



ICML XVII

22-24 May 2019

17th International Conference on Minority Languages - Ljouwert/ Leeuwarden (NL)

Book of Abstracts

Wednesday

22 May 2019

Mercator European Research Centre/ Fryske Akademy

Visiting: Doelestrjitte 8, 8911 DX Leeuwarden (NL)

Postal: Postbus 54, 8900 AB Leeuwarden (NL)

www.mercator-research.eu

www.fryske-akademy.nl

17th International Conference on Minority Languages (ICML XVII)

www.icml.eu

Keynote speeches	4
#k1: Dr. Delyth Prys - Language revitalization through language technologies: challenges and opportunities	4
Colloquia	5
#001: Virtual Communities: a 'breathing space' for minority languages	5
#002: Globalisation and disruption: Society, media and cultural diversity	7
#003: Language data collection methodology	9
#004: Cypriot Arabic in an era of globalization: revitalization efforts for a severely endangered language	12
Papers	14
#101: Language and identity of Caucasian Germans in globalized society	14
#102: Minority languages and their perception in Germany	15
#103: The mirror effect: Language ideologies of the Amazigh and Quechua communities in Catalonia	16
#104: An investigation of language attitudes in 21st century Catalonia.....	17
#105: Catalan language maintenance in the age of globalization: a case of Japanese-heritage multilingual families in Barcelona	18
#106: On the importance of mental conceptualisations for the standardisation of minority languages: the case of Rumantsch Grischun	19
#107: Evaluating the effectiveness of the 'ARFer' programme in shifting the Linguistic Habit Context in a bilingual workplace	20
#108: Employment across the border vs. pursuit of the world: global English beats German in German-speaking Lorraine (France)	21
#109: From progressive language maintenance to potential language revitalization: Prohibition and progress in Swedish language policies on national minority languages.....	22
#110: Boosting the communication competence in minority and regional languages: the Eduka2 project in Italy and Slovenia.....	23
#111: Ceredigion County council's work Welsh pilot scheme: Welsh language tuition in a globalized world.....	24
#112: Teacher – student(s) interaction and language use in the trilingual classroom.....	25
#113: Addressing teacher confidence as a barrier to bilingual classroom transmission practices in Wales	26
#114: More languages in secondary schools!.....	27
#115: Educational policy in Ireland: a voice for native Irish speakers in Irish-speaking communities	28
#117: Beliefs about the benefits of a multilingual approach among language teachers	29

#118: The development of Basque oral expository skills by means of a trilingual didactic sequence	30
#119: Which word-order do we prefer for Basque written prose developing?	31
#121: L'amazighe au Maroc, d'une langue minorée à une langue officielle: la valeur ajoutée de 'l'école	32
#122: From local to global: case study of Basque language in media and education	34
#123: When a majority unwritten language appears a minority language: the case of Basque in Navarre in the 16th century	35
#124: The role of the Armenian General Benevolent Union (AGBU) in supporting literacy in the minority language among the Bulgaria diaspora	36
#125: Contextualising Minority Language Rights Under International Human Rights Law	37
#126: The minority language Basque in a globalized society: implications for professional and educational settings	38
#128: Positioning Scots and Gaelic in 'superdiverse' Scottish education: implications for minority languages in policy and practice	39
#130: Challenges facing minority languages in South Africa as illustrated by language policy drafting and amendments	40
#131: Language use diaries as a research method in the study of language choice and the semiotic repertoire	41
#132: An insurmountable challenge or a favorable opportunity? An analysis of identity and the role of new speakers in the cultivation of Irish poetry in the Dingle (Corca Dhuibhne) and Iveragh Peninsula (Uíbh Ráthach)	42
#133: Sociolinguistic profile of the heterogenous Kurdish community in Berlin: results of a survey	43
#134: Québec vous souhaite la bienvenue: an exploration of language and belonging among immigrants in Canada's belle province	44
#135: Multilingual practices among university students and their attitudes towards multilingualism: Insights from Europe and beyond	45

Keynote speeches

#k1: Dr. Delyth Prys - Language revitalization through language technologies: challenges and opportunities

Welsh language technology developments began with two projects at Bangor University in the early 1990s. One created a Welsh proofing tool, and the other standardized terminology, publishing them in electronic form. Both projects were conceived as aids to support Welsh language. Many Welsh speakers, in common with users of other languages historically excluded from high status public use, lack confidence in writing their language. The advent of computers and the internet has given these languages new tools, with far-reaching effects for language revitalization. From these beginnings, it was possible to build other language tools, obtaining a better understanding of the role language technologies in helping minoritized languages flourish in a digital world.

The original Welsh proofing tool, *Cysill*, contained resources such as a lexicon of Welsh words, part of speech tagger and lemmatizer. The free online version, *Cysill Ar-lein* (www.cysgliad.com/cysill/arlein), collects texts as corpus, currently containing over a 1.5million words. Resources from *Cysill* have been recycled in other applications, including terminology dictionaries, enhancing the search facilities of their electronic versions. The dictionaries are now available in a *National Terminology Portal* (termau.cymru); in an Android and iOS app, called *Ap Geiriaduron*; as the *Vocab* mouse-over dictionary for web pages; with an API key provided for others to incorporate Welsh applications into their own websites.

A joint Welsh-Irish European funded project in the mid 2000s allowed Welsh language LT research to extend into speech technology. Building on initial work completed at Edinburgh University, an initial open source Welsh-speaking synthetic voice was created. All the resources used to build it, such as Welsh letter-to-sound rules, were published openly on the web for others to use. This expanded to include speech recognition applications, with some of the initial text-to-speech resources reused and expanded. Initial research in Machine Translation between Welsh and English has also been undertaken, leading to the creation of open MT engines and resources.

A core part of Bangor University's mission has been to release resources and applications under permissive open source licences. It is important for minoritized languages to build an ecosystem of developers - small private companies, language enthusiasts and international corporations, who can take forward academic research and incorporate the results in their own products and services. These are published in a *National Language Technologies Portal* (techiaith.cymru) aiding the dissemination of the tools and resources. Minoritized languages face many challenges in creating new resources, including the need for massive training data sets for the newer neural net methodologies. However, their speakers are often energized to help revitalize their language, and innovative crowdsourcing techniques, such as Mozilla's current CommonVoice project, recording people's voices in many languages, including Welsh (voice.mozilla.org/cy), to help train speech recognition, shows potential to overcome these difficulties.

Dr. Delyth Prys is Head of the Language Technologies Unit, Canolfan Bedwyr, Bangor University, Wales/ United Kingdom

Colloquia

#001: Virtual Communities: a 'breathing space' for minority languages

Chair:

Elin Haf Gruffydd Jones

Discussants/ presenters:

Guillem Belmar Viernes, Hauke Heyen, Lorraine Leeson, Maggie Bonsey, Merryn Davies-Deacon, Piotr Szczepankiewicz, Christian Pischlöger

The Internet and computer mediated communication are quickly becoming significant tools in the lives of minority language speakers and researchers. The effects of these new media on endangered languages and their speakers are evolving alongside their platforms and allow scholars to study in real time the effects internet mediated communication have on pedagogy, language policy and planning, ethnography and discourse analysis among others (Cormack & Hourigan, 2007; Jones & Uribe-Jongbloed, 2013).

Internet users can easily contribute to social media platforms, blogs and fora, creating new communities of practice, facilitating linguistic developments, bridging learner difficulties, supporting activism and, simply, using one's language of choice across spatial and temporal limitations. These 'virtual communities' are no longer restricted by traditional geographical boundaries of language, emerging into the cyber-sphere and allowing people to perform in such communities regardless of their physical location (Moriarty, 2015; Kelly-Holmes & Atkinson, 2017).

Language use online, however, is often described as hybrid, and boundaries across languages often blur. These are also characteristics of 'translanguaging' practices, based on the view that different communication systems form a single integrated system in which languages become fluid codes framed within social practices (Cenoz & Gorter, 2017). In this panel, the speakers will look at current 'virtual communities' and analyze whether they can be considered 'breathing spaces' for the minority languages in question, following up on Cenoz and Gorter's idea (2017) that in order to achieve 'sustainable translanguaging' practices, minority languages need 'breathing spaces'.

- Guillem Belmar Viernes (University of Groningen) and Hauke Heyen (University of Flensburg) open the panel with an introduction to the notion of 'virtual communities as breathing spaces for minority languages', illustrating it with a comparative analysis of two online communities of practice of West and North Frisian speakers.
- Professor Lorraine Leeson (Trinity College Dublin) considers how Deaf communities leverage social media as a mechanism for language activism. She is presenting a case study that explores the relationship between Irish Sign Language recognition and online activism, looking particularly at how activists have effectively used social media in a number of campaigns across 2017-18.
- Maggie Bonsey (University of Limerick) follows with a discussion of language practice among online fan communities of three TG4 shows. In particular, she will examine the use of Irish

within a corpus of tweets relating to these shows, examining internal language policing and creative language use.

- Merryn Davies-Deacon (Queen's University, Belfast) moves the discussion to a study of the lexicon of Breton found on Facebook. In particular, she will examine whether it conforms to stereotypes about new speakers and their language, and/or recommendations in dictionaries and terminology databases. This analysis is based on a corpus-based study of Breton in the media using data from 2016-17.
- Piotr Szczepankiewicz (Uniwersytet im. Adama Mickiewicza w Poznaniu) maintains the Brythonic theme with an examination of the perceptions of language authenticity and language ownership in the varieties of Revived Cornish. This analysis seeks to determine the (dis)similarity of these concepts among the proponents of these Cornish language varieties. The research was carried out using a discourse analysis of English language posts on the www.cornwall24.co.uk forum, along Coupland's (2003) framework of authenticity.
- Christian Pischlöger (University of Vienna) concludes the panel with a discussion on the success of Udmurt on the social media platform VKontakte, where it is one of the most visible minority languages of the Russian Federation. This presentation aims to show how language ideologies are represented in online communities and how these relate to the potential impact of online success on Udmurt revitalization efforts.

References:

- Cenoz, J.; & Gorter, D. (2017). Minority languages and sustainable translanguaging: threat or opportunity? *Journal of Multilingual and Multicultural Development* 38 (10), 901-912.
- Coupland, N. (2003). Sociolinguistic authenticities. *Journal of Sociolinguistics* 7 (3), 417-431.
- Cormack, M.; & Hourigan, N. (Eds.) (2007). *Minority Language Media: Concepts, Critiques and Case Studies*. Clevedon: Multilingual Matters.
- Jones, E.H.G.; & Uribe-Jongbloed, E. (Eds.) (2013). *Social Media and Minority Languages: Convergence and the Creative Industries*. Clevedon: Multilingual Matters.
- Kelly-Holmes, H.; Atkinson, D. (2017). Perspectives on Language Sustainability in a Performance Era: Discourses, Policies and Practices in a Digital and Social Media Campaign to Revitalize Irish. *Open Linguistics* 3, 236-250.
- Moriarty, M. (2015). *Globalizing Language Policy and Planning: An Irish Language Perspective*. London: Palgrave Macmillan.

#002: Globalisation and disruption: Society, media and cultural diversity

Chair:

Miren Manias-Muños a.o.

Discussants/ presenters:

Stuart Dunmore, Ben Ó Ceallaigh, Fañch Bihan-Gallic, Marta Pérez Pereiro, M^a Soliña Barreiro, Marijo Deogracias, Fernando Redondo Neira, Judith Clares, Beatriz Zabalondo

1. Socioeconomic disruptions in minority-language contexts

Chair: Stuart Dunmore

- **Neoliberal globalisation and language minoritisation: Lessons from Ireland 2008-18.**

Ben Ó Ceallaigh, University of Edinburgh

Discussant: Fañch Bihan-Gallic

According to the 2017 KOF index of Globalisation, Ireland is the second most globalised country in the world. This openness saw the country hit severely by the financial crash, however, with an extreme neoliberalisation of Irish-language policy occurring since 2008. The consequences of this process for Irish-language vitality will be discussed in this paper.

- **Oceania: Facing globalization.**

Fañch Bihan-Gallic, University of Aberdeen

Discussant: Ben Ó Ceallaigh

Oceania is home to 40 million people, about forty countries, and hundreds of languages, cultures and ways of life. The continuous legacy of Western colonisation, alongside migrations and influence from Asian economic powers, are turning national majorities into minorities in countries such as Fiji. Current economic and political attitudes are also impacting strongly the environment, leading some Oceanian nations to disappear from the map. Are issues in Oceanian nations part of bigger trends? This work offers a brief exploration of the way globalisation and neo-liberalism are affecting them.

