



# ICML XVII

22-24 May 2019

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

## Book of Abstracts

Friday

24 May 2019

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17<sup>th</sup> International Conference on Minority Languages (ICML XVII)

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## Keynote speeches

### #k4: Prof. Dr. Piet Van Avermaet - Do integration policies driven by a monolingual ideology reproduce social inequality?

Language policies in the context of migration have been in place across Europe for almost two decades. The official discourses are committed to strengthening and facilitating participation in civil society, including access to the labour market and/or further education. However, research reveals that for many of these policies the overt or covert aim is to reduce/control migration flows, with language tests functioning as gatekeepers. This should not come as a surprise, as the dominant language ideology underlying these policies is monolingual.

This monolingual ideology pervades and strongly shapes integration policies and practices. The languages spoken by (new arriving) immigrants are undervalued, often negated and criticized. Immigrants' multilingual repertoires are seen as an impediment to social integration. Consequently, in many of the policies, the knowledge of the 'official language' is a condition for integration. The immigrants' multilingual repertoires are not only negated and criticized, but a salient feature of most of these policies is the conditional nature of language. In many countries people have to prove they have reached/acquired a certain level of proficiency in the 'official language' (or one of the official languages) of the 'host country', prior to entering the labour market or education. Increasingly language tests are being used for this purpose.

More and more studies also stress that, while language tests do result in entry tickets to the labour market and thus function as levers for social participation, the policies benefit some migrants more than others. For many migrants the policies, which focus on language as a condition for social participation, hardly enhance opportunity. There is also hardly any proof that these policies improve access to the labour market. This seems to indicate that those migrants who can be labeled as 'insiders' or 'les initiés', as Draelants calls them (2014), are in a privileged position to take advantage of the ways these integration policies have been shaped. Others are not. Hence, one can argue that being an 'insider' of the structural features of current integration policies contributes to the reproduction of social inequality on arrival.

In this presentation – taking up Draelants' metaphor of 'les initiés' – I will critically reflect on the current European language and integration policies and advocate for alternative structures which allow for more social equity and lend migrants more agency.

*Prof. Dr. Piet Van Avermaet is Head of the Centre for Diversity & Learning, Linguistics Department, Ghent University, Belgium*

## Colloquia

### #007: Material culture of multilingualism in minority settings

*Chair:*

Terry Lamb and Larissa Aronin

*Discussants/presenters:*

Michael Hornsby, Larissa Aronin, Johan Järlehed

The field of material culture of multilingualism is an interdisciplinary area of research embracing sociolinguistics, ethnology, urban studies, as well as education, applied linguistics, and language policy. Materialities that permeate and modify environments become particularly prominent in times of globalization, serving as an additional channel of multilingual discourse in global and local settings. Objects and artefacts are especially relevant for minority languages, safeguarding their maintenance and standing in wider society and shaping the identities of minority speakers in the private and public domains. Investigating materialities in a variety of local, urban, educational and home settings can help to address the challenges and opportunities of these languages.

The colloquium will focus on the features and functions of material culture that have an impact on minority language maintenance, and the life of minority communities and individual speakers. The papers will address the materiality of local neighbourhood spaces, indexing a local linguistic identity through material culture and the methodology of research in this area. In addition to these issues the discussion will expand to the role and strategic use of materialities in education and language learning and language policy.

- **The World in our City: Shifting the monolingual habitus in urban spaces**

Terry Lamb, University of Westminster, London, UK

This presentation will argue that multilingualism is a valuable resource for all, but that it is, in some contexts, problematized and excluded not only from educational spaces, but also from public spaces. Drawing on theories of space and place, this presentation will argue that we need to create spaces, which challenge the monolingual habitus, and that this requires a shift in mindset not only from teachers and learners but also from parents and the wider public. It will also argue that we need to engage the collective autonomy of linguistic communities themselves, as manifested through the materiality of local neighbourhood spaces. In so doing, it will draw on a number of largely ethnographic and multidisciplinary research projects and creative initiatives in the UK and other European contexts and will make specific reference to the researcher's work with the European Centre for Modern Languages of the Council of Europe, including the Supporting Multilingual Classrooms initiative.

- **Indexing a local linguistic identity through material culture**  
 Michael Hornsby, Adam Mickiewicz University in Poznan, Poland  
 This paper explores the commercial use of a distinctive variety of a minoritised language, the urban Welsh dialect of the town of Caernarfon in north-west Wales, UK. The town is the site for the production of a number of Welsh-language products, which includes publishing, media and, of particular interest for the current paper, material culture in the form of novelty greetings cards which directly index the local sociolect of the Welsh language. The paper explores the commodification of Welsh for commercial purposes through a critical sociolinguistic examination of the product itself by documenting the indexicality of specific linguistic forms which are employed.
  
- **The material culture of multilingualism as a methodology in minority languages research.**  
 Larissa Aronin, Oranim Academic College of Education, Israel  
 The material culture of multilingualism serves as an additional methodology for research in multilingualism and in particular in minority languages. Due to their nature and properties materialities provide a unique insight into multilingualism. Material artefacts provide a remarkable source of authentic "hard" data on the presence, status and functioning of minority languages. Materialities serve as essentially representative evidence and offer additional opportunities for measurement. The presentation will be devoted to discussing and demonstrating how material culture studies can contribute to the investigation of minority languages.
  
- **Bilingual displays: material and ideological encounters in Galicia and the Basque Country**  
 Johan Järlehed, University of Gothenburg, Sweden  
 This paper discusses bilingual displays in Galician and Basque public spaces. Understood as the material, graphic, and visual co-existence and arrangement of two or more languages in one bounded space, bilingual displays are both a tool for and result of language ideological work and policing of the linguistic market. Since space is a limited and contested resource, officially policed bilingualism entails a training process for people involved in the production and consumption of bilingual displays. The paper examines different reactions and solutions to this training process in Galicia and the Basque Country, and how they reproduce distinct language ideologies.

## #008: Promoting minority languages on social media

### *Chair:*

Mirjam Vellinga

### *Discussants/presenters:*

Daniel Cunliffe, Huw Marshall, Sarah McMonagle, Niamh Ní Bhroin, Derek Lackaff, Te Taka Keegan, Lysbeth Jongbloed-Faber

Social media are becoming increasingly important in daily life. For minority languages, the Internet and social networking sites can be seen as both a threat and an opportunity. On the one hand, the Internet and other electronic technologies can connect and strengthen linguistic communities and revive threatened languages. On the other hand, although linguistic diversity on the Internet is increasing, the Internet is still dominated by a few, majority languages and especially English.

In this colloquium we will explore the role of social media for the promotion of minority languages. To this end, we bring together a panel of researchers and practitioners studying and/or working with the Welsh, Irish, Frisian, Māori, Cherokee and Lakota languages. The aim of the colloquium is to demonstrate how languages can be promoted and developed through online media and provide minority language communities with tools to strengthen their own languages.

### **Presentations**

- **Promoting the Welsh language on social media**  
Daniel Cunliffe (University of South Wales) & Huw Marshall (Awr Cymru)  
In addition to providing a platform on which a minority languages can be used, social media offer the potential for interventions aimed at promoting and strengthening a language. These interventions aim to have a positive effect beyond the use of a language on social media itself. This presentation will examine the use of such interventions in support of the Welsh language, with a particular focus on @YrAwrGymraeg, the first Welsh language Twitter hour, which was launched in November 2012.
  
