ICML XVII

22-24 May 2019

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

Book of Abstracts

Thursday

23 May 2019

mercator European Research Centre on Multilingualism and Language Learning

Mercator is hosted by FRYSKE AKADEMY

ICML XVII Thursday 23 May 2019

Posters 33

Keynote speeches

#k2:   Dr. Bernat Joan í Marí - On a general European language policy

1. Two different levels: official languages in EU and ECRML

There is no a real European language policy. In the past, linguistic policy has been a matter of nation states, generally done according with the "French model" (one state, one nation, one culture, one language). At the "high level" (official languages in Europe), there is only an implementation of this "French model", coherent with nation-state building in the past.

At the "low level" (regional and minority languages) we have, in our acquis communitaire, the European Charter for Regional or Minority Languages. We have not solved to know if this is a Charter for a "sweet death" of some of these languages or a real instrument for the preservation of all of them. In fact, it all depends on the use of the Charter. According with our point of view, it can (and might) be useful for communities speaking regional or minority languages.

2. Is this system enough to preserve linguistic diversity in Europe?

At this point, we can hesitate if these two levels are appropriate to guarantee the future for language diversity in the European Union (and in Europe in general), according with European values on cultural and linguistic diversity. According with our point of view, it's necessary to preserve linguistic diversity, avoiding the two different levels quoted in point one. It should be an European language policy taking into account all European languages, overcoming state language policy.

3. How to balance language policy at an European level?

To balance language policy at an European level and according with European value of preserving linguistic richness, we need some instruments and changes in official points of view:

> o   Implementing officiality according with people's decisions.

The status of officiality for European languages should not remain any more on state-nation decisions, but with decisions in each language community. It should be a king of linguistic self-determination for European peoples.

> o   Creating a European Agency for Multilingualism.

European Union needs a new agency to ensure linguistic diversity, according with foundation European values. This agency should monitor the quality of measures to assure the persistence and the normal use of all European languages.

Dr. Bernat Joan í Marí is Associate Lecturer, Universitat de les Illes Balears, Catalunya/Spain

#k3: Dr. Mandana Seyfeddinipur - Blessing and curse: Utilising digital technology for documentation, preservation and mobilisation of languages

Minorities communities worldwide are facing the effects of globalisation, urbanisation and climate change on their lives and on their languages. Speakers all over the world are shifting to majority languages and children do not learn the languages of their heritage anymore. Communities are stemming the tide by taking measures to bring their languages back, reinvigorate across generations or maintain trying to prevent loss. They create pedagogical grammars, languages courses, master apprentice programmes, or translate Star Trek into Navajo. All this is only possible if there are still enough speakers and/or there are recordings, dictionaries, and grammars to create materials with which the young generation will engage.

This means we need to ensure today that the right resources for minority languages are collected and that these resources are discoverable and accessible. In this talk I will argue that digital technology, blessing and curse at the same time, is key for the creation of three elements that are of crucial importance to support minority language now and in the future. First, digital collections of language documentation based on video recordings of the vernacular, of language use in its natural environment every day interaction need to be collected before it is too late. Second, these collections need to be preserved and made accessible and discoverable in secure in digital language archives and third new educational tools need to be developed which will engage the young generation in language learning and language use. And with these three we have just scratched the surface of what is necessary and what is possible.

Dr. Mandana Seyfeddinipur is Director Endangered Languages Documentation Programme SOAS/ University of London, United Kingdom

Colloquia

#005: Multilingual Education 2.0 – from Frisian only to Plurilingual Education

Chair:
Mirjam Günther-van der Meij

Discussants/ presenters:
Mirjam Günther-van der Meij (NHL Stenden), Joana Duarte (University of Groningen / NHL Stenden), Suzanne Dekker (University of Groningen / NHL Stenden), Alex Riemersma (NHL Stenden / Provinsje Fryslân), Albert Walsweer (NHL Stenden), Sigrid Kingma (NHL Stenden), Reitze Jonkman (NHL Stenden), Nynke Anna Varkevisser (NHL Stenden / ECNO), Nienke Jet de Vries (Provinsje Fryslân), Bernadet de Jager (Cedin), Jan Douwes (Afûk), Piet Van Avermaet (Ghent University)

The colloquium will present the recent developments around plurilingual education in the Province of Fryslân. It is set within the current context of regional minority languages, such as Frisian, growingly encountering migrant-induced language diversity. The typical insistence on the national languages as main languages of schooling (Kroon & Spotti, 2011) is based on the idea that immersion in each of the target languages triggers the best outcomes, thus leading to language separation pedagogies. In fact, also in Frisian trilingual education, in which three languages (Frisian, Dutch and English) are regularly used in instruction, languages are still often kept apart in instruction (Arocena & Gorter, 2013; Riemersma & de Vries, 2011). However, research has repeatedly shown the importance of using all language resources of plurilingual pupils in optimizing learning (Cummins, 2008; Cenoz & Gorter, 2011).

Against this backdrop, recent developments for plurilingual education within the Province of Fryslân focus on achieving:

> a) less separation between the three instruction languages (Frisian, Dutch and English);

> b) creating bridges between foreign languages in secondary education (English, German and French);

> c) valorising and including migrant languages in mainstream education;

> d) digitalisation of plurilingual materials.

The colloquium consists of 8 presentations all centred around the recent developments in plurilingual education in the Province of Fryslân, each approaching the topic from a different angle: from theoretical to practical and from policy to implementation.

In practical terms, the 8 presentations will take place in 3 rounds, each followed by a 15-minute discussion on the basis of propositions and led by professor Piet Van Avermaet (University of Ghent), an international expert in the field of multilingualism in education. Piet Van Avermaet will also reflect on all presentations in the final part of the colloquium. The chair of the colloquium is Mirjam Günther.

Set-up of the colloquium:

Introduction: In the introduction the different parties involved will be introduced and the set-up of the colloquium will be discussed.

Part 1: background, policy and vision

- o Paper 1: **From Frisian only to trilingual education**
  Alex Riemersma (NHL Stenden / Provinsje Fryslân)
  The historical developments around multilingual education within the Province will first be presented, focusing on the Frisian language and the implementation of trilingual education.

- o Paper 2: **Intended and implemented curriculum for the Frisian language**
  Albert Walsweer (NHL Stenden), Nynke Anna Varkevisser (NHL Stenden / ECNO) and Nienke Jet de Vries (Provinsje Fryslân)
  Official language policies will be discussed on the basis of the conducted research study Taalplan Frysk (Varkevisser & Walsweer, 2018) in order to investigate the extent to which these policies are actually being implemented by the schools.

- o Paper 3: **From tri- to plurilingual education: holistic approaches for language education**
  Joana Duarte (University of Groningen / NHL Stenden)
  This paper will present recent developments towards plurilingual education in the region. They are based on a model for plurilingual education that places pedagogical practices along a continuum, oscillating between the acknowledgement of languages and their full use in education (Duarte, 2017).

Part 2: multilingual material and activities

- o Paper 4: **Inspiring multilingual education**
  Albert Walsweer (NHL Stenden) and Bernadet de Jager (Cedin)
  The project Inspiring Multilingual Education uses the Design Research approach (McKenney & Reeves, 2012; Bereiter, 2002) to develop teaching activities and materials together with schools and teachers in order to achieve sustainable development in multilingual education in the schools. This paper examples of teaching activities and materials deriving from the project, aimed at primary and secondary education.

- o Paper 5: **Pedagogical approaches for plurilingual primary and secondary education**
  Mirjam Günther-van der Meij (NHL Stenden)
  This paper presents multilingual activities deriving from the research projects More Opportunities with Multilingualism (3M), Talen4all and Holi-Frysk. In all three projects teachers and researchers together develop multilingual activities through design-based interventions in a bottom-up fashion (i.e., based on questions from the involved schools). The projects are aimed majority, minority and migrant languages and at both primary and secondary education.

- o Paper 6: **Digital media for Frisian and plurilingual education**
  Jan Douwes (Afûk)
  Recent developments in language education in the Province which focus on digitalization will be discussed.

- o Paper 7: **Not with that attitude**
  Suzanne Dekker (NHL Stenden / University of Groningen)
  Concrete results from research on attitudes of teachers and pupils towards multilingual education will then be discussed. By making use of teacher surveys, implicit association tests, and student questionnaires, a triangulation methodology was applied to map both implicit and explicit attitudes towards multilingualism and multilingual education (Panthos & Perkins, 2012).

- o Paper 8: **Frisian testing**
  Sigrid Kingma / Reitze Jonkman (NHL Stenden)
  Recent developments in Frisian language testing in education will be discussed.

Reflection

Discussant Piet Van Avermaet (University of Ghent) will reflect on the 8 presentations.

References:

Arocena, E., & Gorter, D. (2013). The multilingual classroom in primary education in the Basque Country and Friesland: beliefs of teachers and their language practices. Leeuwarden, Mercator European Research Centre on Multilingualism and Language Learning.

Bereiter, C. (2002). Design Research for Sustained Innovation. Cognitive Studies, Bulletin of the Japanese Cognitive Science Society, 9(3), 321-327.

Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. Modern Language Journal, 95(3), 356-369.

Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. In: Street, B. & Hornberger, N. H. (Eds.). (2008). Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy (pp. 71-83). New York: Springer Science.

Duarte, J. (2017). 3M: Meer Kansen Met Meertaligheid - projectaanvraag. Leeuwarden/Ljouwert: NHL Stenden Hogeschool.

Kroon, S., & Spotti, M. (2011). Immigrant minority language teaching policies and practices in The Netherlands: Policing dangerous multilingualism. In: V. Domovic, S. Gehrmann, M. Krüger-Potratz and A. Petravic (eds): Europsko obrazovanje: Koncepti i perspektive iz pet zemalja (pp. 80-95). Zagreb: kolska Knjiga.

McKenney, S., & Reeves, T. (2012). Conducting Educational Design Research: What it is, How we do it, and Why. London: Routledge.

Pantos, A. J. & Perkins, A. W. (2012). Measuring implicit and explicit attitudes toward foreign accented speech. Journal of Language and Social Psychology, 32(1), 3-20.

Riemersma, A., & de Vries, S. (2011). Trilingual primary eductation in Fryslân. In I. Bangma, C. van der Meer, & A. Riemersma, Trilingual primary education in Europe (pp. 46–67). Leeuwarden: Fryske Akademy.

Varkevisser, N.A., & Walsweer, A.P. (2018). It is mei sizzen net te dwaan. Rapport Taalplan Frysk: Inventarisatie naar de stand van zaken m.b.t. het (vak) Fries in het primair en voortgezet onderwijs. Leeuwarden/Ljouwert: Provinsje Fryslân.

#006: Linguistic policies and revitalization of minority languages beyond Europe

Chair:
Enrique Uribe-Jongbloed

Discussants/ presenters:
Yolanda Bodnar, Rita Cancino, Nadezhda Mamontova, Phillip Mpofu, Abiodun Salawu

The aim of this colloquium is to present de development of linguistic policies and revitalization processes in countries with a variety of national and indigenous languages – including those that came to be after linguistic contact–, which currently thrive alongside one or more majority languages. In these cases, in which historical multilingualism has been clearly impacted by colonization processes, new cultural and linguistic recovery movements have brought policy and legislative changes in favour of linguistic maintenance, promotion and revitalization of previously minoritized languages.

The focus on non-European countries – from the Americas, Africa and Eastern Siberia – hopes to showcase a different overview, with a greater variety of linguistic families and historic backgrounds that include colonization by European languages.

 The cases presented here paint a picture closer to the global reality, where a multiplicity of languages with widely variable population numbers coexist in a geographic area within political structures. This overview gives us a more nuanced look at the global reality for minority languages.

The main themes for all the presentations are:

1. Legal structure of minority languages: Legislation and policy, participation in various stages of the government and symbolic recognition will be presented here.

2. Current state of minority languages: Population aspect, domain distribution, level of literacy on L1 and L2, and their access to various spheres of education and media are presented.

3. Linguistic revitalization/sustainability efforts: The projects, activities and initiatives that have sparked in each of the countries to expand the use of the language.

4. Difficulties and challenges: Obstacles hampering linguistic normalization.

Papers

o **Ethnic peoples in Colombia: Policies and projects for cultural and linguistic revitalization**
Yolanda Bodnar
Colombia is a country with great cultural and linguistic diversity. Said diversity is represented by over 100 indigenous groups, afro-Colombian population, Rrom people and Roots from the Archipelago of Saint Andrews. Over 800000 people speak 67 languages other than Spanish. Since the 1991 national constitution public policy have been enacted to protect and promote these languages. There is current sociolinguistic data on 60% of the speakers; however, there are many challenges still at hand for the revitalization of languages and cultures.

- **Bolivia: Language policy in nation building**
Rita Cancino
Language policy can be a tool in the construction of a nation with many different languages and cultures. In 2006 in Bolivia, Evo Morales declared Quechua, Aymara and Guaraní official languages, recognizing the pluriethnic and multicultural nation. Other indigenous languages were declared official in official acts. This paper focuses on the Bolivian language policy and the role of legislation in nation building.

