.pdf>) for the following factors (don't be afraid, you are not expected to know everything! we will also discuss where difficulties were encountered and why):
  - Proportion of speakers within the overall population
  - Intergenerational language transmission
  - (Shifts in) Domains of language use
  - Response to new domains and media
  - Availability of material for language education and literacy
  - Governmental and institutional attitudes and policies
  - Community members' attitudes
- Try to find answers to the question WHY the language has become endangered

### 3. Samples

- give examples of written texts and/or spoken language (audio or video)

### 4. References

- Give 1-3 sources which you recommend to someone interested in the language.
- List ALL the sources you used for this presentation .

## Endangered languages for presentations

Here are some suggestions for students who have not yet found their language:

Wilamowicean (Poland); start here: [www.inne-jezyki.amu.edu.pl](http://www.inne-jezyki.amu.edu.pl)

Baure (Bolivia); start here: <http://dobes.mpi.nl/projects/baure/>

Kola Sami (or another Sami language); start here: <http://dobes.mpi.nl/projects/sami/>

Bainouk (Senegal and Guinea Bissau); start here: <http://dobes.mpi.nl/projects/bainouk/>

Taa (Botswana and Namibia); start here: <http://dobes.mpi.nl/projects/taa/>

Chintang (Nepal); start here: <http://www.clrp.uzh.ch/>

## List of presentations

Student	Language	Region	Date
Mesut Cetinkaya		Turkey	16.03.2015
Olga Bryś		Greece	16.03.2015
Aline Remes	West Frisian		
Amaia Oliden Manterola			
Bernard Baker			
Jagoda Wo.			
Jaime Gomez			
Karol Tobolski		China / Asia	
Keita Nishidani	Ryukyuan	Japan	
Laura Gómez		South America	
Olga Heredia Cotes			
Paulina Kazmucha			
Zuzanna Posiła	Belarusian		