- **Navigating the Cyber-Waves: a comparative analysis of two Social Media campaigns promoting the Irish language**  
Sarah McMonagle (University of Hamburg) & Niamh Ní Bhroin (University of Oslo)  
Social media campaigns promoting minority languages involve the use of technology by diverse linguistic communities. They are sociotechnical events that depend on achieving salience among networked publics. McMonagle et al. (2018) have found that users of the Irish language apply hashtags to promote the language internationally, to a greater extent than in other languages in their study. Building on this research, we explore which social and technological configurations contribute to the relative success of two campaigns that promoted the Irish language, namely the “International Social Media Day for Small Languages” and ‘#TrasnanadTonnta’.

- **Wikipedia as platforms for digital language development and promotion: examples from the Lakota and Cherokee languages**  
Derek Lackaff (Elon University / University of Bergen)  
Wikipedia presents several opportunities for a minority language, including an increase in symbolic value and cultural status, a space for language learning and development, and a platform for organizing digital language promotion. Using the Lakota and Cherokee Wikipedias as case studies, this presentation examines the Wikipedia development process and suggests best practices for other minority language communities.
  
- **Māori language procreation on social media**  
Te Taka Keegan (University of Waikato)  
The Māori language has taken seed and grown on social media. This presentation will examine this presence, exploring the forms it has taken and the influence it is having. It will look at Facebook groups devoted to the Māori language and the birth of the 'Māhuru Māori' (Māori September) movement. It will consider the increasing use of the Māori language on Twitter especially Tweets around a 'kaupapa' (shared purpose). It will also report some anecdotal evidence regarding the use of the Māori language on SnapChat, WhatsApp, and Messenger.
  
- **The impact of language promotion on Facebook: research and best practices from Fryslân**  
Lysbeth Jongbloed-Faber (Fryske Akademy / Maastricht University) & Mirjam Vellinga  
This presentation will focus on the impact of the language promotion campaign Praat mar Frysk (“do speak Frisian”) on the use of Frisian on Facebook. The analysis will show which factors influence the success of the posts, such as high exposure and activity, and how themes influence the linguistic practices of the audience. The aim of the presentation is to increase our understanding of how language promotion campaigns affect language use on social media and inspire other minority language communities.

### *References*

McMonagle, S., Cunliffe, D., Jongbloed-Faber, L., and Jarvis, P. (2018) What can hashtags tell us about minority languages on Twitter? A comparison of #cymraeg, #frysk, and #gaelge, *Journal of Multilingual and Multicultural Development*, DOI: 10.1080/01434632.2018.1465429

## #009: Challenges of developing language resources for (small) minority languages

### *Chair:*

Hans Van de Velde

### *Discussants/presenters:*

Jelske Dijkstra, Eduard Drenth, Eric Hoekstra, Hindrik Sijens, Willem Visser, Goffe Jensma, Wilbert Heeringa, Eva Smidt

### **Introduction**

“While the availability of Language Engineering (LE) products and resources for the world's "major" languages steadily increases, including Machine Translation (MT) systems, Computer Aided Translation (CAT) systems, on-line dictionaries, thesauri, and so on, there remains a major gap as regards less widely-used languages.”

These are the words of Harold Somers, Professor of Language Engineering at the School of Computer Science of the University of Manchester in his article "Language Resources and Minority Languages" that was published in *Language Today* in February 1998. Although much has changed since then, essentially his words still hold.

Somers made some suggestions how tools can be developed relatively easy for less widely-used languages. But in the conclusions he adds: "The road will certainly be a long one, not least because the funding related to MIMLs [non-indigenous minority languages] will only come from government agencies, unless the private sector sees this area where it can make charitable donations. Obviously, at least for the time being, there is no commercial interest in these languages.”

Although Somers is speaking especially about the situation in the United Kingdom, the situation elsewhere might be not that different. But this may also depend on the degree to which a minority language has received some recognition. A language like Frisian – spoken in the northwest of the Netherlands – is recognized according to Part III of the European Charter for Regional or Minority Languages and is privileged by having a scientific institute dedicated to the Frisian language and culture. However, the possibility for developing tools for the regional Groningen language – spoken in the northeast of the Netherlands and being a part of the Lower Saxon varieties (recognized under Part II) – are more restricted.

The need for language technology in any (European) language has been emphasized by Jan Odijk (2010:44) in his white paper on the Dutch language in the digital age: “To maintain our position in the frontline of global innovation, Europe will need language technology, tailored to all European languages, that is robust and affordable and can be tightly integrated within key software environments. Without language technology, we will not be able to achieve a really effective interactive, multimedia and multilingual user experience in the near future.” Also Odijk observes that: “Small and minority languages have extreme difficulty to follow the rapid development in language and speech technology, which are mainly at the benefit of the big languages. Even medium-sized languages claim that they are at risk.”

## Workshop

The workshop consists of two parts. In part I several tools will be presented that were developed for Frisian. The challenges researchers and developers are confronted with when developing language resources for (small) languages are discussed. What is important is that each of these tools can be stripped of its contents and made available for other minority languages. For example, the language portal already hosts grammars of three West-Germanic languages: Dutch, Frisian and Afrikaans. German will be added. The format could be used for other languages. Similarly, the Frisian taaldatabank can be filled with any given (minority) language, complete with the back office in which the linguistic annotations can be done, either automatically or manually. The technology and general design we use is language-independent, and we are happy to share our experience and expertise with other minorities. We will also briefly the new infrastructure (Poarte ta it Frysk) we are developing for Frisian.

Once the tools are developed, they need to be made available to researchers an/or to the speakers of the minority language themselves. This will be discussed in part II of the workshop: language web (taalweb). An example is Taalweb Frysk (taalweb.frl) that offers spelling checkers, a translation tool and digital dictionaries. A related program for Groningen dialect is WoordWaark (woordwaark.nl) that offers dictionaries, corpus search and a speaking map. Language webs are related to infrastructures like Poarte ta it Frysk, but the latter one is mainly a technical infrastructure that combines several tools that are accessible at different levels.

### I Frisian challenges in resource development

- 10:00 – 10:10 **Welcome, introduction**  
Hans Van de Velde
- 10:10 – 10:30 **Oersetter 2.0, a bidirectional Dutch-Frisian automatic translator** - Eduard Drenth
- 10:30 – 10:50 **Taalportaal, an online scientific descriptive grammar of contemporary Frisian (and Dutch and Afrikaans)** - Eric Hoekstra & Willem Visser
- 10:50 – 11:10 **Spelling tools** - Eduard Drenth
- 11:10 – 11:30 **The Online Dutch-Frisian dictionary** - Hindrik Sijens
- 11:30 – 11:50 **The Frisian taaldatabank, a linguistically annotated corpus of Old, Middle and Modern Frisian texts** - Eduard Drenth
- 11:50 – 12:10 **The development of a bilingual speech recognizer to disclose the radio archive of the Frisian broadcasting corporation** - Jelske Dijkstra
- 12:10 – 12:30 **Poarte ta it Frysk, a technical infrastructure of Frisian resources** - Eduard Drenth

### II Language web (taalweb)

- 12:30 – 13:00 **WoordWaark, a language database for the Groningen regional language** - Goffe Jensma, Wilbert Heeringa & Eva Smidt

## #010: The role of the linguist in the language revitalization process

### *Chair:*

Olga Kazakevich

### *Discussants/presenters:*

Leila Dodykhudoeva, Irina Samarina, Ana Kondic, Tatiana Agranat, Alain Viaut, Svetlana Moskvitcheva

Linguists traditionally work at language analysis, language documentation and language description. Those of them who work with the languages in the situation of language shift are quite often involved in the process of language revitalization. The role of linguists in this process was regarded in a series of publications. Today a linguist working in the communities where the chain of natural intergenerational transmission of the ancestral language and lore has been broken, especially if it has been broken since rather a long time, so that full speakers of the language can be found only among elderly people, becomes a missing link in the broken chain. It is now his professional duty not only to record linguistic materials and community lore and to analyze the collected data, but also to preserve it properly and keep open for the community.