- **Tungusic languages at home and on the Internet: Discussion on the native practices of language revitalization**
Nadezhda Mamontova
This presentation is devoted to the Tungusic speaking minorities in Russia. It deals with the comparative analysis of language use at home and in the online space. The key idea is to highlight some less-known practices of language revitalization from below, i.e. initiated by the native speakers themselves.

- **Linguistic Disenfranchisement, Minority Resistance and Language Revitalisation: Ethnolinguistic Online Communities in Zimbabwe**
Phillip Mpofu, Professor Abiodun Salawu
Using concepts of linguistic hegemony, minority resistance, and alternative media; this paper analyses the motives and purpose of ethnolinguistic communities on Facebook. The paper shows that, online ethnolinguistic communities provide the disenfranchised linguistic groups space and agency for resisting marginalisation and language shift, in the process reviving their languages.

- **Indigenous African languages, media and language policy**
Professor Abiodun Salawu
The issues facing indigenous languages in Africa are, basically, problems facing the mass media that operate in them. For instance, the Constitution of the Republic of South Africa Act 108 of 1996 recognises the historically diminished status of the indigenous languages of the people. Therefore, the state resolves to take practical and positive measures to elevate the status and advance the use of the languages. Just like in most African nations, the language diversity of South Africa is well observable in its broadcast media, particularly the community radios which have been fundamental for language maintenance. This however is not so much for the print media as the so-called community newspapers do not necessarily speak the language of the community they serve. This also is the situation with the use of the languages on digital media.

Papers

#201: New speakers of Belarusian and Ukrainian: social identities, language policies and ideologies

Curt Woolhiser
Boston College, United States

In spite of the significant political, institutional and cultural factors supporting the continued functional dominance of Russian in Belarus, and at least on a regional level and in a significant range of social domains in Ukraine, the last two decades have also seen the emergence of new speakers of Belarusian and Ukrainian: young people from urban Russophone families in predominantly Russophone areas of the two countries who have consciously chosen to refashion their linguistic identities and practices, speaking their country's official 'titular' language primarily or exclusively in their peer groups and in everyday life.

In this paper I will explore the links between Belarusian and Ukrainian new speakers' social identities, ideological stances (as reflected in political attitudes, explicit metalinguistic discourse and language attitudes) and language practices, in particular their preference for linguistic variants that are more divergent from those of their first language, Russian. The data for this study will include examples of media and academic discourse, the results of focus group interviews which I conducted in Minsk and Homiel (Belarus) and Kyiv and Kharkiv (Ukraine) in the summer of 2013, as well as the results of an on-line surveys of student-age Belarusian and Ukrainian new speakers conducted in 2013, 2017 and 2018.

I will argue that to a significant extent, the observed differences in the sociolinguistic profiles, social identities and language attitudes of young new speakers in Belarus and Ukraine, as well as their reported use of specific linguistic variables, may be attributed to a number of rather striking differences in state language policy in the two countries, particularly in the spheres of education and government administration. These policy differences, in turn, are at the root of rather striking differences in the way standard language ideologies are deployed in defense of the minoritized national language.

References:

Bucholtz, Mary. 2003. "Sociolinguistic nostalgia and the authentication of identity," Journal of Sociolinguistics 7 (3): 398-416.
Jaffe, Alexandra. 2009. "Introduction," Stance: Sociolinguistic Perspectives, ed. Alexandra Jaffe, 3-28. Oxford.
O'Rourke, Bernadette and Ramallo, Fernando. 2013. "Competing ideologies of linguistic authority amongst new speakers in contemporary Galicia," Language in Society 42: 287-305.
Pujolar, Joan and Puigdevall Serralvo, Maite. 2015. "Linguistic 'Mudes': How to Become a New Speaker in Catalonia". International Journal of the Sociology of Language. Vol. 231.
Woolhiser, Curt. 2007. Communities of Practice and Linguistic Divergence: Belarusophone Students as Agents of Linguistic Change," Harvard Ukrainian Studies 29 (1/2): 371-404.

#202: 'Broken Irish is better than clever English, but clever Irish is better than shite Irish!' – legitimacy, authenticity and the language ideologies of young new speakers of Irish

Stiofán Seoighe

Ollscoil na hÉireann, Gaillimh / National University of Ireland, Galway, Ireland

The 'new speaker' concept has come to the fore in critical sociolinguistics as an analytical framework with which to challenge historical language ideologies that viewed languages and their speakers as bounded and homogenous entities (O'Rourke et al. 2015). New speakers may be defined broadly as 'social actors who use and claim ownership of a language that is not, for whatever reason, typically perceived as belonging to them' (Ó Murchadha et al. 2018). It is estimated that there are up to 200,000 nuachainteoir or new speakers of Irish in Ireland (Walsh et al. 2015) and the 2016 Census figures suggest that 72% of daily speakers of the language now live outside of traditional Gaeltacht areas.

As Ó Murchadha et al. (2018) observe, 'the study of new speakers allows us to further explicate the ways in which language users recruit languages and language varieties in order to understand and negotiate their role in the social order'. Building on this emerging field of research, in this paper I will present data collected during my doctoral fieldwork in a series of semi-structured, biographical interviews with young new speakers of Irish in urban contexts. Following Woolard's (2016) definition of language ideologies as 'socially, politically and morally loaded cultural assumptions about the way that language works in social life and about the role of particular linguistic forms in a given society,' I will examine these new speakers' attitudes towards their own linguistic competence and varieties, and how these beliefs interact with questions of authenticity and legitimacy.

The new speaker concept, coupled with a focus on language ideologies, provides a useful lens to examine these issues and to better understand how new speakers position themselves in minoritized language communities which are 'populated by people with different kinds of knowledge, acquired through different means than in the past and embedded in new regimes of value' (Jaffe 2015).

References:

Jaffe, A. (2015) 'Defining the new speaker: theoretical perspectives and learner trajectories'. In: International Journal of the Sociology of Language 231: 21-44.
Ó Murchadha, N., Hornsby, M., Smith-Christmas, C. & Moriarty, M. (2018) 'New speakers, familiar concepts?'. In: Smith-Christmas, C., Hornsby, M., Moriarty, M. and Ó Murchadha, N. (eds.) (2018) New speakers of minority languages: linguistic ideologies and practices. London: Palgrave MacMillan: 1-17.
O'Rourke, B., Pujolar, J. and Ramallo, F. (2015) 'New speakers of minority languages: the challenging opportunity – Foreword'. In: International Journal of the Sociology of Language 231: 1-20.
Walsh, J., O'Rourke, B. and Rowland, H. (2015) Tuarascáil Taighde ar Nuachainteoirí na Gaeilge arna hullmhú do Foras na Gaeilge. Dublin: Foras na Gaeilge.
Woolard, K.A. (2016) Singular and Plural: Ideologies of Linguistic Authority in 21st Century Catalonia. Oxford: Oxford University Press.

#203: New speakers within bertsolaritza. Legitimated or questioned?

Miren Artetxe Sarasola
University of the Basque Country, Basque Country

The number of Basque new speakers has significantly increased -in absolute and relative terms- during the last decades: nowadays, more than half of the young people of the Basque Country have learned Basque through formal education. From the point of view of linguistic recovery, it is highly strategic that these new speakers become active speakers. In that sense, the linguistic identity of new speakers is lately being an interesting research area, both in Europe (O'Rourke and Ramallo, 2011; O'Rourke et al., 2015; Pujolar and Puidgevall, 2015) and in the Basque Country (Ortega et al., 2014, 2015).

In fact, these researches have shown that the use of language in the case of new speakers is related to the legitimacy that the speaker (O'Rourke and Ramallo, 2011). And since legitimization is a process, in this work I study the conditions that exist in the world of Basque oral improvisation for the legitimization of young new speakers socialized in this area.

The Basque bertsolaritza is the art of singing extemporary composed discourses according to various melodies and rhyming patterns. Since it is essentially a communicative act, and its fundamental element is the Basque language, practicing bertsolaritza means inevitably acquiring linguistic competence. On the other hand, bertsolaritza, as a social practice, generates an almost exclusively Basque-speaking linguistic field. And, it should be noted that, bertsolaritza has been until recently developed by and for native speakers.

This work is based on an ethnographic research. For five years I have been looking into linguistic itineraries and identities of young improvisers in the Northern Basque Country, through participant observation and in-depth interviews (15 speakers between 15 and 20 years old; two of the interviewees being new speakers).

I conclude that identifying oneself and being identified as an improviser is a lever that facilitates the legitimation of new speakers, but paradoxically, the process is limited by the canonical image of the improviser, to who the status of native speaker is symbolically attributed.

References:

O'Rourke, Bernadette, Ramallo, Fernando (2011). The Native – Non-native Dichotomy in Minority Language Contexts. Comparisons between Irish and Galician. Language Problems and Language Planning, 35 (2): 139-159.

O'Rourke, B., Pujolar, J. eta Ramallo, F. (2015). New Speakers of Minority Languages: The Challenging Opportunity. International Journal of the Sociology of Language, 231: 1-20.

Ortega, A., Amorrortu, E., Goirigolzarri, J., Urla, J., Uranga, B. (2014). Nous parlants de basc: identitat i legitimitat. Digithum, (16), 6-17.

Ortega, A., Urla, J., Amorrortu, E, Goirigolzarri, J., Uranga, B. (2015). Linguistic Identity Among New Speakers of Basque. International Journal of the Sociology of Language, 231: 85-105.

Pujolar, J. eta Puidgevall, M. (2015). Linguistic Mudes: How to Become a New Speaker in Catalonia. International Journal of the Sociology of Language, 231: 167-187.

#204: Irish-Language Learners in Continental Europe: exploring motivation in minority-language SLA

Ciarán Ó Braonáin
Trinity College Dublin, Ireland

In recent years, much research has been conducted on the motivations of minority language learners in Europe and beyond. For the most part, however, this research has focused on learners within the geographical and cultural boundaries traditionally associated with the languages in question (e.g. MacIntyre, Baker, and Sparling 2017; Walsh, O'Rourke, and Rowland 2015).

The aim of this paper is to broaden the conversation surrounding motivation and minority-language learning. To this end, it will report on a qualitative component of an exploratory study carried out on a previously unexamined context, that of Irish-language learners in continental Europe.

The paper will focus on the question of the initial motivation of continental Europeans to begin learning Irish and will be based upon data collected from a series of semi-structured autobiographical interviews with a total of ten participants. Interviewees were recruited using a combination of snowball and convenience sampling and were drawn from seven different countries and a range of ages and learning contexts.

Results derived from the latent content analysis of the data reveal interesting divergences between the motivations of the sample group and those of learners in the contexts that have been the focus of research to date. Notably, participants were shown to be attracted to Irish owing to the esoteric qualities they identified in the language, as well as the intellectual challenge they saw such a language as presenting.

The findings of this study lend support to some of the latest theories in the field of second/additional language acquisition motivation, particularly, the 'Anti-Ought-to Self' (Thompson 2017) and the 'Ideal Multilingual Self' (Henry 2017). Consequently, the paper will present implications for minority-language teaching outside of traditional contexts as well as suggesting new avenues for language promotion and revitalisation.

References:

Henry, A. (2017) 'L2 Motivation and Multilingual Identities'. In: The Modern Language Journal 101 (3): 548-565.
MacIntyre, P.D., Baker, S.C., and Sparling, H. (2017) 'Heritage Passions, Heritage Convictions, and the Rooted L2 Self: Music and Gaelic Language Learning in Cape Breton, Nova Scotia'. In: The Modern Language Journal 101 (3): 501-516.
Ó Braonáin, C. (2016) Continental European New Speakers of Irish: Motivation, Learning Experience, and Language Practices. M.Phil. dissertation, Trinity College Dublin (unpublished).
Thompson, A.S. (2017) 'Don't tell me what to do! The anti-ought-to self and language learning motivation'. In: System 67: 38-49.
Walsh, J., O'Rourke, B. and Rowland, H. (2015). New Speakers of Irish: Research Report prepared for Foras na Gaeilge. Dublin: Foras na Gaeilge. Retrieved from Foras na Gaeilge website: https://www.forasnagaeilge.ie/wp-content/uploads/2015/10/New-speakers-of-Irish-report.pdf

#205: Scots, Gaels and Gaelic in Nova Scotia: new speaker heritage, motivation and identity

Stuart Dunmore
University of Edinburgh, Scotland

One consequence of large-scale emigration from the Highlands and Islands of Scotland to Canada during the 18th and 19th centuries has been the continued presence of a Gaelic-speaking minority in Nova Scotia since that period. This community has declined by over 90% in the last century, however, and very few Gaelic speakers of child rearing age now remain in the province. As a consequence, policymakers both here and in Scotland make frequent reference to the role that 'new' speakers – bilinguals who have acquired Gaelic as an additional language outside of the home – may play in the future(s) of the language.

Second language teaching has consequently been prioritised in both countries as a mechanism for revitalising Gaelic language use. In addition to Scotland's 57,302 speakers, the 2011 Canadian census recorded 1,275 Gaelic speakers in Nova Scotia, only 300 of whom reported that Gaelic was their 'mother tongue'. As in Scotland, new speakers have thus recently emerged as a significant element in the Gaelic language community in Nova Scotia, though educational opportunities in Nova Scotia are limited by comparison with Scotland, where over 5000 children are currently enrolled in Gaelic-medium, immersion education.