2. Challenges and opportunities for minority-languages in a global context

Chair: Ben Ó Ceallaigh

- **Scots, Gaels and Gaelic in Nova Scotia: New speaker heritage, motivation and identity.**

Stuart Dunmore, University of Edinburgh

Discussant: Miren Manias-Muñoz

The concept of the 'new speaker' has gained currency in the sociolinguistics of minority languages in the past decade, referring to individuals who have acquired an additional language outside of the home and who make frequent use of it in the course of their daily lives. Policymakers and language advocates in both Scotland and Canada make frequent reference to the role that new speakers may play in the future of the Gaelic language on both sides of the Atlantic. In many ways, globalisation and greater digital connectivity have mitigated the effects of physical distance between Gaelic speakers on either side of the Atlantic, whilst

simultaneously cementing the dominant position of English internationally. Based on three years of ethnographic observation in Scotland and Canada, this paper examines reflexes of this policy in the two countries, juxtaposing the ongoing fragility of Gaelic communities with new speaker discourses around heritage, identity, and language learning motivations. In particular, I consider Nova Scotian new speakers' sense of identity as 'Gaels', an ethnonym largely avoided or problematised by new speakers in Scotland.

- **TV broadcasting in Scottish Gaelic (2008-2018): Maximising its potential?**

Miren Manias-Muñoz, University of the Basque Country & University of Edinburgh
Discussant: Stuart Dunmore

Seven out of ten Gaelic speakers in Scotland watch BBC Alba every week. However, the channel is having bigger problems to reach the rest of its potential audience (Gaelic and non-Gaelic) particularly because of the high number of repeats – up to 74% of its programming – due to a limited annual budget of around £13 million to produce original content. What do policymakers, managers and viewers think? This research will bring qualitative results to shed light on the channel's future within the current global media ecosystem.

3. Language diversity and film access

Chair: Miren Manias-Muñoz

- **Public policies as guarantors of cultural diversity in the digital market.**

Marta Pérez Pereiro (University of Santiago de Compostela), Marijo Deogracias (University of the Basque Country), Fernando Redondo Neira (University of Santiago de Compostela)
Discussant: M^a Soliña Barreiro

Cultural diversity is one of the battlefields in the confrontation between dialectic forces of uniformization versus the continuous creation of new identities in the globalized world. Audiovisual can be considered one of the most eloquent verifications of this confrontation: while English spoken goods hoard a great deal of the exhibition windows, the production in the language of many different communities, same as multilingual and polyglot texts, has increased in recent decades. Although linguistic diversity is widely recognised in the European framework, it is somehow neglected in terms of specific political measures.

- **The visibility of minority-language cinema in European stateless nations: Film translation practices in Galicia, Catalonia and the Basque Country**

M^a Soliña Barreiro (ESUPT-Universitat Pompeu Fabra), Judith Clares (Universitat Oberta de Catalunya), Beatriz Zabalondo (University of the Basque Country) /
Discussant: Marta Pérez Pereiro

While cinema works as an operator for the enactment of imagined communities (Anderson, 1983), audiovisual translation provides the opportunity to promote and exhibit small films in the global market as well as make them more visible. Subtitling provides the chance for minority languages to be heard around the globe as this form of translation respects the original version of films. Our research monitors the different policies dedicated to the promotion and distribution of cinema and analyses the results of real practises in small film industries of European stateless nations; specifically, in the case of Catalonia, Galicia and the Basque Country.

#003: Language data collection methodology

Chair:

Rudi Janssens

Discussants/ presenters:

Johan De Caluwe, Frans Hinskens, Imanol Larrea-Mendizabal, Edwin Klinkenberg, Xavier Vila, Natxo Sorolla, Xaquín Loredo Gutiérrez, Henrique Monteagudo Romero

The current globalizing world with an increasing mobility and technological evolution, changed the nature of the local language contact situation, not only in multilingual urban settings. This has an inevitable impact on language use in general, and on the more vulnerable situation of regional and minority languages in particular. Despite the vast number of publications on this topic, the methodology of the data gathering process is not always very clear. Nevertheless, to obtain an accurate view on the language situation and its evolution, reliable data are essential. Data collection is a costly and time-consuming process, and researcher are constantly looking for the most appropriate way to do this. This colloquium wants to discuss the pros and cons of the different aspects of data collection methodology.

Papers

- **Collecting data on Dutch in the three parts of the language area. Dealing with different types of multilingualism.**

Authors: Johan De Caluwe (Linguistics Department, Ghent University), Frans Hinskens (Meertens Institute, Amsterdam)

In 2016 the first version of a new language survey on the status of Dutch was launched: 'Staat van het Nederlands'. The aim of the survey was to periodically investigate the status of Dutch in a wide variety of communicative situations such as 'At home', 'At school', 'On social media', etc.

In our presentation we will focus on two aspects of the survey that are relevant in the context of the ICML conference:

- pros and cons of the different aspects of the data collection methodology
 - ideological and methodological aspects of dealing with the variety of national languages, dialects, regional and minority languages used in Suriname, the Netherlands and Belgium.
-
- **The BRIO Language Barometer Survey. Language use and language attitudes in Brussels.**
Author: Rudi Janssens (Vrije Universiteit Brussel)
Since the abolition of the contested language censuses and the fixation of the language border in 1960-62, no data on language use were available. Since then, Brussels became a city of migration with 2/3 of the population with 'foreign roots'. As a result, the language situation in Brussels has changed considerably. The Language Barometer research, based on face-to-face interviews of a representative sample of the population, tries to gather data on the current language use in Brussels and the language attitudes of its citizens. Till now, his resulted in four

surveys in Brussels and two in its periphery. The paper focuses on the methodology of the survey. Based on some concrete examples, we will discuss the pros and cons of this approach.

- **Two experiences from the Basque Country: the measurement of the street use of languages through observation and the online collection of big amounts of sociolinguistic data in the research of Euskaraldia.**

Authors: Olatz Altuna-Zumeta, Uxo Anduaga-Berrotaran and Imanol Larrea-Mendizabal (Soziolinguistika Klusterra)

The street measurement of the language use of Basque quantifies the language practices of the speakers through the observation in the public space. A pioneering methodology is created and developed in the Basque Country. Data collected through the street measurement are complementary to the data collected through questionnaires. The main methodological features and the exploitation of the results will be discussed.

Another experience of sociolinguistic data collection in the Basque Country is in the research of Euskaraldia, an experience of social activation of the users of the minority language with the participation of thousands of citizens.

The methodology to collect online data to measure the effects of language habits and attitudes of the participants will be discussed.

- **Dealing with non-representativeness in language survey research. An example of the fourth Frisian language survey.**

Author: Edwin Klinkenberg (Fryske Akademy)

In survey research, adequate representativeness of a sample is a necessary condition that allows the inference of the results to the level of the population. Achieving adequate representativeness is complicated by, among others, low response rates, in which case weighing techniques can be used to ensure that inferences can be made. However, information on a key variable may not always be available, like the home language of an inhabitant or household in a particular area of interest.

In order to establish adequate inference in the absence of information of a key variable, a strategy will be proposed that is used for the fourth Frisian language survey.

- **Proposing Essential indicators from Catalan linguistics.**

Authors: Xavier Vila (University of Barcelona), Natxo Sorolla (Institute for Catalan Studies)

Catalan demolinguistics has used different indicators to diagnose the language situation in different contexts. In this paper we will propose some work lines for demolinguistic (comparative) research.

First we will argue for the need to distinguish between different demolinguistic variables, such as language competence, language use, linguistic identity and language origin, especially focusing on the link between linguistic origin (L1) and linguistic identification (Lid). A second work line will focus on the need to develop tools to improve the analyse of language use. In the Catalan context, three measures have been tested: usual language, percentage of language use and language use in different domains. Finally, we will explain the sociolinguistic groups

analysis, an attempt to combine language use and linguistic origin to produce a finer analysis of diachronic language change.

- **Indicators reflecting the maintenance and shift of the Galician language: An emphasis on the socio-structural variables.**

Authors: Xaquín Loredo Gutiérrez (Real Academia Galega), Henrique Monteagudo Romero (Universidade de Santiago de Compostela)

Recent demo-linguistic surveys carried out in Galicia point to the great demographic strength of the Galician language. However, the same surveys, underscore an incessant language shift of the minority language towards Castilian. Notably, the variables causing this process of substitution are not the same as they were during the twentieth century since the socioeconomic frameworks have been substantially modified in the last few decades. In this regard, the most significant demo-linguistic indicators for the vitality of Galician are related to its reproduction and break in linguistic transmission.

Therefore, while presenting the findings of this study, we will pay particular attention to aspects such as: generation (age cohort involving a series of shared socio-structural conditions that influence the construction of the conscience of the individuals that compose it), migratory movements (i.e. internal, returning migrants, returned migrant children, etc.), population growth level and population projections in the short term among others.

#004: Cypriot Arabic in an era of globalization: revitalization efforts for a severely endangered language

Chair:

Marilena Karyolemou

Discussants/ presenters:

Spyros Armostis, Lisa Solomou, Elisavet Kiourti, Eleni Demetriou

The aim of this colloquium is to present current efforts to preserve and revitalize Cypriot Arabic or Sanna (hereafter CA), an indigenous minority language spoken by the Maronite community of Cyprus, focusing on structural, pedagogical as well as sociolinguistic challenges that such an enterprise entails within a globalized and constantly changing society. The role and contribution of the Archive of Oral Tradition of CA in the process of revitalization is also discussed and underlined.

CA has been recognized by the Cypriot government as a minority language within the framework of the Charter of Regional and Minority Languages of the Council of Europe in November 2008. Since 2013, an action plan has been set in place at the Ministry of Education and Culture to preserve and revitalize the language in three main areas: documentation, development of a writing system and standardization of writing, and language teaching. The five presentations included in this colloquium report on two research projects financed by the Ministry of Education and Culture (2012-2017) and the Leventis Foundation | University of Cyprus (2017-2018) that deal with various aspects of the revitalization process.

- **Challenges and pitfalls in the development of a writing system for Cypriot Arabic.**
Spyros Armostis (European University Cyprus) & Marilena Karyolemou (University of Cyprus)
This presentation reports on the challenges and pitfalls in the design of a writing system for Cypriot Arabic as well as on the linguistic and sociolinguistic considerations that need to be addressed in the development of the new writing system. It also analyses speakers' reactions to researchers' choices of specific orthographic conventions in view of standardizing writing.

- **Definitiveness and (morpho)phonological variation in Cypriot Arabic: What can the Archive of Oral Tradition tell us about it.**
Spyros Armostis (European University Cyprus) & Charalambos Christodoulou (Ministry of Education and Culture)
Language documentation is usually considered as the last recourse in order to preserve the memory of a language threatened with extinction. However, documentation has rarely been associated with either the revitalization or the teaching of an endangered language. The Archive of Oral Tradition of CA has been a valuable source of information offering new insight into understudied or unstudied areas of grammar. One such case is definitiveness that has been incompletely described previously. A closer look at speech data from the Archive of Oral Tradition reveals important variability in this area which requires proper analysis of a set of (morpho)phonological processes that condition the observed variation.

- **“But Kormakitis is something else. We have to say that!” Identity, identification and the land in the Maronite community of Cyprus**
 Marilena Karyolemou (University of Cyprus)
 A very important aspect of identification for minority communities besides language is the land (Zetter 1994, 1999; Taylor 2009). This presentation examines the link between language, identity and the land in the Maronite community of Kormakitis and underlines recent changes due to specific social and historical circumstances of deprivation and trauma (Hannatzia 2011).

- **Assessing linguistic competence and the native speaker**
 Marilena Karyolemou (University of Cyprus) & Lisa Solomou (University of Cyprus)
 Several types of endangered language speakers have been identified on the basis of various sociolinguistic criteria (Dorian 1987, Dressler 1981, Campbell & Muntzel 1989, Grinevald & Bert 2011); however, not a lot has been done in the area of language assessment specifically. This contribution reports on the development of an assessment tool for Cypriot Arabic that takes into account both the severely endangered character of the language as well as its oral nature.

- **Mind the gap: Cypriot Arabic and the construction of teaching material in the era of globalization**
 Elisavet Kiourti (University of Nicosia) & Eleni Demetriou (Ministry of Education and Culture)
 This presentation deals with the design and development of pedagogical material that supports teaching and learning of CA in the era of globalization. Deriving from sociolinguistics (Blommaert 2013; Goffman 1961, 1981) and New Literacy Studies (Gee 2004; Knobel and Lankshear 2007), the study shows how the use of documentation (Himmelman 1998, 2006) and metadata from the Archive of Oral Tradition create a “glocal language/literacy box” in view of the revitalization of a severely endangered language.

Papers

#101: Language and identity of Caucasian Germans in globalized society

Katharina Dück

Institut für Deutsche Sprache, Mannheim, Germany

In 1816, emigrated radical Swabian Pietists, that fled economic hardship, political oppression and religious confrontations in Württemberg and founded the first German colony Marienfeld in the South Caucasus in 1817, which is situated east of the capital of Georgia Tbilisi. In the course of the following century more than twenty German settlements were established in Transcaucasia. It is noteworthy that these Swabians hardly had contact with other ('Russian-German') varieties until the 1930s due to the comparatively closed settlements of the Caucasus Swabians. This settlement development was interrupted during the Second World War, when the colonies were dissolved in 1941 and their inhabitants were forcibly deported to countries of Central Asia. Then these Caucasian Germans migrated to Germany in the 1980s/90s at the latest. Excluded from the deportations were those Caucasian Germans, who had entered into so-called intermarriages with Georgians, Armenians, Azerbaijanis, or other ethnic groups and still live in the German villages of the South Caucasus. Thus, two different speaker groups of Caucasian Germans emerged.