Starting the revitalization process linguistic situation in the community should be clearly understood. The use of a language in education demands normalization of this language. But what should be meant by 'normalization' in the situation of language endangerment? To what extent should a language be normalized? Which of local variety should be chosen for the normalization process? Would this choice be approved by the speakers of the other dialects? The answers to these questions are far from being trivial, and professional linguists knowing the situation in the communities should participate in searching for the answers.

In the proposed panel we are planning to discuss the following aspects of the linguist's participation / non-participation in the revitalization process in the context of the present day situation in different countries and continents:

- Linguistic fieldwork as a factor elevating the prestige of minority languages in the communities and thus contributing to language preservation / revitalization.
- Linguists as preservers of linguistic and cultural tradition for the future generations.
- Professional linguists in the process of language revitalization.

We are planning an introductory presentation of the session chair and five presentations of the panel participants and a final discussion. The following papers are to be presented in the panel:

- **The Chair's introduction** (Olga Kazakevich) will give an overview of the linguists' role in the language revitalization illustrating it with positive examples of linguists' participation in the process from Siberian communities.
- The paper "**The Role of Linguists in Maintaining and Revitalizing Language: the case of Pamir Languages**" (Leila Dodykhudoeva) demonstrates the role of linguists in documenting, maintaining and reviving various Pamir languages. Scholars have established a written framework for description of, and education in, mother tongues. The paper examines some of the focal points and pressures faced by linguists in the field.

- The paper **“The role of linguists in revitalization ethnic minority languages in educational sphere in Vietnam”** (Irina Samarina) regards the revitalization of the ethnic minority languages in Vietnam as expansion of the scope of use in different spheres of communication, especially in education. Only linguists who have experience in language documentation can create the basis for effective ethnic minority education, resolving problems of normalization and standardization of languages under consideration.
- In the paper **“What can a linguist do for a moribund language?”** (Ana Kondic) the author tells how after many efforts, she was able to leave to the Huilliche community of San Juan de la Costa, Osorno Province, and of the Chiloé Island, Archipelago Chiloé, where she had worked, a collection of narratives outlining their culture, their traditions and their everyday life, as well as a thematic dictionary with about three thousand items (both Osorno and Chiloé varieties).
- In the paper **“The creation of writing as the last chance to revitalize the language”** (Tatiana Agranat) the author's experience in the fieldwork with endangered Baltic-Finnish languages is described.
- In the paper **“Discourse and Practices of Preserving Minority Languages among Politicians, Activists of Public Movements and Professional Linguists”** (Alain Viaut, Svetlana Moskvitcheva) the role, importance and research results of professional linguists will be looked at from the perspective of contradiction between institutionalized public discourse in the large historico-political context taking into consideration epistemological paradigm of the period.

## Papers

### #301: Language rights and duties for new minorities: integration through diversity governance

Roberta Medda-Windischer

*Eurac Research - Institute for Minority Rights, Italy*

Diversity governance is a challenging and complex matter that is at the forefront of the current political and public debate in almost all European countries. This is largely due to the increasing number of peoples—especially migrants and asylum seekers—with distinctive identities in terms of language, culture, or religion in urban as well as in more peripheral and rural contexts with varying degrees of permanence.

The right to identity in diversity is also intimately linked to language. Language is not only an important tool to communicate, but also for identity formation; language rights are thus based on a ‘duality of structures’ (A. Giddens, 1984) in the form of the multidimensionality and multifunctionality (S.N. Eisenstadt, 1995; S. Vertovec, S. Wessendorf, 2005). In this regard Kraus refers to language as a gate and as a tie (P.A. Kraus, 2014).

The politics of language have been always an ideological, political and legal contest for linguistic, and thus socio-cultural and political control, based on processes of language standardisation through selection of a particular language, usually that of the most powerful group, discouraging at the same time the use of other languages or even varieties (dialects) of the same language in the public sphere, thereby encouraging users to develop loyalty and pride in it (J. Marko et al., 2018; S.K. Sonntag, L. Cardinal, 2015).

But how to reconcile the demands for linguistic diversity and political unity, that is, how to create a political community that is both cohesive and stable and satisfies the legitimate aspirations of minorities, including new minorities? Which public policies should be implemented to achieve this aim? And how to overcome thereby the risk of essentialisation of minority cultures by political mobilisation leading to the division of societies into us-versus-them antagonisms? Hence, the theoretical as well as political challenge for diversity governance is the problem how to foster integration into the host society, but simultaneously to allow for a remaining identification with the culture of the society of origin or minority group within this society.

The proposed lecture discusses language rights and duties for new minorities originating from recent migration flows by relying on the analysis of legal and policy documents as well as previous literature and empirical studies conducted in this field. First, it explores the alleged dichotomy between old and new minorities, then, it analyses the normative framework pertaining to language rights and duties for new minorities, in particular as residence, family reunion and citizenship, and finally, it investigates three major ambits in which language policies for new minorities have a particular relevance, namely education, the labour market and the law enforcement system. The contribution concludes with some final remarks concerning future challenges and possible solutions.

## #302: Diaspora, Languages and Media: some reflections on African diaspora

Josu Amezaga

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

Much research has been conducted in the last decades about diasporic media. Some groups have been specially addressed, as Arabian, Turkish, Chinese or Latinos for instance. Even if the issue of the use of language among those groups has not been specifically studied in many works, it underlays them since it is often supposed that media targeting one diasporic group are media in that group's language.

In the case of sub-Saharan African diaspora, however, things seem to be quite different. Even if many works talk us about such African Diaspora (and some others about Black Diaspora), language does not appear as being on the basis of the group. It is so also when it comes to the study of African media targeting the diaspora.

There are different reasons for that:

- First, development of transnational media from Africa is lower and later than others, as well as it is development of national media, specially television.
- Second, media in African countries are dominated by European languages rather than by indigenous ones.
- Third, African diasporic identity is not so based on the language but in other factors.
- Fourth, multilingualism is an everyday reality in many Sub-Saharan countries.

By analyzing some contributions about the definition and characterization of African Diaspora as well as some statistical data on languages and African media, we will try to draw some lessons about commonalities and differences between African diasporic media and some other diasporic groups all over the world.

The hypothesis we will try to present is that many research on diaspora and media are based on the monolingual paradigm: it is assumed that each diasporic group is linked to an ethnic and linguistic community. However, when it comes to the sub-Saharan African case, the paradigm is not valid. Such an hypothesis could help us better understand the presence of the monolingual paradigm under many studies about diasporic media and even about minority languages as well.

## #303: Migration and language change among the Transylvanian Saxons in the homeland and diaspora

Ariana Bancu

*University of Michigan, United States*

Transylvanian Saxon (TrSax) is an endangered Germanic language spoken in Romania and immigrant communities, located primarily in Germany. Historically, Transylvanian Saxons have been multilingual, using TrSax as their main language (transmitted orally), German as a literary language and Romanian outside the TrSax community. A critical event, the Revolution in Romania (1989), led to mass migrations of Transylvanian Saxons from Romania to Germany, thus reshaping the linguistic ecology in TrSax communities. The aims of this presentation are: 1) to show how mass migrations changed the spheres of usage for TrSax in the home and émigré communities; 2) to illustrate a case study on TrSax representative of language change based on evidence from my fieldwork.

