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

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

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

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

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

- 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.

- 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 Mari is Associate Lecturer, Universitat de les Illes Balears, Catalunya/Spain**
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
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
Virtual Communities: a ‘breathing space’ for minority languages

Chair:
Elin Haf Gruffydd Jones

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

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

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

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

- Guillem Belmar Viernes (University of Groningen) and Hauke Heyen (University of Flensburg) open the panel with an introduction to the notion of ‘virtual communities as breathing spaces for minority languages’, illustrating it with a comparative analysis of two online communities of practice of West and North Frisian speakers.

- Professor Lorraine Leeson (Trinity College Dublin) considers how Deaf communities leverage social media as a mechanism for language activism. She is presenting a case study that explores the relationship between Irish Sign Language recognition and online activism, looking particularly at how activists have effectively used social media in a number of campaigns across 2017-18.

- Maggie Bonsey (University of Limerick) follows with a discussion of language practice among online fan communities of three TG4 shows. In particular, she will examine the use of Irish within a corpus of tweets relating to these shows, examining internal language policing and creative language use.
• Merryn Davies-Deacon (Queen’s University, Belfast) moves the discussion to a study of the lexicon of Breton found on Facebook. In particular, she will examine whether it conforms to stereotypes about new speakers and their language, and/or recommendations in dictionaries and terminology databases. This analysis is based on a corpus-based study of Breton in the media using data from 2016-17.

• Piotr Szczepankiewicz (Uniwersytet im. Adama Mickiewicza w Poznaniu) maintains the Brythonic theme with an examination of the perceptions of language authenticity and language ownership in the varieties of Revived Cornish. This analysis seeks to determine the (dis)similarity of these concepts among the proponents of these Cornish language varieties. The research was carried out using a discourse analysis of English language posts on the www.cornwall24.co.uk forum, along Coupland’s (2003) framework of authenticity.

• Christian Pischlöger (University of Vienna) concludes the panel with a discussion on the success of Udmurt on the social media platform VKontakte, where it is one of the most visible minority languages of the Russian Federation. This presentation aims to show how language ideologies are represented in online communities and how these relate to the potential impact of online success on Udmurt revitalization efforts.

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

Chair: Miren Manias-Muñoz a.o.

Discussants/presenters: Stuart Dunmore, Ben Ó Ceallaigh, Fañch Bihan-Gallic, Marta Pérez Pereiro, Mª Soliña Barreiro, Marijo Deogracias, Fernando Redondo Neira, Judith Clares, Beatriz Zabalondo

1. Socioeconomic disruptions in minority-language contexts

Chair: Stuart Dunmore

- Neoliberal globalisation and language minoritisation: Lessons from Ireland 2008-18. Ben Ó Ceallaigh, University of Edinburgh

  Discussant: Fañch Bihan-Gallic

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

  Oceania: Facing globalization. Fañch Bihan-Gallic, University of Aberdeen

  Discussant: Ben Ó Ceallaigh

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

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

Chair: Ben Ó Ceallaigh

- Scots, Gaels and Gaelic in Nova Scotia: New speaker heritage, motivation and identity. Stuart Dunmore, University of Edinburgh

  Discussant: Miren Manias-Muñoz

  The concept of the ‘new speaker’ has gained currency in the sociolinguistics of minority languages in the past decade, referring to individuals who have acquired an additional...
language outside of the home and who make frequent use of it in the course of their daily lives. Policymakers and language advocates in both Scotland and Canada make frequent reference to the role that new speakers may play in the future of the Gaelic language on both sides of the Atlantic. In many ways, globalisation and greater digital connectivity have mitigated the effects of physical distance between Gaelic speakers on either side of the Atlantic, whilst simultaneously cementing the dominant position of English internationally. Based on three years of ethnographic observation in Scotland and Canada, this paper examines reflexes of this policy in the two countries, juxtaposing the ongoing fragility of Gaelic communities with new speaker discourses around heritage, identity, and language learning motivations. In particular, I consider Nova Scotian new speakers’ sense of identity as ‘Gaels’, an ethnonym largely avoided or problematised by new speakers in Scotland.