In spite of the small overall numbers of reported Gaelic speakers in Nova Scotia, the provincial Office of Gaelic Affairs has reported that a third of Nova Scotians claim descent from families who spoke Gaelic historically. In light of the importance attached to Scottish heritage by policymakers here, the analysis of new speaker practices and ideologies is vital for assessing future prospects for Gaelic maintenance in Canada. Language advocates and teachers in Nova Scotia focus a great deal on learners' development of a sense of identity as 'Gaels' (the traditional ethnonym associated with the Gaelic language). This emphasis is stronger than in Scotland, where a more multicultural perspective on Gaelic can often be detected, and where new speakers' identification as Gaels is generally weak. Drawing on ethnographic data from a three-year postdoctoral fellowship, this paper will explore the issue in detail.

#206: Mansi rock and Khanty rap: the role and prestige of speakers and new speakers in contemporary Ob-Ugric popular music

Csilla Horváth
Research Institute for Linguistics HAS, Hungary

Khanty and Mansi, the Ob-Ugric languages are endangered Uralic languages, spoken in Western-Siberia. Although the prestige of Khanty and Mansi languages and cultures is rising, the number of speakers is decreasing. Ob-Ugric languages play limited role in their Russian-dominated, multi-ethnic and multilingual environment, their use is heavily affected by the loss of the traditional way of life and rapid urbanisation as well. While the Ob-Ugric peoples have been (and in some respect still are) regarded as followers of traditional, nomadic lifestyles, and are expected to live in rural conditions, the majority of Khanty and Mansi live in multi-ethnic urban environment, which – besides intensifying the efficiency of language shift – also creates new tools and domains helping language maintenance and language revitalization.

The aim of the paper is to analyse and to discuss the role, strategy and prestige of Khanty and Mansi language acquisition and language use among speakers and new speakers of Khanty-Mansiysk city, with regards to the recent changes in the linguistic vitality, the attitudes towards heritage language acquisition, language use, and the new urban domains of language use, with special attention to the internet and popular music. The presentation briefly introduces the Ob-Ugric community of Khanty-Mansiysk, the situation of Khanty and Mansi linguistic vitality, especially the structure of education available in the Ob-Ugric languages.

The data used in the presentation were collected during fieldwork in the Khanty-Mansi Autonomous Okrug (six times between 2006 and 2015). The data on initiatives and institutions of heritage language education were collected during participant observation carried out at governmental and alternative schools in Khanty-Mansiysk. The data on language use and language attitudes in popular music were collected during online observation and semi-structured interviews.

References:

Horváth, Csilla 2015: Old problems and new solutions: Teaching methods in the governmental and alternative Mansi educational institutions. Finnisch-Ugrische Mitteilungen 39. 37–48.
Nagy, Zoltán 2015: Szibéria néprajza és a város. Akik kimaradtak az összefoglalókból. – Érdekes Nyelvészet: 1–16. Szeged: JATEPress. – http://ling.bibl.u-szeged.hu/erdekes/05-NagyZ.pdf
Skribnik, Elena & Koshkaryova Natalya 2006: Khanty and Mansi: the contemporary linguistic situation. – Pentikäinen, Juha (ed.) Shamanism and northern ecology. The Hague: Mouton de Gruyter. 207–218.

#207: Analyzing the attitudinal foundations of Basque multilingual schools: a double case study of linguistically diverse Basque immersion schools in the city of Gasteiz

Beñat Garaio

PhD Student, University of the Basque Country, Basque Country

The revitalization of the Basque language has been constant throughout the last 40 years, achieving remarkable accomplishments (Basque Government, 2016). This revitalization has not been equal in all three regions and developments have been notably brighter in the case of the Basque Autonomous Community, where the language is official and has a solid civil support. Overall, the regional government offers three different options within the education system to parents in order to enroll their kids: A) Spanish is the language of instruction (except Basque and English lessons), B) lessons equally divided between Basque and Spanish, and D) Basque is the language of instruction (except Spanish and English lessons). Since this approach began in 1982, option D experienced increasing demand, growing from 12% to 70% (Basque Government, 2017).

Gasteiz is the capital of this region and due to various factors, children with migrant origins are usually enrolled in option A), resulting in ghetto schools (Etxeberria et al., 2013). This trend is also observable in other big urban areas like Gasteiz, which are usually major Spanish-speaking areas. However, and due to the decision of local families to avoid public schools with migrant-origin students (Sagasta et al., 2017), this ghettoization process is also extending to option D) in the last years.

In this context, similar public D schools in the city have achieved remarkably different results, both academic and linguistic. In addition, these schools also differ greatly in terms of cohesion and participation.

This paper aims to explore the reasons behind these changes, by looking at the language attitudes and practices of students, teachers and families from two schools. This work is part of a multidisciplinary PhD project and in this case, the open questionnaires used are based on the Appreciative Inquiry methodology, a Business Management-oriented tool aimed to identify strengths and virtues within organizations (Hammond, 1998).

References:

Basque Government- Eusko Jaurlaritza. (2016). VI. Inkesta Soziolinguistikoa [VI. Sociolinguistic Survey]. Gasteiz (Basque Country): Publishing Service of the Basque Government. Retrieved from:
http://www.euskadi.eus/contenidos/informacion/ikerketa_soziolinguistikoak/eu_def/adjuntos/2016%20VI%20INK%20SOZLG%20-%20Euskal%20Herria%20eus.pdf
Basque Government (2017), "UNIBERTSITATEZ kanpoko IRAKASKUNTZAren datuak Euskadin", Gasteiz: Eusko Jaurlaritzako Argitalpen Zerbtzua. Retrieved from:
http://www.euskadi.eus/contenidos/informacion/publicacion_dae/eu_def/adjuntos/Estatistika_liburuxka_2015-2016_e.pdf
Etxeberria, F. et al. (2013). "Factores que favorecen la implicación educativa de las familias inmigrantes con hijos en Educación Primaria", in Revista de psicodidáctica, Vol. 18(1), pp. 109-136. Hammond, S.A. (1998) A short book on the Appreciative Inquiry, Bend (Oregon, USA): Thin Book Publishing Co .
Sagasta, M.P. et al. (2017). "Adi proiektua : Nola erantzun eskolan aniztasun sozioekonomiko, kultural eta linguistikoari?", Jakingarriak, vol. 76, pp. 60-63.

#208: Responses to 50 years of North Frisian in education

Femmy Admiraal, *Smithsonian Center for Folklife and Cultural Heritage / DANS-KNAW, The Netherlands*
Nils Langer, *Europa-Universität Flensburg, Germany*
Lena Terhart, *Europa-Universität Flensburg, Germany*

This paper discusses the correlation between past and present revitalisation activities undertaken in support of North Frisian (ISO code: frr), and current competence and perception of the language as stated by interviewees from North Frisia.

With an estimated 5000-7000 speakers (Århammar 2008), North Frisian is considered severely endangered. This West Germanic language is spoken along the coastline and on the islands in north-western Germany. Since the late 19th century, attitudes towards North Frisian have fluctuated between quite positive in some periods and outright discouraging in others. In the 1970s, however, a regional renaissance gained momentum. From 1976 onwards, North Frisian education was extended again and a dedicated commissioner was installed in the 1980s. Alongside the institutional support, parents' and teachers' attitudes towards North Frisian in education changed (Martinen 1990; Steensen 2002, 2010). Parents that were not native speakers anymore, because their parents had decided against raising them in North Frisian, still had a passive knowledge, acquired while hearing family members speak the language. Those parents had a high consciousness for the precarious state of the language and regretted that they had not learned it as a native language (Nommensen 1993).

Our research focusses on the responses to these revitalisation efforts implemented since the 1970s. We will present a geographical overview of North Frisian in education over the past 50 years, which results from enriching earlier accounts (e.g. Walker 2015:42-44) with geo-references, and comparing those with detailed lists of schools that offered North Frisian classes in certain periods (by courtesy of Alastair Walker). We will contrast this dataset to the outcomes of interviews with people who were in the educational system throughout this period. Careful analysis of the two reveals the explicit and implicit links and correlations between findings on the competence, usage and perception of North Frisian on the one hand, and – past and present – language revitalisation activities on the other.

References:

Århammar, Nils. 2008. Das Nordfriesische, eine bedrohte Minderheitensprache in zehn Dialekten: eine Bestandsaufnahme. In: Munske, Horst Haider (Ed.), Sterben die Dialekte aus? Vorträge am Interdisziplinären Zentrum für Dialektforschung an der Friedrich Alexander-Universität Erlangen-Nürnberg, 22.10.-10.12.2007.
Martinen, Hark. 1990. Die Schulen. In: Steensen, Thomas (ed.), Friesen heute: Beiträge zu einer Tagung über Sprache und Kultur der Nordfriesen in Sankelmark 1989, pp. 41-44. Bredstedt: Verlag Nordfriisk Instituut.
Nommensen, Ingwer. 1993. Friesischunterricht an den Schulen in Nordfriesland. Ost-Bargum: Foriining for nationale Friiske.
Steensen, Thomas. 2002. Friesischer Schulunterricht in Nordfriesland im 20. und 21. Jahrhundert. Nordfriesisches Jahrbuch, 38, pp. 77-119. Bredstedt: Verlag Nordfriisk Instituut.
-----. 2010. 100 Jahre Friesisch in der Schule. Zwischen Eider und Wiedau 2010: 176-190.
Walker, Alastair. 2015. North Frisian. The North Frisian language in education in Germany. 3rd edition. Mercator European Research Centre on Multilingualism and Language Learning.

#209: Understanding 'new speakerness' in Fryslân: an analysis of the motivation, attitudes and language use of adults learning Frysk

Guillem Belmar Viernes
Rijksuniversiteit Groningen, The Netherlands

Adults learning a minority language are potential new speakers, that is "adults who acquire a socially and communicatively consequential level of competence and practice in a minority language" (Jaffe, 2015, p. 25; cf. O'Rourke, Pujolar, & Ramallo, 2015). "New speakers" research has become quite common recently, marking a shift from traditional notions of 'speakerness' in minority contexts, built around the Fishmanian discourse of reversing language shift (cf. Kubota 2009). New speaker —actually neo-speaker— was one of the seven categories of speakers put forward by Grinevald and Bert (2011), who considered them "central to language revitalization" (Grinevald & Bert, 2011, p. 51).

This presentation will first outline some general characteristics of the Frisian context as well as a basic profile of the new speaker of Frisian. After that, the results of an ongoing research project will be presented. This project consists of questionnaire handed it to all the adults learning Frisian at the courses offered by Afûk (the organization for the promotion of the Frisian language and culture) throughout the province of Fryslân. Through the statistical analysis of these questionnaires, issues like motivation, language use and attitudes will be discussed.

References:

Grinevald, C.; & Bert, M. (2011). Speakers and communities. In P. Austin & J. Sallabank (Eds.), The Cambridge handbook of endangered languages (pp. 45-65). Cambridge: Cambridge University Press. Jaffe, A. (2015). Defining the new speaker: theoretical perspectives and learner trajectories. International Journal of the Sociology of Language, 2015(231), 21-44. doi: 10.1515/ijsl-2014-0030

Kubota, R. (2009). Rethinking the superiority of the native speaker: Towards a relational understanding of power. In N. Doerr (Eds.), The native speaker concept: Ethnographic investigations of native speaker effects (pp. 233-248). Berlin/New York: Mouton de Gruyter.

O'Rourke, B.; Pujolar, J.; & Ramallo, F. (2015). New speakers of minority languages: the challenging opportunity - Foreword. International Journal of the Sociology of Language, 2015(231), 1-20. doi: 10.1515/ijsl-2014-0029.

#210: Mapping language diversity in the Basque Country

Belen Uranga, *Soziolinguistika Klusterra, Spain*
Imanol Larrea-Mendizabal, *Soziolinguistika Klusterra, Spain*
Pablo Suberbiola-Unanue, *Soziolinguistika Klusterra, Spain*

Gipuzkoa is the province with the highest density of Basque speakers of all the Basque Country, and it has an active social and political network working for the normalization of the Basque language. The province received great amounts of immigrant population coming from Spain, especially during the second half of the twentieth century, in some cases with their own languages other than Spanish. Since the year 2000, a process of progressive immigration from other countries has taken place. As a consequence, the diversity of languages has increased in the territory, predictably in a number greater than a hundred. The territory of Gipuzkoa has promoted the mapping of language diversity in the province, taking into account the languages of the immigrant population. The diversity has been described by means of a physical and descriptive conceptual map of the languages.

The immigrants of Spanish origin are sixteen percent of the total population, whereas the immigrants coming from other countries other than Spain are nine percent of the total population. More than half of the entire immigrant population comes from ten countries (eighty percent comes from the top twenty countries). The population coming from Latin America (with Spanish as official language) has a very important presence: 42% of the immigrant population comes from a Spanish speaking country. This implies a special challenge in the management of immigration multilingualism, due to the hierarchical status of that language in the territory. The presence of other languages from these territories has been documented, but further specific research is required, since there are no official data about the languages spoken by the immigrants.