At present, the speakers of the minority of Caucasian Germans struggle with in a globalized society, where the pressure on language from outside is increasing. However, despite the geographical separation they are striving to preserve their language and culture by various strategies such as a regional consolidation taking place in groups like in the "Association of the Germans of Georgia" in Tbilisi, but also in various new publications such as about the "German Aunts" – they founded private German kindergarten in Tbilisi in 1950s, the book is a documentation. Similar efforts also exist among the Caucasian Germans in Germany like publications about the former German settlements. At the same time, the advantages of globalization (such as visa-free travel between Georgia and Germany) and the new media are being used by the latest to support the minority group of Caucasian Germans across borders.

The paper will present the results of my recorded language data from guide line based interviews with Caucasian Germans in South Caucasus and Caucasian Germans in Germany. Firstly it will show different socio-situational circumstances including language repressions playing an important role for their respective language behavior and language attitudes. Secondly, the various strategies of the minority group as a whole to strengthen and preserve the language, culture and identity of the Caucasian Germans will be presented, while they stand in the reciprocal tension between individual self-awareness, group-awareness and external perception in the context of the respective majority or recipient society.

#102: Minority languages and their perception in Germany

Astrid Adler, *Institut für Deutsche Sprache, Mannheim, Germany*

Albrecht Plewnia, *Institut für Deutsche Sprache, Mannheim, Germany*

Germany is a conceptually monolingual country. It is hardly ever doubted that everyone speaks German or at least has to do so. There have been attempts to give German a constitutional status but since the status of German as the majority language is that clear and obvious until now they always failed. However, there are official statements concerning minority languages – at least the autochthonous ones: Germany has ratified the European Charter for Regional or Minority Languages and thus, grants four minority languages (i.e. Danish, Frisian, Romanes and Sorbian) and the regional language Low German a special status of protection. The allochthonous minority languages, such as Russian, Polish or Turkish remain untouched (cf. Adler/Beyer 2018).

Taking this situation as a starting point, our paper will compare the alleged official situation to the social reality of the linguistic situation in Germany focussing on the perception of minority languages. To shed some light on the current situation of minority languages in Germany, we will pursue two directions. First, we will show how minority languages are treated in the new question on language in Germany's microcensus (cf. Adler 2018). The wording of the question and its proposed set of answers are very revealing of language ideology and language policies, e.g. neglecting all autochthonous minority languages and highlighting the allochthonous ones. Second, we will present what laymen think about languages and minority languages in Germany. We will use brand new results of a national and representative survey, i.e. the Germany Survey 2017/2018 (cf. Adler/Plewnia 2018). This survey collected data i.a. on language repertoire and language attitudes of 4,339 German residents. Furthermore, we can compare the current results to those of a former representative study from 2008 (cf. Gärtig/Plewnia/Rothe 2010) to depict trends in laymen's attitudes towards (minority) languages.

References:

- Adler, Astrid (2018): Germany's micro census of 2017: The return of the language question. IDS-Working Paper.
- Adler, Astrid/Beyer, Rahel (2018): Languages and language policies in Germany / Sprachen und Sprachpolitik in Deutschland. In: Stickel, Gerhard (Hrsg.): National language institutions and national languages. Contributions to the EFNIL Conference 2017 in Mannheim. Budapest: Hungarian Academy of Sciences, 2018. S. 221-242.
- Adler, Astrid/Plewnia, Albrecht (2018): Möglichkeiten und Grenzen der quantitativen Spracheinstellungsforschung. In: Lenz, Alexandra N./Plewnia, Albrecht (Hrsg.): Variation – Normen – Identitäten. (= Germanistische Sprachwissenschaft um 2020 4). Berlin/Boston: de Gruyter, 2018. S. 63-98.
- Gärtig, Anne-Kathrin/Plewnia, Albrecht/Rothe, Astrid (2010): Wie Menschen in Deutschland über Sprache denken. Ergebnisse einer bundesweiten Repräsentativerhebung zu aktuellen Spracheinstellungen. (= amades - Arbeitspapiere und Materialien zur deutschen Sprache 40). Mannheim: Institut für Deutsche Sprache - amades -, 2010.

#103: The mirror effect: Language ideologies of the Amazigh and Quechua communities in Catalonia

Albert Badosa Roldós

SOAS University of London, United Kingdom

This paper analyses the effects of Catalan in the linguistic ideologies of immigrant people in Catalonia who come from a minoritised context. The study is framed within language ideologies studies. It follows other studies in Catalonia on the so called languages of migration. Two communities have been researched: the Amazigh and the Quechua communities in Catalonia. The main point argued is that Catalan does have an effect on these communities; it makes these communities self-identify with the Catalan society. This phenomenon is called mirror-effect (Cortès-Colomé, 2016). This effect raises awareness of their background, and it triggers a change of linguistic representations and language ideologies.

The study also looks at the general language ideologies of these communities and their negotiation with the mirror effect. The research was carried out through quantitative and qualitative research. It includes surveys and semi-structured interviews of about one-hour duration collected thanks to participants of each community. Based on the data, the study presents a picture of the language ideologies of these communities towards their heritage languages, their dominant languages, Catalan and Spanish. This study is the first looking at the mirror effect regarding whole communities, and not only individuals.

#104: An investigation of language attitudes in 21st century Catalonia

Steven Byrne

University of Limerick, Ireland

This paper is situated at the interface of language attitude studies and socio-political movements in Catalonia (Spain), a region where Catalan and Spanish coexist daily, but the knowledge and use of the Catalan language differ considerably. Since the mid-2000s, the question of self-government and support for independence has become an increasingly salient issue in Catalonia.

Far from eroding minority nationalism, globalisation may encourage it, but in diverse forms (Parks and Tremblay 1990; Mlinar 1992; Keating 2001; May 2013; Williams 2018). Globalisation has stimulated the upsurge of minorities believed to have been successfully integrated into existing nation-states during the era of late-capitalism, a period where language is shown to play an increasingly important role in society (Bastardas-Boada 2012; Duchêne and Heller 2012). With globalisation, attachments to minority languages have not disappeared nor have movements calling for their protection, and it is argued that in some respects they enjoy more legitimacy than ever before. In stateless nations, such as Catalonia, the renewed interest in independence has been related to the processes of globalisation (Guibernau 2004; Castells 2010). Catalonia serves as an excellent laboratory for exploring the social dynamics and attitudinal transformations set in motion by the push for independence in a post-industrial globalised society (Bastardas-Boada 2012; Urla 2013; Woolard 2016; Dowling 2018).

The literature illustrates changing attitudes toward the Catalan language in Catalonia. A vibrant civic and political movement for an independent Catalonia has brought a renewed urgency to questions about what it means, personally and politically, to speak or not to speak Catalan and to claim Catalan identity (Woolard 2016). This research proposes that language attitudes can serve as an analytical tool for us to slice through complex issues and look for possible answers. This investigation aims to fill the gap in the literature in the largely unexplored dimension of language attitudes and the secessionist movement in a globalised Catalan society.

At a time of mass political movement in Catalonia, this paper provides a snapshot of the attitudes held toward the Catalan language by members of six independence organisations against the backdrop of the secessionist movement. The fieldwork for this project was conducted in Girona, a city that has been labelled the 'heartland of Catalan nationalism' (Lepič 2017). Qualitative data, in the form of focus groups and follow-up narrative interviews, were gathered from 36 participants. Through giving a voice to members of independence organisations this investigation illustrates the relationship between respondents' level of support for the Catalan language and how this support relates to their views on the Catalan independence movement.

#105: Catalan language maintenance in the age of globalization: a case of Japanese-heritage multilingual families in Barcelona

Makiko Fukuda

Universitat Autònoma de Barcelona, Departament of Translation and Interpretation and East Asian Studies; CUSC- Centre de Recerca en Sociolingüística i Comunicació, Spain

This paper explores the current situation of Catalan language maintenance in Japanese-heritage multilingual families, most of which are intermarried families living in Barcelona. Previous studies on family bi-/multilingualism commonly point out that the language of wider society has a significant influence on children's language use and eventually on heritage language transmission. In the case of Catalonia, however, there are two languages of different values that are in conflict within wider society. How do these multilingual families try to maintain a minoritized language (Catalan), and transmit yet another language that does not have an official status within the society (Japanese)? All of this alongside a predominating globalized language, Spanish?

69 Japanese parents (7 fathers, 62 mothers) from multilingual families who claimed to transmit Japanese to their children were chosen for our survey, since they represent an interesting case of language transmission as a by-product of globalization. Additionally, despite the increasing number of this type of family, minimal research has been conducted on them.

Analyzing data collected through questionnaire survey, it was found that:

- 1) There is a strong relationship between parents' L1 and use of Catalan with their children ($\chi^2= 33.625, p<.01$) through the One Parent One Language approach. Despite the use of Spanish in parental communication, significant use of Catalan was observed between Catalan-speaking parents and their children;
- 2) Children's L1 is likely to coincide with that of their Catalan-speaking parent's ($\chi^2=62.032, p<.01$), which suggests successful transmission of this language;
- 3) 44.9% of Japanese parents have learned Catalan, although they are likely to have learned it minimally. Spouses' L1 influences Japanese parents' motivation for learning Catalan: those who have a spouse whose L1 is Catalan are likely to learn this language ($\chi^2= 4.695, p<.05$). Furthermore, they tend to have a higher level of oral proficiency in Catalan ($\chi^2=15.593, p<.01$, hearing; $\chi^2= 16.680, p<.01$, speaking) than those whose spouse's L1 is another language;
- 4) Few of the aforementioned Japanese parents use Catalan as their usual communicative tool, which suggests that they perceive it as something secondary. The rest of our informants have not learned it for various reasons, although the main factor for both cases is the use of Spanish 'by inertia' by themselves and/or by the locals;

Semi-structured interviews conducted with some of these informants (N=23) revealed that spouses' attitudes towards Catalan and Japanese parents' own experience of this language and its speakers can be one of the major influencing factors on Japanese parents' attitudes towards Catalan. The results of this study suggest that our informant families manage family multilingualism quite well: Catalan and Japanese are perceived as 'weaker languages' compared to Spanish, which results in parents prioritizing the transmission and maintenance of both languages at the expense of Spanish.

#106: On the importance of mental conceptualisations for the standardisation of minority languages: the case of Rumantsch Grischun

Andrin Büchler

University of Bern, Switzerland

The present paper deals with the fact that the standardisation of minority languages does often not find the community's approval and sometimes even brings to the fore defensive and/or hostile attitudes. I will show that an understanding of how speakers mentally conceptualise the minority language as well as the contact language(s) is key to language planning and policy's (LPP) actions. As an example, the Romansh speech community in Grisons, whose members reacted strongly against the implementation of Rumantsch Grischun (an artificial koiné-language based on the five spoken idioms) in schools, is discussed more thoroughly. The case study is to be situated in the Folk linguistics' tradition; it uses Berthele's (2010) "Cluster-Modell", which rests on Geeraert's (2003) assumption that there is a romantic and rational way of conceptualising languages, as a framework. For this project, data was gathered via an online-questionnaire reaching out to people living in the most-western part of Grisons, where Romansh is still very vital. Open-answer questions addressing participants' Sprachbiographie (with respect to Romansh, Swiss German and Standard German) were included in the questionnaire. The answers of about 300 participants were analysed qualitatively by assessing which metaphors/concepts (e.g. language of the heart, language as tool etc.) were used for describing the individual languages.

Results suggest that a cluster-model based on a functional differentiation of Romansh, Swiss German and Standard German can indeed be assumed. As far as Romansh is concerned, it is nearly exclusively described by metaphors that reveal a strong emotional/affective connection to the language as well as a pronounced attachment to the regional variety. This romantic conceptualisation of the language opposes the very idea of standardisation, which is connected to rationally-driven aspects such as uniformity, universalism or instrumentality. So, the concept speakers have of Romansh is yet not compatible with the perceived values of a standard language. Finally, an understanding of how speakers conceptualise languages can help LPP planners before and during the process of implementation to evaluate the sociolinguistic situation or to gather grass-root results on how the policy is proceeding. Furthermore, the proposed framework can also be made productive after the phase of implementation for assessing whether the policy has had the desired effect, which in the case of Rumantsch Grischun would mean that the conceptualisation speakers have of Romansh would move closer to the rational site of the cluster-model.

References:

- Berthele, Raphael (2010): „Der Laienblick auf sprachliche Varietäten. Metalinguistische Vorstellungswelten in den Köpfen der Deutschschweizerinnen und Deutschschweizer“. In: Anders, Christina Ada et al. (eds.): *Perceptual Dialectology. Neue Wege der Dialektologie*. Berlin/New York, de Gruyter: 245–267.
- Geeraerts, Dirk (2003): "Cultural models of linguistic standardization". In: Dirven, René/Pütz, Martin (eds.): *Cognitive models in language and Thought. Ideology, Metaphors and Meanings*. Berlin/New York, de Gruyter: 25–68.

#107: Evaluating the effectiveness of the 'ARFer' programme in shifting the Linguistic Habit Context in a bilingual workplace

Arwel Tomos Williams, *School of Psychology, Bangor University, United Kingdom*

J. Carl Hughes, *School of Psychology; School of Education; Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University, United Kingdom*

Lowri A. Hughes, *Canolfan Bedwyr, Bangor University, United Kingdom*

Dr Emily J. Tyler, *School of Psychology; School of Education; Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University, United Kingdom*

A strategic priority outlined in the Cymraeg 2050 strategy (Llywodraeth Cymru/Welsh Government, 2017) is to increase the active use of Welsh in the workplace context. In the present study we evaluated the effectiveness of the ARFer programme, a language behaviour change intervention aimed at increasing the use of Welsh with 22 participants who worked in a bilingual workplace. Inspired by the novel Aldahitz project originally developed in the Basque Country in an attempt to increase and normalise the use of Basque within seven bilingual workplaces (Jauregi & Superbiola, 2015; Superbiola, 2016), we utilised behaviour change principles with the primary aim of shifting the linguistic habit context (LHC) and the linguistic habits of dyads to enable Welsh speakers who have developed the habit of using English to progressively shift their language behaviour to increase their use of Welsh.

Inspired by MINDSPACE (Dolan, Hallsworth, Halpern, King, & Vlaev, 2010), the two main behaviour-change principles integral to the ARFer program was: making a public commitment, and; default setting, i.e., five staff members (referred to as ARFer enablers) of the participating workplace made a commitment to deliberately use Welsh as the default language choice with their colleagues who could understand Welsh. Traditional language use data have commonly utilised self-report measures that rely on retrospective perception of language behaviour. In the present study we developed and used a direct observational measure, the Bilingual Dynamic Observational Tool (BiDOT) to collect actual language use data at baseline (8 weeks) and intervention phases (13 weeks). During the baseline, 7061 dyadic interactions were observed; 7350 were observed during the intervention condition. We found that Welsh was proportionally used more than twice as often during the intervention condition ($\chi^2(1) = 1473.58, p < .001$) than during the baseline. These results provide promising evidence that implementing language behaviour change interventions can have a significant impact on increasing the use of a minority language in a bilingual context. Implications of the findings for workplace language policy and planning in minority language bilingual contexts will be discussed.

References:

Dolan, P., Hallsworth, M., Halpern, D., King, D., & Vlaev, D. (2010). MINDSPACE: Influencing behaviour through public policy. Cabinet Office and Institute for Government, London, UK. Retrieved from

<http://www.behaviouralinsights.co.uk/sites/default/files/MINDSPACE.pdf>

Jauregi, P., & Superbiola, P. (2015, February). Aldahitz Ikerketa 2014: Eusle Metodologia Eta Hizkuntza Ohituren Aldaketa Lan Munduan. Andoain: Soziolinguistika Klusterra. Retrieved December 9, 2015, from

<http://www.soziolinguistika.eus/files/ALDAHITZ%20Ikerketa%202014.pdf>

Llywodraeth Cymru / Welsh Government. (2017). Cymraeg 2050: Miliwn o siaradwyr. Retrieved July 31, 2017, from

<http://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-cy.pdf>

Superbiola, P. (2016, June). The Aldahitz project and the "Eusle" methodology: Changing language use from Spanish to Basque in the work environment. Presentation conducted at the Small Language Planning: Communities in Crisis conference, Glasgow, Scotland, UK.

#108: Employment across the border vs. pursuit of the world: global English beats German in German-speaking Lorraine (France)

Rahel Beyer

Institute for the German language, Germany

The Eastern part of the Lorraine region (France) is one of the cultural-ethnic minorities that have arisen through cession of territory. Since 1945 its dialects, including Luxembourg-Franconian, Moselle-Franconian and Rhenish-Franconian, although being germanophone, are a part of the French diasystem (again). What makes the situation even more difficult is that the events of the Second World War triggered a collective trauma of the population, which massively impeded an independent identity on the basis of its germanophone linguistic roots. Subsequently, the promotion of French was accepted with little resistance and in many families the intergenerational transfer of the local dialect was ceased (Dorner 2012).

Not least because of this diagnosis East Lorraine is often overlooked in linguistic research, although there are quite a few speakers of germanophone varieties – even in younger generations. Their linguistic everyday life and their attitudes towards their specific linguistic situation are, however, unclear. This paper presents a project that breaks new ground by documenting and describing the sociolinguistic situation in the German-speaking Lorraine on the basis of extensive language recordings. The collected data comprise speech samples of different varieties of the region as well as of different situational contexts complemented by meta-linguistic information including statements on language attitudes (currently 43 informants, over 64 hours of recorded material).

In my talk I will focus on the content of the guide line based interviews. It turned out that the speakers are affected by the language shift (from minority German to the French majority language) to different degrees depending on the generation and the area they live in. Furthermore, language attitudes have more influence on language acquisition than functionality of languages: Proficiency in a germanophone variety has long been a good opportunity for Lorraine people to work across the border in Germany and escape unemployment in the Lorraine region. In the younger generations, however, this option is no longer taken into account – neither is it an argument for acquiring the autochthonous dialect nor for learning German at school. Rather English as *the* global language is chosen as the first foreign language.

Overall it seems that not only the trauma from the Second World War and the high status of French are enforcing German's minority situation in Lorraine, but also the worldwide development towards globalization.

References:

Dorner, Daniela (2012), Social actors and the language policy and planning process: A case study from German-speaking Lorraine (France), in: P. Studer, and I. Werlen (eds), *Linguistic Diversity in Europe. Current trends and Discourses*, Berlin / Boston: de Gruyter, 157-175.

#109: From progressive language maintenance to potential language revitalization: Prohibition and progress in Swedish language policies on national minority languages

Jarmo Lainio

Stockholm University, Sweden

In 2020 the Swedish officially recognized language policy, its minority language protection and efforts to protect and promote five national minority languages will turn 20 years. The ratification of the Council of Europe's two conventions, the European Charter for Regional or Minority Languages (ECRML) and the Framework convention for the protection of national minorities (FCNM) in 2000 constituted a breakthrough. This was also a landmark, showing that finally Sweden accepted the known fact among minority groups residing in the country: we are several minority language groups within the borders of Sweden, with historical and territorial roots, which should also be acknowledged by the authorities.

What has taken place in legislation and in practice during this period, with an impact on the situation on the ground for the speakers and the involvement as well as use of research in this process? What are the prospects today for the languages? Or does the public discourse on revitalization in fact reflect that the turn away from language maintenance and development efforts, only show that the race has already been lost? This would be just another step in the direction of final language shift for most of the representations of these languages. Finally, how could the turn in research from social sciences and quantitative studies also within sociolinguistics, to more ethnographic studies, help us understand the increasingly endangered position of the languages in question?

An attempt will be made to both give an account of the development for (Sweden) Finnish and Meänkieli, the role of civil society, research and political decisions and preferences during the last three decades. Several sources will be used: the anthology giving a detailed account of the situation at the dawn of the minority language policy acceptance (Hyltenstam (ed.) 1998), various studies during the 2000s reflecting a downward trend in many respects, and the minority and minority language accounts in the governmental inquiries of 2017 (SOU 2017:60, SOU 2017:88; SOU 2017:91). Some comments on the fate of the other national minority languages, in addition to (Sweden) Finnish and Meänkieli, that is, Romani chib, Sami and Yiddish, will be provided as well.

#110: Boosting the communication competence in minority and regional languages: the Eduka2 project in Italy and Slovenia

Matejka Grgic

SLORI - Slovene Research Institute, Italy

“EDUKA 2 – For a cross-border governance in education” is a project founded by the European Regional Development Fund within the Cross-Border Cooperation (CBC) programme Interreg V-A Italia-Slovenija. The work packages, that involved six project partners (three universities and three research institutes), started one year ago (in September 2017) and will be accomplished by February 2019.

The project target groups are the minority schools (e.g., the Slovene schools in Italy and the Italian schools in Slovenia) and the majority schools where a minority language (Slovene and Friulian in Italy and Italian in Slovenia) is taught.

Among other activities within the project, four different groups of experts and teachers prepared teaching materials on how to teach the minority language in schools and kindergartens of the two cross-border minority groups: the Slovenians in Italy and the Italians in Slovenia. In my presentation I will focus on these materials, the methods, and the outputs.

The purpose of the above mentioned activities was to investigate the needs of both ethnic groups in teaching and learning processes, as well as the goals in minority language teaching that have been achieved so far. Furthermore, the teams of experts and teachers were asked to prepare innovative teaching materials that meet the needs of the pupils and students who only use the minority language at school and “live their life” in the majority language. This situation leads to an inverse diglossia where the minority language is used in more formal and higher, but rare occasions, whereas the majority language is used in every day communication, technology, and new (social) media. The aim of this project activity named Teaching materials for cross-borders ethnic groups is to promote the use of the minority language in different situations in order to boost the communication competence of the speakers.

#111: Ceredigion County council's work Welsh pilot scheme: Welsh language tuition in a globalized world

Dewi Huw Owen

Ceredigion County Council, United Kingdom

Globalization is a communicative phenomenon. The swift transfer of ideas, information, capital, goods, and people from one part of the world to another depends on the ability of all parties involved to communicate efficiently across geographic, cultural, and linguistic boundaries.¹ As a result – and as an ever-increasing body of academic studies since the turn of the millennium has shown² – language learning has become an integral part of workplace training in many sectors across the developed world.

Several studies have considered the legislation, administration, application, and effectiveness of this aspect of corporate training from a UK perspective.³ However, these studies of corporate language learning in the UK have focussed almost entirely on English as the language of study, and on Westminster as the primary policy maker. In so doing, they neglect the different yet interconnected practices surrounding the provision of Welsh language tuition in the workplace in Wales, driven by the policies of the Welsh Government in the National Assembly.

Since the establishment of the Welsh Government's *Safonau'r Iaith Gymraeg*⁴ [*Welsh Language Standards*] in 2016 – a direct result of the announcing of Welsh as an official language of Wales with *Mesur y Gymraeg (Cymru)* [*Welsh Language (Wales) Measure*] in 2011⁵ – public bodies in Wales have been obliged by law to provide services through the medium of Welsh and English. Staff at these institutions are required to reach certain levels of proficiency in Welsh to adhere to the new Standards, each level being appointed in accordance to the nature of the staff's roles within the institutions. Consequently, and informed by the findings of the Welsh Government's 2013 review 'Raising our Sights: a review of Welsh for Adults',⁶ the field of Welsh in the Workplace was one of the founding focusses of the National Centre for Learning Welsh upon its establishment in 2016.⁷

Having provided Welsh in the Workplace classes to public and private bodies through its regional branches between 2016 – 2018,⁸ the National Centre cooperated with Ceredigion County Council in 2018 to fund the appointment of a Work Welsh Training Officer – the first such in-house Welsh tutor in Wales – who would undertake a Work Welsh Pilot Scheme.⁹ The objective of this scheme is to set up and provide formal Welsh lessons in-house to Council staff, and to arrange a calendar of informal Welsh learning opportunities to establish Welsh as a communal language for the Council's learners and fluent speakers. The practices established with this Scheme will in turn set precedents and exemplify good practice for other such prospective schemes in similar institutions in the future.

I am Ceredigion County Council's Work Welsh Training Officer. This paper outlines the nature of my role and gives an account of the challenges overcome and the successes celebrated during the Work Welsh Pilot Scheme. It roots the work of the Scheme in the practical framework set out by the National Centre for Learning Welsh, and in the legislative framework set out by the Welsh Government. It also seeks to contextualize the activities undertaken at Ceredigion County Council in the wider field of workplace language tuition. Thus, it will begin to fill the gap identified in our collective academic understanding of the field in the UK and internationally by drawing attention to the presence, policies, and practices of a minoritized language in the globalized world of corporate language training.

#112: Teacher – student(s) interaction and language use in the trilingual classroom

Eabele Tjepkema

NHL Stenden University (Teacher Training), Leeuwarden, The Netherlands

In content-based curricula based on Long's Interaction Hypothesis, interactional language use is promoted in order to stimulate target language development. From the sociocultural theory oral student's language use is mediated in teacher-student(s) interaction (Lantolf, 2006). Teacher interventions are considered then to scaffold student's language development. Walsweer (2015) discriminates four participation frames to describe the nature of teacher-students conversational discourse in content-based classrooms. Within teacher-student(s) interaction there is a specific role for feedback to draw students' attention on language and language use to promote students' language use in implicit language learning contexts. In the multilingual classroom, Levine (2014) suggests to use students' first language(s) for learning, to support or enrich second language development. In Frisian trilingual primary schools Dutch (the national language), Frisian (a regional language) and English (a foreign language) are used for meaning making in content-based lessons and in which implicit language development takes place. Conversational discourse can mediate students' linguistic output, and in which interactional feedback can stimulate students' modified output and stimulate students' attention on language (Lyster & Ranta, 1997; Llinares, & Lyster, 2014).

