



Revitalization and Renormalization of Hawaiian Language

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Theoretical orientation

- Title of the symposium

Approaches to Endangered Languages in Japan and Northeast Asia: Description, Documentation and Revitalization

- Title of this presentation

Revitalization and Renormalization of Hawaiian Language

This presentation illuminates educational components of Hawaiian language revitalization and shows that having a sociopolitical perspective and pursuit were the significant elements to being a successful movement



Overview

- Introduction
 - Language situation of the world
 - Language: knowledge and identity, and health
- Revitalization of Hawaiian language
 - Brief historical background
 - Over view of the revitalization movement
- Education in the revitalization movement
 - Pūnana Leo ‘language nest preschool’
 - Ke Kula ‘o Nāwahī‘okalani‘ōpu‘u ‘Nāwahī school K-12’
 - Ka Haka ‘Ula o Ke‘elikōlani ‘College of Hawaiian language at University of Hawai‘i at Hilo
- Concluding remarks
 - language, knowledge, and identity
 - changing language ideology



Theoretical orientation

- Language shift is the most crucial aspect of language endangerment
- Language shift as speaker's choice??
 - choice is based on language ideology which include sociological, political, as well as economical concerns
 - is a product of colonization
- Reversing language shift involves extra-linguistic issues
- By close examination of curriculum at schools, we should be able to illuminate:
 - language ideology
 - language and identity



Theoretical orientation

- “It is important to bear in mind that language revitalization is not really about language. It is about any other things: autonomy and decolonization knowledge of traditional values and practices, a renewed understanding and care of the land, a sense of community togetherness and belonging, and a strong identity that children can grow into. Language is one of the keys to all of this, and language revitalization is about all of these things” (Hinton et al. 2018: 501).



Language situation of the world

- Out of approximately 7,000 languages in the world:
- 50% of the world's population speak the 20 most common languages each with more than 50 million speakers (Austin 2011)
- half of them are endangered (Crystal 2005, Grenoble and Whaley 2006)
- roughly a third of them are spoken by less than 1,000 people (Ethnologue)



What do we lose when we lose a language

- sense of identity
- connection with our kupuna
- connection with our community
- accumulated ancestral knowledge
 - Place names, for instance:

sarugawa sisirmuka

si ‘truly’, sir ‘area’, mu ‘be clogged’, ka ‘CAUSATIVE’

In the Ainu language, the Saru River 沙流川 is Sisirimukar, which means ‘the estuary is blocked with sediment’ and ‘truly caused it to be clogged’ (Honda 2017, Maruyama 2012)



Sisirmuka Summer 2017



- Wailuku river is a river in Hawa'i and out of 360 streams in the state, 25% of the river drowning deaths in the state occur there

wai luku

water massacre, destruction



Leilani Estates 2018



Leilani estates

lei lani

lei, child heaven, sky, royal

‘heavenly lei, royal child’

located directly on a stretch of the lower East Rift Zone of
Kīlauea volcano in lava flow hazard zone

Hawaiian name: the fire of Laka, goddess of hula



Language revitalization

- Aotearoa, the first kōhanga reo, that is, Māori-medium preschool, was established in 1982 and within the next six years more than 400 of them were opened which led to the opening of consequence elementary, secondary, and tertiary education (May and Hill 2018).
- currently 30 Native American languages are taught in colleges and universities in the US (Wilson 2018)
- Sámi University of Applied Sciences (SUAS) was established in 1989 to offer Sámi teacher education - and after that also other higher-level studies - in Sámi language and in a Sámi-language environment



Hawaiian language revitalization Movement

- One of the most successful cases (Grenoble and Whaley 2006)
- One of the four successful cases of language revitalization (Stiles 1997)
- A case where revitalization of language is succeeding (Matsubara 2006)
- indigenous language in which the number of L2 speakers are expanding (Iokepa-Guerrero 2016, Warner 2001)



Brief Historical Background of the Hawaiian Language

- An indigenous language of Hawai‘i, an Austronesian language closely related to Marquesan, Māori, and Tahitian
- 200,000 to over one million people lived in Hawai‘i at the time of Captain James Cook’s arrival in 1778
- Hawaiian monarchy used Hawaiian as a lingua franca as well as an official language of government
- In 1850, the literacy rate was close to 100% (Matsubara 2010) and there were over 100 newspapers published around the end of 19th century (Furukawa 2010)



- The Kingdom of Hawai‘i was overthrown by American and European businessmen in 1893, become a US territory in 1900 and a state in 1959
- The School Act of 1896 made English the required language of instruction in all schools in Hawai‘i
- Benton (1981) predicated that Hawaiian would be the first Polynesian language to be extinct
- 1987 when the restriction was lifted, a highly literate population of Hawaiian speakers was reduced to a few elders and even fewer younger speakers



- In the 1970's a renaissance of the Hawaiian culture emerged, and, within it, a renewed respect for the native language of the Hawaiian people was born
- In 1978 Hawaiian was re-established as the official language of the state
- Hawaiian language immersion programs are spreading rapidly with the Pūnana Leo schools and they have been federally funded since 1989



Population of Native Hawaiian

Year	Population
1778	300,000-700,000
1832	130,000
1850	82,000
1890	40,000
1900	37,000
1930	50,000
1950	80,000
1980	115,000
2010	280,000



Number of speakers

Year	Native/fluent speakers
1778	300,000-700,000
1978	2,000
1992	500-1,000
2013	5,000-7,000



Problems with language extinction

- Language and culture
- Language and diversity
- Language and knowledge
- Language and identity
- Language and health



■ A ‘healthy’ language is one that is supported at home, at school, in the community, on the job, and in the media.”
(Hinton et al 2018)

■ home

■ school

■ community

■ job

■ media



Domains of language use and revitalization sites

- Family
- Education
- Community
- Media
- Business
- Government



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Main organizations working toward the revitalization: Education

- Pūnana Leo
- Hawaiian medium schools
- Universities
- Lexicon Committee
- Hale Kuamo‘o Curriculum Center



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Main organizations working toward the revitalization: Education

- Pūnana Leo
 - 12 Pūnana Leo in the state of Hawai‘i
- Hawaiian medium schools
 - 21 public Hawaiian Immersion schools
- Universities (10 UH campuses)
 - Ka Haka ‘Ula o Ke‘ekōlani, UH-Hilo
 - Hawai‘i Nuiākea, UH-Mānoa
- Lexicon Committee
- Hale Kuamo‘o Curriculum Center



Pūnana Leo

- ‘language nest’ following Kohanga Reo started by Māori established in 1982
- established in 1983
- private non-profit preschools in which the Hawaiian language is the language of instruction and administration



Pūnana Leo

- 12 sites and since 1985 about 6,000 children graduated from the program
- Children from 9 months to 4 years old
- Many, if not all, Pūnana Leo preschoolers are able to speak Hawaiian within three or four months
- Parents participate in hui kīpaepae weekly language and culture classes held at the school site



Typical dailey schedule

Time	Activity
7:15-8:30	Arrival and skill development
8:30-8:50	Breakfast
8:50-9:00	Prepare for opening gathering
9:00-9:15	Opening gathering
9:15-9:40	Morning circle
9:40-10:00	Daily lesson
10:00-10:30	Skill development
10:30-10:45	Prepare to go outside
10:45-11:15	Outdoor play time
11:15-11:30	Prepare for midday circle



Time	Activities
11:30-11:50	Midday circle
11:50-12:00	Prepare for lunch
12:00-12:30	Lunch
12:30-12:45	Prepare for rest time
12:45-2:00	Rest time
2:00-2:15	Prepare for afternoon circle
2:15-2:40	Afternoon circle
2:40-3:00	Snack
3:00-3:30	Skill development activities
3:30	Departure

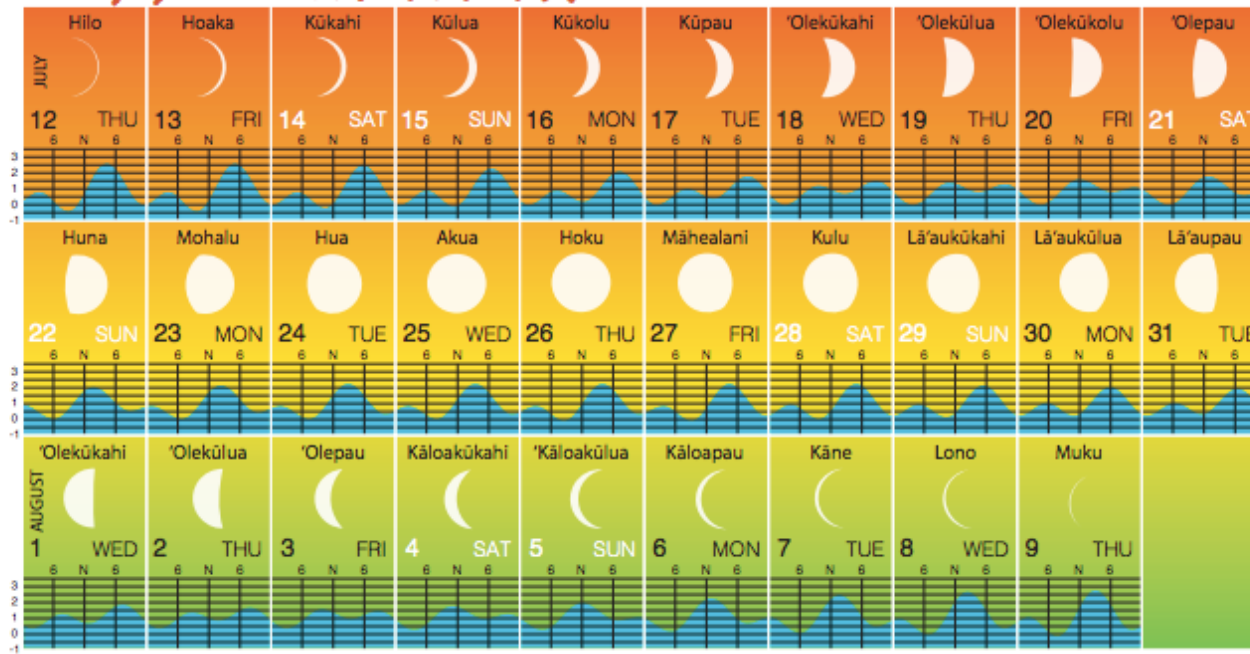


Hawaiian moon phases

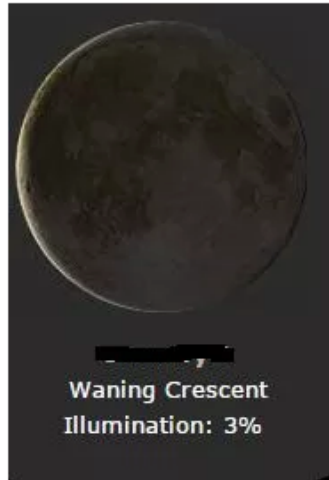


Hinania'ele'ele

Iulai 12 - 'Aukake 9, 2018

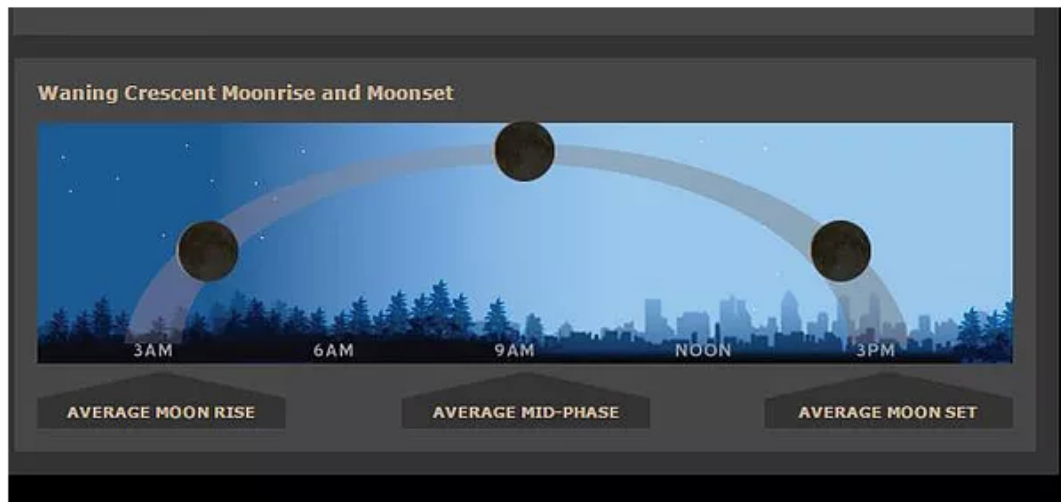


Hawaiian moon phases



Mauli

This moon usually rises with daylight. Fishing was encouraged due to lower tides and marriages were often performed on this day. Low tides mid morning and early evening with a high tide in the early afternoon.



What is Pūnana Leo

- <https://vimeo.com/66970095>



Kula kaiapuni: Hawaiian immersion schools

- Instruction and administration in Kula Kaiapuni are exclusively through the medium of Hawaiian language
- English is formally introduced in grade 5
- 21 public Hawaiian Immersion schools in Hawai‘i
- 2,000 students in total



Ke Kula ‘o Nāwahīokalani‘ōpu‘u

- Hawaiian language immersion schools for grades K-12 in Hawaii
- Instructional and administrative language is Hawaiian
- The school was established in 1994 currently there are about 400 students



Schedule for 4th grade at Nāwahī

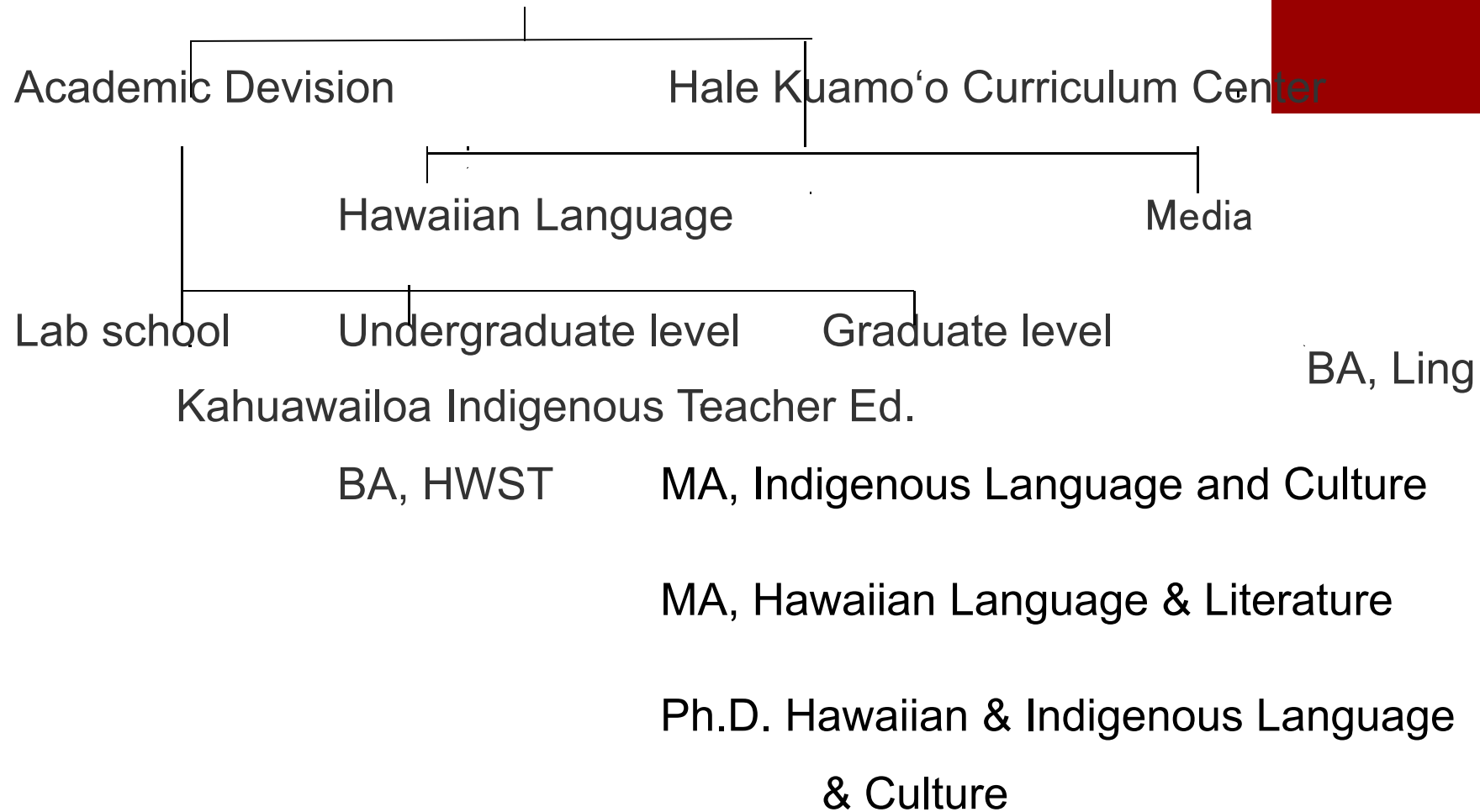
Time	Mon.	Teus.	Wed.	Thurs.	Time	Fri.
7:50-8:10	piko	piko	piko	piko	7:50-8:25	piko
8:10-8:25	prep	prep	prep	prep	8:30-8:55	running
8:29-9:19	p.e.	computer	p.e.	computer	9:00-9:44	snack
9:23-10:13	science	science	science	science	9:45-10:49	h.r.
10:17-11:07	Hawaiian	social st.	Hawaiian	social st.	10:50-12:15	lunch
11:07-11:52	lunch	lunch	lunch	lunch	12:20-12:44	clean up
11:56-12:46	arts	math	arts	math	12:45-1:29	music
12:50-1:40	Japanese	Hawaiian	Kanji	Hawaiian	1:30	end
1:44-2:34	math	horticulture	math	horticulture		
2:34-2:49	clean up	clean up	clean up	clean up		
2:50-2:59	piko	piko	piko	piko		
3:00	end	end	end	end		

Ka Haka 'Ula o Ke'elikōlani: College of Hawaiian language at UH-Hilo

- in 1982, Hawaiian studies program was established at UH-Hilo and it was the first time since the establishment of English only education in 1896 that a class was conducted in Hawaiian in a state school
- founded in 1997 and was named after the 19th century high chiefess known for her strong advocacy of Hawaiian language and culture
- offers BA, MA and PhD programs in Hawaiian language and related topics including linguistics, literature, language acquisition, and indigenous cultural revitalization
- currently there are about 200 students studying in the college



Ka Haka 'Ula o Ke'elikōlani



Fall 2018

- Hawaiian HAW courses
 - HAW100 Hawaiian language in action
 - HAW100 Hawaiian language in action
 - HAW101Elementary Hawaiian I
 - HAW101Elementary Hawaiian I
 - HAW603 Hawaiian language
 - HAW630 Research methods
 - HAW794 Hawaiian language



- Hawaiian language –Ke‘elikōlani KHAW courses
 - KHAW103 First level transitional Hawaiian immersion
 - KHAW103 First level transitional Hawaiian immersion
 - KHAW133 First level Hawaiian for speakers
 - KHAW203 Second level Hawaiian immersion I
 - KHAW203 Second level Hawaiian immersion I
 - KHAW233 Second level Hawaiian for speakers
 - KHAW303 Third level Hawaiian I
 - KHAW403 Fourth level Hawaiian I
 - KHAW454 Hawaiian morphology and syntax
 - KHAW490 Base-level fluency I



- Hawaiian Studies HWST courses

- HWST111 Hawaiian 'ohana
- HWST111 Hawaiian 'ohana
- HWST111 Hawaiian 'ohana
- HWST111 Hawaiian 'ohana
- HWST175 Intro to music of polynesia
- HWST194 Indigenous leadership through hula
- HWST205A Hawaiian music in action: Mele 'aina
- HWST211 Hawaiian ethnobotany
- HWST211 Hawaiian ethnobotany
- HWST213 Hawaiian ethnozoology
- HWST213 Hawaiian ethnozoology
- HWST213 Hawaiian ethnozoology
- HWST690 Study in overseas indigenous language community



- Hawaiian Studies-Ke‘elikōlani KHWS courses
 - KHWS381A Ka nohona kaulana mahina
 - KHWS405 Hana no’eau
 - KHWS463 Into to Hawaiian narratives
 - KHWS475 Na mele, hula kahiko



- Indigenous Languages-Ke‘elikōlani (KED) courses
 - KED341 Ulu ke keiki
 - KED641 Hawaiian & indigenous medium field experience I
 - KED642 Hawaiian & indigenous medium field experience II
 - KED662 Indigenous well-being through education
 - KED794 Hawaiian language medium education



- History-Ke‘elikōlani (KHIS) course
 - KHIS151 Moaukala ao pae I



- Indigenous languages-Ke‘elikōlani KLAN courses
 - KLAN701 Semantics and pragmatic of indigenous languages
 - KLAN703 Semantics and pragmatic of indigenous languages
 - KLAN703 Semantics and pragmatic of indigenous languages



Curriculum for Hawaiian Language Courses at Ka Haka 'Ula o Ke'elikōlani



Category/Sub ject	Year 1	Year 2	Year 3	Year 4
Vocabulary	1,000 words	Additional 1,000 words (2,000 total)	Additional 2,000 words (4,000 total)	Additional 2,000 words (6,000 total)
Pronunciation	Intonation, pronunciation of words, emphasis on words	Improvement of pronunciation, emphasis on pronunciation	Strengthening of pronunciation of year 1 and 2. Pronunciation within a speech	Strengthening of pronunciation of year 3, pronunciation within a story, literature
Speech/Story telling	Memorize paragraph	Spontaneous, genealogical story, drama	Speech writing	Ordinary conversation (home, school, formal speech, parables, proverbs, traditional poetry, oratory, and narration, literature)
Writing scripts/Translation	Native speech sample	Listening to native speakers	Whole range of native speakers	Analysis of native intonation, document/perfect translation

Grammatical structure	System of grammatical structure	Fill in the year 1 structures	Strengthening of structures	Strengthening of structures
Text	NKI: 1-20	NK I and II	Authentic materials including old newspapers, articles, and books	Authentic materials including old newspapers, articles, and books
Translation: English to Hawaiian	Words and sentences	Sentences and paragraphs	Differences among formality levels	Appreciation of cultural aspects of literatures, songs, proverbs, and idioms, etc.
Media	Familiarize with Ulukau, two styles of writings	Know the resources, research Ulukau and the internet	Strengthening the skills to search and analyze articles	Deepen skills in searching proverbs and undiscovered expressions

Language revitalization	Familiarize oneself with the movement	Search for your own place within the movement	To take part in the movement as a part of the Hawaiian Studies degree	To enhance one's responsibility within the movement
History of Hawaiian language	Familiarize oneself with the history	Increase knowledge of the history	Discuss and analyze the history	Understand one's own position within the history
KHMO (Kumu Honua Maoli Ola 'A Native Hawaiian Educational Philosophy Statement')	Familiarize oneself with the KHMO	Analyze KHMO within the work and with the lessons	Analyze perspectives	Fully see within all the contexts
College routines	To take part in the welcoming ceremonies and the piko	Strengthening the first one	Take on responsibilities	Leadership
Hawaiian language	Introduction to the language	Full Hawaiian immersion	Full Hawaiian immersion	Full Hawaiian immersion

Construction of Hawaiian identity

- Hawaiian immersion students are more often proud of their ethnic heritage compared to their mainstream peers (Slaughter 1997)
- Culturally grounded, they are taught to be global citizens with at least two possibly three languages
- History from Hawaiian perspectives



Key Points of the Curriculum and their Relationship to the Revitalization of the Language

- To live through Hawaiian “super immersion”
- Kumu Honua Mauli Ola, educational philosophy
- Active participation of the students in college events
- Active participation of the students in the revitalization effort
- Increasing responsibility of the students according to their level
- Producing speakers, parents, family, teachers, researchers, and workers; “Hawaiian speaking community”, through the curriculum

New language ideology: What Hawaiian language can do for you?

- Since its establishment in 1994, Nāwahī has had 100% high school graduation
- Higher overall academic achievement compared to the peers and 80% college attendance rate compared to the state average of 55%
- Students in immersion school have stronger sense of ethnic identity
- Graduates attend prestigious universities such as Stanford and Oxford
- Bright future with a good career in not just Hawaiian language teaching but science, computer, media, etc.



Most frequently used phrase in the movement

- ‘O ka ‘Ōlelo ke Ka‘ā o ka Maui

‘Language is the fiber that binds us to our cultural identity’



No 'Ane'i Ko Kākou Ola

- http://www.ahapunaleo.org/index.php?/resources/no_ane_i_kaakou_ola/

12 min



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