In this research project several immigration specialists working at a local level have been interviewed in order to know about the languages spoken by the immigrants of each area. The languages of the most numerous immigrant populations are Romanian, Arabic, Tamazight, Portuguese, Urdu, Punjabi, Chinese (Wu and Mandarin), Ukrainian and Wolof (with more than 1,000 speakers in the province). There is another group of languages coming from approximately 120 countries with an amount with 10 to 1.000 speakers. It is proposed a differentiated management of the multilingualism depending on the estimated number of speakers and the geographical concentration of the speakers.

Gipuzkoa is in an interesting position to explore the possibilities of a progressive multilingual management in accordance with linguistic sustainability criteria in relation to the minority language of the territory and respect for multilingualism. Some of the recommendations for the public management of the multilingualism will be presented.

References:

Uranga, Belen; Xabier Aierdi; Itziar Idiazabal; Estibaliz Amorrortu; Andoni Barreña and Ane Ortega (2008) Hizkuntzak eta immigrazioa (Languages and immigration). Ikuspegi and UNESCO Etxea, Bilbao.

#212: Multilingual Styria

Agnes Grond, *University of Graz, Austria*
Angelika Heiling, *University of Graz, Austria*

The interdisciplinary project ‚Multilingual Styria' describes multilingual practices and plurality in the Austrian province of Styria from a diachronic and a synchronic perspective. A focus of the study are the correlations of dominant and dominated languages and varieties in the context of migration, aiming at an analysis of the localized outcomes of global dynamics. The socio-political relevance of languages for single communities and beyond that for society as a whole shall be argued. The study is based on the Multilingual Graz project which mapped linguistic diversity in the province's capital (Korb et al. 2018). Studies of phenomena related to migration and language usually favour urban contexts over rural ones. In this project, the focus is on rural and semi-urban contexts to show that plurality is not only a feature of urban settings and that rural-urban divides are understood as a continuum which is dynamic in its meanings for different groups of people.

The project comprises the following parts:

• An empirical study documents and describes the multilingual practices and lives of diverse populations and communities in Styria. Closely related to these multiple linguistic practices is the construction of diverse identities in a regional context. This will be achieved through different approaches: the linguistic landscape approach (Gaiser & Matras 2016) and the sociolinguistic-ethnographic approach.

• The results of the study will lead to the creation of an interactive digital linguistic map of Styria and the production of a documentary short film on multilingual practices and identities. The main aims of the project are

(a) to document regional linguistically based identity constructions,
(b) to make visible and create awareness for historically grown plurality as a typical feature of the region,
(c) to explore the sociolinguistic phenomena pointing to superdiversity and resulting from more recent migration dynamics (Blommaert/Backus 2012),
(d) to facilitate the participation of the public through the interactive character of the project.

Our paper will present an historical overview of the linguistic diversity of the region, based on archival materials, as well as preliminary results of the empirical research. The results indicate significant differences in language use as well as language attitudes among communities. Dominant discourses on language policy in Austria as well as language ideologies seem to shape perceptions on languages per se and language use to a great extent.

References:

Blommaert, Jan & Ad Backus. 2012. Superdiverse repertoires and the individual. Tilburg Papers in Culture Studies 24. https://www.tilburguniversity.edu/upload/d53816c1-f163-4ae4b74c-0942b30bdd61_tpcs%20paper24.pdf
Gaiser, Leonie & Yaron Matras. 2016. The spatial construction of civic identities: A study of Manchester's linguistic landscapes. http://mlm.humanities.manchester.ac.uk/wpcontent/uploads/2016/12/ManchesterLinguisticLandscapes.pdf [accessed 12 june 2018].
Korb, Christina & Angelika Heiling & Dieter Halwachs (eds.). 2018. Repertoiredynamiken in der Migration am Beispiel dreier Sprecher_innengemeinschaften. Karl-Franzens-Universität Graz: Grazer Plurilingualismus Studien 06.

#213: A novel approach to categorising donor-language items in a corpus of Welsh-language Tweets

Bethan Tovey
Swansea University, Wales

The categorisation of single-word donor-language items, with a continuum ranging from code-switches to loanwords, is a matter of significant theoretical debate in the literature on bilingualism. This paper will discuss particular difficulties in applying some of the commonly proposed criteria to discourse markers in Welsh, and will evaluate the novel criterion of orthographic integration as a potentially fruitful addition.

Discourse markers are commonly transferred from majority languages into minority languages, as they tend to be clause-initial and easily detachable from the surrounding syntactic structures (Hickey 2009). The question of whether such single lemmas from a donor language constitute code-switches or loans, however, is a difficult one. Many of the criteria suggested in the extensive literature on this subject are difficult or impossible to apply to the mixed discourse of Welsh-English bilinguals because of convergence between the two languages, and because there is no population of Welsh monolinguals to use as a control. For example, many theorists argue for phonological assimilation as a distinguishing criterion. However, there may be little phonological difference between a word spoken according to Welsh phonological rules and the same word spoken in a Welsh English accent.

The criterion of acceptance into major dictionaries of the language, or 'listedness', was used in Deuchar's (2006) earlier work to distinguish switches and loans. The author herself indicated the unsatisfactory nature of this criterion, however, and Deuchar and Stammers (2016) synthesise listedness with the criteria of morphophonological integration (in the form of initial-consonant mutation), and frequency of use across a corpus. This provides a more robust means of distinguishing different kinds of donor language items, but loses some of that robustness when applied to words that have no trigger for initial-consonant mutation, a category into which most discourse markers fall.

Using data from a Welsh Twitter corpus, I will consider whether orthographic integration with the host language can be used to categorise English-origin discourse markers in Welsh. Welsh speakers often adapt English-origin words to Welsh spelling, as illustrated by words which are undeniably loans, such as "cwestiwn" ("question") and "nyrs" ("nurse"). I will compare the results of my initial analysis against traditional criteria such as listedness and frequency of use, allowing me to evaluate the usefulness of orthographic integration as a criterion for categorising donor-language items in Welsh. I will end the paper by briefly situating this categorisation within broader questions of language change, convergence, and conservative minority language ideologies.

References:

Deuchar, Margaret (2006) Welsh-English Code-switching and the Matrix Language Frame Model. Lingua (116) 1986-2011.
Deuchar, Margaret and Jonathan R. Stammers (2016) English-origin Verbs in Welsh. Languages (1).
Hickey, Tina (2009) Code-switching and Borrowing in Irish. Journal of Sociolinguistics (13) 670-688.

#214: Language branding: minority language promotion through marketing approach

Estitxu Garai-Artetxe, *NOR RESEARCH GROUP - University of the Basque Country (UPV/EHU) - Department of Audiovisual Communication and Advertising, Basque Country*
Irati Agirreazkuenaga-Onaindia, *GUREIKER RESEARCH GROUP - University of the Basque Country (UPV/EHU) - Department of Journalism II, Basque Country*

This research is a proposal to adapt branding techniques to the promotion of a minority language, specifically the Basque language. The Basque society has made great efforts towards the standardization of the Basque language, and regarding the strategic reflections of the most recent linguistic plans, it seems that one of the future challenges will be the treatment of the images of languages and the narrative and motivations of the speakers. In this context, the object of this work is the study of the associations, discourses, attitudes and perceptions in order to define the brand image of Basque language and Basque culture. Furthermore, the main goal is to develop a branding plan that includes a value proposition and to offer a new tool to organizations working on linguistic normalization.

International theoretical reflections and professional practices are remarking the need to apply marketing planning lessons to all areas, including linguistic planning. Likewise, language symbolic uses are acquiring a significant importance in international research. However, despite the fact that brand building is spreading –for example, in the field of territories (nation branding) as well as in some cultural expressions–, and theorization and praxis are increasingly widespread, we have not found any international reference or direct antecedent that deals with language from a branding viewpoint. Therefore, this study adapts brand building to linguistic planning and standardization bringing an innovative approach to the topic.

In order to reach that goal, a prototype methodology for languages and cultural objects branding will be designed, combining the homologated social research techniques (focus groups and a quantitative macro-survey) with the techniques of brand analysis used by private marketing companies. Thus, a branding strategical plan based on the obtained results will be presented. We believe that the gathered data through the application of the aforementioned methodology will lead us to an internationally exportable model, applying trends from other areas of knowledge (marketing, for example) to language policy.

#215: Basque language on Netflix: the extraordinary case of Handia (2017)

Katixa Agirre
University of the Basque Country, Basque Country

Since 2005 cinema produced in Basque language –virtually anecdotic during the 20th century– has experienced a significant awakening. This last fifteen years have seen the commercial release of an average of 3 feature films per year filmed mainly or integrally in Basque language. Among this production, the films created by Moriarti produkzioak, a strong team of filmmakers working collectively, stand out.

Their last film Handia (Giant, Aitor Arregi and Jon Garaño, 2017), a historical drama based on the real story of a 19th century man with gigantism, became a critical and commercial success both in the Basque Country and in Spain, being awarded 10 Goya awards in 2018 and becoming the most watched film in Basque language ever. Netflix had already picked the film and it is currently shown internationally through this media giant. Netflix has made Handia available with English, Romanian, German, Arabic and Spanish subtitles added to the original Basque soundtrack.

Taking into account Netflix's 'emphasis on diversity to build a transnational brand' (Jenner, 2018: 141) in this paper I will examine the particular case of Handia and the language diversity it adds to the Netflix catalogue, based on an in-depth interview with Jon Garaño, one of the directors of the film. More broadly, I will discuss the impact that becoming available on Netflix and other SVOD platforms might have for Basque cinema. I will argue that the growing importance of this new exhibition system should be taken seriously and promoted by Basque institutions.

References:

Colmeiro, J. and Gabilondo, J. (2013) "Negotiating the Local and the Global", in A Companion to Spanish Cinema (eds J. Labanyi and T. Pavlović), Oxford: Blackwell Publishing. Pp. 81-110

Jenner, M. (2018) Netflix and the Re-Invention of Television. Basingstoke: Palgrave McMillan.

#217: Neologisms and loanwords in modern Northern Mansi – a wordformational and semantic approach

Susanna Virtanen
University of Helsinki, Finland

Mansi is an extremely endangered language spoken in Western Siberia. Mansi belongs to the Ob-Ugrian branch of the Finno-Ugrian language family: it is a close relative of Hungarian, and a distant relative of Finnish and Estonian. In practice, all of its speakers are Mansi-Russian bilinguals. The Mansis have been in contact with the Russian population for centuries (see eg. Kálmán 1961, Bakró-Nagy 2018), so there are a lot of Russian loanwords in Mansi. However, now the less than 2000 speakers of Mansi have entered the modern world by enlarging the vocabulary of their own minority language with not only Russian loanwords, but also with derivations and compoundings of old Mansi words.

In this paper, I will present Mansi lexicon connected to modern phenomena: technology, computing, Internet, social media and up-to-date society, by classifying my data to Russian-origin loanwords, and neologisms created by derivation, compounding or by other means from Mansi-origin words. Loanwords of other origins are excluded, because their frequency is not remarkable in the data. My data is restricted to nouns and verbs created during the last 100 years, emphasizing the very recent decades: only lexicon connected to the semantic topics mentioned above are included. My data represent the northern Sosva dialect of Mansi: it is gathered from the only Mansi newspaper, Lūimā Sēripos, published monthly in Khanty-Mansijsk. The corpus includes altogether 20 numbers of the paper, selected from the volumes of 2014–2018.

My data includes Mansi-origin vocabulary for technology like ищхӣпыӈ 'internet' and кӣрк-вāлг 'broadband', but also Russian loanwords like сотовый связь 'mobile network' балок 'container house' мāшина 'car' or вертолёт 'helicopter'. There are also combinations of authentic Mansi words and Russian loanwords: for example няврам садик 'kindergarten' consists of the Mansi word 'child' and the Russian word 'kindergarten'.

The aims of the study are: (1) to map and investigate the ways of creating new words found in the data: derivation, compounding, borrowing etc., (2) to compare Mansi-origin neologisms and Russian loanwords, and observe, if there is any consistent semantic or other division between these two groups. In other words, the study is mainly based on lexical-etymological analysis (see e.g. Bauer 1998, Halliday & al. 2004).

References:

Bakró-Nagy, Marianne 2018: Mansi Loanword Phonology: a Historical Approach to the Typology of Repair Strategies in Russian Loanwords in Mansi. In: Boundaries Crossed, at the Interfaces of Morphosyntax, Phonology, Pragmatics and Semantics. Studies on Natural Language and Linguistic Theory 94.
Bauer, Laurie 1998: Words, Meaning, and Vocabulary. London: Routledge.
Halliday, M.A.K. et al. 2004: Lexicology and Corpus Linguistics. Continuum, 2004.
Kálmán, Béla 1961: Die russischen Lehnwörter im Wogulischen. Budapest: Akadémiai kiadó.