As part of my PhD research addressed to the pedagogy of trilingual education in grades 5 and 6 of eight Frisian trilingual primary schools, this presentation concerns teacher scaffolding interventions to promote the use of the three target languages. Data have been collected by event sampling observations of 51 lessons addressed to the three target languages in these trilingual primary schools, and are used to develop an encoding instrument.

In this presentation it will be shown 1) which languages are used in teacher-students discourse, 2) which teacher interventions (including interactional feedback) can be observed to promote target language use and how these interventions are related to the chosen languages use.

References:

- Lantolf, J. P. (2006). Sociocultural theory and L2: State of the art. *Studies in second language acquisition*, 28(1), 67-109.
- Levine, G. S. (2014). Principles for code choice in the foreign language classroom: A focus on grammaring. *Language Teaching*, 47(3), 332-348.
- Llinares, A., & Lyster, R. (2014). The influence of context on patterns of corrective feedback and learner uptake: A comparison of CLIL and immersion classrooms. *The Language Learning Journal*, 42(2), 181-194.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in second language acquisition*, 19(1), 37-66.
- Walsweer, A.P. (2015). Ruimte voor leren. Een etnografisch onderzoek naar het verloop van een interventie gericht op versterking van het taalgebruik in een knowledge building environment op kleine Friese basisscholen [Room for learning. An ethnographic study on the course of an intervention program which aims to improve language use in a knowledge building environment at elementary schools in Fryslân]. Groningen: University of Groningen (PhD thesis) [https://www.rug.nl/research/portal/files/23949344/Complete_thesis.pdf]

#113: Addressing teacher confidence as a barrier to bilingual classroom transmission practices in Wales

Nia Mererid Parry, *Prifysgol Bangor University, United Kingdom*

Enlli Thomas, *Prifysgol Bangor University, United Kingdom*

This chapter explores the impact of language confidence levels on teachers' ability and willingness to deliver aspects of the school curriculum through a minority language – in this case, Welsh. Wales boasts a highly successful bilingual and Welsh-medium education system that implements a variety of teaching strategies to develop pupils' Welsh and English skills. At the same time, the introduction of Welsh to L2 pupils in English-medium schools has been less successful, often due to its confinement to the Welsh (as a subject) lessons. In an attempt to reverse this trend, and to help move one step closer towards realising the Welsh Government's goal of doubling the number of Welsh speakers to a million by 2050, a number of different language-based strategies have or are currently being implemented in English-medium schools in order to help raise pupils' awareness of Welsh and increase their Welsh language abilities.

One particular strategy that has been implemented widely across the secondary school sector is Incidental Welsh (IW). IW requires teachers – native speakers and learners alike – to deliver everyday Welsh vocabulary and phrases as part of their subject lesson, whatever the subject of the lesson may be. However, in many cases, reluctant speakers of Welsh or those who have little or no Welsh language skills (other than the ability to deliver a set of words and phrases to their pupils) lack the necessary confidence that is required for the successful implementation of IW.

Drawing on data from classroom observations, questionnaires and interviews, this study explores the impact of formal language support sessions –tailored to individual teacher needs – on raising teacher confidence in implementing Welsh across the curriculum. Whilst there are heavy resource implications attached to this type of strategy, the results support the need to empower teachers with skills and confidence in integrating language and content.

#114: More languages in secondary schools!

Karijn Helsloot

Centraal Bureau Espritscholen, The Netherlands

Since school year 2017/18, a number of secondary school students in Amsterdam have the opportunity to learn an extra language in addition to their regular program. They can choose from Arabic, Chinese, Italian, Russian, Spanish and Turkish, and since 2018/19 French and German have also been included. In the Netherlands, these languages - but no others, besides Dutch, English and Frisian – can be part of the final examination program, most of them since a couple of decades, triggered by the immigration of speakers of these languages. The national educational policy is thus supportive regarding these ‘minority’ languages.

However, very few students actually take the examination in Arabic, Italian, Russian, Turkish, and a diminishing number in French and German. The number of examinees in Chinese and Spanish is growing, on the other hand. Taking exams is obviously directly related to taking lessons. And indeed, a very few schools offer lessons in Arabic and Turkish, and more and more in Spanish and Chinese. In the Netherlands, key policy is that schools are relatively free to decide which subjects they offer their students, as well as how to spend the money they receive from the government (the lump sum). Some languages are fancier than others, and external financial support is not always seen as positive.

The Choose-your-Language program, or *Taal-naar-Keuze* in Dutch, can offer all these languages because of four characteristics: i. students of all ages, from 11-18, are learning together, ii. students can join classes at another school, iii, via Google Classroom the students from the seven participating schools are connected to another, and iv, all languages follow the same program. By putting students of different ages together in one class, at the end or the beginning of the day, as well as stimulating students to visit another school, the program is not only relatively inexpensive, but also contributes to social exchanges and integrative collaborations. The program itself, the content, is based on the CEFR and is thematically driven: each week, all classes have the same topic and deal with the same can-do statements. The learning plan is developed by the teachers of all the languages together. All lessons, of 1,5 hour per week, start with a plenary introduction and end with plenary performances: telling about your past weekend in Chinese, Arabic or Italian, they all have to use linguistic forms to indicate events that happened in the past. Choose-your-Language is language awareness and multilingualism in one, following new approaches defined by European projects like MIME and the Dutch national *Curriculum.nu*.

References:

OCW/SLO: Curriculum.nu – derde tussenproduct – www.curriculum.nu

www.taalnaarkeuze.nl and other materials, like flyers, posters and unpublished learning plans

Flash Eurobarometer 466 – European Education Area 2018.

MIME Vademecum, 2018.

#115: Educational policy in Ireland: a voice for native Irish speakers in Irish-speaking communities

Dr. Neasa Ní Chuaig

Mary Immaculate College, Limerick, Ireland

According to the latest census figures in Ireland, 39.8% of the population report that they have the ability to speak Irish (Gaelic), while only 4.2% report that they speak Irish on a daily basis outside of the education system (Central Statistics Office, 2018). The majority of that 4.2% live in a geographical area known as the Gaeltacht where Irish “... is, or was until the recent past, the main spoken language of a substantial number of the local population” (Údarás na Gaeltachta, 2018). Up until 2018, schools situated in these areas were known as Gaeltacht schools and gained their status merely by way of geographical location.

In 2017, The Department of Education and Skills published the Policy on Gaeltacht Education 2017-2022 (Department of Education and Skills, 2016). This policy, ‘... sets out how the education system will contribute to supporting and promoting the future use of Irish as a living indigenous language in the Gaeltacht’ (Department of Education and Skills, 2016). The Department of Education and Skills has since launched the Gaeltacht School Recognition Scheme which will give schools the opportunity to gain recognition as a Gaeltacht school over a five-year period (Department of Education and Skills, 2017). This scheme has also been tied with the language planning process which is being developed in Gaeltacht areas by Údarás na Gaeltachta under the 20-Year Strategy for The Irish Language 2010 – 2030 (Government of Ireland, 2010).

This paper aims to examine the criteria of the Gaeltacht School Recognition Scheme in the context of Gaeltacht schools situated in areas with the highest percentage of native Irish speakers. The paper will also discuss the possible implications of this policy on language maintenance within these communities.

References:

- Central Statistics Office. (2018). Census of Population 2016 – Profile 10 Education, Skills and the Irish Language. Retrieved from: <https://www.cso.ie/en/releasesandpublications/ep/p-cp10esil/p10esil/>
- Department of Education and Skills. (2016). Policy on Gaeltacht Education 2017-2022. Dublin, Ireland: Department of Education and Skills.
- Department of Education and Skills. (2017). Gaeltacht School Recognition Scheme. Retrieved from: <https://www.education.ie/en/The-Education-System/Policy-on-Gaeltacht-Education-2017-2022/Information-for-School-Staff-and-Management-Gaeltacht-School-Recognition-Scheme.pdf>
- Government of Ireland. (2010). 20-Year Strategy for The Irish Language 2010 – 2030. Retrieved from: <https://www.chg.gov.ie/app/uploads/2015/07/20-Year-Strategy-English-version.pdf>
- Údarás na Gaeltachta. (2018). The Gaeltacht. Retrieved from: <http://www.udaras.ie/>

#117: Beliefs about the benefits of a multilingual approach among language teachers

Elizabet Arocena, *University of the Basque Country, UPV-EHU, Basque Country*

Durk Gorter, *Ikerbasque, University of the Basque Country, UPV-EHU, Basque Country*

Alaitz Santos, *University of the Basque Country, UPV-EHU, Basque Country*

Jasone Cenoz, *University of the Basque Country, UPV-EHU, Basque Country*

A multilingual focus on language education is starting to become stronger in multilingual contexts, among those the Basque Country. The number of speakers of the minority language Basque has increased due to the strong educational programme in place since 1982 (Basque Government, 2016a). This educational programme is characterized by the separation of languages during instruction due to the rooted belief that languages are best taught in isolation (Arocena, Cenoz & Gorter, 2015). In addition, teachers of a minority language, such as Basque, believe that the use of code-switching or spontaneous translanguaging in the classroom have negative effects on the acquisition and maintenance of the minority language. However, the pedagogical use of translanguaging in a Basque school showed that it can be compatible with the maintenance and development of the minority language (Leonet, Cenoz & Gorter, 2017).

The focus of this paper is to examine the beliefs of teachers of the minority language Basque, regarding language instruction, before and after participating in an in-service training focused on multilingualism. In addition, the paper aims to analyse whether these beliefs differ from those of teachers of other languages, such as Spanish and English. The participants of this study were 127 teachers from primary and secondary schools. Among the participants, there were teachers who taught only Basque, teachers who taught Basque and another language and teachers who in addition taught content subject through the medium of Basque.

The results of this quantitative and qualitative study demonstrate that some of the beliefs regarding a more multilingual approach to language teaching changes from before to after the completion of the course. Further, the results show that although some teachers are still hesitant to include a more multilingual approach when teaching the minority language, the training allows them to reflect upon their everyday practices and become more open to new approaches.

References:

- Arocena, E., Cenoz, J. & Gorter, D. (2015). Teachers' beliefs in multilingual education in the Basque Country and in Friesland. *Journal of Immersion and Content-Based Language Education*, 3(2), 169-193. doi: 10.1075/jicb.3.2.01aro.
- Basque Government. (2016a). VI. Inkesta Soziolinguistikoa Euskal Autonomia Erkidegoa [6. The Sociolinguistic Survey of the Basque Autonomous Community]. Vitoria-Gasteiz: Basque Government. Retrieved from http://www.euskara.euskadi.eus/contenidos/nota_prensa/vi_inkesta_sozioling_2016/eu_def/adjuntos/vi_inkesta_eu.pdf
- Cenoz, J. & Gorter, D. (2014). Focus on multilingualism as an approach in educational contexts. In A. Creese & A. Blackledge (Eds.), *Heteroglossia as practice and pedagogy* (pp. 239-254). Berlin: Springer.
- Leonet, O., Cenoz, J. & Gorter, D. (2017). Challenging Minority Language Isolation: Translanguaging in a Trilingual School in the Basque Country, *Journal of Language, Identity & Education*, 16:4, 216-227, DOI: 10.1080/15348458.2017.1328281.

#118: The development of Basque oral expository skills by means of a trilingual didactic sequence

Ana Aldekoa Díez, *University of the Basque Country, UPV/EHU, Basque Country*

Ibon Manterola, *UPV/EHU, Basque Country*

Itziar Idiazabal, *UPV/EHU, Basque Country*

This presentation aims at showing that a texte-genre based didactic sequence, following the Integrated Teaching of Languages and translanguaging (García & Wei, 2014), fosters the development of the minority language. In fact, we argue that trilingual didactic sequences including Basque, English and Spanish may be relevant didactic tools in order to foster multilingual development in the Basque educational context. The promotion of multilingualism including a minority language such as Basque is a major challenge of the Basque educational system (Cenoz, 2009; Idiazabal et al., 2015), and the Integrated Teaching of Languages (ITL) is highlighted as a relevant approach for multilingual education both in the Basque and European contexts (Gobierno Vasco, 2015; Troncy, 2014).

Oral expository texts produced at the beginning and at the end of a didactic sequence by trilingual students constitute the empirical data of this study. The design of the didactic sequence is based on Dolz & Schneuwly (2016), but while their proposals are monolingual in French, ours combines three different languages: Basque, English and Spanish. The text genre constitutes the basic criterion both for the design of the activities in the didactic sequence and the analysis of students' productions. Although our study has a larger scope, in this presentation we will focus on some specific aspects of the text: the opening of the text, the use of topic introducers and the invitation to take part in the forum. Through a language alternation approach, results show a significant development of students' skills in Basque.

We will conclude that well-defined language alternation and integration, which give preference to the socially less privileged language and which in our case occur both in students' productions and in the classroom activities, promote the development of the minority language, apart from being an innovative didactic approach.