I collected sociolinguistic data in TrSax (cf. Tagliamonte, 2006) and surveys (Gertken et. al, 2014) from 7 TrSax speakers in Viscri, Romania, and from 7 speakers who moved from Viscri to Germany about 30 years ago. The home group has only 15 speakers left, while the immigrant group has about 150 speakers. The survey results show that the two groups are remarkably cohesive in terms of language history and linguistic attitudes. The main difference is in language use: speakers in Romania increased their use of Romanian in the past 30 years and speakers in Germany increased their use of German after they immigrated to Germany.

This change in language use led to subsequent changes in the grammar of TrSax. Syntactic transfer from German occurs in two-verb complexes in subordinate clauses, resulting in variation between TrSax (as in 1) and German-influenced structures (as in 2):

(1) ...wuatte nei zer Tradiziäun easAUX woardenV] Aux-V  
that now to tradition be.3SG.PRS become.PTC]  
'...(a celebration) that has now become a tradition.'

(2) ...wunn der Wenj woardenV easAUX V-Aux  
...when the wine become.PTC be.3SG.PRS  
'...when the wine was ready.' (Viscri) TrSax

Speakers in Romania use both Aux-V and V-Aux structures to a similar degree, but speakers in Germany favor the V-Aux structure, which occurs in about 70% of the data collected in Germany. A linear mixed effects model shows that variation between the two structures is not conditioned by grammatical factors, but an increased use of German leads to an increased use of V-Aux structures in subordinate clauses ( $p < 0.001$ ,  $N=370$ ). Results of this study further our understanding of how migration reshaped language use in the TrSax home and émigré communities, and how new patterns of language use lead to contact induced language change.

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## #304: Learning a minority language and world languages at school: methods, motivations, attitudes. The example of non-native students in the Upper Sorbian Grammar School in Bautzen/Budyšin

Nicole Dołowy-Rybińska, *Institute of Slavic Studies, Polish Academy of Sciences, Poland*  
Cordula Ratajczak, *Sorbian Institute, Bautzen/Budyšin, Germany*

Upper Sorbs are a Slavonic minority living in eastern Germany. Upper Sorbian is spoken by about 10,000 people, including a Sorbian Catholic community of approximately 6,500 members where the intergenerational transmission of the language is maintained but weakening steadily. To counteract the process of language loss, the Sorbian immersion pre-school education 'Witaj' programme was established at the end of XX century with a continuation in the '2plus' bilingual model of education in which (in theory) native Sorbian speakers and learners from German families are expected to learn together to facilitate the acquisition of language competence and to break the existing ethnic boundaries. This system is meeting numerous problems resulting from the attitudes of both groups towards each other, e.g. the German-speaking pupils do not feel motivated to learn Sorbian and are often rejected by the Sorbian speaking community as (potential) Upper-Sorbian speakers.

The paper is based on the three year research project carried out in the Upper Sorbian Grammar School in Bautzen/Budyšin, Germany (SG). The research aims to analyse native and non-native students' minority and majority languages practices; how they create ethnic boundaries in the mother tongue; and therefore, what problems and challenges non-native students of the Upper Sorbian language are facing as learners or becoming new speakers of this language.

In the presentation, we will concentrate on minority language teaching methods when compared with how world languages (in particular English) are taught in the same school. We will show that as opposed to English a minority language is not taught in a way for it to become a language of everyday communication. We will compare teaching methods with: language ideologies existing both from the side of the Upper Sorbian speakers and German speakers; with the language attitudes of non-natives and natives also reflected in Upper Sorbian-German relations, and with the motivation to learn a language that in the perception of most of the learners is not and will not be important/existent in their future lives.

The analysis will be based on excerpts from interviews with non-native Upper Sorbian 11th grade students who attended bilingual classes, as well as on two group discussions with these students. It will be complemented by participant observations at SG.

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## #305: How effective is the strategic management of Welsh language training for staff in the public sector workplace

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Over the past 20 years, a series of neo-liberal strategies (Williams and Morris, 2000) have been published by the government in Wales, such as *laith Pawb* ('a Language for Everyone') (Welsh Assembly Government, 2003) and *laith Fyw: laith Byw* ('a living language: a language for living') (Welsh Government, 2012), which have sought to safeguard and promote the Welsh language with a view to seeing a truly bilingual Wales. Creating new speakers of the Welsh language has been an integral part of these strategies since Welsh devolution in 1999, none more so than *Cymraeg 2050: Miliwn o siaradwyr* ('a million Welsh speakers') (Welsh Government, 2017).

The same period saw guidance on Welsh language training issued for employers on more than one occasion by the Welsh Language Board (WLB) (a statutory board set up to promote and facilitate the use of the Welsh language). During this time, the Board, and latterly by the Welsh Language Commissioner (WLC), was responsible for monitoring the success of the delivery of this training in the public sector.

This paper evaluates the effect of the macro level intervention (Baldauf, 2006) above on the strategic management of Welsh language training on a micro level in public sector organisations.

This linear study was the first of its kind ever to be undertaken in the context of Welsh, and was undertaken over a period of 9 years, using mixed methods, including data from employers, employees and governmental agencies, by means of questionnaires, interviews and focus groups.

The results of the research generally showed fundamental common weaknesses which had been embedded over a number of years. These were highlighted on a micro level in terms of the organisations' own strategic management, but also on a macro level due to the way in which language training was monitored by the WLB / WLC.

These findings have led to an evaluation of the language training process and recommendations for the way forward and suggestions for further research have been developed at an exciting time with the advent of new language standards in Wales (under the WLC) and a new National Centre for Teaching Welsh which has started to invest heavily in language training for employees in the workplace.

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## #306: New Speakers of Irish and the language they use

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While traditional Irish-speaking communities continue to decline, the number of second language speakers outside these communities is growing. Of the 74 thousand daily speakers of Irish just 20.5 thousand reside in the Gaeltacht areas, where Irish is the primary community language. That means that 72% of daily Irish speakers live in an English-speaking environment. In Dublin alone over 6.5 thousand people use Irish on a daily basis outside of the education system, and many of them are new speakers.

Until quite recently new speakers of Irish have been largely neglected by scholars, their language use was criticised and their role in language maintenance and language revival – overlooked; then the view shifted towards acknowledging this role (O'Rourke & Walsh 2015; Snasareva 2016). Indeed, by using Irish with friends and at work, by raising their children bilingual, as some of them do, such speakers add to the language revival movement. And even though new speakers can be found in many Irish towns, Dubliners are especially interesting to study.

Dublin Irish differs from traditional Irish dialects in many ways. In Dublin speakers' pronunciation there is a correlation between palatalisation of a consonant and its neighbouring vowel quality, as opposed to the dialects, where palatalisation is not position-bound. This can be explained by the influence of the speakers' first language, English, where palatalisation occurs only before front vowels and is strictly allophonic (Snasareva 2017). Code-switching is also quite common, even within word-combination (for example, Irish article and adjective may be used with an English noun).

In this paper the use of Irish by Dublin bilinguals is further investigated, special attention being given to their vocabulary and code-switching. The material used includes local radio podcasts and interviews recorded during my field study. All informants have a good knowledge of both English as their first language and Irish as their second language and are capable to use the latter in oral and written communication without switching to English. Those who failed to participate in conversation and give detailed answers in Irish were not included in the research.

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## #307: Global media provision and university students consumption in the Basque Country

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This paper analyses if there are any relations between media consumption of university students in the Basque Country and their knowledge and use of the Basque language. Nowadays, with the overwhelming media provision through traditional television (terrestrial, cable or satellite ) but also through new media platforms, citizens have access to a huge amount of content. In general, young people are more eager to use different ways to access those contents and in that way follow new consumption patterns. That is why our research will be centered on the analysis of the university students in the Basque Country.

The amount of young people who can speak Basque has increased a lot in the last years, mainly due to the influence of the educational system. But the usage of the language in the streets and in social live has not augmented in the same proportion. Often media are considered an interstitial social space in between private and public spheres. That is why is so relevant to study media as instruments for language revitalization.

Are media consumption related to the usage of the language? Has it got any influence the knowledge of the Basque Country and the kind of content chosen by the young university students? These are some of the questions we will answer in this paper in the context of the necessary media and language policies to revitalize the Basque language.

## #308: Identifying categories of MWEs in Irish for automatic processing

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Finding the right words to express ourselves sometimes can be like looking for a needle in a haystack. Language makes frequent use of multiword expressions (MWEs) where two or more words are required to convey a single sense. While the precise definition can vary depending on the discipline of study, MWEs include a variety of linguistic constructions from idioms (“piece of cake”), to proverbs (“the early bird”), light verbs (“take a break”) and compound nouns (“swimming pool”). The meaning of these expressions are sometimes impossible to deduce from the individual component words, while ignoring the nuanced meaning of an MWE can result in miscommunication.

Similar to the difficulties MWEs can present to humans, computers can also struggle to process these expressions. Computer processing of human language is called Natural Language Processing (NLP). Tasks from machine translation, to sentiment analysis and information retrieval can make use of efficient processing of MWEs to improve the capabilities of the system.

When approaching this problem, it’s necessary to examine the language to determine the types and structures of MWEs that exist. Text corpora may be manually annotated with MWE categories, and commonalities between the labelled types noted; existing lexicons can be exploited (depending on their structures), while literature regarding the linguistic features of the language can also be utilized.

The PARSEME Shared Task1 is an initiative which aims to identify verbal MWEs in running texts across languages. Their annotation guidelines recognise six categories of VMWEs: verbal idioms, light verb constructions, verb-particle constructions, inherently reflexive verbs, multi-verb constructions and inherently adpositional verbs. In Irish, three of these categories (idioms, LVCs and VPCs) are discussed by various authors (e.g. Bayda 2015; Ní Loingsigh 2016; Ó Baoill & Ó Domhnalláin 1975), and there is evidence of the fourth kind (IAVs). Further research may uncover examples of MWEs for the other categories. Additionally, Irish includes examples of compound nouns, compound prepositions, and adverbial constructions with the copula.

To date, little work has been done on the automatic processing of Irish MWEs. This research is concerned with combining linguistic resources with manually annotated data from the Irish Universal Dependency Treebank to formulate the rules and structures allowing for automatic processing of MWEs in Irish.

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## #309: Innovative business models in minority-language printed media: An approach to the Basque Country and Catalonia

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The media fulfil one of the most important functions in representing social realities. The character of minority-language media differs from those working in hegemonic languages. While digitalisation and the economic crisis have decreased advertising investment for both private and public agents, media and communication companies have to think of innovative funding approaches. Each communication project has its own working philosophy and, therefore, this will define the path chosen by them for content access –free, freemium or paywall.

The future of traditional printed media seems to be at risk. The majority of print outlets now have a complementary online edition and, due to the higher demand of this content, their survival will only be guaranteed by the combination and mutual understanding of different platforms – printed and digital. This will necessarily be consumed across all types of devices – mobile phones, laptops and tablets among others. Additionally, cuts in public funding are a fact particularly in those working with minority-languages, since in the case of the rest the way of getting funding has been mainly through institutional advertising.

In this context, we analyse and compare the experiences of six different examples in the Basque Country and Catalonia through in-depth interviews with their managers. This work seeks to discuss new business models and ways of funding in order to reduce dependence on advertising and subsidies.

Results have evidenced that readers' loyalty is required to survive and voluntary donations campaigns might be a good option to recruit people. It has been particularly difficult to build a rapport within the young audience who seem to have less and less awareness of the need to pay for high quality information. Additionally, cuts in public funding are a fact particularly in those working with minority-languages, since in the case of hegemonic languages funding has come mainly through institutional advertising.

Finally, the number of speakers in each community and the development of specific public policies to promote the use of the language are also key issues in terms of being both problems and solutions.

## #311: The Digital Language Survival Kit: a tool for digital language planning

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In this paper we will present the methodology for digital language planning developed by the Digital Language Diversity Project (DLDP, <http://wp.dldp.eu>.) Starting from the assumption that human language will be the predominant means of communication between human and machines and for accessing collective knowledge and information, we are confronted with the well-known fact that not all languages are equally technologically supported to face the needs of the digital world. This implies on the one hand, that multilingual speakers will tend to abandon the digitally minoritised language not to miss the digital train and on the other, that speakers of less digitally supported languages will become disadvantaged citizens if they don't manage to master one of the global languages. Language inequality and disparity of rights are beyond the corner.

The DLDP aims at addressing this issue by spreading awareness about the issue of digital language diversity and by empowering speaker communities with the knowledge and abilities to contribute to steering the digital future of their languages.

Over the three years of the project, we developed the Digital Language Survival Kit, which can be described as a methodological tool for effectively putting language digital planning in place, that is to allow speaker communities to identify the digital needs of their language and to plan and develop effective measures that can help the language keep the pace of other, more digitally developed, languages.

The Digital Language Survival Kit consists of the following components:

- a) the Digital Language Vitality Scale, a methodology for assessing the degree of digital fitness of a language
- b) a model for a survey for eliciting the information needed to apply the Digital Language Vitality Scale
- c) the Digital Language Survival Kit proper, i.e. a set of recommendations addressed at individual speakers and speakers' communities regarding the actions that can be taken – mostly at the grassroots level – to make a language progress towards the next steps of digital vitality.
- d) examples of "localisation" of the Kit, i.e. how the recommendations made available under c) can be adapted and made relevant for a given speaker community, on the basis of the level of digital vitality that has been identified and of the information collected. The localisations refer to Basque, Breton, Karelian and Sardinian.

The Kit is an entirely new instrument, both for its content and intended impact. It is the first collection of recommendations in the area of language digital activism and to date there is no such a comprehensive guide. It is also the first of its kind to be explicitly addressed at the grassroots level. By virtue of being embedded in an overall methodology for digital language planning, the kit is designed in order to be fully flexible and adaptable to suit the needs of any language and linguistic community.

## #312: Remote control: technology re-energising Scottish Gaelic education at the periphery?

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To some observers, Scottish Gaelic has undergone a renewal, albeit a contested one, since Gaelic-medium education (GME) began in urban Scotland in 1985. At primary level, enrolment numbers have increased but percentages entering GME annually have plateaued at 0.8% of Scottish pupils, and sub-optimal provision at secondary level engages 0.4% of pupils. GME, essentially a subset within a subset of Scottish education, is an approach based on secondary language development. This paper explores how technology and focusing on a community collective and the economy may offer more realistic hope of language revitalisation.

The educational creation of a workforce to populate a projected future Gaelic economy appears in contemporary rhetoric without a necessarily concomitant consideration that, rather than being prepared for jobs where Gaelic development is the end goal, Gaelic speakers can contribute to their communities by living and working in a minority language context as, the development agency Bòrd na Gàidhlig notes, "... a healthy economy, particularly in island and rural Gaelic-speaking communities, is vital to the future of Gaelic."