#218: Gaelic in the public domain: language policy and code-choice

Ingeborg Birnie
Strathclyde University, Scotland

Census data would suggest that Gaelic has all but disappeared as a community language in most areas of Scotland, with the only exception being the Comhairle nan Eilean Siar, the local authority consisting of eleven inhabited islands off the west coast of Scotland where 52.2% of the population self-reported to be able to speak the language (National Records of Scotland, 2013). Research in this particular local authority has shown that competences in the language are not synonymous with an individual's linguistic practices and language norms (NicAoidh, 2006; Munro et al, 2010; Heller, 1978).

This presentation discusses the findings of a multimodal study which explored the influence of the language management initiatives and policies on the communal linguistic practices in Stornoway, the largest town of the Comhairle nan Eilean Siar. Using observational data to evaluate the extent to which Gaelic was used, by whom and for what purpose, this data was cross-referenced with interview and language use diary data.

The findings of this study indicate that the language continues to be part of the linguistic soundscape with bilinguals using Gaelic in circumstances where they feel they do not actively have to (re-)negotiate the language as an unmarked code choice. Gaelic was mostly used in social Gemeinschaft networks and in closed domains. Gaelic was only used in the public domain where the language was actively included in the linguistic soundscape. This has important implications for the way language support management initiatives , aimed at public service interactions, are implemented and the use of Gaelic encouraged and supported.

References:

FISHMAN, J., 1991, Reversing Language Shift – Theoretical and Empirical Foundations of Assistance to Threatened Languages. 1st ed. Clevedon: Multilingual matters ltd.
HELLER, M., 1978. "Bonjour, hello?": Negotiations of Language Choice in Montreal. Proceedings of the 4th Annual Meeting of the Berkeley Linguistics Society, pp. 588 – 597.
National Records of Scotland 2013, Table QS211SC Gaelic Language Skills, HMSO, Edinburgh.
MUNRO, G., ARMSTRONG, T. and MAC AN TÀILLEIR, I., 2011. Cor na Gàidhlig ann an Siabost. an t-Eilean Sgitheanach: Sabhal Mòr Ostaig.
MYERS-SCOTTON, C., 1988. Code-switching as indexical of social negotiations. In Codeswitching: Anthropological and Sociolinguistic Perspectives.
NICAOIDH, M., 2006, "Pròseact Plana Cànain nan Eilean Siar: a' chiad ìre - rannsachadh air suidheachadh na Gàidhlig anns na h-Eilean Siar" in Revitalising Gaelic in Scotland, ed. W. McLeod, Dunedin Academic Press, Edinburgh.

#219: Linguistic attitudes and the fate of minority languages in Greece: The case of Arvanitika

Christina Flora, *Department of Foreign Languages, Translation and Interpreting, Ionian University, Greece*
Maria Tsigou, *Ionian University, Greece*

The proposed study intends to address the status of one of the language varieties under extinction still used by a limited number of speakers around Greece, namely, Arvanitika. Arvanitika is a Tosk Albanian variety, which is still spoken in certain regions of Greece, such as Attica, Boeotia, the Peloponnese etc. The majority of Arvanitika speakers are bilingual in Arvanitika and Modern Greek, while there is a fast-growing language shift towards the socially dominant language, Greek.

Over the past centuries, Arvanitika has been undergoing the process of assimilation towards the dominant Greek language and culture. The lack of tolerance in linguistic and ethnic diversity on behalf of the Greek state has isolated the minority languages that existed in Greece, treating them as exclusively rural languages (Tsitsipis, 1998). This has led to a further isolation of these languages as outdated, not sophisticated and not related to a high educational level. Arvanitika's status is referred by Trudgill (1983) as "creolization in reverse", in the sense that it involves the loss by a language of its native speakers, concluding that it would most likely die out within the next two generations.

The aim of this study is to investigate today's language attitudes of Arvanites and whether they coincide with the attitudes found in previous studies, the extent to which the societal development and the distance between the Arvanitika- speaking regions and the large urban centers has contributed to a potential marginalization of the Arvanitika variety and the documentation of everyday language. The combination of three different approaches, namely the Matched-Guise Technique (MGT), semi-structured interviews and closed-ended questionnaires will allow the attitudes of Arvanitika speakers about their language to be revealed, in great detail and from diverse perspectives. A pilot study is currently underway in the villages around Attica, Southern Greece, in order to test all three methods for this particular variety, population and social context.

In accordance to the previous studies, it is most likely expected that the majority of the participants, especially the younger ones, will express relatively negative attitudes. As regards the direct approaches employed in the study, it is not safe to assume any results before fully analyzing the data. The results of the questionnaires and the interviews' content are expected to be rich on an ethnographic and sociocultural level, providing important information on every aspect of the Arvanitika language variety, from demographic and linguistic-related to more historical and sociolinguistics-focused.

References:

Biris, K. (1960). Αρβανίτες, οι Δωριείς του νεότερου Ελληνισμού: Η ιστορία των Ελλήνων Αρβανιτών.[Arvanites, the Dorians of modern Greece: History of the Greek Arvanites]. Athens: Melissa Publications.
Trudgill, P. (1983). On dialect: Social and geographical perspectives. Wiley-Blackwell.
Tsitsipis, L. D. (1998). A linguistic anthropology of praxis and language shift: Arvanitika (Albanian) and Greek in contact. Clarendon Press.

#222: A study of tones on Jeju Island

Moira Saltzman
University of Michigan, United States

In this paper I discuss the results of an apparent-time sociophonetic study on the emergence of a tonal distinction in Jejueo, a critically endangered language spoken on Jeju Island, South Korea, and the Jeju variety of Korean spoken by younger generations on the island. The three-way stop contrast in Korean, between fortis, lenis and aspirated voiceless stops, is well documented. In recent years the length of the VOT which comprised the phonetic distinction in the three-way contrast has been converging for lenis and aspirated stops across many varieties of Korean. At the same time, vowels following the converging lenis and aspirated stops have developed low and high pitch, respectively.

The shifting of perceptual cues from VOT to tone for Korean stop consonants can be described as tonogenesis first discovered in Seoul Korean (Kang 2014). With the degree of influence that the highly prestigious Seoul variety of Korean has on media and education, tonogenesis has spread outward from the Seoul/ Gyeonggi province area (Choi 2002).

In this sociophonetic study I address the question of Seoul tonogenesis and its spread to the farthest Korean province. In developing this project I partly replicated Cho et al.'s (2002) study on Jeju, to determine whether younger generations maintained the VOT distinction that Cho et al. reported in older generations, or whether a tonal distinction was developing. As predicted, the phonetic data produced by participants shows that the older group maintains the VOT distinction between lenis and aspirated stops typical for native Jejueo speakers. Conversely, the younger group demonstrates a merged VOT for lenis and aspirated stops across all places of articulation. In terms of a tonal distinction, all participants produced a difference in pitch between vowels following lenis stops (low pitch) and aspirated stops (high pitch), but this distinction was most pronounced in the younger group. On average, the younger group produced vowels following aspirated stops with a 40Hz higher pitch.

The results of this apparent-time sociophonetic study show that tonogenesis has spread outward from mainland Korea and has entered Jejueo for all speakers, but to varying degrees, based on extralinguistic factors of age, language dominance in Korean and Jejueo, and language attitudes toward Jejueo. This study contributes to the discussion of language attitudes on Jeju Island, demonstrating that the status of Jejueo is somewhat diminished for the younger generation of Jejueo speakers, contrary to previous studies. Finally, this study provides implications for the literature on language loss and sound change, as language dominance and attitudes are shown to contribute to phonological attrition of heritage language in a disglossic environment.

References:

Choi, H. 2002. Acoustic cues for the Korean stop contrast: dialectal variation. ZAS papers in linguistics 28, 1–12.
Kang, Yoonjung. 2014. Voice Onset Time merger and development of tonal contrast in Seoul Korean stops: A corpus study. Journal of Phonetics 45, 76-90.

#224: Investigating semantic differences across related languages

John Huisman, *Radboud University, International Max Planck Research School for Language Studies, The Netherlands*
Roeland van Hout. *Radboud University, The Netherlands*
Antal van den Bosch, *Meertens Instituut, Radboud University, The Netherlands*
Asifa Majid, *University of York, United Kingdom*

We often investigate language through translations: English head, can be hoofd or kop in Dutch where German uses Kopf; green becomes groen (Dutch) or grün (German). But why does Dutch have two lexemes for head? A look at the dictionary reveals that Dutch hoofd refers to the head of humans, while kop is usually used for animals – a distinction not made in English and German. Similarly, even though they are close, green, groen and grün do not refer to the exact same part of the colour spectrum. While several cross-linguistic studies demonstrate that languages differ in the way they carve up meaning and describe the world, semantic variation remains an understudied topic in general (Majid, Jordan & Dunn, 2015).

In our study, we investigate how comparable the variation in semantics is to what we see in other aspects of language and what consequences that would have for how we understand the language faculty. Using stimuli-based tasks in which speakers freely describe images and videos, we elicited data from three semantic domains: colours, body parts, and cut and break events. This approach allows for the collection of comparable data in a systematic way (Majid, 2012). We collected data from number of Ryukyuan varieties spoken in southern Japan. While (Standard) Japanese has been included in cross-linguistic studies, none of the endangered Ryukyuan languages has. Novel quantitative analyses revealed differences in referential meaning in all three domains, both within and between Japanese and Ryukyuan. These differences can be expressed as different levels of semantic specificity (Japanese kiru 'to cut' is corresponds to different verbs depending on the instrument and movement in Nishihara Miyako; o:sero in Shiraho Yaeyama conflates Japanese ao 'blue' and midori 'green'), or as different semantic partitioning (Ryukyuan ti: usually denotes the whole arm whereas Japanese te usually goes up to the wrist, sometimes the elbow).

Studying semantic variation adds to our understanding of the patterns and processes behind language change and variation. Moreover, the Ryukyuan languages are listed as severely endangered, making any research on these languages a welcome addition to their documentation. More broadly, the study of (divergent) minority and regional languages can help raise awareness and appreciation for their existence, both in science and in society. As such, this type of systematic investigation contributes to the documentation of under-studied languages where in-depth resources are lacking, providing detailed knowledge of specific domains, which in turn can benefit the creation of materials used in education and revitalisation efforts.

References:

Majid, A. (2012). A guide to stimulus-based elicitation for semantic categories. In The Oxford handbook of linguistic fieldwork (54-71). Oxford University Press.
Majid, A., Jordan, F., & Dunn, M. (2015). Semantic systems in closely related languages. Language Sciences, 49, 1-18.

#226: The linguistic dynamic of staff within a Welsh medium primary school setting? Considerations for language profiles

David Parry, *Bangor University, United Kingdom*
Prof. Carl Hughes, *Bangor University, United Kingdom (1st Supervisor)*
Dr Lowri Hughes, *Bangor University, United Kingdom (2nd Supervisor)*

Willingness to communicate (WTC) theory claims that language can be affected dependent on contextual situations, for example speaking with peers, groups, strangers and meetings. Previous WTC research has been focused on majority languages and second language acquisition, with few studies conducted on native minority language speakers, and are dependent on self-report measures. Recent policy from Welsh Government, Cymraeg 2050 (Welsh Government; 2017), aims at promoting Welsh use in establishments where Welsh is not prominent, engaging Welsh passive speakers and increase the Welsh medium teaching workforce. Wales has also adopted the self-report measures for children in the form of the Siarter Iaith in schools, which gauges the children's perspective of personal use and the school use of the Welsh language, however the perspective of the staff in schools is unknown, thus leading to a shortfall.

Study one investigated how observations using the Bilingual Dynamic Observational Tool (BILDOT) and a language background questionnaire considers the use and relationships of Welsh using a mixed methods approach, in a minority language primary school setting. Fourteen school staff participated in study one, ranging from the head teacher, teachers, teaching assistants and midday supervisors of the school across 18 observation sessions. The dependent variable for the observation was the language used and by whom and independent variable to whom they responded. The findings showed that staff used Welsh more often (87.17% of the time) than English (12.83% of the time) with individual differences in specific job roles and native language.

In study two, a language background questionnaire and the WTC scale, as observations were not possible with the schools. Therefore, we investigated whether the scale could be used in the context of minority language with L1 and L2 users and the language profiling of staff. Twenty-two participants were recruited from three different schools undergoing a merger. Dependent variables included the school where they previously worked, native language and job role (teacher or teaching assistant). The language background results showed differences across a range of factors between L1 and L2 welsh speakers, and their job role over the self-assessment measures of confidence and ability, while the WTC scale highlighted differences between job roles. Study one supports an observational methodology in collaboration with self-report measures within minority language contexts. Individual school language profiles could be used to facilitate with interventions of staff language needs. If observational measures are not possible, the WTC scale in study two shows promise to be an effective replacement for studying minority language use and language dynamics within a school setting.

References:

Welsh Government. (2017). Cymraeg 2050: Welsh language strategy. Retrieved from:
https://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf

#227: The consequences of minorization: social network effect in language choice

Natxo Sorolla
Universitat Rovira i Virgili, Catalonia

Multilingual societies have a genuine interest in sociolinguistic research for their language practices, ideologies and competences. Social network analysis (SNA) is an appropriate methodology to deal with usual questions in sociolinguistics discipline, such as who speaks with whom, what languages s/he uses, and why (Gal, 1979; Milroy, 1980; Li Wei, 1994). But SNA incorporates a methodological challenge into this area, because sociolinguistic relations have attributes (valued networks): individuals may have (1) or may not have (0) relations, and these relations may take place in language A (1) or B (2) (Gallagher, 2012).

In our research is studied language use of a vigorous minoritized language in Spain, as Catalan, and language use of a threatened language, as Aragonese, using data of language choices of 300 classmates. Different types of sociolinguistic roles were defined and developed at length (Doreian & Mrvar, 2009), namely language convergers and language maintainers. Sociolinguistic norms of the language choice were explored, and ethnolinguistic borders between the minoritized language and Spanish speakers were defined (Barth, 1969; Wimmer, 2013).

Our results show that language choices are related with mother tongue of sender and receiver, their linguistic competences, and their attitudes. We analyse other tendencies, as reciprocity, transitivity and other network configurations in the language choice, inspired in bivariate analysis for exponential random graph models (ERGMs) for social networks (Lusher, Koskinen, & Robins, 2012). In both cases, groups language maintenance is not stable, and blockmodeling and ERGM shows great powerful as a innovative techniques in sociolinguistics study of language choices and ethnolinguistic borders.

Results highlights the importance of a social network effect in minoritized languages. In consequence, the use of minoritized languages emerge in social networks where the density of their speakers are high, creating triadic configurations. Otherwise, dispersed speakers are not reinforced to use the minoritized language, and use Spanish between them. In the case of majority languages speakers (Spanish), their use of the majority language is more related with individual and dyadic dynamics, and attributive factors, as familiar language, even when they are dispersed.

#228: The Moldavian Csángó Educational Program: language ideologies of revitalization and/or standardization?

Petteri Laihonen
University of Jyväskylä. Finland

The Moldavian Csángós, Roman Catholics speaking a vernacular associated with Hungarian, have faced serious oppression in Romania. However, in 2001 the Csángós (numbering 48,000 according to a recent estimate) were officially recognized by the Council of Europe (see REC 2001), the same year the teaching of Hungarian begun in Moldavia. The Csángó Educational Program now reaches 30 villages and 2000 children. In order to achieve results in language revitalization, it has been argued, that a "prior ideological clarification" (Pasanen 2018: 369) is needed. In this paper, I investigate the ideological bases and the goals of the Educational Program.

The Csángó Educational Program has the outspoken goals to revitalize Hungarian in Moldavia, and to enable further studies in Hungarian medium institutions in Transylvania and in Hungary. However, there is a considerable linguistic distance between the Csángó dialects and Hungarian spoken in Transylvania and Hungary. As a consequence, a paradox of goals of language revitalization of the "Csángó mode of speaking" (Bodó, Fazakas & Heltain 2017) and the teaching of the standard Hungarian characterizes the Program (cf. Tánzós 2012).

The revitalization of "dialects" is often deemed unworthy (e.g. Maítre & Matthey 2007), and the re-introduction of a language in education can lead to the replacement of dialects with the standard variety (e.g. Gal 1995). At the same time, the maintenance and revitalization of Hungarian in Moldavia is conditional to the Csángó families' revitalization of Hungarian in intergenerational communication.

I investigate the question of an "ideological clarification" on the bases of interviews (n=22) with the teachers in the Educational Program. I describe and analyse their views towards the aims of the Program and towards language practices and ideologies in the program. Finally, I discuss the (in)significance of a "prior ideological clarification" of the Csángó Educational Program.

References:

Gal, Susan 1995. Cultural bases of language use among the German speakers in Hungary. International Journal of the Sociology of Language 111: 93–102.

Maître, R., & Matthey, M. 2007. Who wants to save 'le patois d'Evolène'? In A. Duchêne & M. Heller (Eds.), Discourses of Endangerment. London: Continuum. 76-98.

Bodó, Csanád, Noémi Fazakas & János Imre Heltai 2017. Language revitalization, modernity, and the Csángó mode of speaking. Open Linguistics 3: 327–341.

Pasanen, Annika 2018. "This work is not for pessimists" revitalization of Inari Sámi language. In Hinton, L., Huss, L. & Roche, G. (eds.) Routledge Handbook of Language Revitalization. New Yourk: Routledge. 364-372.

REC 2001 = Recommendation 1521: Csango minority culture in Romania. Council of Europe.

Tánczos, Vilmos 2012. Comment on the 'Hungarian classes' for the Csángós from Moldavia. In: Tánczos (ed) Language Shift among the Moldavian Csángós. ISPMN: Cluj-Napoca. 269–274.

Posters

#p01: Linguistic landscape as tool for language learning: the example of regional language Low German

Birte Arendt, *University of Greifswald, Germany*
Ulrike Stern, *University of Greifswald, Germany*

Teaching a foreign language means to make it tangible for the learners in different contexts by different ways of acquisition. Authentic language-use-situations play a vital role. Concerning the regional language Low German, which we are focusing on in our paper, where it is primarily possible to expose learners to written forms in natural environment. This is due to the decreasing number of autochthonous speakers and a growing emblematic use in public, how it is quite common for lesser used languages. Nevertheless, we found a solution to handle this somehow sub-optimal situation conducting and adapting a linguistic landscape approach for language learning.

While the approach of Linguistic Landscapes gradually has become established at university, its implementation in didactic and genuine language teaching contexts is still marginal (cf. Malinowski 2015; Purschke 2018). In respect of the regional language Low German, we assume that the LL-approach is productively applicable within institutionalized language-teaching-processes as well as in support of individual language-acquisition-processes. At the University of Greifswald, the didactic potential of the LL-approach is tested within the scope of the subject Niederdeutsch as well as for advanced education for soon-to-be Low German teachers. Thereby different possibilities are introduced by training discriminatory-receptive skills next to integrative-productive and language-reflecting knowledge. Hereby it is possible to activate different areas of competences together with the development of tasks on different levels.

Based on findings of student's portfolio-projects on the example of Low German, the presentation is going to outline approaches, authentic evidence as well as problem areas of a didactic use of Linguistic Landscapes in context of language teaching.

For this purpose, didactic concepts (based on a constructive learning term) together with portfolio-works of students from the language acquisition course "Plattdeutsch I" which has a dominant receptive-oriented objective (A2) are presented and evaluated. The LL-inspired tasks pursue a learning progression whose scope reaches from language recognition and documentation to reflection and contextualized application. Furthermore, due to this approach sociolinguistic competences in relation to typical usage-situations as well as their evaluative classification are made possible.

References:

Malinowski, David (2015): Opening spaces of learning in the linguistic landscape. Linguistic Landscape 1 (1/2), 95–113.
Purschke, Christpoh (2018): Sprachliche Vielfalt entdecken mit der Lingscape-App. In: Der Deutschunterricht 04/2018, 70-75.

#p02: Leeuwarders' attitudes towards preservation of Frisian

Annisa Astrini
University of Groningen, The Netherlands

Leeuwarden is considered to be a multilingual region due to the presence of recognized minority language, which is Frisian alongside the use of the country's official language, Dutch. Therefore, there has been a pursue to preserve Frisian. In the region, Frisian has been to focus of the province's language policy discussion, in which its used is advertised and strengthened (Hilton & Goosken, 2013). This is done, for instance, by informing young parents to pass on Frisian to their children, promoting Frisian through social media and literature as well as incorporating Frisian in the school curriculum.

In 2018, particularly, Leeuwarden was selected to be the European capital of culture. This event is seen as a way to improve the position of Frisian. In the booklet, *Taal fan it hert* (Provinsje Fryslân, 2018) people have different opinions regarding the strength of the presence of Frisian in the region. Some argue that the public use of Frisian is relatively limited, while the rest seems to have a more positive view that there is an increase public use of Frisian.

Accordingly, this research aims to find out the Leeuwarders' language attitudes towards the attempt at Frisian language maintenance. In the end, it shows that Frisian is perceived to have a great importance by most people. However, the attempt to preserve Frisian is not seen to be strong enough and it should be more improved than it is now.

References:

Hilton, N., & Gooskens, C. (2013). Language policies and attitudes towards Frisian in the Netherlands. In C. Gooskens, & R. van Bezooijen (Eds.), *Phonetics in Europe: Perception and Production* (pp. 139-157). Frankfurt am Main: P.I.E. – Peter Lang.
Provinsje Fryslân (2018). *Taal fan it hert*. Leeuwarden/Ljouwert: Provinsje Fryslân.

#p03: The key to promote the indigenous language Tsotsil is bilingual education!

Karla Del Carpio
University of Northern Colorado, United States of America

Quality bilingual education is an essential tool that can be used to maintain and promote minority languages, for example, the Mayan language Tsotsil which is spoken in Chiapas, Mexico. Tsotsil has approximately 460.000 speakers (INEGI, 2010); however, due to economical, sociopolitical, educational, cultural and negative attitudes towards it and the power of the Spanish language in the Mexican nation, the situation of Tsotsil has been affected negatively. For this reason, current Spanish-Tsotsil bilingual programs have been analyzed in order to explore how they actually work and how they preserve or hinder the maintenance of the indigenous language.

In this presentation, the findings of two research studies conducted in different elementary bilingual schools will be shared in order to show the current situation of the Tsotsil language and its speakers. Also, it will be underlined and explained why it is imperative to consider the voices of Tsotsil teachers and their students since they are fundamental in the maintenance and strengthening of the Tsotsil language and culture. Tsotsil speakers' different creative ways to show the value and importance of Tsotsil will be discussed, for example, it will be shared how they have taken the initiative to promote the native language and culture through school plays, songs, poetry and dances as well as through the cultural decorations they have around their school.

#p04: The language of the Efe Pygmies Preservation and valorization aspects

Didier Demolin
Université de Sorbonne Nouvelle, Paris, France

Efe [έφέ] is a Nilo-Saharan language belonging to the Mangbutu-Efe family which is itself a subfamily of Central Sudanic languages (Heine & Nurse 2000). Efe is the language of a group of pygmies who live in the Ituri forest in the DR Congo and who are in contact with other peoples speaking Central Sudanic languages, Mamvu, Lese (Dese, Karo and Obi) and Mvuba. They are also in contact with other pygmy groups, the Asua and Sua. Efe are one of the groups often referred to by the generic term Mbuti (Demolin & Bahuchet 1991).

The first sound recordings on this language come from Edison wax rolls recorded in 1910 among the Efe in contact with the Mamvu (Hutereau ms). These data include orthographically transcribed recordings of conjugated verbs, a list of numbers, and data on the cries and names of certain forest animals. Other works have been done by Vörbichler on Lese and Mamvu which are languages very close to Efe. In fact Efe is a dialect of these languages. This suggests that the Efe language could have several dialectal varieties. Vörbichler also published a collection of Lese-Efe chantefables (1979) which are important data on these languages. The interminable wars and insecurity that have been ravaging the region since 1996 means that this language, like those of other Pygmy groups in Ituri, is now threatened to a rapid extinction. The political situation and upheavals that affect their way of life threaten their language and culture, especially their exceptional polyphonic music. A project of preservation and valorization of this language and music is set up to preserve this heritage.

Lexical data from botany and zoology, also collected in the field and from different researchers who worked in the Ituri (Carpaneto & Germi, 1988, Terashima & Ichikawa 2003) allow to compare Efe with other languages of what is called the Mbuti set. These comparative vocabularies also make it possible to discuss historical and comparative aspects of the languages spoken by the Pygmies in the Ituri region.

References:

Carpaneto G. M. & F. Germi (1989). The mammals in the zoological culture of the Mbuti pygmies in north-eastern Zaire. Hystrix 1. 1-83.
Demolin, D. & S. Bahuchet. 2001. La langue des pygmées de l'Ituri. Fonti Musicali & Musée Dapper. Fmd 190.
Hutereau, A. (Ms). Notes sur les rouleaux de cire de la mission ethnographique (1910-1912) de l'Uele.
Terashima, H. & M. Ichikawa, 2003. A comparative ethnobotany of the Mbuti and Efe hunter-gatherers in the Ituri forest, Democratic Republic of Congo. African Study Monographs 24(1–2): 1–168.
Vörbichler, A. (1969). Die oralliteratur der Balese-Efe im Ituri wald. Anthropos Institut, Sankt Augustin.

#p05: "How ethic groups sustain their status in the motherland": language use and sustainability status of Agta ethnolinguistic groups in the Philippines

Remart Dumlao, *Muban Chombueng Rajabhat University, Thailand*
Novalyn M. Rubis, *Isabela State University, Philippines*

The number of individual languages listed for Philippines is 187. Of these, 183 are living and 4 are extinct. A fourth of these languages—thirty-two—are spoken by different Negrito ethno linguistic populations scattered throughout the archipelago, however, are endangered. The study examines the sustainability status of Philippine indigenous languages, particularly Agta group through a survey on adolescents' language use using the Expanded Graded Intergenerational Disruption Scale (EGIDS).

As such, the specific areas examined were: the adolescents' use of the ethnic language across generations in the family domain ; the presence of ethnic languages in relation to other languages in selected eight-domains of language use in the Philippines; language use patterns of different indigenous groups; and demographic variables which influence use of the ethnic languages for the indigenous groups. The language use survey involved 600 indigenous adolescents in six Provinces in the Philippines. Finding shows that the domains of the ethnic language are shrinking because of the growing presence of Philippine language varieties , particularly for smaller groups.