References:

- Basque Government (2015) Decree 236/2015, by which the curriculum of basic education is established and implemented in the Basque Autonomous Community (15th of January 2016 EHAA).
- Cenoz, J. (2009) Towards multilingual education: Basque educational research from an international perspective. Bristol: Multilingual Matters.
- Dolz, J. & Schneuwly, (1998/2016) Pour un enseignement de l'oral. Initiation aux genres formels à l'école. Paris: ESF.
- García, O. and Wei, L. (2014). Translanguaging: Language, bilingualism and education, 2014. NY: Palgrave Mackmillan.
- Idiazabal, I., Manterola, I. & Díaz de Gereñu, L. (2015) Objetivos y recursos didácticos para la educación plurilingüe. In García Azkoaga, I. & Idiazabal, I. (eds.) Para una ingeniería didáctica de la educación plurilingüe. Euskal Herriko Unibertsitatea/Universidad del País Vasco.
- Troncy C. (dir.) (2014). Didactique du Plurilinguisme. Approches Plurielles des Langues et des Cultures. Autour de Michel Candelier. Rennes: Presses Universitaires de Rennes.

#119: Which word-order do we prefer for Basque written prose developing?

Julian Maia-Larretxea

Faculty of Education of Bilbao - University of the Basque Country, Basque Country

Basque language is going through a normalization process in which one of the relevant questions to be answered is the organization of the elements of the written sentence and the position of the verb in relatively long sentences. There are two main extreme positions on that matter: some people advocate for placing the verb towards the final part of the sentence (following to Altube, 1929), whilst some others would prefer to put the verb in a more advanced position (e.g. Zubimendi & Esnal, 1993, 2009; Hidalgo 2002; Rubio, 2002; Sarasola, 2016; Agirre, 2018) in order for readers to process gradually the whole sentence, thus trying to avoid as much as possible the necessity of re-reading the whole sentence after having processed the verb, which happens quite often when the verb is placed in a delayed position.

The educational system is a crucial arena to develop the written prose, especially in languages like Basque which have been scarcely used in formal domains. It is also a very powerful tool to disseminate good practices among new generations of speakers. For that reason, it is convenient to know how is the word-order that is currently being developed in the educational system, either by teachers, students and experts who present their contributions.

In that context, this research aims to show the average values of the views held on this matter by a group of experts and a sample of High School teachers. The procedure for data collection consists of presenting 25 pairs of sentences with the verb placed in different positions and asking the participants to show their preferences in terms of word-order organization.

Relevant results: 1) about the group of experts, (i) the mean value for word-orders with the verb placed at an earlier position goes up to 53.3% of the cases; (ii) the preference for an advanced position of the verb takes a wide range of responses, from 96% to 12% of the sentences, depending on the opinion of the respondent; 2) about the sample of High School teachers, this information is still being collected and processed to obtain comparative values.

Conclusions: 1) the experts seem to have a tendency to put the verb earlier in the sentence and clauses; 2) conclusions about the sample of High School teachers and comparative values cannot be presented because it is still work in progress.

References:

Agirre, J. M. 2018. "Gogoeta xumea esapide prepositiboez", *Administrazioa euskaraz*, 100: 21-22.

Altube, S. 1975 [1929]. *Erderismos*. Bilbao: Cinsa

Euskaltzaindia-Esnal. 2011. *Hitz-ordena. Erabilera estrategikoa*. Bilbao: Euskaltzaindia.

Hidalgo, B. (1995). *Hitzen ordena euskaraz*. URL: http://www.inguma.org/tesiak/Hidalgo_Eizagirre_1995.pdf

Rubio, J. (2001): *Euskararen garabideak*. Irun: Alberdania.

Sarasola, I. (2016): *Bitakora kaiera*. Donostia: Erein

Zubimendi & Esnal (1993). *Idazkera-liburua*. Vitoria-Gasteiz: SGPGV

#121: L'amazighe au Maroc, d'une langue minorée à une langue officielle: la valeur ajoutée de l'école

Bouchra el Barkani

Centre de la Recherche Didactique et des Programmes Pédagogiques (CRDPP), Institut Royal de la Culture Amazighe (IRCAM), Marocco

Après de longues années de minoration, voir de minorisation, la langue amazighe, a pu jouir d'un statut de « langue nationale » grâce à son introduction à l'école marocaine en septembre 2003 et après le discours royal d'Ajdir du 17 octobre 2001 et la création de l'Institut Royal de la Culture Amazighe (IRCAM) chargé de la promotion de la langue et culture amazighes. Sur le plan vertical, elle est enseignée au primaire de la 1ère- 6ème année et sur le plan horizontal, elle fait partie du cursus scolaire de plusieurs écoles sans que son enseignement soit généralisé à l'échelle nationale selon les statistiques du Ministère de l'Education Nationale. En juillet 2011, elle a changé de statut de « langue nationale » à « langue officielle » reconnue avec la langue arabe, dans la Constitution marocaine, comme l'une des deux langues officielles du pays.

Etant une langue orale, présente sur le territoire marocain sous forme de variantes linguistiques (tarifit, tamazight, tachelhit) étendues sur le territoire marocain, la langue amazighe a nécessité pour son enseignement l'aménagement de son corpus. Le premier pas franchi dans sa standardisation a été le choix de la graphie avec laquelle cette langue sera transcrite pour qu'elle soit une langue enseignée, apprise et diffusée et c'est la graphie tifinaghe qui a été choisie en février 2003 pour écrire la langue amazighe standard.

L'introduction de la graphie tifinaghe à l'école a fait de certains enfants marocains des apprenants polygraphes qui font leur entrée à l'écrit en maternelle dans les graphies arabe et latine pour se retrouver à l'école primaire publique avec 3 graphies arabe, latine et tifinaghe. Notre intervention traitera de la situation de l'enseignement de l'amazighe au Maroc. Ayant pour problématique de recherche : l'amazighe, langue enseignée-apprise à l'école, quoi enseigner, par qui, et comment ?, nous allons présenter d'abord, l'amazighe au Maroc, son passage de 'langue minorée' à 'langue nationale' et 'langue officielle'. Ensuite, nous nous focaliserons sur son introduction à l'école.

L'objectif de notre intervention est de présenter au public la situation de l'amazighe au Maroc et étant une langue minorée promue au statut de langue officielle pour ouvrir le débat sur le rôle de l'école dans la survie et la promotion d'une langue minorée. Notre intervention fera référence, entre autres, aux résultats de notre travail de thèse de doctorat; les résultats de nos travaux de terrain sur l'enseignement de la langue et l'apprentissage de tifinaghe et sur sa présence graphique dans l'espace public marocain; et les travaux réalisés par les chercheurs du Centre de la Recherche Didactique et des Programmes Pédagogiques (CRDPP) de l'Institut Royal de la Culture Amazighe (IRCAM).

References:

- Agnaou F., 2009a, *Vers une didactique de l'amazighe*. *Asinag*, Revue de l'Institut Royal de la Culture Amazighe, N°2, pp. 21-30.
- Agnaou F., 2009b, *Curricula et manuels scolaires : Pour quel aménagement linguistique de l'amazighe?*, *Asinag*, Revue de l'Institut Royal de la Culture Amazighe, N°3, pp. 109-126.
- Ali-Bencherif M. Z., 2013, « L'affichage publicitaire dans les espaces urbains algériens: de la mise en mur du plurilinguisme au marquage identitaire ». in *Signes, Discours et Sociétés* (en ligne), N°11 : Les identités culturelles dans le discours

- publicitaire. Disponible sur Internet : <http://www.revue-signes.info/document.php?id=2991>
- Ameer M. et al., 2004a, *Initiation à la langue amazighe*, Rabat, Publications de l'Institut Royal de la Culture Amazighe.
 - Ameer M. et al., 2007, *Graphie et orthographe de l'amazighe*, Publications de l'Institut Royal de la Culture Amazighe, Rabat.
 - Besse J.-M, 1993, *Les chemins de l'appropriation de l'écrit aux cycles 1 et 2*, A.C.L.E. *Cahiers du PsyEF*, 3, Grenoble : C.R.D.P.
 - Blanchet Ph., 2012, « La contextualisation entre sociolinguistique et sociodidactique : enjeux théoriques et méthodologiques ». in *Socles*, Vol.1, N°1, pp. 13-22, consulté sur le site-web : <https://www.asjp.cerist.dz/en/article/2673>
 - Blanchet Ph., 2005, « Minorations, minorisations, minorités : Essai de théorisation d'un processus complexe », in Huck D. et Blanchet Ph. (dir), *Minorations, Minorisations, Minorités. Études exploratoires*, Cahiers de sociolinguistique, n° 10, Presses Universitaires de Rennes, p. 17- 47.
 - Boukhris F. et al., 2008, *La nouvelle grammaire de l'amazighe*, Rabat, Publications de l'Institut Royal de la Culture Amazighe.
 - Boukous A., 1995, *Société, langues et cultures au Maroc*, Rabat, Publication de la Faculté des Lettres et des Sciences Humaines.
 - Boukous A., 2005, « L'amazighe dans l'éducation : enjeux d'une réforme ». in M. Rispaïl et N. Tizgiri (Sous la direction de), *Langues maternelles : contacts, variations et enseignement, le cas de la langue amazighe* Paris, L'Harmattan, pp. 249-259.
 - Boukous A., 2012, *Revitalisation de la langue amazighe : Défis, enjeux et stratégies*, Rabat, Publications de l'Institut Royal de la Culture Amazighe.
 - Constitution du Royaume du Maroc, 2011. Disponible sur Internet : http://www.amb-maroc.fr/constitution/Nouvelle_Constitution_%20Maroc2011.pdf
 - Centre de la Recherche Didactique et des Programmes Pédagogiques, 2016, *L'évaluation des apprentissages en lecture et en production écrite en amazighe, en 4^{ème} et 6^{ème} année du primaire* (En arabe), Publications de l'Institut Royal de la Culture Amazighe.
 - El Barkani B., 2010a, *Le choix de la graphie tefinaghe pour enseigner, apprendre l'amazighe au Maroc : conditions, représentation et pratiques*, Thèse de doctorat en Didactique des Langues, Cultures et Sciences du Langage, soutenue en décembre 2010, sous la direction de Marielle Rispaïl, Université Jean Monnet, Saint-Etienne.
 - El Barkani B., 2010b, « La graphie tefinaghe et l'enseignement/apprentissage de l'amazighe au Maroc : des obstacles de son enseignement aux difficultés de son apprentissage ». in Quitout M. et Rispaïl M. (Sous la direction de), *Revue des deux rives Europe-Maghreb*, N° 6 : L'enseignement de la langue amazighe au Maroc et en Algérie : pratiques et évaluation, L'Harmattan, pp. 51-62.
 - El Barkani B., 2012, « L'enseignement/apprentissage de l'amazighe au Maroc : l'enfant amazighophone et l'apprentissage de sa langue maternelle et de sa graphie tefinaghe, quelle identité (re)trouvée à l'école ? ». in Actes du colloque international « *La construction identitaire à l'école : Approches pluridisciplinaires* », organisé à l'IUFM de l'université Montpellier 2, les 6, 7 et 8 juillet 2009, Montpellier, L'Harmattan, pp. 101-101. (Coll. Enfance&Langages)
 - El Barkani B., 2013, « Le tefinaghe dans le paysage visuel au Maroc : identité amazighe affirmée ». in Actes du colloque international : « *Les changements linguistiques au Maroc : Bilan et perspectives* », organisé à la Faculté des Lettres et des Sciences Humaines, Université Ibn Zohr, Agadir, les 27, 28 et 29 octobre 2011, Les éditeurs du CLMBE, Vol III, Partie 3, pp. 155-176.
 - El Barkani B., 2016, « Les langues dans l'environnement linguistique marocain et la présence de l'amazighe », in Rispaïl M. et Messaoudi L. (Sous la direction de) *Des langues minoritaires en contexte plurilingue francophone (Mélanges en hommage à Ahmed BOUKOUS)*, *Cahiers de linguistique*, 42/1, EME éditions, Louvain-la-Neuve, pp. 145-170.
 - El Barkani B., 2017, « L'amazighe dans l'environnement linguistique et sur internet, quelle visibilité de sa graphie tefinaghe ? », in Actes du colloque international *L'amazighe en milieu urbain : manifestations, transformations et défis de transmission*, organisé par l'Université d'Été d'Agadir du 13 au 16 juillet 2016 à Agadir, Publication de l'Association de l'Université d'Été d'Agadir.
 - Lajarge R. et Moïse C. 2005, « Enseignes commerciales, traces et transition urbaine. Quartier de Figuerolles, Montpellier ». in *Revue de l'Université de Moncton*, vol 36, N°1, pp. 97-127. Disponible sur Internet : <http://id.erudit.org/iderudit/011990ar>
 - Lucci V. 1998, « Présentation ». in Lucci V. & al. 1998, *Des écrits dans la ville, Sociolinguistique des écrits urbains : l'exemple de Grenoble*, L'Harmattan, Paris, pp.15-21.
 - Lucci V. et Sautot J.-P., 2001 « Lire dans l'espace urbain : les paradoxes des enseignes commerciales ». in *Langage et société*, N° 96.
 - Mahrouche N., 2013, « Analyse socio-sémiotique de l'affichage urbain en Algérie: cas des enseignes commerciales à Béjaïa ». in *Synergies Algérie*, N° 20, pp. 163-174.
 - Millet A. 1998, « La ville : un espace socio-sémiotique ». in Lucci V. & al. 1998, *Des écrits dans la ville, Sociolinguistique des écrits urbains : l'exemple de Grenoble*, L'Harmattan, Paris, pp.25-42.
 - Rispaïl M. (dir.), 2017, *ABCdaire de sociodidactique : 65 notions et concepts*, Publications de l'Université de Saint Etienne.
 - Rispaïl M., 2012, « Interroger la sociodidactique : faux-semblants, résistances et orientations ». in *Socles*, Vol.1, N°1, pp. 75-102, consulté sur le site-web : <https://www.asjp.cerist.dz/en/article/2677>
 - Varga R., 2000 (en ligne), « Les écrits dans la ville : typologie ». in *Communication et langage*, N° 124, pp. 106-117.

