

The Role of Government in Revitalizing Numeral System of Indigenous Languages: The Èggón Case

¹Imoh, Philip Garba, ²Patience Ashesla

Department of Languages and Linguistics
Nasarawa State University Keffi

Abstract

This paper sets out to investigate the endangerment of Èggón numeral system and the role government to revitalize and expand it to meet the need of our modern society by implementing the National Policy on Education, especially, as it concerns language use. Èggón belongs to the Niger-Congo Phylum of the Western Benue Congo Plateau group of African languages. The paper seeks answers to the question: To what extent is Èggón numeral system vibrant vis-a-vis modern language use. Previous works on Èggón numeral system, the intuitive knowledge of the language and training of the writers as linguists constitute the major sources of data. The descriptive method employed in this study shows that, among other things, unless the government puts concerted efforts, the Èggón numeral system will become more moribund and will eventually be extinct. Being abreast of the success of the concerted and sustainable efforts of language policy in some countries, the paper submits that the government is required to play a role in implementing the language policy on education and formulate more policies that will favour indigenous languages, to the advantage of remnant languages, especially Èggón, to revitalize its critically endangered numeral system. The findings show that this study can be applied to other remnant Nigerian and African languages which are victims of endangered numeral system.

Key words: Èggón, endangerment, government, numeral system and revitalization

Introduction

Èggón is the name used to refer to both the language and its speakers. The language belongs to the Niger-Congo Phylum of the Western Benue Congo Plateau group of African languages (Williamson & Blench 2000). The language is spoken in Nasarawa, State North Central Nigeria, where majority of the speakers reside. The language has twenty six dialects, out of which only one is not mutually intelligible. Wana dialect is used in this work which is the standard dialect used for Èggón native Bible (New Testament Bible). Èggón is a tone language; three tones are attested in the language. The acute accent [´] on a tone-bearing segment represents a high tone and the grave accent [˘] represents a low tone, the unmarked tone represents a mid-tone. The apostrophe ['] between two consonants represents a sound not written but in pronunciation can be felt.

Every community has its way of counting using specific number words which makes it unique and different from another language. This study examines the counting system of Èggón in an attempt to suggest strategies to revitalize it, emphasizing the

government role. Èggón counts from *ákyèn* '1' to *ézbì* 'thousand'. However, the ability to count by native speakers varies from person to person due to different degrees of proficiency and exposure to other dominant languages like Hausa. Lack of proficiency is a situation where a language is at risk of being extinct in the near future which leads to language endangerment. A language is at risk of being extinct if it is not being transmitted from one generation to the next. Transmission of a language from one generation to the next is not possible without the language being spoken and as well as documented. The role of government in improving language proficiency and documentation is essential. This can be achieved, more easily, by the use of indigenous languages in formal education as stipulated in the National Policy of Education (1977 revised 1981, 199 and 2004).

There are a lot of works on Èggón grammar, particularly, projects, and thesis, some include Sibomana (1985), Anzaku et al (1991), ÈggónNews (2013) etc but only a few on Èggón numeral systems. Previous works on the numeral system of Èggón only presented the numbers in their order of occurrence and



the derivational processes without information on its extension and endangered status (Anzaku 2006, Garba 2017) which motivates this work.

Language Endangerment

Endangered numeral system is a psychological problem for the speakers of the languages concerned and a scientific problem for linguists. This is because unaccounted data are being lost especially, languages that have not been documented (Comrie, 2006). There are languages that are not endangered but whose numeral systems are. An example is in Paraguay, the Guarani language where only numerals 1 through 5 are in use. All higher numbers are being expressed in Spanish (Gregore & Suarez 1967). Of course, there are numeral systems that are endangered because they occur in languages that are endangered. Numeral systems have a high level of endangerment because they are likely to be affected by the changes that arise due to languages in contact. It is common for a dominant language spoken in an area with a number of other languages, to replace the numeral systems of the other language (Comrie 2006). Actually, that is an oversight because one needs the syntactic knowledge of a language to be able to combine individual numbers. Number systems are in bases. Number base means that numerical value to which various arithmetical operations are applied.

The following languages presented are seen as illustrations of languages that are not endangered but whose numerals are endangered. In Chamorro Austronesian, Guam and Northern Mariana Islands, the indigenous numeral system has been completely replaced by Spanish loans (Topping 1973).

The base 80 system of Supyire is being replaced by a decimal system under the influence of the local lingua franca, Bambara (Mande, Niger-Congo: Mali: 2, 786, 385) (Carlson, 1994). This involves reinterpreting the base *kuu* 80 to mean 100. The traditional vigesimal numeral system of Welsh in the range 20 -99 (with some unusual forms also in

the range 16- 19) has been replaced for most purposes for most speakers by an artificial transparent decimal system which is now taught in schools.

Finally, language extinction may occur as a result of social factor such as counting. In a society where there is a dominant and minority languages, the minority languages tend to borrow the missing parts of their system from the dominant language. This can go as far as replacement of parts or all of the existing systems. This is why numeral systems are more endangered than the rest of the language such as grammar, it is necessary to document endangered numeral system.

Eggon speakers, for instance, have been borrowing from the Hausa language due to Hausa dominant status in the state. Even elderly speakers count 1-19 comfortably in Éggón when it gets to 20 they switch to Hausa 'ashirin' instead of 'ekpeha', 100 is 'dari' instead of 'endga'. This shows that Eggon numerals are endangered already.

Language Revitalization

"Language revitalization, in other words, language revival or revising language shift, is the attempt by interested parties, including individuals, cultural or community groups, governments or political authorities, to reverse the decline of a language" Wikipedia.org. Many world languages have an attempt at revival while some succeed positively such as Hebrew; others have lesser degrees of success. Language revival is important for these reasons as noted by Anderson (2018) to prevent language extinction, this will mean: to restore the language of the colonised instead of upholding the language of the colonisers, in countries with colonial history like Nigeria; to strengthen and unify ethnic identity. Nigeria as a country with colonial history has not done much practically to restore and develop Nigerian languages, it rather upholds the language of the colonisers, which is not supposed to be so, as suggested above. Similarly, when Nigerian languages are not strengthened by their use in some formal



settings or education, many people feel they do not need indigenous languages to gain employment or anything important. Consequently, this affects ethnic identity.

Crystal (2002) gives factors which can help reverse language endangerment

- i. Increase their prestige, wealth and legitimate power in the eyes of the dominant community.
- ii. Have a strong presence in the education system
- iii. Write down the language
- iv. Make use of electronic technology

Most, if not all, of the above factors are roles that can only be played by the government. Speakers of minority languages in Nigeria, particularly Eggon, have no power to increase their prestige, wealth and legitimate power in the eyes of the dominant community; even if such majority languages are non-native to such areas, like the case of Hausa dominating most indigenous minority group languages in Nasarawa State. Only the government can play such roles in technology and education. Language speakers cannot decide to use their language in education without the approval of the government. Achieving these factors is even easier with the National Policy on Education (1977, revised 1981, 1998 and 2004) which states that the language of the environment should be used to teach pupils in the first three years at school. All the government needs do is to implement this policy on education which in turn will shoot up the prestige of Èggón language, the speakers will be able to read and write the language and its use in technology to teach subjects like computer.

Revival of Hebrew Language

Hebrew language is a Middle Semitic language of Afro Asiatic language family spoken in Israel. As at 7th century onwards, the language was more of a written language used in religious contexts (liturgy). At the end of 19th century, the revival of the language took place. This occurred due to the establishment of the state of Israel in 1948 with Hebrew as the official language. Next,

schools were established, where Hebrew was used in teaching. Hebrew was later used in assembly meetings and public activities. Hebrew revitalization was consolidated by its official use which is a major role of the government.

Are (2015) suggests two choices of maintaining language and ensuring the survival of minority languages in Africa amid financial shortage due to more pressing needs of hunger, poverty, insurgents, to mention three. The first is functional preservation which involves ensuring the language continues to be a means of communication in speech communities by the use of 'force'. The second choice is archival preservation which involves keeping the knowledge of the languages for posterity, if eventual extinction occurred. Languages can be archived through documentation, machine translation and text to speech Methods. These can be achieved through post-graduate thesis\dissertation in the universities and voluntary sponsorship by wealthy speakers of affected languages.

The foregoing has attempted to review the concept 'endangerment' and probable solutions as attempted by various speech communities which fell victims of such ills. It shows that revitalization of endangerment is possible, especially the huge success of Hebrew which was almost extinct but survived only as a language of liturgy but become a vibrant national language.

Methodology

This paper adopts a descriptive method in analysing the data, gathered from both primary and secondary sources. The primary sources of data for the paper include interview and observation alongside the researchers' intuitive knowledge of the language as native speakers. The secondary source involves the use of existing numeral system of Èggón from documented sources.

Èggón Numeral System

Èggón numerals is in 10-cycle i.e. the language counts in multiples of ten. The numerals can be divided into two: the basic numerals



which are the primary numerals which cannot be broken down into morphemes and the derivative numerals which are derived from the basic numerals through addition and multiplication. All the basic numerals are presented below while some of the derived numerals are presented because the secondary numerals can be limitless as noted by Anagbogu (2006), Although it is limited in Èggón for now, it is hoped that with the help of the government, Èggón secondary

numerals will be limitless. The derived numerals presented are divided based on the arithmetical processes involved in their derivation. Below is table 1pre which presents the basic numbers which are 1-10, 100 and 1000. These numbers are referred to as the basic numbers because they cannot be broken down to meaningful morphemes and they are used to derive the other numerals.

Table 1: Basic Numbers

S/N	Linguistic Forms	Transcription	Gloss
1	Ákyèn		One
2	áhà	[akiŋ]/ [atʃiŋ]	two
3	átrà	[aha]	three
4	ényĩ	[akra]	four
5	átnò	[eɲĩ]	five
6	éfi	[atnɔ]	six
7	áfòhà	[efi]	seven
8	áfoté	[afɔha]	eight
9	átronyè	[afɔte]	nine
10	ék'pó	[afuɲi]	ten
100	énd'gà# ákyèn	[ekpɔ]	one hundred
1000	hundred# one ézbì # ákyèn thousand #one	[endgakiŋ] [izbi kiŋ]	one thousand

The Secondary Numerals

The secondary numerals are derived through addition and multiplication from the basic numerals. Addition is indicated by the use of the word *-là-* (and), as in *ék'péha là kyen* (21). Multiplication on the other hand is indicated by the use of plurality, as in the vowel /e/ in *ék'péha* (20)

Addition

Addition is the process of putting two or more numbers or amounts together. In Èggón, numbers can be generated using the word *là-* which means 'and' / 'plus'. The word is represented by the addition sign + in the computation. Most Èggón numerals are derived using addition some of which can be seen in table 2 below

Table 2: Numerals Derived by Addition

S/N	Number	Linguistic Form/ Transcription	Linguistic Computation
a	11	ék'pò # ákyèn → ék'pókyèn [ekpɔkiŋ] ten # one eleven	10+1
b	12	ék'pó # áhà → ék'póhà [ekpɔhà] ten # two twelve	10+2
c	13	ék'pó # átrà → ék'pótra [ekpɔkra] ten # three thirteen	10+3
d	14	ék'pó # enyĩ → ék'pónyĩ [ekpɔɲĩ] ten # four fourteen	10+4
e	15	ék'pó # átnò → ék'pótno [ekpɔtnɔ] ten # five fifteen	10+5
f	21	ék'pé# áhà # là # ákyen → ék'péha là ákyèn [ekpeha la akiŋ] ten(pl) #two# and #one twenty one	20+1
g	33	ék'pé# átrà #là # átrà → ék'pétra là átrà [ekpetra la akra] ten(pl) #three# and# three thirty three	30+3
h	101	énd'gà# ákyèn# là# ákyèn → énd'gà ákyèn là ákyèn [endgakiŋ la akiŋ] hundred# one # and # one 101	100+1
i	110	énd'gà# ákyèn# là # ék'pó → énd'gà ákyèn là ék'pó [endgakiŋ la ekpɔ] hundred#one# and# ten 110	100+10
j	120	énd'gà# ákyèn # là # ék'péha → énd'gákyèn là ekpeha [endgakiŋ la ekpeha] hundred# one #and# twenty 101	100+20
k	1001	Ézbi # kyèn # là# ákyen → ézbikyèn là ákyen [izbikiŋ la akiŋ] thousand# one# and # one 1001	1000+1
l	1002	ézbì# kyèn # là# áha → ézbikyèn là áha [izbikiŋ la áha] thousand# one# and# two 1002	1000+2



m	1009	ézbì# kyèn # là# atronyi → ézbìkyèn là atronyi [izbikiŋ la afuɲi] Thousand# one # and# nine 1009	1000+9
n	1010	ézbì # kyèn # là# ék'pó → ézbìkyèn là ék'pó [izbikiŋ la ekpɔ] thousand# one # and# ten 1010	1000+10
o	1500	ézbì #kyèn # là# end'gátnò → ézbìkyèn là end'gátnò [izbikiŋ la endgatnɔ] thousand# one# and # 500 1500	1000+500
p	1900	ézbì# kyen # là# end'gatronyi → ézbìkyèn là end'gátronye [izbikiŋ la endgafuɲi] thousand# one# and 900 1900	1000+900

