

Report on 'Language revitalization and community engagement'  
February 7-17, 2022  
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The intensive course 'Language revitalization and community engagement' was held during February 7th-17th, 2022. 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 intended to be held as a four-day intensive lecture. However, due to unexpected pandemic situations that affected the instructor and the students, the class was extended to accommodate the situations. There were local and international students attending the course. All of them have a good command of English. The students came from a wide range of majors, but all of them were interested in language diversity. This course 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 interested in the issue. Some of the students had experiences abroad, others were interested in the diversity of world languages and cultures, all of which contributed to building up their interests in unity in diversity issues.

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](https://youtu.be/g2HiPW_qSrs)

After watching the documentary films, the students reported and shared their perspectives with the class. The first day ended with an assignment for student to think of their final project.

On the second day, the class continued with a lecture on language documentation and revitalization. This was followed by a presentation of a research project conducted in Thailand by a guest speaker. The topic was about language revitalization efforts taken place in an ethnic community in Thailand. In particular, the talk addressed how to engage local teachers and students in creating a learning environment embracing all languages that exist in the community. The whole class shared and exchanged a lot of ideas and thoughts after the presentation. This is followed by a workshop conducted to develop students' projects according to students' interests. It was 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 next day. On 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. There was one student who was unable to attend the final class as his family was recently affected by the pandemic. The student however was able to complete all the assignments within the extended time. The final assignments included final project presentation as well as reflections and responses to classmates' presentations.

Even though the course was unexpectedly interrupted by the pandemic this year, the course objectives were reached without difficulties. All students were enthusiastic and were willing to cooperate with kind understanding to the pandemic situations.

The image displays three sequential screenshots from a Zoom meeting. The top screenshot shows a Zoom window with a meeting titled 'Mahidol University' and a slide titled '1. Research the area and populations' featuring a map of Thailand. The middle screenshot shows a slide titled '1. CAR process and authentic learning materials' with two pages of text and images, and a chat window on the right. The bottom screenshot shows the same slide as the middle one.

**Slide Content (Middle and Bottom Screenshots):**

**1. CAR process and authentic learning materials**

**Page format**

Three languages for a picture

English  
Black Tai  
Thai

**Page format**

Three languages for two pictures

English  
Black Tai  
Thai

The pillows and mosquito nets are in a Black Tai house.

**Chat Window (Middle Screenshot):**

The software is called 'bloom' by SIL.  
It's free to download.  
And kids as young as elementary can use it. It's very user-friendly.  
Me to Everyone 11:43  
Besides, there's a whole library which is a collection of self-made books by people all around the world that you can download and use.  
<https://bloomlibrary.org>  
Me to Everyone 12:05  
The type of teaching material Play use for her study is called 'levelled reader' starting from the very basic content which is the lexicon or vocab and extends on something more complicated like simple sentences and compound sentences.  
Me to Everyone 12:06  
In the process, the learners learn all languages existing in the school context, namely Thai, Black Tai, and English.  
Who can see your messages?  
To: Everyone  
Type message here...

zoom.us Meeting View Edit Window Help You are viewing Warisara Techapalton's screen View Options 38% [F4] U.S. Mon 07:06

Sumittra S. Warisara Techapalton Zaen, Kiara Saki Matsubara

## Why I chose this topic?

- My interest in cultural diversity
- My research focuses on community interpretation

21:57

Uhmute Stop Video Security Participants Chat Share Screen Polls Record Breakout Rooms Reactions More End

LINE เพียง ทนต่าง ทนชวยเหลือ You are viewing Zaen, Kiara's screen View Options 82% [F4] U.S. Mon 08:00

Sumittra S. Warisara Techapalton Saki Matsubara Zaen, Kiara

## survey result

Which do you prefer to hear, the Minangkabau language you and your generation speak or the Minangkabau Lang that your elder generation speak? (Mana yang lebih anda minat, bahasa Minang yang anda dan generasi anda tuturkan atau yang dituturkan oleh generasi sebelum anda?)

12 jawaban

Category	Percentage
My generation (generasi saya)	91.7%
Elder generation (generasi sebelumnya)	8.3%

01:15:15

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You are viewing Zaen, Kiara's screen View Options 83% [F4] U.S. Mon 08:01

Sumittra S. Warisara Techapalton Saki Matsubara Zaen, Kiara

## Interviewees respond

"Interested to know, but it is no longer applicable in nowadays daily life"

01:16:12

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