#122: From local to global: case study of Basque language in media and education

Ihintza Palacin Mariscal

European University Institute (EUI), Italy

Basque language survives along in the Franco-Spanish border, attracting the curiosity of various scholars. This minority language is the common thread of my socio-legal research. Interestingly, Basque language is spoken in two countries (France and Spain) and three administrative regimes (one located in France, and two located in Spain). The division of Basque language into several legal regimes also carries a fragmented level of protection, deeply affecting the life of its speakers. This research explores the interactions between law and Basque speakers inside an eclectic legal framework.

Through the example of Basque language, we are going to explore the everyday life of linguistic minorities in the areas of education and media. We are going to analyse the communication of these speakers with the legal framework regulating their language and its use. Basque language faces not only two dominant languages (French and Spanish), but also two different legal cultures resulting in a different approach to one same language. On top of these challenges, Basque language needs to face issues brought by globalization. Therefore, a comparative analysis of the three administrative territories, how they regulate the linguistic aspects of media and education, and the everyday life of Basque speakers will enable us to discuss broader issues affecting minority languages. Working from the local permits to address the global situation of linguistic minorities, by showing concrete solutions and measures. Also, focusing on the example of Basque language will show the dynamics between citizen and law as well as the communication between rules and its users.

Media and education being two key elements for linguistic minorities, they are worth the attention of this research. Transmission and diffusion of a language takes more importance in the case of minority languages and their fragmentation into different legal context, for one single language can be challenging. This paper departs from a legal analysis of the legal situation and fragmentation of Basque language, both concerning the legal framework of education and the legal framework of media. This enables a deep understanding of the rules and policies that regulates Basque language. In a second time, this research shows the interaction between these rules and the speakers, since the way they react or accommodate to the rules represents the social embedding of the legal framework.

#123: When a majority unwritten language appears a minority language: the case of Basque in Navarre in the 16th century

Ekaitz Santazilia

Public University of Navarre (UPNA/NUP), Spain

Navarre is a region of Spain that was an independent kingdom until it was conquered at the beginning of the 16th century. From then on, it was divided between Spain and France, although the Spanish part, considered a kingdom until 1841, preserved some rights and private institutions, some of them still in force. Among others, Navarre kept its own justice system until the 19th century; consequently, documentation –mostly written in Spanish– of more than 130,000 trials since the Late Middle Ages is nowadays stored at the Royal and General Archive of Navarre. This corpus constitutes an important source for the study of the history of the kingdom.

Based on this documentation, it has been recently demonstrated that Basque was a language with an important presence among the Navarrese society in the 16th century, as two thirds of the population spoke it (Monteano 2017), including high social classes. This situation poses a diglossic (Ferguson 1959) paradox: the language employed by the majority was almost never used or referred to in writing.

Since historians must inevitably base their research on written sources, the presence of Basque language in Navarre has been difficult to track. Therefore, it has been traditionally considered that Basque language in Navarre was confined to the North, restricted to lower classes and rural environments, and highly dialectalized. This viewpoint is still deeply ingrained in Navarre, and influences current language policy (Martinez de Luna et al. 2011).

In this work I show how judicial processes from the 16th century constitute a good source to investigate on the sociolinguistic reality of Navarre at that time. I contend, together with Monteano, that Basque language was geographically more spread than previously thought and that it was appreciated as a distinguishing feature, even in the parts where it was not the main language. Moreover, I argue that there was an established language policy at that time, since officials working in justice such as scribes, lawyers, and even judges, including those who were not native speakers, had to employ and even cultivate the Basque language at work. Furthermore, I argue that dialectal variation was smaller because of the existence of a prestigious variety –the one spoken in the capital city– and that communication between officials and people belonging to different parts of the kingdom did not seem problematic. Such a reality is largely unknown for the current Navarrese community.

References:

Ferguson, Ch. A. (1959). "Diglossia", *Word* 15, 325-340.

Monteano, P. J. (2017). *El iceberg navarro*. Pamplona: Pamiela.

Martinez de Luna et al. (2011). *Sociolinguistic evolution of Basque language*. Donostia: Soziolinguistika Klusterra.

#124: The role of the Armenian General Benevolent Union (AGBU) in supporting literacy in the minority language among the Bulgaria diaspora

Giustina Selvelli

Alpen-Adria University of Klagenfurt, Austria

In this presentation I will illustrate the question of the Armenian language preservation among the diaspora members of the Bulgarian city of Plovdiv, where the community counts approximately 3500 members (1% of the total urban population).

To this aim, I will employ data gathered during ethnographic fieldwork as well information emerged from the analysis of the Armenian diaspora media in order to highlight the fundamental role of the Armenian General Benevolent Union (AGBU), the largest Armenian non-profit organization that operates at a global level. Based in New York, the AGBU embodies the main educational institution across the Armenian diaspora worldwide and supports a number of social activities related the preservation of this minority language. In particular, I will focus the attention on the importance of the (Western) Armenian language classes organized by the AGBU Plovdiv Saturday School (in addition to the ones held at the local Armenian School Tiutiundjian) and the contents and articles published by the AGBU Bulletin (Parekordzagani Tzain), a bi-weekly and bilingual (Bulgarian-Armenian) newspaper.

Furthermore, I will treat the topic of the recent creation of the AGBU Armenian virtual college, an advanced online platform for learning the Armenian language, in line with the most modern technologies in language teaching, that has been employed in the last years during the classes at the AGBU Saturday School and which represents a significant innovation in the promotion of literacy in the mother tongue.

Finally, I will consider the importance of diaspora institutions such as the AGBU in fostering a specific language ideology that is inscribed in a discourse on ethnic identity and community's survival in the context of globalization and which proves crucial in the improvement of the minority's relationships with the Republic of Armenia.

#125: Contextualising Minority Language Rights Under International Human Rights Law

Gearóidín McEvoy

Dublin City University, School of Law and Government, Ireland

This paper analyses the history of regional or minority language rights, through the lens of minority rights generally. The purpose of this paper is to examine political, social and cultural history in order to gain a deeper understanding of the formulation of minority and minority language rights today.

Minorities have been the enemy of the nation-state since its inception. What to do with minorities and how to manage the needs of regional or minority language speakers remains a burning question within international human rights law. While some states choose to embrace their minority groups, this cannot be said to be the common approach. Societally, suspicion of the anti-national, counter-homogeneous other is increasingly part of our discourse. Populism is on the rise and so too is the shift towards a narrative that paints minority languages as lesser than, unnecessary and in many cases, a suspicious mode of communication.

Historically, states have often favoured an ‘othering of the other’ approach, whereby rather than acknowledge the existence of a minority within their territory, minorities are seen as the plight of other, far flung nations. The narrative that ‘minorities are not a problem here’ or ‘we have no minorities’ is evidenced in many areas of international law and has impacted the way human right law strives to protect minority groups.

A minority language can often represent the counter to what is at the core of a country’s sense of self – its national language. Minority language speakers and users struggle for rights and recognition and this struggle is as old as the concept of nationhood itself. This paper spans from the French Revolution, right up to tweets from US President Trump, analysing their impact on global discourse of minority rights. It takes an in depth look at global attitudes to minority languages in both pre- and post-World War discourse and in particular, focuses on a period of alleged triumph for minority rights generally in the 1990s.

While primarily legal analysis, this paper analyses in tandem, historical, cultural and societal context which shaped the human rights protections we have for minority language speakers and the discourses about them which we see today. The aim is to demonstrate not just what protections are available to minority language speakers from international human rights law, but also why these protections exist in the way they do.

#126: The minority language Basque in a globalized society: implications for professional and educational settings

Karin van der Worp , *UPV/EHU University of the Basque Country, Basque Country*

Jasone Cenoz, *UPV/EHU University of the Basque Country, Basque Country*

Durk Gorter, *UPV/EHU University of the Basque Country, Basque Country*

As in other places in Europe and all over the world, the effects of globalization also have an impact on the Basque Country. As a consequence, the presence of foreign languages, and in particular English as a Lingua Franca, has increased in Basque society. The Basque Government (2015) strongly supports the internationalization of the Basque companies, in order to be competitive on the international market. At the same time, the learning of English in education is supported by means of early introduction of English and CLIL (Cenoz, 2009).

However, while Basque society experiences the effects of globalization, the presence of the minority language Basque is also an important aspect of the local language policies. The Basque Government (1999, 2012) carries out language policies that support the use and knowledge of the minority language, in society as a whole and especially in education and in the workplace. Accordingly, companies implement strategies for the introduction of Basque in the workplace and Basque medium instruction is increasing at all levels of education.

These developments could be defined as “glocalization” (Robertson, 1992), processes in which the relationships between global orientations and preservation of local values come together. In the case of the Basque Country, the global orientations of internationalization by means of the global language English coexist with the preservation of the local minority language Basque.

This study is situated in the specific context of the Basque Autonomous Community and aims to shed light on the position of Basque in increasingly glocalized professional and educational settings. Language policies, practices and attitudes are studied to provide an overview of the linguistic situation of Basque within the global context. Data was gathered by means of a mixed research methodology. On the one hand, qualitative data was collected through interviews with 25 multilingual professionals in Basque internationally operating companies. On the other hand, quantitative data was collected through questionnaires that were filled in by almost 200 Business Students of the University of the Basque Country. The results of the analysis bring together the perceptions of Basque and English in both the professional and the educational context.

References:

Basque Government (1999). Plan General de Promoción del Uso del Euskera.

http://www.euskara.euskadi.eus/contenidos/informacion/argitalpenak/es_6092/adjuntos/ebpn_gazt.pdf

Basque Government (2012). Plan de Acción para la Promoción del Euskera.

http://www.euskara.euskadi.eus/contenidos/informacion/argitalpenak/es_6092/adjuntos/Plan%20ESEP_cast.pdf

Basque Government (2015). Política de internacionalización.

http://www.industria.ejgv.euskadi.eus/r44de0017/es/contenidos/informacion/presentacion_intern/es_intern/pol_intern.html

Cenoz, J. (2009). Towards Multilingual Education. Basque educational research from an International Perspective. UK: Multilingual Matters.

Robertson, R. (1992). Globalization: Social Theory and Global Culture. London: Sage.

#128: Positioning Scots and Gaelic in ‘superdiverse’ Scottish education: implications for minority languages in policy and practice

Dr Karen Lowing, *Strathclyde University, Scotland*

Dr Ingeborg Birnie, *Strathclyde University, Scotland*

This paper analyses the positioning of Scots and Gaelic within Scottish education policy texts: Scots Language in Curriculum for Excellence (2017) and Gaelic Education: Building on the successes, addressing the barriers (2011). Employing critical discourse analysis (Fairclough, 1995, 2001, 2015), the authors examine and problematize ongoing national plans for the implementation of Scots and Gaelic in ‘superdiverse’ Scottish schools (Vertovec, 2007).

Scots and Gaelic are recognised by the European Charter for Regional and Minority Languages and were ratified by the UK Government in 2001. Despite intermittent support for Scots and Gaelic in Scottish schools (Birnie, 2018; Lowing, 2017), both languages remain marginalised in some education contexts, regardless of Scots and Gaelic being integral to the identity and sense of belonging of many Scottish children and young people (Azripe and McGonigal, 2007; McClure, 2009; Smith-Christmas and Ó hlfearnáin, 2015).

Accordingly this paper raises questions regarding: the positioning of Scots and Gaelic in Scottish educational policy and practice; the continued marginalisation of both languages in Scottish schools; implications for Scots and Gaelic L1, and ‘superdiverse’ L2, interlocutors in Scottish classrooms. The paper concludes by offering recommendations for effectively supporting the continued implementation of Scots and Gaelic in Scottish schools.