The derivation of 11 to 19 involves the addition of basic numerals 1 to 9 to basic numeral ten. It is noticed that the numerals *ék'pókyen* (11) to *ék'pótronye* (19) are not linked with the addition word *là*. This does not imply that there is no form of addition because *ék'pókyen* above adds two numbers *ék'pó* (10) and *akye* (1). Even though the addition link *là* is deleted, the speakers understand it is used underlying. The derivation of 101 to 199 equally involves addition of the basic numerals 100 and 1 to 99. Similarly, the derivation of 1001 to 1999 also involves addition of the basic numeral 1000 and 1 to 1999. The initial vowels /a/ in *aha* (two), /a/ in *atra*

(*three*), /e/ in *enyĩ* (four) /a/ in *atno* (five), /e/ in *éfi* (six), /a/ in *áfohà* (seven), and /a/ in *átronyè* (*nine*) are usually elided in discourse. Speakers use it in actual speech. Thus, they are equally deleted here. Moreover, the root words for the numerals 1 to 9 are *ha*, *tra*, *nyĩ*, *tno*, *fì*, *foha*, *tronye*.

Multiplication

Multiplication is seen as a number obtained from another which contains the first number, a specified number of times. Numbers can be derived in Èggón using multiplication. There is a null multiplication marker; however, a tonal change shows multiplication as shown below:



Table 3: Numerals Derived by Multiplication

S/N	Number	Linguistic Form / Transcription	Linguistic Computation
a	20	ék'pé # áhà → ék'péhà [ekpeha] ten (pl) # two twenty	10×2
b	30	ék'pé # átrà → ék'pétrà [ekpetra] ten(pl) #three thirty	10×3
c	40	ék'pé # ényĩ → ék'pényĩ [ekpejĩ] ten(pl) #four forty	10×4
d	50	ék'pé # átnò → ék'pétno [ekpetno] ten(pl) #five fifty	10×5
e	90	ék'pé# atronyi → ék'pétronyi [ekpefujni] ten (pl) #nine ninety	10×9
f	200	ènd'gà# áhà → ènd'gáhà [endgaha] hundred# two two hundred	100X2
g	500	ènd'gà# átnò → ènd'gátno [endgatno] hundred# five five hundred	100×5
h	900	ènd'gà# atronyi → ènd'gátronyi [endgafujni] hundred # nine nine hundred	100×9
i	2000	ézbì # áhà → ézbìhà [izbiha] thousand# two 2000	1000×2
j	5000	ézbì # átnò → ézbítno [izbitno] thousand# five 5,000	1000x5
k	9,000	ézbì # átronyi ézbíttronyi [ezbifujni] thousand nine 9,000	1000x9
l	10,000	ézbì # ekpo ézbìekpo [ezbiekpo] thousand ten 10,000	1000x10
m	20,000	ézbì# ék'pé# áhà → ézbìék'péha [izbiekpeha] thousand 10 (pl) 2 20,000	1000x20
n	50,000	ézbì# ék'pé# átnò → ézbìék'pé tno [izbiekpetno] thousand 10 (pl) 5 50,000	1000x50

o	90,000	ézbi# ék'pé# átronyi → ézbiék'pé tronyi [izbiekpe fuɲi] thousand 10 (pl) 9 90,000	1000x90
p	100,000	ézbi# ènd'gá# kyèn → [izbi endgakiɲ] thousand (pl) hundred (pl) one 100,000	1000x100
q	500,000	ézbi# ènd'gá# átnò → [izbi endgatɲɔ] thousand (pl) hundred (pl) five 500,000	1000x500
r	900,000	ézbi# ènd'gá# átronyi → [izbi endga fuɲi] thousand (pl) hundred (pl) nine 900,000	1000x900