Miren Manias-Muñoz, University of the Basque Country & University of Edinburgh

Discussant: Stuart Dunmore

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

3. Language diversity and film access

Chair: Miren Manias-Muñoz

Public policies as guarantors of cultural diversity in the digital market.
Marta Pérez Pereiro (University of Santiago de Compostela), Marijo Deogracias (University of the Basque Country), Fernando Redondo Neira (University of Santiago de Compostela)

Discussant: Mª Soliña Barreiro

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

The visibility of minority-language cinema in European stateless nations: Film translation practices in Galicia, Catalonia and the Basque Country
Mª Soliña Barreiro (ESUPT-Universitat Pompeu Fabra), Judith Clares (Universitat Oberta de Catalunya), Beatriz Zabalondo (University of the Basque Country)

Discussant: Marta Pérez Pereiro
While cinema works as an operator for the enactment of imagined communities (Anderson, 1983), audiovisual translation provides the opportunity to promote and exhibit small films in the global market as well as make them more visible. Subtitling provides the chance for minority languages to be heard around the globe as this form of translation respects the original version of films. Our research monitors the different policies dedicated to the promotion and distribution of cinema and analyses the results of real practises in small film industries of European stateless nations; specifically, in the case of Catalonia, Galicia and the Basque Country.
The current globalizing world with an increasing mobility and technological evolution, changed the nature of the local language contact situation, not only in multilingual urban settings. This has an inevitable impact on language use in general, and on the more vulnerable situation of regional and minority languages in particular. Despite the vast number of publications on this topic, the methodology of the data gathering process is not always very clear. Nevertheless, to obtain an accurate view on the language situation and its evolution, reliable data are essential. Data collection is a costly and time-consuming process, and researcher are constantly looking for the most appropriate way to do this. This colloquium wants to discuss the pros and cons of the different aspects of data collection methodology.

Papers

- **Collecting data on Dutch in the three parts of the language area. Dealing with different types of multilingualism.**
  Authors: Johan De Caluwe (Linguistics Department, Ghent University), Frans Hinskens (Meertens Institute, Amsterdam)

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

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

  - pros and cons of the different aspects of the data collection methodology
  - ideological and methodological aspects of dealing with the variety of national languages, dialects, regional and minority languages used in Suriname, the Netherlands and Belgium.

- **The BRIO Language Barometer Survey. Language use and language attitudes in Brussels.**
  Author: Rudi Janssens (Vrije Universiteit Brussel)

  Since the abolition of the contested language censuses and the fixation of the language border in 1960-62, no data on language use were available. Since then, Brussels became a city of migration with 2/3 of the population with 'foreign roots'. As a result, the language situation in
Brussels has changed considerably. The Language Barometer research, based on face-to-face interviews of a representative sample of the population, tries to gather data on the current language use in Brussels and the language attitudes of its citizens. Till now, his resulted in four surveys in Brussels and two in its periphery. The paper focuses on the methodology of the survey. Based on some concrete examples, we will discuss the pros and cons of this approach.

- Two experiences from the Basque Country: the measurement of the street use of languages through observation and the online collection of big amounts of sociolinguistic data in the research of Euskaraldia.
  
  Authors: Olatz Altuna-Zumeta, Uxoa Anduaga-Berrotaran and Imanol Larrea-Mendizabal (Soziolinguistika Klusterra)

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

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

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

- Dealing with non-representativeness in language survey research. An example of the fourth Frisian language survey.
  
  Author: Edwin Klinkenberg (Fryske Akademy)

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

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

- Proposing Essential indicators from Catalan linguistics.
  
  Authors: Xavier Vila (University of Barcelona), Natxo Sorolla (Institute for Catalan Studies)

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

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

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

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

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

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

Chair:
Marilena Karyolemou

Discussants/presenters:
Spyros Armostis, Lisa Solomou, Elisavet Kiourti, Eleni Demetriou

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

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

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

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

- **“But Kormakitis is something else. We have to say that!” Identity, identification and the land in the Maronite community of Cyprus**
  Marilena Karyolemou (University of Cyprus)

  A very important aspect of identification for minority communities besides language is the land (Zetter 1994, 1999; Taylor 2009). This presentation examines the link between language, identity and the land in the Maronite community of Kormakitis and underlines recent changes due to specific social and historical circumstances of deprivation and trauma (Hannatzia 2011).