Meanwhile, the ethnic language is still strong in the family core and religious domains but has little place in the education and mass media domains. In the ethnically heterogeneous public domains of transaction and friendship, government policy and the ethnic language is for intra- and Philippine language varieties for inter-ethnic communication. Finally, the demographic characteristics which predict sustained use of the ethnic language are the vitality of the inner core (e.g ethnic group, rural locality and lower socio-economic status).

#p06: A repository of Sámi learning materials: https://ovttas.no

Johan Thomas Hætta, *Ovttas/ Aktan/ Aktesne, Norway*
Sara Ellen Eira Heahttá, *Ovttas/ Aktan/ Aktesne, Norway*

1. Portal for learning materials: Information about all learning materials in Sámi language(s). The possibility for borrowing and purchasing learning materials will be mentioned. The purpose is to convey experiences from a user that actively uses the possibilities for borrowing.

2. Sharing arena: Materials shared by school- and kindergarten teachers. On this part, we will show some of the shared materials.

3. A resource for creating digital learning materials: H5P is a resource that lets you create interactive content, i.e. learning materials. On this part, we will show some examples of digital learning materials and the possibilities of the resource.

#p07: Consuming Fryslân. Consuming Frysk? A study regarding the presence and role of Frisian at the Tourist Information Office

Frank J. Hopwood
Rijksuniversiteit Groningen, The Netherlands

Language is not only functional, but also a consumption good. Language commodification in tourism clearly illustrates this, and Fryslân is no exception. In Fryslân, inhabitants of the province are not discursively constructed as potential tourists (Jeuring, 2017). However, data shows that the overwhelming majority of day-visitors in Fryslân came from the province itself (Deputearre Steaten fan Fryslân, 2016). This study looks into the languages used at the Tourist Information Office in Leeuwarden: how much each language is used at; and what functions can be attributed to each language. Each language use was attributed and classified combining linguistic landscape, as a means to collect data, and a trichotomy developed by Kelly-Holmes & Pietikäinen (2016) in a discourse analysis of a Saami museum. The resulting data was then statistically analyzed to check whether the variables were associated.

A chi-square test of independence was performed to examine the association between the function of a given observation and the language in which said instance was made. The relation between these variables was significant, χ^2 (6, N= 375) = 169.63, p <.001. Results show that Dutch was the main language when Management and Narration was involved, while Frisian was the main language when it came to Display.

The conclusion of this study is that Frisian-speaking tourists seem to be largely ignored by the Tourist Information Office in Leeuwarden. When use, space and functions are taken into consideration and the association to each language is factored in, Frisian-speaking visitors are not the intended audience.

References:

Deputearre Steaten fan Fryslân. (2016). *Monitoringsrapportage Gastvrij Fryslân 2015* (p. 27). Retrieved from http://fryslan.gemeentedocumenten.nl/www.fryslan.frl/3626/toerisme%2C-economie-van-de-gastvrijheid/files/%5B02%5DMonitoringsrapportage%20Gastvrij%20Fryslan%20meetronde%202015.pdf

Jeuring, J. H. G. (2017). *Perspectives on proximity tourism in Fryslân*. University of Groningen, Groningen. Retrieved from https://www.waddenacademie.nl/fileadmin/inhoud/pdf/06-wadweten/Proefschriften/Jeuring_Perspectives_on_proximity_tourism_in_Frysl%C3%A2n.pdf

Kelly-Holmes, H., & Pietikäinen, S. (2016). Language: A Challenging Resource in a Museum of Sámi Culture. *Scandinavian Journal of Hospitality and Tourism*, *16*(1), 24–41. https://doi.org/10.1080/15022250.2015.1058186

#p08: Mapudungun in Hip-Hop: code switching between Mapudungun and Spanish

Marcela Huilcán
Rijksuniversiteit Groningen, The Netherlands

Hornberger (2012) shows that indigenous language and the conformation of identity in the scope of Aymara hip-hop has a transnational nature. She argues that through this African-American cultural expression, a group that shares social conditions of discrimination, such as indigenous-language speakers in South America, has the possibility to intervene in this globalized world, after an long and unequal history (Hornberger & Swinehart, 2012). This is the case of hip-hop in Chile, in an urban area where different hip-hoppers are including the language of Mapuche people, Mapudungun, in their lyrics and mixing it with Spanish. While these Mapuche musicians and their speech, have been studied to some extent (Soto-Silva, 2017), we know little about which linguistic phenomena occur in such music. In this poster an analysis is presented of three Mapuche-Chilean rappers using Mapudungun in their lyrics. The poster gives a linguistic analysis, on a morphological level, of the phenomena occurring in Spanish-Mapudungun hip-hop, as well as an analysis of the relationship between the social background of the artists and their creation. Moreover, this study aims to contribute to the lack of studies regarding hip-hop in Mapudungun.

For a morphological analysis, a selection of their repertoire was analyzed according to the distribution of languages and the function of the language chosen. Preliminary results on 15 songs show that in the lyrics it was possible to find linguistic features that represent language transfer from Spanish to Mapudungun, for instance, the use of –s at the end to indicate a plural noun, a suffix that does not exist in Mapudungun. Additionally, part of their repertoire is composed of language mixing with Spanish as a matrix and Mapudungun as lexical insertions. However, in other cases we have a more extended use of Spanish when the objective is to address to non-Mapuche people. Mapuche hip-hoppers, assume an educational role: the figure of the musician is constructed as an authority in the revitalization of a culture. The inclusion of rap in the Mapuche culture is made through a linguistic re-appropriation generating movements from the cultural-artistic realm to other spheres of society. In this sense, the language choice is used as a marker of identity and Mapudungun becomes its own instrument of revitalization. By performing in Mapudungun these rappers are calling the attention of young communities and perhaps causing a general change in the attitudes towards the language and its people.

References:

Hornberger, N. H., & Swinehart, K. F. (2012). Bilingual intercultural education and Andean hip hop: Transnational sites for indigenous language and identity. *Language in Society*, *41*(4), 499–525. https://doi.org/10.1017/S0047404512000486
Soto-Silva, I. (2017). Música como Actividad Sociopolítica - Discursos de resistencia en la música urbana mapuche williche. *Revista Vórtex*, *5*(3), 1–19.

#p09: New speakers: a pilot study through future Basque teachers' attitudes

Miren Ibarluzea, *Faculty of Education, University of the Basque Country*
Eneko Zuloaga, *University of the Basque Country*

Thanks to the efforts carried out in both the academic and political fields, the rapid decline of the Basque language was slowed after Francoism (1975-) in Spain. Moreover, the creation of a standardized language model and the implementation of Basque as working language in the educational system in Spain have resulted in the growth of the number of speakers in areas where the language was lost or residual, namely the more densely populated centres. This socio-demographic reality is reflected in both university and workplaces, and it is well known that an important part of the future of the Basque language is in the hands of the new speakers from these areas.

This paper presents the first results of a pilot study on the language attitudes of future Primary School teachers. This sector is obviously strategic, since these people will be soon involved in the core of the educational system. Precisely, the investigation has been conducted with 2nd and 4th year students of the BA in Education Studies, in the Faculty of Education of the University of the Basque Country (Biscay) in the optional courses "Standard model and language varieties at school" and "The language project". The results of a questionnaire about personal linguistic experiences (based on the PlayDevice card game Ekolingua) and another one about ideas on linguistic varieties covers topics such as the opposition between New and Old Speakers, the apparent artificiality of the Standard Basque, the influence of different sociolinguistic contexts on language use, attitudes of standard language speakers and attitudes of dialect speakers, and attitudes towards current language planning policies in education.

The study has yielded interesting results. On the one hand, the bulk of the students seem to agree with revitalizing the Basque language in the whole Basque Country, including the places where it disappeared. Furthermore, they are quite aware of the importance of new speakers in this process. On the other hand, students also point out to several challenges: problems to overcome the gap between knowledge and use, the conflict between new and old speakers' perspectives, or the fact that new speakers of the standard know almost nothing about language varieties.

#p10: Causing inconvenience: discourses on diversity and the social functionality of home languages in school

Christina Korb
Rijksuniversiteit Groningen, The Netherlands

This poster presents results from an ethnographic study in two schools concerned with discourses related to the pupils' diverse linguistic repertoires and the functionalities of languages assigned in discourses (cf. Cooke & Simpson 2012). Schools reflect the ubiquitous societal diversity and, consequently, enforce dominant discourses on languages, language use, and diversity per se.

The intention of this poster is to analyse discourses associated with the use of pupils' home languages in the school. On the one hand, discourses regarding the ethnic and linguistic diversity of pupils emerge, while on the other hand, functions of home languages are discursively constructed. Languages in themselves exhibit no inherent particular social functionalities but are designated in the corresponding social context (cf. Blommaert et al. 2005).

This paper draws on an ethnographic study carried out in two schools in Graz, Austria, which follow no bilingual or minority language programme. Among pupils, there is, however, a significant number of home languages. The gathered data consists of observations, semi-structured interviews, and linguistic landscape.

Results show that the use of home languages in the school is repeatedly associated with having the purpose of excluding other peers. While teachers predominantly link home languages with instances of conflict and antisocial practices, multilingual pupils themselves see individual advantages in accessing their full linguistic repertoire.

Regarding the concept of diversity, discourses on apparent "signs" of diversity convey the meaning that certain personal features such as looks, names, or cultural affiliations are considered as signifying a particular 'diversity'. In most cases, however, the term diversity simply translates as 'immigrant', which reveals a problematic discourse in itself. Contrary to this, an overarching ideology of equality (Milani & Jonsson 2011: 250f.) emerges. In this case, the ideology reproduces how specifically teachers tend to negotiate identities coinciding with an ideology that focuses on tolerance and openness.

To conclude, discourses on home languages and their speakers are part of wider discourses on languages, in which schools play a significant part in communicating and maintaining them. It follows, that home languages such as Bosnian, Arabic, or Turkish are generally acknowledged, but associated with specific functions and affiliations. In practice, examples illustrate that occasionally home languages are even considered to cause inconveniences in the school context.

References:

Blommaert, J., Collins, J., Slembrouck, S., 2005. Spaces of multilingualism. Language & Commu-nication 25, 197–216.
Cooke, M., Simpson, J., 2012. Discourses about linguistic diversity, in: Martin-Jones, M., Black-ledge, A., Creese, A. (Eds.), The Routledge Handbook of Multilingualism. Routledge, London, New York, pp. 116–130.
Milani, T.M., Jonsson, R., 2011. Incomprehensible language? Language, ethnicity and heterosexual masculinity in a Swedish school. Gender and Language 5, 241–269.

#p11: LangUp: an entrepreneurial opportunity to embrace the past and the future

Helga Kuipers-Zandberg
Mercator European Research Centre, Leeuwarden

Many lesser-used and minority languages are in danger of extinction because they are not spoken by younger generations. However, recent legislative initiatives in Latin America, with the European framework for multilingualism, are aiming to reverse this trend. Minority languages can be an important asset for young people in finding employment.

The Erasmus+ project LangUp's aim is to equip workers with key competences and practical skills in youth entrepreneurship and education in the language field, to improve the quality of youth work and the support of young citizens by creating new networks and exchanging best practices. The project also introduces e-learning in the field and promotes local development through the promotion of languages and culture. At the end of the course, the young people involved are expected to be able to improve their employability through the valorization of the assets of their local or minority language.

The coordinating partner is the Interdisciplinary for Social and Language Documentation (CIDLes), Portugal. CIDLes has an interdisciplinary team with expertise on linguistics, language revitalization, language technologies for minority languages, language teaching, cultural studies and European history. For the project, CIDLes is partnering up with the Mercator European Research Centre (The Netherlands), Action Synergy (Greece), ASONEDH (Peru), and Agenda Siglo 21 (Argentina).

Mercator European Research Centre on Multilingualism and Language Learning, at the Fryske Akademy in Leeuwarden, focuses on language policy and planning, multilingualism and language learning. Action Synergy from Greece is an expert in the development and implementation of e-learning courses and the creation of synergies between organizations working in various fields. ASONEDH provides legal services and education to communities with a significant Afro-descendent presence in order to combat racial discrimination and support human rights and civic participation. It also promotes the cultural, social and ethnic development of the Afro-Peruvian community and strengthens the community's impact on public policy. Agenda 21 is a non-profit NGO with experience in cooperation projects promoted by the European Union and HR initiatives in Argentina. It's also a network of young people working with and for young people.

Each project partner has researched and evaluated the minority language situation and legal status in their respective countries. They did this through surveys in each country and by creating a best practices document and valorization strategies. With the results from this research and evaluation, three capacity building courses for youth workers are organized, and an e-learning course is developed in order to extend the training to youth workers around the globe.

#p12: Spoken and Silenced history: Tundra Nenets and their ways of telling the past

Roza Laptander
Arctic Centre

Tundra Nenets is one of the Arctic nations of the Western Siberia. They live and migrate on the tundra with their reindeer herds. The Nenets language belongs to the Northern Samoyedic branch of the Uralic language family. It has two main dialects: Tundra Nenets and Forest Nenets.

