

Report on 'Language revitalization and community engagement'
February 8th-12th, 2021
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The intensive course 'Language revitalization and community engagement' was held during February 8th-12th, 2021. I, Sumittra Suraratdecha was invited as a lecturer from the Research Institute for Languages and Cultures of Asia, Mahidol University in Thailand. The class was conducted as a four-day intensive lecture. There were local and international students attending the course. The background of the students were from a wide range of majors from the first to fourth year of undergraduate program as well as exchange graduate students. The class addressed current issues and methods in language revitalization and the importance of community engagement. Some of the students did not have background knowledge in linguistics; however, all of them were seriously interested in the issue. More importantly and very interestingly, all of them previously visited or were exposed to revitalization programs during their school or college years abroad or at local sites.

This year, the class had to be conducted online due to the pandemic. The first class began with an overview of different approaches to linguistic revitalization, why and how linguists work to save languages and cultures around the world. This was followed by a group work online activity where students were required to share their opinions on different language revitalization programs taken place in different parts of the world. Here is the list of the links used for the first day activity:

- Designing for endangered languages | Irina Wang | TEDxUniversityofBristol (14.33)
<https://youtu.be/HvS5B-xMp1Y>

- He pūko‘a kani ‘āina: Creating Pathways for Indigenous Language Vitality | Candace Galla | TEDxJIBC (11.50)

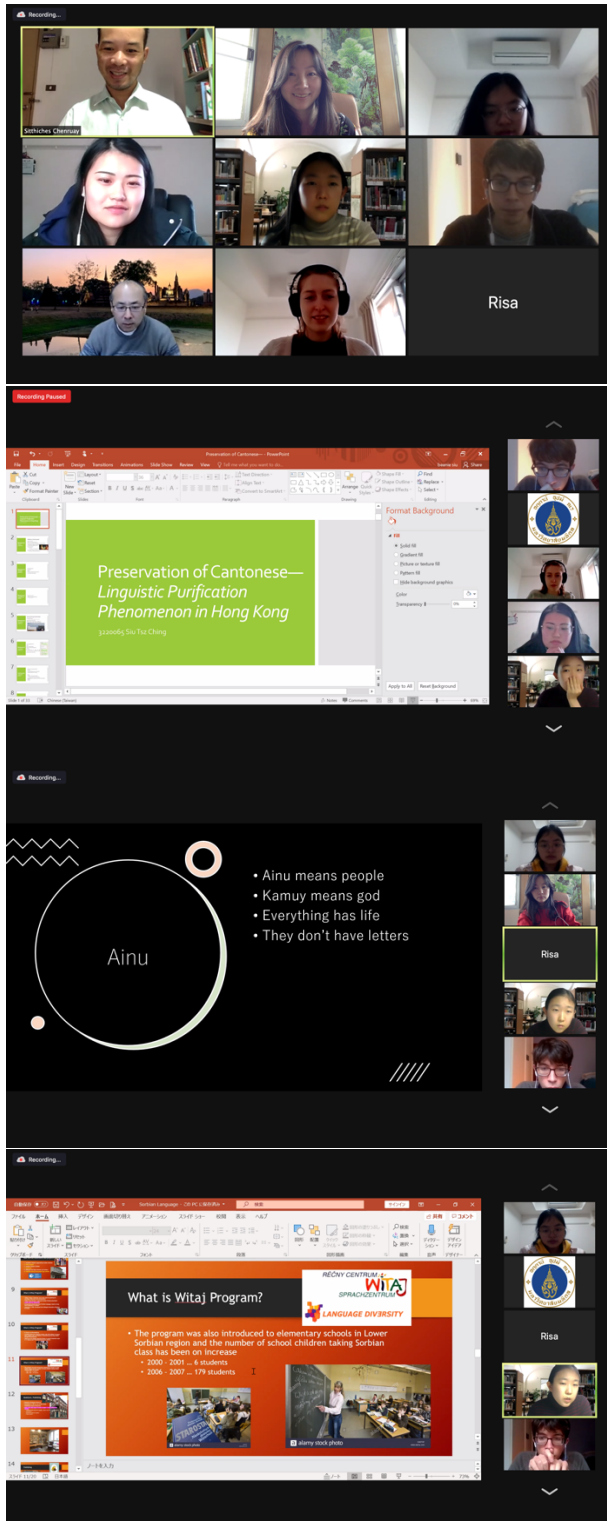
<https://youtu.be/fvArPvKA4yk>

- Why Indigenous Languages Matter and What We Can Do to Save Them | Lindsay Morcom | TEDxQueensU (14.06)

https://youtu.be/g2HiPW_qSrs



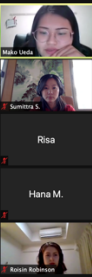
On the second day, students reported and shared their first day discussion with the class. The class continued with a presentation of a research project conducted in Thailand by a guest speaker, then a workshop was conducted to develop students' projects according to students' interests. Our third day started with a presentation of another research project by another guest speaker. The topic was about dialect revitalization in Thailand. The whole class shared and exchanged a lot of ideas and thoughts after the presentation. This was followed by a prep workshop for students on their data collection plan. When this was done, students went to collect their data mostly online with respect to the current situation of social distancing. On the fourth day which was the final day, the class started with presentations and discussions on provisional analysis and consideration based on the survey results and how to connect them to future research, and supplementary lectures on research methodologies that would be useful for future research. The students were all very eager to participate and share ideas. We went a few hours over time on our last day but every one was happy with the discussions after each presentation. Some students even asked the teacher to continue to teach until 10 pm, Japan time. All the classes were conducted in English, but all the participants had high English proficiency and were highly motivated to ask questions and discuss, so they were able to have meaningful discussions. In the feedback session at the end of the lesson and the comments after the lesson, it was very well received that each student was given a project assignment, and it can be seen that the lesson was rich in independent learning. In addition, since the content covered in this class was something that could not be heard in other classes, many people

commented that this special lecture was very meaningful and some planned to continue working on their revitalization projects after the class ended. It was a great class where nobody showed up late, everyone was very interested in the topic. The time was well-spent in planning, discussing, and sharing ideas and thoughts on how to make revitalization work in different socio-cultural contexts around the world. The class even talked about a possibility to set up a revitalization club at TUFS.



Yamaguchi Dialect

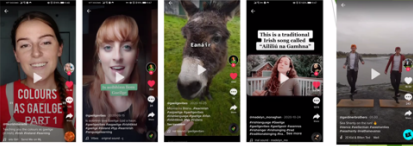

- Spoken in Yamaguchi prefecture in Japan (located between Hiroshima and Fukuoka prefecture)
- Shares the common and similar features with some dialects such as Hiroshima and Fukuoka due to the proximity

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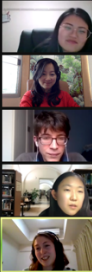
Tik-Tok

- Tik-tok is the new social media that is most popular with young people / teenagers at the moment.
- Sharing Irish nationally and internationally.
- Videos with vocabulary, phrases to use in conversation, or even grammar structures.
- Tik-tok is also being used to share Irish music, both new and traditional, as well as other aspects of Irish culture, such as Irish dancing.

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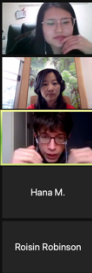
Go raibh maith agat!
Thank you!
ありがとうございます!

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REVITALIZATION OF RYUKYUAN LANGUAGES: OKINAWAN

Winter Intensive Course: Language Revitalization and Community Engagement
Armando MOLINA GÓMEZ
12th February 2021

Recording... | Zoom Meeting | Meeting ID: 919 828 2000 | Video: On | Mute: On | Chat: Off | Share Screen: Off | Polling: Off | Pause/Stop Recording: Off | Closed Caption: Off | Breakout Rooms: Off | Reactions: Off | More: Off | End