- **Assessing linguistic competence and the native speaker**
  Marilena Karyolemou (University of Cyprus) & Lisa Solomou (University of Cyprus)

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

- **Mind the gap: Cypriot Arabic and the construction of teaching material in the era of globalization**
  Elisavet Kiourti (University of Nicosia) & Eleni Demetriou (Ministry of Education and Culture)

  This presentation deals with the design and development of pedagogical material that supports teaching and learning of CA in the era of globalization. Deriving from sociolinguistics (Blommaert 2013; Goffman 1961, 1981) and New Literacy Studies (Gee 2004; Knobel and Lankshear 2007), the study shows how the use of documentation (Himmelmann 1998, 2006) and metadata from the Archive of Oral Tradition create a “glocal language/literacy box” in view of the revitalization of a severely endangered language.
#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 / Provincje Fryslân), Albert Walsweer (NHL Stenden), Sigrid Kingma (NHL Stenden), Reitze Jonkman (NHL Stenden), Nynke Anna Varkevisser (NHL Stenden / ECNO), Nienke Jet de Vries (Provincje 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

- 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.

- 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.

- 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

- 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.

- 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.

- 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.

Part 3 - Research

- 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).

- 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:


#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 the 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

- 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 Guarani 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.
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 Ni 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 Ni 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
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
#101: Language and identity of Caucasian Germans in globalized society

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

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

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

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Albrecht Plewnia, Institut für Deutsche Sprache, Mannheim, Germany

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

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

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

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

The study also looks at the general language ideologies of these communities and their negotiation with the mirror effect. The research was carried out through quantitative and qualitative research. It includes surveys and semi-structured interviews of about one-hour duration collected thanks to participants of each community. Based on the data, the study presents a picture of the language ideologies of these communities towards their heritage languages, their dominant languages, Catalan and Spanish. This study is the first looking at the mirror effect regarding whole communities, and not only individuals.
#104: An investigation of language attitudes in 21st century Catalonia

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

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

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

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

Makiko Fukuda

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

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

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

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

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

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The present paper deals with the fact that the standardisation of minority languages does often not find the community’s approval and sometimes even brings to the fore defensive and/or hostile attitudes. I will show that an understanding of how speakers mentally conceptualise the minority language as well as the contact language(s) is key to language planning and policy’s (LPP) actions. As an example, the Romansh speech community in Grisons, whose members reacted strongly against the implementation of Rumantsch Grischun (an artificial koiné-language based on the five spoken idioms) in schools, is discussed more thoroughly. The case study is to be situated in the Folk linguistics’ tradition; it uses Berthele’s (2010) “Cluster-Modell”, which rests on Geeraert’s (2003) assumption that there is a romantic and rational way of conceptualising languages, as a framework.

For this project, data was gathered via an online-questionnaire reaching out to people living in the most-western part of Grisons, where Romansh is still very vital. Open-answer questions addressing participants’ Sprachbiographie (with respect to Romansh, Swiss German and Standard German) were included in the questionnaire. The answers of about 300 participants were analysed qualitatively by assessing which metaphors/concepts (e.g. language of the heart, language as tool etc.) were used for describing the individual languages.

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

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

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

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

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

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

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

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

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

*References:*

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

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

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

An attempt will be made to both give an account of the development for (Sweden) Finnish and Meänkieli, the role of civil society, research and political decisions and preferences during the last three decades. Several sources will be used: the anthology giving a detailed account of the situation at the dawn of the minority language policy acceptance (Hyltenstam (ed.) 1998), various studies during the 2000s reflecting a downward trend in many respects, and the minority and minority language accounts in the governmental inquiries of 2017 (SOU 2017:60, SOU 2017:88; SOU 2017:91). Some comments on the fate of the other national minority languages, in addition to (Sweden) Finnish and Meänkieli, that is, Romani chib, Sami and Yiddish, will be provided as well.
#110: Boosting the communication competence in minority and regional languages: the Eduka2 project in Italy and Slovenia