Bòrd na Gàidhlig has been criticised for a perceived lack of attention given to traditional Gaelic-speaker communities whose voices are being lost in revitalisation discourses. The 2018–2023 National Gaelic Language Plan acknowledges that consideration be given to all potential community formulations including those connected through technology. If technology in a globalising world has accelerated language shift in rural communities, can developments like e-Sgoil harness it to reverse trajectories of decline?

Following a recent local authority decision not to open a dedicated GME school in the Western Isles, which retain relatively high Gaelic-speaker densities, developments such as e-Sgoil, a technological initiative delivering a range of subjects including Gaelic lessons to pupils 'remotely' may offer some solutions. e-Sgoil aims to enhance equity of subject choice and expand GME provision in the Western Isles, in smaller rural schools, for example, and in cities where initially small class sizes may have potential for growth.

This paper explores the concept, mechanics and scope of e-Sgoil and whether this can encourage the training of a new generation of Gaelic teachers to fulfil national ambitions for future educational provision. Can initiatives like e-Sgoil, for example, support the notion that Gaelic language and culture can act as an economic asset in rural areas, while boosting Gaelic networks in Scotland's cities where speaker numbers may offer some hope of language regeneration even if speaker densities there fall below the national Scottish average of 1.1%?

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## #316: Linguistic rights for Yupik and Inuit languages in public education: a comparative study

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Throughout the world, a growing number of Indigenous languages are in danger of becoming extinct. Two aspects characterize the discussion of language endangerment and language revitalization efforts: “the number of users who identify with a particular language and the number and nature of the uses or functions for which the language is employed” (Ethnologue, 2018b).

The qualitative study discusses language policy theory and the significant role linguistic rights in language policy and language education policy can play in attempting to revitalize an endangered language (Fairclough, 1989; Phillipson & Skutnabb-Kangas, 1995; Ricento, 2006; Romaine, 2002; Tollefson, 2006). The study explores and analyses current Canadian and USA constitutional and statutory law involving the linguistic rights in public education for Yupik and Inuit languages. Besides the analysis of linguistic rights regarding public education, this study assesses linguistic rights in government services to explore and compare the extent of legal provisions for Yupik and Inuit languages regarding the public domain. Several themes emerge from the discussion of language policy objectives in legislation and the discussion of linguistic rights in language (education) policy on language revitalization.

*Research question:* What themes influence the content of language policy objectives in Canadian and USA legislation regarding linguistic rights for Yupik and Inuit languages in public education?

*Research methodology:* Comparative case study. The study compares linguistic rights in language policy and language educational policy objectives in Canadian and USA constitutional and statutory law.

*Method of data collection:* Documents: Constitution Act (1867) (Canada), Constitution Act (1982) (Canada), Constitution of the United States of America (n.d.) (USA)). Since the Canadian constitution and the USA constitution declares legislative authority to their respective regions regarding linguistic rights, linguistic rights in provincial statutes (Canada), territorial statutes (Canada) and state statutes (USA) are considered. The documents are collected between January 2018 to May 2018.

*Data analysis:* Document analysis. Categories: 1) linguistic rights in public education; 2) linguistic rights in government services; and, 3) the official language(s) stated in the constitutional and statutory law.

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## #317: Historical data on the languages in Witsen's 'Noord en Oost Tartarye'

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In this conference contribution, we will discuss several projects for the study of endangered languages and cultures in Europe and Asia, which have been undertaken by research groups in the Netherlands, Russia, Germany and Japan. We shall relate the study of historical data of indigenous languages to the position of these languages in the present urbanising world.

The Witsen Project aims to investigate the minority peoples of Eurasia, their history, cultures and languages. It is inspired by the book *Noord en Oost Tartarije (NOT)*, the magnum opus of Nicolaas Witsen. This wealthy Dutch merchant and mayor of Amsterdam collected data on the physical features of this vast continent, its flora and fauna and, in particular, on the inhabitants and their languages. In 2010, a Russian translation of the book was published. The language material consists of lists of vocabulary items, short texts, writing systems and other data. In 2015, the book and the Russian translation were also published online.

In 2018, as a follow-up, a team of scholars in the Netherlands prepared a separate volume devoted to the study of all language samples in Witsen's *NOT*, entitled *The Fascination with Inner-Eurasian Languages in the 17th Century*. The volume contains articles on the following languages: Georgian, Kabard-Cherkes, Ossete, Crimean-Tatar, Kalmyk, Mordva, Mari, Komi-Zyryan, Mansi, Khanty, Nenets, Enets, Nganasan, Mongol, Dagur, Yakut, Evenki, Even, Manchu, Yukaghir, Korean, Chinese, Tangut, Persian and Uygur. Scholars who are familiar with the various languages have written a number of these contributions. The material in the book can be compared with the situation of these languages at present and possibilities can be considered to use the results in the work of the following organisation devoted to minority languages.

The Foundation for Siberian Cultures ([www.kulturstiftung-sibirien.de/index\\_E.htm](http://www.kulturstiftung-sibirien.de/index_E.htm)) was founded in 2010. One of its main objectives is to preserve the indigenous languages of the Russian Federation and the ecological knowledge expressed in them. Published print- and open access electronic learning tools on the languages and cultures of Sakhalin, Kamchatka, Northern Yakutia and Central Siberia respond to the pressing need of local communities to sustain their cultural heritage. Together with other publications on the research history and the cultures of the Russian North they provide useful materials for anthropological and linguistic research. The results of fieldwork and the data based on archived materials provide important information for the preparation of language descriptions, grammars, dictionaries and edited collections of oral and written literature. These can subsequently be used to develop teaching methods, in particular for younger members of ethnic groups who do not have sufficient knowledge of their native language.

### *Other websites:*

Foundation for Endangered Languages, UK ([www.ogmios.org](http://www.ogmios.org))

Foundation for Siberian Cultures, Germany ([www.kulturstiftung-sibirien.de](http://www.kulturstiftung-sibirien.de))

Centre for Russian Studies at Groningen University (<https://centreforrussianstudies.ub.rug.nl>)

## #319: Documentation of a 'last speaker' - Tehuelche, a language from Patagonia.

Javier Domingo

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Tehuelche is a language of Patagonia first documented by Magellan in 1520 and now only sad to be used by a single elderly speaker, Dora Manchado. There is only one grammar of the language, together with a dictionary and a text corpus, and it is focused on formal description. With the help of the ELDP/SOAS this last summer I carried on a documentation project concentrated on contextually contingent and embodied linguistic practices and routines, which are not easily elicited in classic linguistic interviews. The collection is an eclectic collection of communicative situations. It was only by creating proper occasions that she was stimulated to speak Aonekko. Though much more laborious and time-intensive, triggering linguistic practices by creating social contexts was the only effective way to work. This approach may question fundamental concepts for linguistics, such a linguistic competence.

Linguistic anthropologists have criticized the endangered languages discourse in different ways: a focus on preservation rather than on effective use, the simplistic western assumptions about languages as codes, and the reduction of language as an object rather than a social practice that is constructed and reproduced. The linguists' expertise often ignores code switching, prefers the ancient forms, erases the communicative context, constructs ideal speakers, 'purify' languages and may act as an 'authority' who define what a language is. (Hill 2002, Dobrin & Berson 2011, among others).

Work on endangered languages is often carried out with "semi-speakers" who do not use the language on a daily basis. The case of the "last speaker" is the most radical and it immediately opens a wide imaginary. (Evans 2001, Suslak 2011). This representation of the speakers may certainly affect their lives in a non-negligible way. The particular case of the "last speaker" has to be understood in a completely different way from traditional language documentation and it is impossible to do this without developing new and more interactive language elicitation techniques.

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## #320: Saving an ideographic minority script: the revival of Naxi dongba in China

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There is a need for diversity in written scripts just as much as there is a need for diversity in spoken languages. China's minority peoples have a multitude of scripts, but many are in danger of falling out of use; a decline spurred by the adoption and promotion of standard Chinese across the country (see Tsung 2014). Standardisation brings with it many benefits, but there must surely be room for people to be literate in multiple languages and scripts, to possess an extensive and flexible repertoire of writing resources, as opposed to a limited and inflexible one.

A script can be a window into a language and all the culture contained within, and “ideographic writings” have been said to act as “rich sources for historical and cultural investigations” (Zang 2017: 3). Their modern applications are however as yet understudied. It is the purpose of this paper to reveal how the ideographic/logographic Naxi dongba script (sometimes referred to as the world’s last “living pictographs”), used in China’s Yunnan province to record the Tibeto-Burman Naxi language, has found itself in the process of a modern revival, and to suggest potential directions for its future development. This is a language with some 300,000 speakers but a script with only dozens of fully literate users.

From its traditional roots as the means of composing ritual manuscripts, a combination of local government policies mandating certain cultural usages and the digitisation of the script in the modern era have helped it to survive in new contexts, particularly in tourism (on shop and street signs) and education (new textbooks for students). This is not the stale preservation of reprinting traditional manuscripts, but a living, fluid revival that allows for new creations (newly invented graphs and new written compositions), which not only spur interest in the spoken Naxi language but can also be seen as a successful case of rescuing a script headed for extinction.

The prospect of Unicode encoding in the next few years suggests a bright future for this minority script (for example usage as a set of historically-rich pictographs on social media applications, via highly visual graphs such as those for 'to drink', and 'to love' ), alongside some potential pitfalls, such as script fetishisation, proliferation of non-standard usages and the transformation of its nature into that of a syllabary. It is hoped that this case study can serve as a model for the rescue and promotion of minority scripts in wider contexts.

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## #322: Tiocfaimid le chéile lenár dteanga<sup>1</sup>: the role of TG Lurgan in language learning and revitalisation

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Attracting learners and engaging interest is an important contribution of music in language revival movements (Griffiths & Hill 2005:219). Coláiste Lurgan, situated in the Conamara Gaeltacht, serves this purpose for youth who want to immerse themselves in Irish. The college offers courses for children aged 12-17 throughout the summer, during which they commit to speaking Irish exclusively. Notably, Lurgan places a particular emphasis on music, and students participate in a culminating festival where they perform Irish translations and renditions of English-language popular songs. These performances are recorded as music videos hosted on Coláiste Lurgan's YouTube channel, TG Lurgan, where they attract millions of views worldwide.

This paper examines the ways in which the creation and global consumption of the TG Lurgan videos contribute to musical language revitalization in Irish. First, by translating contemporary English-language songs into Irish, the TG Lurgan method builds on successful musical language revitalization projects such as Raidió na Life in normalizing the expansion of Irish into new youth domains through already-popular musical content. For learners and speakers, this reinforces the idea that "the language can adjust to modern life" (Cotter 2001:308), while for non-speakers, translations of popular songs can act as a powerful way to attract new learners (Johnson 2011).

Second, because the TG Lurgan model involves both a process (in students learning and performing songs) as well as a product (in recorded videos), it contributes to language revitalization across multiple domains. The Coláiste Lurgan students gain the language-learning benefits of participatory music-making (Tuttle & Lundström 2015), while other learners can benefit from the use of the recirculated performance in classroom settings (Schmidt 2003).

Finally, as well as lyrical translations, the songs featured on TG Lurgan also undergo a transformation in instrumentation, through the addition of instruments associated with traditional Irish music, including tin whistles, fiddles, and bodhráns. This instrumentation semiotically links these translations with traditional Irish music and culture, resulting in a hybrid global/local musical style which musically reinforces the status of Irish as a modern language relevant on both local and global scales.

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## #324: Language revitalization in the Basque Country: a project to work on oral models at Primary School

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Basque language remains in a diglossic situation (Amorrortu, 2003; Zubiri, 2013). Despite this, the knowledge of the language has increased during the last decades, among others due to a language policy focused on education. Even though some considerable achievements have been reached, there is a significant gap between language knowledge and use (Aldekoa & Gardner, 2002). This gap is particularly evident in areas where Basque was lost or was not transmitted to younger generations. In these areas (in general, cities and industrialized places that underwent heavy migration waves) the use of Basque is residual, and the linguistic model learnt at school is Standard Basque. Many speakers perceive this model as artificial or feel that they lack a “more natural” linguistic variety (i.e. a dialect), which often result in non-use of the language.

The promotion of the use and the exposure to oral discursive models is a challenge that the current education must assume. As with the first language, the school has to develop students’ oral expression, especially in formal registers. However, in the case of second language, school also has to be the place to learn the colloquial use (Ruiz, 1997: 21). Current guidelines for school’s language projects (Basque Government, 2016) include this issue and promote the creation of material to work on linguistic variation.

In this paper we present an ongoing project: Zuztarretatik ahora (‘From the roots to the tongue’). It includes didactic material for Primary Education developed according to the curriculum established by the Basque Government. This multimedia material focuses on students’ close environment. Its’ most remarkable characteristic is the use of video extracts where local Basque speakers talk about the contents students learn about. This way, from a constructivist viewpoint, the students have an opportunity to get familiar with the local variety of Basque that they have not acquired at home, to listen to local oral models and to develop strategies for the use of the dialectal and standard varieties.

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## #325: Factors affecting the use of Basque: a quantitative analysis

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Which factors influence the oral use of Basque? To address this issue, we have carried out different quantitative analyses with the data of the two main measurements of the oral use of Basque. One of them observes the use of the languages in the streets; the other one asks about the use of languages at home.

In general, the use of Basque is concentrated in towns with extensive construction and higher rents. Anyway, we must take into account the possibility of an effect that in Valencian sociolinguistics has been called as the “sandwich effect”, and the country's inner diversity, given that several zones with differentiated dynamics are detected.

The variables that are more strongly associated with the use of Basque are the percentage of speakers and the higher concentration of speakers among the eldest, the capacity of attraction of the language for the new speakers, in addition to many other sociodemographic variables such as the percentage of autochthonous population and the most traditional family structures.

There are other relevant conclusions. For example, the size of the town is not associated with the presence of Basque, since there are small municipalities with a preponderance either of Castilian or of Basque. Besides, the use of Basque on the street is associated with municipalities where there is a higher rate of alloglot immigration. In any case, when talking about oral use it should be taken into account the effect of the opportunity itself. In the areas with the lowest percentage of Basque speakers, mixed couples are more likely, so that the Basque-speaking member will converge linguistically to the expansive language, either partially or completely. In addition, the network effect must be taken into account. Due to the network effect, the decrease of the number of speakers and their public visibility can provoke a lower use of the language. On the contrary, this effect can also be beneficial in the case of the Basque language. In fact, the increase of the population competent in the language, or that even adopts it in the family or for daily interaction, may have multiplying consequences above a certain threshold.

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## #326: Linguists Without Borders: Democratizing language documentation via accessible mobile technologies

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Studies estimate that over half of the world's seven thousand languages will likely go extinct by 2100. Unfortunately, the number of linguists with the wherewithal to document and preserve moribund languages is far from sufficient to meet the coming century's urgent demand. In this project, supported by an MIT IDEAS Global Challenge Grant, we have developed a mobile application that guides non-linguists in applying formal linguistic practices towards the documentation and revitalization of vulnerable languages, automatically generating structured data for future study. The app provides elicitation templates for probing the syntactic features of a language, generates dictionaries, and offers a convenient way to record and store proverbs, songs, and stories. This constitutes a significant departure from the current ad hoc, "ivory tower"-based approaches to language documentation and archival. Our hope is that this light-weight software tool will empower communities to document and preserve their own linguistic legacies, while curating a collective global repository of irreplaceable linguistic and cultural data.

An untrained user interacting with a linguistic community through the app will be prompted to elicit utterances in the target language. The resultant audio footage will be recorded, compressed, and stored in a local database, which can then be migrated to centralized servers (once an internet connection is available) for long-term storage and dissemination. The application's lexical elicitation protocol starts off with the Swadesh List, although the user is free to generate her own custom vocabulary lists as well (which can be uploaded in several formats directly to the app). Grammatical elicitation templates will then prompt the user to ask for translations of specific utterances, which will illuminate certain syntactic features of the language (such as word order, plural formation, morphological markings, etc.). The app also provides the user with the opportunity record "free-form" audio, thereby permitting the collection of songs, stories, proverbs, and other unstructured linguistic data.

Planned functional enhancements to the app include:

- The ability to compile all the data collected for a given language into a preliminary grammar and dictionary of the language, both in XML and PDF formats;
- Seamless integration with existing web-based archival platforms for language documentation, such as the People's Linguistic Survey of India;
- Protocols for quantifying the relative "health" of a language, using an estimate of linguistic endangerment formalized by the EDGE ("evolutionarily distinct and globally endangered") metric from conservation biology;
- The ability to calculate the most statistically probable rendering of each word and compile weighted lists of variants (possibly using machine learning techniques).

## #327: Developing professional intercultural communicative competence of highly-skilled refugees, migrants and disadvantaged background learners in (bilingual) work environments

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In this paper, we will present two Erasmus+ projects currently running at the Mercator Research Centre that are both focusing on communication skills of refugees/migrants in work environments.

The Critical Skills for Life and Work project (CSLW) aims to design and implement effective training tools for enhancing key skills and competences of highly-skilled refugees and the language teachers who work with them, and so enhance the employability and societal integration of skilled refugees. The main output of the project will be a toolkit comprised of two training modules: (1) 'Professional intercultural communicative competence for work and life' (aimed at highly-skilled refugees) (2) 'Teaching professional intercultural communicative competence' (aimed at volunteer teachers). The toolkit is co-constructed in collaborative development projects with and by learners, refugees, the language teachers who work with them, and researchers in partner countries.

The goal of the COMBI project "Communication competences for migrants and disadvantaged background learners in bilingual work environments" is to develop innovative and inclusive practices and methods focusing on acquiring communication competences in the languages required in the workplace. In working fields like healthcare, regional and minority language play a substantial role when it comes to communication competences. The aim is not to acquire full competences in two or more languages, but to make sure that the regional language is taken into consideration as far as it fulfils language requirements in the workplace.

Main stakeholders of the project are vocational trainers, language teachers of regional languages for adults, migrant workers in the healthcare sector, scientific, educational and political organisations, policy makers, and elderly care companies. The products of the project are created by all project-partners, with valuable input from teachers, vocational trainers and researchers. The first output of the project is a needs analysis, containing data on the competence gap of communication in the (local) languages required in a multilingual workplace like the healthcare sector. The second output is a Teacher Training Toolkit, a handbook of guidelines focusing on language learning from multidisciplinary viewpoints. Other outputs are online learning modules that can be used in practice, and a roadmap, with all the highlights of the project, which is specifically interesting for stakeholders at policy making level in relevant fields.

## #328: The role of language activities in the early acquisition of a bilingual Frisian-Dutch vocabulary

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Several studies show that activities such as book reading and oral story telling significantly influence bilingual language acquisition (e.g. see Patterson, 2002; Scheele et al. 2010; Bosma & Blom, 2019). For Frisian, a minority language spoken in the north of the Netherlands, Bosma and Blom (2019) showed that shared book reading was especially important for the acquisition of Frisian vocabulary and morphology amongst children aged 5;0-6;0 years, while reading in Dutch only predicted Dutch vocabulary. The current study is comparable to the study of Bosma and Blom (2019) but targets at younger children, aged between 2;5-4 years old. It examines the role of several language activities in the acquisition of receptive and productive vocabulary in Frisian and Dutch.

91 children were assessed in receptive and productive vocabulary in both Frisian and Dutch every six months while they were aged between 2;6-4;0 years. The majority of these children, i.e. 58, had parents who both spoke predominantly Frisian to them. The other 33 participants had parents who both spoke Dutch to them. Every six months parents were also asked to fill in an extensive questionnaire with questions regarding the type and frequency of language activities, such as shared book reading, watching television, playing with peers, etc., their children were engaged in and in which language these activities took place.

Results showed that shared book reading significantly improved Dutch receptive and productive vocabulary. Interaction in Dutch also contributed to Dutch productive vocabulary. Other activities did not play an important role. The language activities under investigation did not significantly influence the acquisition of Frisian vocabulary. In other words, only the majority language, Dutch, seemed to be affected by language activities. This might be explained by the fact that the children were significantly more often engaged in Dutch language activities than in Frisian language activities. Children from Frisian-speaking parents were more frequent exposed to both languages during these activities than children from Dutch homes who were predominantly exposed to Dutch during these activities. Additionally, there are much more Dutch books, television programs, etc. available compared to Frisian.

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## #329: “Kinsto it Frysk ferstean?” Intelligibility and Receptive Multilingualism to boost the use of Frisian in Fryslân

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Receptive multilingualism refers to the ability of a speaker to understand utterances or texts in another language, even when they are not able to speak it (see Blee et al., 2014). This skill, often linked to mutual intelligibility of closely related languages, can be used to enrich the school curriculum and foster receptive skills in the minoritized language (cf. Fonseca, 2012; Andrade, Melo-Pfeifer, & Santos, 2009).

West Frisian is a minoritized language spoken in the province of Fryslân, in the Netherlands, as well as in some neighboring villages in the province of Groningen. It has actually been said to be converging with Standard Dutch (see Nerbonne, 2001), and it has been found to be largely intelligible for Dutch native speakers (e.g., De Vries, 2010). However, it seems that negative attitudes towards the language (see Hilton & Gooskens, 2013; Belmar, 2018) serve as the basis for a perceived difficulty that is often used to prevent the language from being used in the public sphere. In addition, Frisian speakers are often reported to automatically switch to Dutch even with interlocutors who can understand Frisian, to the extent that learners feel frustration (see Belmar, Boven & Pinho, 2019).

The results of Belmar and Pinho’s (2018) study indicate that West Frisian is highly intelligible for Dutch native speakers, which can arguably be used to boost the use of Frisian. This idea is now being put into practice in a series of workshops for *twatalige konversaasjes* in the city of Ljouwert organized by Afûk and the Department of Minorities and Multilingualism – Frisian of the University of Groningen. In these workshops, participants engage in conversations on ‘linguistic assertiveness’ (see Suay, 2016) and awareness and confidence in bilingual conversations is built.

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