References:

- Azripe, E. & McGonigal, J. (2007) Global Citizens, Local Linguists: How migrant children explore cultural identity through vernacular texts, *Global Citizenship Education: Philosophy, Theory and Pedagogy*, 09-07, 1-18
- Birnie, I (2018) ‘Gàidhlig ga bruidhinn an seo?’ – Linguistic practices and Gaelic language management initiatives in Stornoway, the Western Isles of Scotland (Aberdeen University, PhD Thesis)
- Fairclough, N. (1995) *Critical Discourse Analysis* (London, Longman)
- Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In R. Wodak & M. Meyer (Eds.), *Methods of Critical Discourse Analysis* (London, Sage) pp. 121–138
- Fairclough, N. (2015) *Language and Power* (Oxon, Routledge)
- Lowing, K. (2017) The Scots Language and its cultural and social capital in Scottish schools: a case study of Scots in Scottish secondary classrooms, *Scottish Language*, 36, 1-20
- McClure, D. (2009) *Why Scots Matters* (Edinburgh, Saltire Society)
- Smith-Christmas & Ó hlfearnáin, (2015). Gaelic Scotland and Ireland - Issues of class and diglossia in an evolving social landscape. In *Globalising Sociolinguistics: Challenging and Expanding Theory*, ed. Dick Smakman and Patrick Heinrich (London, Routledge)
- Vertovec, S. (2007) Super-diversity and its implications. *Ethnic and Racial Studies* 29(6), 1024-1054.

#130: Challenges facing minority languages in South Africa as illustrated by language policy drafting and amendments

Alana Bailey
AfriForum, South Africa

After the first democratic elections of 1994, a new constitution was promulgated, which came into effect on 4 February 1997. It determines that South Africa has eleven official languages - not merely symbolically, but with equal official status.

None of the eleven language groups are a majority. The two languages with the largest number of speakers, Zulu and Xhosa, are not developed to high function status yet. The languages in the third and fourth place, Afrikaans and English, are high function languages, but also bear the stigma of respectively being associated with apartheid and colonialism.

As the drafters of the constitution were aware that having eleven official languages would pose many challenges, provision was made for a Pan South African Language Board (PANSALB) to promote and protect the languages, and for a bill on the use of the official languages. PANSALB has proven to be fairly ineffectual. It is able to make rulings in case of complaints, but has no enforcement powers, so recommendations are usually simply ignored by the entity concerned.

The Use of Official Languages Act only came into effect in 2012. It stipulates that all national departments, public entities and public enterprises should have language policies that accommodate all eleven languages, with each entity obliged to choose a minimum of three languages in which all services should be provided. Other legislation governs the language policy of education facilities at all levels, as well as provincial and local level official entities.

Even though the above sounds like a recipe for the promotion and development of South Africa's ten indigenous languages, in effect only English is flourishing. This is due to globalisation, but also the complex history and political circumstances in South Africa. English has become the language of aspiration for most South Africans and the state and even higher learning institutions portray it as a vehicle for social cohesion, thereby denying the language rights of more than 90% of South Africans whose mother language is not English. It is also a fallacy that all South Africans are English-speaking.

For the past decade, I have been involved in the drafting of the Use of Official Languages Act, as well as the drafting and amendment processes of language policies of various entities. Where the outcome had been English monolingualism, I have been a party on behalf of my employer (AfriForum) in litigation for a multilingual approach. Much has been achieved by forming networks across language barriers with other South Africans and international experts. My experience with language policies enables me to sketch the unique South African experience, but also to look at best practices and possible solutions to language rights challenges that may be applied elsewhere with success.

#131: Language use diaries as a research method in the study of language choice and the semiotic repertoire

Maartje De Meulder, *University of Namur, Belgium*

Ingeborg Birnie, *University of Strathclyde School of Education, Scotland*

In the field of applied sociolinguistics, diaries have been used to collect information about linguistic practices, and in particular to evaluate language choice and language use of multilinguals (e.g. Lamarre 2013; Lawson & Sachdev 2000; Starks & Lee 2010). They are considered particularly useful as pilot studies or as part of a wider study supported by other data collection methods, to determine factors influencing language choice and language use in a range of domains and settings. The issue of language choice (e.g. Myers-Scotton 1998; Coulmas 2013) is particularly pertinent for individuals living in an environment where multiple languages are used and where the choice of language and modality needs to be negotiated or adapted to the social context or situation in which the speaker finds themselves.

This presentation explores the use of language use diaries in two contexts: that of Gaelic/English multilinguals in Scotland and Flemish Sign Language/Dutch multilinguals in Flanders, Belgium. Both studies aimed to evaluate language choice in a multilingual environment through solicited diary entries using a similar data collection instrument. The different contexts and modalities of both languages and the differences in how (hearing) Gaelic/English bilinguals and deaf multilinguals make use of their semiotic repertoires resulted in a varied data set which can be used to explore the effectiveness of this methodology in fulfilling this aim.

The data show that participants' language choice and use of semiotic repertoires is governed by a complex set of factors, including the (perceived) linguistic sound/signscape of a location, prior acquaintance or not, the topic of a conversation, pragmatic considerations, the likely acceptance of the use of Gaelic or VGT as a linguistic norm, the participants' ideologies towards the languages and the use of their semiotic repertoires. The presentation will discuss each of these and end with methodological considerations about the constraints and opportunities of the use of language use diaries in these specific settings.

References:

- Coulmas, F. (2013). *Sociolinguistics. The Study of Speakers' Choices*. Cambridge University Press.
- Lamarre, P. (2013). Catching "Montréal on the Move" and Challenging the Discourse of Unilingualism in Québec. *Anthropologica*, (55), 1–16.
- Lawson, S., & Sachdev, I. (2000). Codeswitching in Tunisia: attitudinal and behavioural dimensions. *Journal of Pragmatics*, (32), 1343–1361.
- Myers-Scotton, C. (1998). (ed.) *Codes and Consequences: Choosing Linguistic Varieties*. Oxford University Press.
- Starks, D., & Lee, J. (2010). Rethinking methodology: what language diaries can offer to the study of code choice. *Language Awareness*, 19(4), 233–248.

#132: An insurmountable challenge or a favorable opportunity? An analysis of identity and the role of new speakers in the cultivation of Irish poetry in the Dingle (Corca Dhuibhne) and Iveragh Peninsula (Uíbh Ráthach)

Shane Grant

Phd Student, Department of Irish, Mary Immaculate College, Limerick, Ireland

This paper seeks to address the role of new speakers of Irish in the promotion of Irish Poetry in the Irish speaking regions of the Dingle and Iveragh Peninsula in Kerry. There has been an unparalleled growth in the amount of poetry written and published in these regions over the past number of years, with over thirteen Irish poets currently publishing or whom have published within the last two years. It is of note that nine of the thirteen Irish language poets are new speakers of Irish, none of whom were born in either of these regions.

Irish poetry as a literary medium has been characterised as having a limited readership, with many experts in the field recognising the decrease in reading levels across all literary genres in the language (Ní Ghairbhí & Ní Ghlinn 2018). Irish as a spoken language is under threat in these areas with a significant decrease in the number of daily speakers recorded over the past decades. Daily speakers in Corca Dhuibhne have fallen from 1,457 to 1,299 since 2011, with a decrease from 77 to 66 daily speakers in the Uíbh Ráthach within the same period (Census 2016).

Despite these challenges, Irish poetry is experiencing a time of relative prosperity in the West Kerry Gaeltacht in particular, with many of the poets recognising the opportunities available to those who write in Irish. The poets acknowledge the ease of access to funding and publishing opportunities within literary journals and publishing houses in comparison to the experiences of English language poets. This favorable context exists amidst a ever-present doubt of whether an audience exists for the poets' work – this does not seem to negatively influence the poets' current output.

The Dingle Peninsula is host to an abundance of poetry readings, workshops and festivals that cultivate poetry such as An Fhéile Bheag Filíochta and Féile na Bealtaine. New speakers have a particularly strong involvement in the organisation and creation of cultural affordances – with many citing that a lack of events organised by local arts management institutions.

What has fostered these new speakers to settle in these Irish speaking regions? Did their language practice change when they arrived? What change or *muda* was behind this decision? How do these poets recognise their role in these communities? The poets' awareness of their role in the cultivation of poetry will be analysed – what has encouraged this practice? How influential are they?

This paper will draw on excerpts from a series of interviews with these new speakers along with a textual analysis of their work as part of current doctorate work being undertaken by author.

#133: Sociolinguistic profile of the heterogenous Kurdish community in Berlin: results of a survey

M. Şerif Derince, *PhD student, Yekmal e. V. (Association of Parents from Kurdistan in Berlin)*
Z. Mine Derince, *Humboldt University of Berlin*

The Kurdish community, with all its inner-group diversity and differences, represents one of the larger sociopolitical groups in Berlin, looking back on a long tradition of immigration. In the absence of reliable data, the estimates as to the total population varies, but the cautious estimates range between 100.000 and 150.000. However, since the members of the community are not represented by ethnolinguistic identity, but rather by the respective nation states of origin (Turkey, Iran, Iraq, Syria etc.) in official censuses, there is no official data one can securely refer to. This accounts for an exorbitantly high complexity in all aspects of life, social interaction, schooling, employment, political participation, language use and so on - not just in Berlin but equally in other German and European cities. However, comprehensive academic research on this complexity hardly exists, and this is specifically true for the sociolinguistic profile of the Kurdish community.

Departing from this point, this paper will try to give an overall picture of the sociolinguistic situation of the Kurdish community in Berlin, drawing on the results of a survey conducted with 522 participants older than 18 years old. A snowball technique was used for data collection. The data was visualized by graphics and tables, and the responses were analyzed with such categories as gender, region of origin, identity perception, citizenship status, job status, religion and age compared. The data presents valuable information to the public decision-makers in order to design more informed and effective language policy and planning measures regarding the Kurdish community in particular and other immigrant communities, in general, living in Berlin

#134: Québec vous souhaite la bienvenue: an exploration of language and belonging among immigrants in Canada's belle province

Ruth Kircher

Mercator European Research Centre, Leeuwarden

Immigration to Quebec is steadily growing and diversifying – which has rendered the linguistic integration of newcomers highly pertinent. The vast majority of immigrants live in Montreal; however, as a result of governmental efforts, recent years have seen an increase in the number of newcomers settling outside the city (Citizenship and Immigration Canada 2014). There are significant geographical differences in how the local population feels about these newcomers – with very positive attitudes towards immigrants being held in Montreal and quite positive attitudes prevailing in most of the rest of the province, compared to rather negative attitudes in the suburbs of Montreal (Turgeon and Bilodeau 2014).

This paper investigates whether how welcome immigrants are by the local population is linked with the degree to which these immigrants identify with their host society – and whether this identification with their host society, in turn, affects the immigrants' language attitudes. A questionnaire was used to elicit data from 644 participants in Montreal, in the suburbs, and in the rest of Quebec. Firstly, the questionnaire found out about the immigrants' social identities – that is, how strongly they identify as inhabitants of their town/city, as Quebecers, and as Canadians; and secondly, the questionnaire elicited their attitudes towards French compared to English. The findings reveal that the more welcome immigrants are by the local population, the more they identify locally. Moreover, the findings indicate that these locally-based social identities are linked with positive attitudes towards French (and, by extension, increased likelihood of using the language).

The paper discusses the implications of these findings for language planning measures that aim to promote the linguistic integration of immigrants into Quebec's Francophone communities. So far, the main focus here has been on their acquisition of competence in French. This paper argues that measures which engender stronger locally-based social identities – and thereby lead to more positive attitudes towards French and increased usage of the language – could be an equally, if not more effective way of promoting the linguistic integration of immigrants. This would be particularly pertinent in those parts of Quebec where newcomers currently do not have a strong sense of belonging.

References:

- Citizenship and Immigration Canada (2014) Facts and Figures – Immigration Overview: Permanent Residents. Available at <http://www.cic.gc.ca/english/resources/statistics/facts2014/>.
- Turgeon, L. and Bilodeau, A. (2014) L'immigration: Une menace pour la culture québécoise? Portrait et analyses des perceptions régionales. *Canadian Journal of Political Science / Revue canadienne de science politique* 47, 2: 281–305.

#135: Multilingual practices among university students and their attitudes towards multilingualism: Insights from Europe and beyond

Itesh Sachdev, *SOAS University of London*

Francesco Cavallaro, *Nanyang Tech University Singapore*

Anne Pauwels, *SOAS University of London*

Ka Lon Sou, *Nanyang Tech University Singapore*

Cor van der Meer, *Mercator/ Fryske Akademy Leeuwarden*

New forms of linguistic diversity and multilingualism are emerging as a result of increased mobilities (voluntary and forced) and the forces of globalization. They are also having an impact on the linguistic make up of many nation-states (especially in Europe), on the linguistic practices among the 'movers' and may very well affect people's attitudes towards linguistic diversity.

In this project we focus on the next generation of global citizens – university students - to examine how these new linguistic developments affect and/or impact on the language practices of students, on their motivations for learning languages and on their views towards multilingualism in society. The project covers students in universities in Europe, Asia, Australia and the United States so that we can assess how different linguistic environments shape students' practices, motivations and views of multilingualism.

Outcomes of this project will assist in identifying the kind of actions that may need to be taken to transform university-level language education in light of the changing linguistic environments. We will pay specific attention to minority and less widely taught languages. In this presentation we focus on the initial findings from students in the UK, Ireland, Australia and Singapore with regard to their degree of multilinguality, their multilingual language practices and their views of multilingualism.