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

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

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

The purpose of the above mentioned activities was to investigate the needs of both ethnic groups in teaching and learning processes, as well as the goals in minority language teaching that have been achieved so far. Furthermore, the teams of experts and teachers were asked to prepare innovative teaching materials that meet the needs of the pupils and students who only use the minority language at school and “live their life” in the majority language. This situation leads to an inverse diglossia where the minority language is used in more formal and higher, but rare occasions, whereas the majority language is used in every day communication, technology, and new (social) media. The aim of this project activity named Teaching materials for cross-borders ethnic groups is to promote the use of the minority language in different situations in order to boost the communication competence of the speakers.
Globalization is a communicative phenomenon. The swift transfer of ideas, information, capital, goods, and people from one part of the world to another depends on the ability of all parties involved to communicate efficiently across geographic, cultural, and linguistic boundaries. As a result – and as an ever-increasing body of academic studies since the turn of the millennium has shown – language learning has become an integral part of workplace training in many sectors across the developed world.

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

Since the establishment of the Welsh Government’s Safonau’r Iaith Gymraeg [Welsh Language Standards] in 2016 – a direct result of the announcing of Welsh as an official language of Wales with Mesur y Gymraeg (Cymru) [Welsh Language (Wales) Measure] in 2011 – public bodies in Wales have been obliged by law to provide services through the medium of Welsh and English. Staff at these institutions are required to reach certain levels of proficiency in Welsh to adhere to the new Standards, each level being appointed in accordance to the nature of the staff’s roles within the institutions. Consequently, and informed by the findings of the Welsh Government’s 2013 review ‘Raising our Sights: a review of Welsh for Adults’, the field of Welsh in the Workplace was one of the founding focusses of the National Centre for Learning Welsh upon its establishment in 2016.

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

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

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

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

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

**References:**

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

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

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

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

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

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

*References:*


[www.taalanarkuze.nl](http://www.taalanarkuze.nl) and other materials, like flyers, posters and unpublished learning plans

Flash Eurobarometer 466 – European Education Area 2018.

MIME Vademecum, 2018.
#115: Educational policy in Ireland: a voice for native Irish speakers in Irish-speaking communities

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

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

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

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Beliefs about the benefits of a multilingual approach among language teachers

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

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

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

References:

Cenoz, J. & Gorter, D. (2014). Focus on multilingualism as an approach in educational contexts. In A. Creese & A. Blackledge (Eds.), Heteroglossia as practice and pedagogy (pp. 239-254). Berlin: Springer.
#118: The development of Basque oral expository skills by means of a trilingual didactic sequence

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

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

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

References:

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

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

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

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

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

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

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

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


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

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

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

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

Media and education being two key elements for linguistic minorities, they are worth the attention of this research. Transmission and diffusion of a language takes more importance in the case of minority languages and their fragmentation into different legal context, for one single language can be challenging. This paper departs from a legal analysis of the legal situation and fragmentation of Basque language, both concerning the legal framework of education and the legal framework of media. This enables a deep understanding of the rules and policies that regulates Basque language. In a second time, this research shows the interaction between these rules and the speakers, since the way they react or accommodate to the rules represents the social embedding of the legal framework.
#123: When a majority unwritten language appears a minority language: the case of Basque in Navarre in the 16th century

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

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

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

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

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

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

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

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

Finally, I will consider the importance of diaspora institutions such as the AGBU in fostering a specific language ideology that is inscribed in a discourse on ethnic identity and community’s survival in the context of globalization and which proves crucial in the improvement of the minority’s relationships with the Republic of Armenia.
#125: Contextualising Minority Language Rights Under International Human Rights Law

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

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

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

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

While primarily legal analysis, this paper analyses in tandem, historical, cultural and societal context which shaped the human rights protections we have for minority language speakers and the discourses about them which we see today. The aim is to demonstrate not just what protections are available to minority language speakers from international human rights law, but also why these protections exist in the way they do.
As in other places in Europe and all over the world, the effects of globalization also have an impact on the Basque Country. As a consequence, the presence of foreign languages, and in particular English as a Lingua Franca, has increased in Basque society. The Basque Government (2015) strongly supports the internationalization of the Basque companies, in order to be competitive on the international market. At the same time, the learning of English in education is supported by means of early introduction of English and CLIL (Cenoz, 2009).