As shown in table 3 above, the derivations of *ék'péha* '20', to *ék'pétronyi* '90', involve multiplying *ék'pó* 'ten' by the number that applies i.e. 2-9. The word final vowel; close-mid back vowel /o/ becomes close-mid front vowel /e/, in the derived word as in *ék'pé* (tens-plural). That is, /e/ serves as the plural marker. There is no general plural marker in Èggón language. Words have their special way of marking or showing plurality. However, many Èggón speakers use *ék'póha* for 20, etc. This spelling was also used in the Èggón language New Testament Bible ... *a kpo elum ék'póenyi* ĩ... (He did forty days), referring to the days Jesus fasted as quoted in Mathew 4:2 (Amatiyu 4: 2); in Luke 10 (Oluka 10) *ék'póefoha* was used for seventy two. This spelling is misleading as one wonders if it is fourteen or forty since the spelling is the same. This is why *ék'pónyi* is used for fourteen and *ék'penyi* for forty in this work. The initial vowels are also removed by the process of elision since the root words *ha*, *tra* etc. convey the same meaning as *áhà*, *átrà*

etc, which speakers understand.

In the case of deriving *end'gáhà* '200', to *end'gatronyi* '900', *end'ga kyen* '100' is multiplied by the basic number that applies as in 200 = 100 × 2, etc. However, there is no clear plurality marker but there is a slight change in tone from low tone to high tone. Similarly, *ezbiha* '2000' to *ezbiatronyi* is 1000 times the number that applies, and there is also no plural marker, see also (Sanusi 1983). Similarly, the derivation of *ezbiend'ga kyen* '100,000' to *ezbi end'gatronyi* '900,000' involves multiplying 1000 by the number that applies with a change in tone, without a multiplication marker.

In cases where there is no change in vowel quality, as in, *end'gáhà* '200', *ézbiha* '2000', there is a slight change in tone quality from low to high which is used and understood by the speakers.

Strategies for Extending Numerals

Numerals can be extended using morphological processes of word formation. The following suggests strategies which can be used



to extend Èggón numeral system which are borrowing, compounding etc. to enrich and revitalized the system.

Borrowing

This involves picking a word from one language and modifying it according to the photactic/phonology and morphology of the host

language to extend its numeral system. This is a productive way of building vocabulary in languages. Èggón can borrow words for million, billion and trillion and modify them to suit its phonotactics or phonomophology, e.g. *émìliyòn*, *ebìliyòn* *etrìliyòn*.,

Number	Èggón	Gloss
1,000,000	<i>émìliyòn</i> ,	one million
1,200, 000,	<i>émìliyòn là end'gáhà</i> ,	one. two million
1,500, 000,	<i>émìliyòn là end'gátnò</i>	one. five million
1,000,000,000	<i>ebìliyòn</i>	billion

By this method, Èggón will extend its numeral system instead of switching or mixing English which is a strategy that furthers endangers the remnant languages.

Compounding

Compounding involves the combination of two already existent words. This method has been used in building Èggón numerals. It can be used further to form million, billion and trillion, as in numerals derived by multiplication on page 14-15. This method though is not too different from addition and multiplication where additive and multiplication morphemes are elided e.g. see tables 2 and 3.

The Way Forward

To revive and extend Èggón numeral system, it can be achieved successfully by government intervention and the efforts of individual speakers of the language, in the following ways:

Literary and Documentation

This can be achieved through the use of the indigenous languages, in this case (Èggón), in education, as stipulated in the National Policy on Education (1977 revised to 2004). In addition, UNESCO Ad Hoc Expert Group on Endangered Languages (2005:5) notes that education subjugation is among the major reasons that can lead to language endangerment. In other words, not using a language in education can lead to language extinction. The use of a language in education

has a number of benefits. It results in coinage of new words. Extending to million, billion and trillion, in the case of Èggón, producing teaching materials in the language (documenting the language), and training teachers (teaching the speakers of the language to read and write in the language). The use of under-graduate/post-graduate projects, thesis and dissertation in documenting languages cannot be under estimated. Researchers, in turn, would publish the findings of the projects to the larger public.