The Nenets did not have a written language before the XIXth century. They have very well developed folklore and oral history tradition. The Oral history research helped to conduct documentation of Nenets language and collect texts of interviews about the Nenets history and tundra people life in the tundra. This research showed that Nenets use different ways to demise their knowledge and memories about the past. For e.g. even elders speak quite positively about their past however it seems that they constantly try to conceal all negative memories and stories, which are connected to the tragic events of their past (Simpkins, 2010). In place of traumatic memories, they make positive stories, which are good to tell to young people.

Additionally silence and silencing as part of communication plays an important role in traditional Nenets culture and their everyday communication. During Soviet time Nenets had learned another type of silencing negative memories and trauma. Furthermore nowadays Nenets speak both Nenets and Russian languages. Therefore their bilingual skills play important role in selective performing and silencing their memories about the past.

References:

Cruikshank, J. (1998). The Social life of Stories: Narrative and Knowledge in the Yukon Territory. University of Nebraska Press.
Fivush, R. (2010). Speaking silence: The social construction of silence in authobiographical and cultural narratives. Psychology Press. Memory, 18(2), 88-98.
Lemon, M. C. (2001). The structure of the narrative. In G. Roberts, The history and narrative reader (pp. 107-129). London: Routledge.
Philips, S. U. (1985). Interaction structured through talk and interaction structured through \'silence\'. In D. Tannen, & M. Saville-Troike, Perspectives on Silence (pp. 205-214). Norwood, New Jersey 07648: Ablex Publishing Corporation.
Simpkins, M. A. (2010). Listening between lines: Reflections on listening, interpreting and collaborating with aboriginal communities in Canada. The Canadian Journal of Native Studies, 2(2), 315-334.

#p13: The perceptions, approaches and experiences of teachers when they teach languages through Content-Based Instruction

Amaia Lersundi*, Mondragon Unibertsitatea, Spain*
Eneritz Garro*, Mondragon Unibertsitatea, Spain*
Idurre Alonso*, Mondragon Unibertsitatea, Spain*

The Basque Education System aims at preparing multilingual students (Basque, Spanish and English), whilst always placing the minority language, Basque, at the core of education (Heziberri 2020). To achieve this goal, it is essential to pay attention to the language teaching methodology. The Pluriliteracies Approach (Meyer and Coyle, 2017) does not only focus on language learning and on deep learning, but also on the learning and the development of specific subject literacies in order to influence the deep understanding of contents through the language (The Graz Group, 2014). This approach requires that teachers share common characteristics relating to knowledge, methodology, and organisation (Pavón Vazquez & Ellison, 2013; Coyle et al., 2018).

The main goal of this present qualitative study is to analyse the classroom practice of language teachers as they design, work on and use interdisciplinary projects to teach languages. It is carried out in the post-secondary stage of a high school where Content-based Instruction (CBI) (Brinton, Snow, and Wesche, 1989; Cenoz, 2015) and Project Based Learning (PBL) (Vergara, 2015) are both used. In depth interviews (Mears, 2017) with six teachers taking part in projects, both language teachers and non-linguistic subjects/content teachers, are conducted and then analysed using the software atlas.ti 7.0 to ascertain the perceptions, approaches and experiences of teachers when they work within such a framework.

References:

Brinton, D., Snow, M. A., & Wesche, M. (1989). Content-based second language instruction. New York: Newbury House.
Cenoz, J. (2015) Content-based instruction and content and language integrated learning: the same or different?, Language, Culture and Curriculum, 28:1, 8-24.
Do Coyle, A.H.; Meyer, O. & Schuck, K. (2018) Knowledge ecology for conceptual growth: teachers as active agents in developing a pluriliteracies approach to teaching for learning (PTL), International Journal.
Mears, L. (2017). In-depth Interviews. In Coe, R., Waring, M., Hedges, L. V., & Arthur, J. (Eds.). (2017). Research methods and methodologies in education. Sage.
Meyer, O., & Do Coyle, D. (2017). Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development. European Journal of Applied Linguistics, 5(2), 199-222.
Pavón Vazquez, V. & Ellison, M. (2013). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL), Lingvarmarena, 4, 65 – 78.
The Graz Group (2014) in Coyle, D. (2015). Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning. Latin American Journal of Content & Language Integrated Learning, 8(2), 84-103.
Vasco, G. (2014). Heziberri 2020, Marco del modelo educativo pedagógico.
Vergara, J. J. (2015). Aprendo porque quiero. El Aprendizaje Basado en Proyectos (ABP), paso a paso. Madrid: SM.

#p14: Language attitudes towards indigenous languages in Brazil: the perspective of indigenous teachers

Camila Tabaro
Rijksuniversiteit Groningen, The Netherlands

Brazil is a country with a great linguistic diversity. Besides Portuguese, the official national language, there are 218 languages being spoken in Brazil, of these, 202 are indigenous languages, 57 of them are in danger and 97 are dying (Ethnologue, 2018). Some of these indigenous languages have around thousands of speakers, such as Mundurukú in Pará (around 7.500 speakers), but languages such as Arikapú, and Xipaya have only a couple of speakers, usually elderly (Silva, 2009). According to the *Instituto Brasileiro de Geografia e Estatística* (IBGE), in 2010, 37,4% of indigenous people who were older than 5 years old spoke some kind of Indigenous language at home. Only 17,5% could not speak Portuguese.

In 1996, the federal government created the *Lei de Diretrizes e Bases* (LDB), a law stipulating that educational programs should be created to offer bilingual (Portuguese and Indigenous language) and intercultural education to indigenous communities, providing them the opportunity to recover their historical memories, identity, traditions, language and knowledge (Cunha, 2008). According to the *Ministério da Educação* (MEC), in 2010, there were 2.322 indigenous schools in the country, but it is unknown how many of these schools are actually bilinguals.

The main aim of the present research is to find out what are the attitudes of teachers of bilingual indigenous schools in Brazil towards the teaching of the Indigenous Language. Therefore, an online questionnaire was created on *GoogleForm* and shared on Facebook groups for indigenous teachers. So far, the results show that indigenous teachers have positive attitudes towards Indigenous languages teaching. All participants seem to consider it important for the students to learn the language and they also seem to consider it as a positive aspect to the Indigenous community.

Even though the responses show that both Portuguese and the Indigenous language have the same status inside the classroom, the majority agreed with the statement that outside the school Portuguese is more important than the Indigenous language. This could probably be explained by the fact that Portuguese, the majority language, is the language used in official and public domains, as well as in the media.

References:

BRASIL, IBGE (2010). Censo demográfico. Retrieved from: http://www.ibge.gov.br.
Brostolin, M. R. (2003). Da política linguística à língua indígena na escola. *Tellus*, ano 3, n. 4, p. 27-35.
Cunha, R. B. (2008). Políticas de línguas e educação escolar indígena no Brasil. *Educar*. Curitiba, n. 32, p. 143-159.
Ethnologue (2016). Hunsrik. Retrieved from: https://www.ethnologue.com/language/hrx
Silva, M. S. P. (2006). As línguas indígenas na escola: da desvalorização à revitalização. *Signótica*, v. 18, n. 2, p. 381-395.
Silva, W. (2009). Estudos linguísticos indígenas brasileiras. *ReVEL*. Edição especial v. 7, n. 3.

#p15: VirtuLApp: digital tools for multilingual primary education in European multilingual regions

Marlous Visser, *Mercator European Research Centre, Leeuwarden, The Netherlands*
Lisanne de Jong, *Mercator European Research Centre, Leeuwarden, The Netherlands*
Margherita Burdese, *Mercator European Research Centre, Leeuwarden, The Netherlands*

Although today's classrooms are increasingly more linguistically diverse, this diversity is still rarely reflected in didactic approaches. Especially at primary school level, there is little room for minority and migrant languages as teachers lack knowledge on the benefits of multilingual education and the skills to implement a multilingual didactic (Fürstenau, 2016; Helot, 2016). Thus, there is a need for tools that can help teachers create an inclusive, multilingual classroom, promoting positive attitudes towards different languages.

To achieve this goal, the Virtual Language App (VirtuLApp) is a 3-year Erasmus+ project that aims to create a multiplayer VR/AR app (Virtual/Augmented Reality) to be used in the primary school classroom accompanied by a toolkit for the teachers with video-based documentation of suitable multilingual practices. This project takes a bottom-up approach by encouraging teachers to share their experiences with multilingual teaching practices as well as the integration of digital tools in their lessons. These interviews will provide an opportunity to identify the needs and challenges that will be addressed in the app and the toolkit. Considering that the project has only recently started, the poster will focus on the preliminary needs analysis and on the pilot-version of the toolkit.

References:

Fürstenau, S. (2016). Multilingualism and school development in transnational educational spaces. Insights from an intervention study at German elementary schools. In A. Küppers, B. Pusch, P. Uyan Semerci (Eds.), *Bildung in transnationalen Räumen* (pp. 71-90). Springer VS, Wiesbaden.
Hélot, C. (2016). Awareness Raising and Multilingualism in Primary Education », in S. May (ed) *Encyclopedia of Language and Education*, *volume 6 Multilingualism and Language Awareness* (edited by J. Cenoz and D. Gorter) Springer.

#p16: The Sámi Languages in the Norwegian National Curricula

Paulette van der Voet
Master student Indigenous Studies, UiT The Arctic University of Norway

The Sámi are an indigenous people living in the North of Scandinavia and on the Russian Kola Peninsula. There are several Sámi languages, whereof three are used in Norway. All Sámi languages are described as endangered by UNESCO (Moseley, 2010). This is mainly the result of assimilation policies in the past. The educational system played an important role in the assimilation of Sámi children into the Norwegian society (Minde, 2003). After this period of Norwegianisation, the Norwegian government is putting much effort into the revitalisation of Sámi during the last decades.

Nowadays, Sámi is one of the official languages in Norway and is equated to Norwegian in the administrative area for the Sámi languages. The educational system also plays an important role in the revitalisation of the Sámi languages, and efforts to revitalise Sámi are reflected in the current Norwegian national curricula. In Norway, the possibilities to learn and use Sámi in school as a Sámi pupil depend on your age and the place where you live. If you follow a child throughout the educational system from kindergarten to upper secondary school, different policy documents regulate these possibilities. No research has been conducted that focuses on the language policy on Sámi languages from kindergarten to upper secondary school in Norway as one unity. This lack of research opens the need for this project.

Using critical discourse analysis, I search to answer the question which ideologies about the Sámi languages and multilingualism are reflected in the Framework Plan for Kindergartens (2017), the National Curriculum for the Knowledge Promotion (2016), and the Sámi National Curriculum for the Knowledge Promotion (2016). According to Fairclough (2003), ideologies contribute to maintain social inequality. Social inequality can clearly be seen in the situation of the Sámi languages today, and my question is how this is reflected in the current educational policy documents. As education is important for the revitalisation of Sámi, it is also important to gain insight in ideologies connected to the policy documents regulating the possibilities of children to learn and to use Sámi at school. The research will be completed with interviews with policymakers to gain a better understanding of their ideologies about Sámi language teaching.

References:

Fairclough, N. (2003). Analysing discourse: textual analysis for social research. London: Routledge.
Minde, H. (2003). Assimilation of the Sami – Implementation and Consequences. Acta Borealia, 20(2), pp. 121-146. doi:10.1080/08003830310002877
Moseley, C. (Ed.) (2010). Atlas of the World's Languages in Danger, 3rd edn. Paris: UNESCO Publishing.
http://www.unesco.org/culture/en/endangeredlanguages/atlas

#p17: Language use of Chinese immigrant families in the Netherlands

Jin Wan
Rijksuniversiteit Groningen, The Netherlands

The Netherlands has a large population of immigrants who came for business, studying or other purposes. If a foreigner wants to immigrate to the Netherlands permanently, he/she must take Dutch tests (De Jong, Lennig, Kerkhoff, & Poelmans, 2009), which makes most immigrants to learn Dutch. But for some families which come here for years but do not plan to stay for a long time may still use their own languages. Language use of immigrant families is important in many aspects such as education, living standard, career, and so forth.

There are many Chinese immigrant families in the Netherlands who do business or live here, and their language use is complicated. According to Benton and Pieke (1998), in the past, Cantonese was the dominant language in Chinese community in the Netherlands. Besides, some Dutch-Chinese who come from provinces where have special dialects speak their own dialects instead of speaking Mandarin.

This research focuses on the language use of Chinese families and interviewed some families to find out the language they use in their daily lives. The results show that Dutch is widely used and highly valued in Chinese families, and Mandarin is also an important language that they speak every day. Parents send their children to school to learn Dutch or hire private Dutch teacher.

References:

Benton, G., & Pieke, F. (1998). *The Chinese in Europe*. Houndmills, Basingstoke: Palgrave MacMillan.
De Jong, J., Lennig, M., Kerkhoff, A., & Poelmans, P. (2009). Development of a Test of Spoken Dutch for Prospective Immigrants. *Language Assessment Quarterly, 6*(1), 41-60.