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

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

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

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

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Dr Ingeborg Birnie, Strathclyde University, Scotland

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

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

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

References:

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

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

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

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

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

For the past decade, I have been involved in the drafting of the Use of Official Languages Act, as well as the drafting and amendment processes of language policies of various entities. Where the outcome had been English monolingualism, I have been a party on behalf of my employer (AfriForum) in litigation for a multilingual approach. Much has been achieved by forming networks across language barriers with other South Africans and international experts. My experience with language policies enables me to sketch the unique South African experience, but also to look at best practices and possible solutions to language rights challenges that may be applied elsewhere with success.
In the field of applied sociolinguistics, diaries have been used to collect information about linguistic practices, and in particular to evaluate language choice and language use of multilinguals (e.g. Lamarre 2013; Lawson & Sachdev 2000; Starks & Lee 2010). They are considered particularly useful as pilot studies or as part of a wider study supported by other data collection methods, to determine factors influencing language choice and language use in a range of domains and settings. The issue of language choice (e.g. Myers-Scotton 1998; Coulmas 2013) is particularly pertinent for individuals living in an environment where multiple languages are used and where the choice of language and modality needs to be negotiated or adapted to the social context or situation in which the speaker finds themselves.

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

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

References:

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

Shane Grant

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

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

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

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

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

This paper will draw on excerpts from a series of interviews with these new speakers along with a textual analysis of their work as part of current doctorate work being undertaken by author.
The Kurdish community, with all its inner-group diversity and differences, represents one of the larger sociopolitical groups in Berlin, looking back on a long tradition of immigration. In the absence of reliable data, the estimates as to the total population varies, but the cautious estimates range between 100,000 and 150,000. However, since the members of the community are not represented by ethnolinguistic identity, but rather by the respective nation states of origin (Turkey, Iran, Iraq, Syria etc.) in official censuses, there is no official data one can securely refer to. This accounts for an exorbitantly high complexity in all aspects of life, social interaction, schooling, employment, political participation, language use and so on - not just in Berlin but equally in other German and European cities. However, comprehensive academic research on this complexity hardly exists, and this is specifically true for the sociolinguistic profile of the Kurdish community.

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

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

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

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

References:

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

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Francesco Cavallaro, Nanyang Tech University Singapore
Anne Pauwels, SOAS University of London
Ka Lon Sou, Nanyang Tech University Singapore
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New forms of linguistic diversity and multilingualism are emerging as a result of increased mobilities (voluntary and forced) and the forces of globalization. They are also having an impact on the linguistic make up of many nation-states (especially in Europe), on the linguistic practices among the ‘movers’ and may very well affect people’s attitudes towards linguistic diversity.

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

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

Curt Woolhiser
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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 online 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:

#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
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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:
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:


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

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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.
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:

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

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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:


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

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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:

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:

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:
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#211: The sociolinguistic tactics of self-organization among Italian migrants in Germany. A challenge to integration policies?

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The city of Karlsruhe, in the Southwest of Germany, has been a destination for Italian labor migrants since the 1950s when the first so-called Gastarbeiter were recruited by the German government. Today, the Italian community of Karlsruhe is composed both by the original Gastarbeiter and the following generations and by newcomers arriving in the city as a consequence of the economic crisis in Italy. The community has built an extensive infrastructure consisting of supermarkets, service facilities ranging from barber shops to lawyers and meeting points like bars and, of course, many restaurants. Given the range of this infrastructure, the Italian language (including regional varieties) and semiotic items referring to Italy (like the tricolore) are very present in the cityscape of Karlsruhe. Furthermore, being one of the focal points of Italians in Southwestern Germany (alongside Mannheim, Ludwigshafen and Stuttgart), many cultural events like concerts of Italian artists and movie screenings in Italian take place here.

This analysis considers the use of Italian in online resources, both for organizing the community life and for supporting the newcomers, who in many cases do not speak any German. Hereby, the focus lies, on the one hand, on public Facebook groups set up by members of the Italian community in order to collect information about a plethora of topics ranging from where to buy typical Italian goods (like the so-called bomboniere) to Italian-speaking physicians and from the promotion of concerts to job searches and offers. On the other hand, information published in Italian on websites of the city institutions and professionals aiming at the members of the community and the newcomers are analyzed. The online data will be elaborated through the methodological frameworks of digital ethnography and digital discourse analysis (Varis 2016; Jones et al. 2015).