Pedagogical Training

The use of language in education requires huge resources such as personnel, and teaching materials (textbooks, syllabi) which only a committed government can provide. In addition, Fishman (1991) model for reviving threatened or extinct languages emphasizes the need for the use of the language in a compulsory state education, after oral competence. This is followed by the language being used in work place, mass media, higher education and government. This, of course, will involve the young people who are the ones to pass the language to the next generations. Getting the young people interested involves teaching the language in schools; offer them in music, radio programs, TV programs, websites, books etc., in the language.

Èggón numeral should be



incorporated in the school curriculum and primers. This will make it easier for Èggón speakers to learn how to read and write the language, as well as, preserve and extend the numeral system.

Advocacy

The speakers of Èggón and other minority languages should go into advocacy at every level possible. Particularly, the use of media tops the list. Speakers of respective languages can sponsor programs on local television and radio stations in order to educate the public on the importance of speaking, writing, reading and documenting our languages.

Conclusion

This study unearths the fact that Èggón numeral system is endangered, grossly

deficient and needs revitalisation. A number of Èggón speakers are more comfortable when counting in other dominant languages, English and Hausa precisely, than in Èggón. This trend can be reversed if the government and the indigenous speakers intervene by implementing the National Policy on Education (1977 revised to 2004), this will increase the prestige of the language before speakers, who think they do not need to speak their language because 'it cannot put food on the table' and other dominant languages. Like other critically endangered languages have been revitalized following the facts reviewed in the literature, it is hopeful that this aspect of Èggón which is endangered can be revived if the suggestions in this study are applied.

References

- Ablaku, P. A. (2016). A linguistic analysis of Eggon counting system. M.A. dissertation, Nasarawa State University, Keffi Nigeria.
- Anagbogu, P. (2006). The numerical system of Koring : An analysis. *Awka, journal of linguistics and languages* (AJILL), 2,71-75.
- Anderson S. (2018). Language revival/ language revitalisation. Retrieved on 26th 09, 2018 @ www.languagerevitalization.com
- Anzaku, E.D., Enna, D. M., Dugga, V.S.& Kigbu, K. A. (1996). *The Eggon of central Africa*. Jos: Anx Press.
- Anzaku, U. (2006). *Eggon- eyi 'nye engla-akpa ba ori*. Jos: Sky Production.
- Are, B. O. (2015). Bridging the gap between theory and practice in language revitalization efforts in Africa. *Accra: Ghana Journal of Linguistics* 4.1:15-31
- Carlson, R. (1994). *A grammar of Supyire*. Berline: Mouton de Gruyter.
- Chumbow, S. (1982). Consonant deletion in Bariba. Paper Delivered at the 3rd Annual Conference of the Linguistics Association of Nigeria, University of Illorin.
- Comrie, B. (2006). Endangered numeral system. Paper presented at Max Planck Institute for Evolutionary Anthropology Structures. Oxford: Oxford University Press.
- Crystal, D. (2002). *Language death*. Cambridge: Cambridge University Press.
- Eggon News.(2013, May). *Eggon people today*. Lafia: Eggon News Publication. Vol (ii) 11.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC 134.
- Fishman, J. (1991). *Reversing language shift: theoretical and empirical foundations*. Clevedon: Multilingual Matters
- Garba, P. A. (2017). Eggon language counting system and derivational processes. *Journal of the Linguistic Association of Nigeria*. 20, 2, 269-274.
- Gregores, E & Jorge, A S. (1967). *A description of colloquial Guarani*. The Hague: Mouton.
- Sanusi, I. O.(1983).The Bariba noun phrase. (B.A. long essay, submitted to the Dept. of Linguistics and Nigerian languages, University of Ilorin, Nigeria 1983).
- Sanusi, I.O. (1995). "Counting in base five: The derivation of numerals in Batonu". "Nigerian Language Studies, No 3, pp 13-19. A journal of the National Institute for Nigerian Language, Aba, Abia State,



Nigeria

Sibomana, L. (1985). *A phonological and grammatical outline of Eggon*. Afrika and Ubersee: 68: 43-68.

Togun, A. (1982). Aspects of Bariba phonology. (*B.A Long Essay*, University of Illorin, Nigeria 1982).

Topping, D. M. (1973). *Chamorro reference grammar*. Honolulu: The University Press of Hawaii.

UNESCO Ad hoc Expert Group on Language Endangerment (2005). Language vitality and endangerment.

<http://en.wikipedia.org/wiki/language-revitalization>.

<http://www.merriam-webster.com>

