

*in*Field

Language activism

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Margaret Florey

Monash University

&

Susan Penfield

University of Arizona

Day 2

- The players
 - *Partnerships between activists from different backgrounds and with different skills and experiences are a crucial element in language activism.*
 - *In this class we will examine who is involved in community language activism.*
 - *We look at how partnerships can be formed and what role/s the different partners can play.*

- Issues to consider about the framework
 - Are internal language activists always indigenous?
 - How do we consider the place of a non-indigenous person who marries in to a community?
 - What about their children?
 - What about, e.g., non-Hawaiian children in the language nests?

- Issues to consider about the framework
 - (How) does the framework handle internal activists living outside their community: e.g.
 - Moluccans living in the Dutch diaspora
 - Zapotecs living in southern California

- Issues to consider about the framework
 - What about bi-/multilingualism?
 - (How) does the framework position an internal language activist who is a speaker/member of more than one language?
 - Are they internal activists in one context and external in another?

- Issues to consider about the framework
 - Does an internal activist have to live in their community?

ACTIVISM	Internal	External			
	Community-based	Community-connected		Not linked to specific community	
	In-country	In-country	Out-country	In-country	Out-country
Individual expertise					
<i>Elder</i>	√	√	√		
<i>Elder mentor</i>					
<i>Speaker of the target language</i>	√	√	√		
<i>Speaker of the lingua franca</i>	√	√	√	√	
<i>Linguist</i>	√	√	√	√	√
<i>Technician</i>	√	√	√	√	√
<i>Educator</i>					
<i>Media</i>					
<i>Illustrator/Artist/Writer</i>					
<i>Program officers (funding agencies)</i>					
<i>Politician</i>					
<i>Grant writers</i>					
<i>Spiritual leaders</i>					
<i>Apprentices/learners</i>					
<i>Parents & grandparents</i>					
<i>Indigenous knowledge holders</i>					
<i>tour guides</i>					
<i>Scholars</i>					

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Language activism

ACTIVISM	Internal	External			
	Community-based	+Community		-Community	
	In-country	In-country	Out-country	In-country	Out-country
Institutional activism					
<i>tribal colleges</i>					
<i>funding agencies</i>					
<i>philanthropic groups</i>					
<i>non-profit organizations</i>					
<i>casinos</i>					
<i>small businesses</i>					
<i>corporations</i>					
<i>international network</i>					
<i>publishers</i>					

Day 2— exercise 1

1. Working in 5 small groups. Each group will discuss a different language activist role (~10 minutes)
 - Brainstorm all the practical things that this role could do to support endangered languages
 - Assign roles within your group: a note-taker, a reporter, a discussion leader....
2. Come back together as a class to share your discussions (~10 minutes)

- **Forming partnerships**
- Now that you've played the role of an activist, how can we form partnerships between the different roles?

Day 2— exercise 2

1. Now move into new groups with members representing different roles of language activist (~10 minutes)
 - Discuss how partnerships might be formed with these different roles.
 - Are there other roles which are needed?

Day 2— exercise 3

- To continue the discussion of partnerships, consider the following issues:
 - What goes into building partnerships?
 - How do you find the necessary people for a particular situation?
 - How do you communicate with other activists in a partnership?
 - How do you determine the timeframe and depth of involvement of each partner?
 - Are there situations in which you think a partnership is unnecessary or inappropriate?
 - Although we might see our own role as a language activist, other people might not yet be conscious of their potential role. How could you approach them to ask for their involvement?
- Come back together to share your discussions with the class (~15 minutes)

HOMEWORK

- You will be placed in one of four groups.
- Each group will be given a different training scenario.
- Together with your group, begin to respond to the activity.
- You will have 20 minutes to continue this exercise with your group in Day 3.
- Each group will make a 5-minute presentation of their training project in class on Day 3.