This research will show how the ongoing use of Italian in this long-standing community is essential to the internal organization of the community’s cultural events, the supply of Italian goods – especially food items – as well as the inclusion of newcomers in need of jobs, housing and everyday life support. In this sense, the (sociolinguistic) tactics of self-organization of the Italian migrant community challenge integration strategies set up by German authorities (cf. de Certeau 1980).

References:

#212: Multilingual Styria

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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:


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

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

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

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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 lexicicon 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, Lūsimā 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 кёрк-вāлг ‘broadband’, but also Russian loanwords like сотовый связь ‘mobile network’ балок ‘container house’ машина ‘car’ or вертолёт ‘helicopter’. There are also combinations of authentic Mansi words and Russian loanwords: for example ня̄врам 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:


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

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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:

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 diglossic environment.

References:
#224: Investigating semantic differences across related languages

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

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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:

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.
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 & Heltai 2017) and the teaching of the standard Hungarian characterizes the Program (cf. Tánzós 2012).

The revitalization of “dialects” is often deemed unworthy (e.g. Maître & 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:

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

References:
#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

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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.

References:
#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 Iaith Pawb (‘a Language for Everyone’) (Welsh Assembly Government, 2003) and Iaith Fyw: Iaith 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.

References:


#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; Snesareva 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 (Snesareva 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.

**References:**


Snesareva, M. 2016. De ‘nieuwe sprekers’ van het Iers, hun status en taalgebruik, Kelten 69, p. 5-9

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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Ó Baoill, Dónall, Ó Domhnalláin, Tomás, Réamhfhoil le Brithra na Gaeilge. BÁC, 1975.
#309: Innovative business models in minority-language printed media: An approach to the Basque Country and Catalonia

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Itsaso Manias-Muñoz, *University of the Basque Country, Basque Country*
Amaia Alvarez Berasategi, *University of the Basque Country, Basque Country*

The media fulfill 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 subsides. 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](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%?

**References:**

#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.

References:

#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) 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)
Foundation for Siberian Cultures, Germany (www.kulturstiftung-sibirien.de)
Centre for Russian Studies at Groningen University (https://centreforussianstudies.ub.rug.nl)
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.

References:

Evans, N. (2001). 12 The last speaker is dead-long live the last speaker!. Linguistic fieldwork, 250.
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.

References:

#322: Tiocfaidh le chéile lenár dteanga': 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.

References:

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.

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

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Imanol Larrea-Mendizabal, Soziolinguistika Klusterra, Spain

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.

References:

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.

Anna-Fardau Schukking, Mercator European Research Centre/ Fryske Akademy, Leeuwarden
Ramziè Krol-Hage, Mercator European Research Centre/ Fryske Akademy, Leeuwarden

During this presentation, we will talk about two Erasmus+ projects currently running at the Mercator Research Centre that are both focused on communication skills of refugees/migrants in work environments.

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 focused on acquiring communication competences in the languages required in the workplace. 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.

Target audience of the project are vocational trainers in adult education in the health care sector and language teachers of regional languages for adults, migrant workers in the health care sector, scientific, research and educational organisations, political organisations, policy makers and administrative organs responsible for questions involving multilingualism, migrants, employment and healthcare, companies, employers, elderly care private companies and elderly home managers. 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 focused on language learning from multidisciplinary viewpoints. Other outputs are online learning modules that can be used in practice, and the roadmap, collecting all highlights of the project, which is specifically interesting for stakeholders at policy making level in relevant fields.

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 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.

References:

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 Blees 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.

**References:**


Poster Presentations
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:

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:


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.
Efe [ɛ́ɸɛ́] 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:

#p05: “How ethnic groups sustain their status in the motherland”: language use and sustainability status of Agta ethnolinguistic groups in the Philippines

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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 ethnolinguistic 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://ovtas.no](https://ovtas.no)

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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

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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, \(\chi^2\) (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:*


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

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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:**

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

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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

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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:

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

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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:


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

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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:

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:

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:


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:

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

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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:

